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THE COMPREHENSION OF FIGURATIVE
LANGUAGE BY ELEMENTARY CHILDREN:
A STUDY IN TRANSFER.

The University of Oklahoma, Ed.D., 1961
Education, teacher training

University Microfilms, Inc., Ann Arbor, Michigan

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1961

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE COMPREHENSION OF FIGURATIVE LANGUAGE BY
ELEMENTARY CHILDREN: A STUDY IN TRANSFER

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
HILDA GWENDOLYN GROESBECK
Norman, Oklahoma
1961

THE COMPREHENSION OF FIGURATIVE LANGUAGE BY
ELEMENTARY CHILDREN: A STUDY IN TRANSFER

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DEDICATION

This research study in children's comprehension of figurative language is dedicated to Rosemary, the little girl who looked for Christmas "just around the corner."

ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to the chairman of her doctoral committee and director of this investigation, Dr. Arthur W. Heilman, for his invaluable guidance and inspiration. She also wishes to acknowledge the assistance and encouragement received from the other members of her committee, Dr. William B. Ragan, Dr. Mary C. Petty, Miss Ruth Elder, Dr. O. J. Rupiper, and Dr. Charlyce King.

Appreciation is extended to Dr. Charles M. Bridges for his counsel on the statistical procedures used in this research and to the administrators, teachers, and pupils of the public schools of Hays and Ellis, Kansas and of Alva, Oklahoma whose cooperation made this study possible.

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THE COMPREHENSION OF FIGURATIVE LANGUAGE BY
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CHAPTER I

THEORETICAL BACKGROUND AND REVIEW
OF RELATED LITERATURE

Misconceptions of children have been the subject of both humor and serious concern. Parents react with amusement when their five-year-old inquires, "What corner is Christmas just around?" However, when children fail to derive correct concepts from their reading, parents and teachers alike experience alarm. They realize that reading takes place only as the meanings intended by the writer are understood.¹

It is more often the patterns formed by words, rather than the words in isolation, which present difficulty in interpretation. These "pattern meanings" or verbal concepts develop gradually as the child matures. A primary goal of reading is "to enable the child to derive meaning from printed symbols at the same level of functional

¹Paul McKee, The Teaching of Reading in the Elementary School (Chicago: Houghton Mifflin Co., 1948), p. 81.

efficiency that he has already attained in getting meanings from spoken words."²

Certain of these word structures which occur frequently at almost all reading levels fall in the category of figurative language. The parent's remark that "Christmas is just around the corner" illustrates this type of concept. The language experience and level of abstraction of the five-year-old prohibited any but a literal interpretation of the words "just around the corner" which had a familiar and quite different meaning to the adult mind. Teachers, also, may frequently be misled by their own familiarity with figurative meanings and may overlook elementary grade children's difficulties in interpreting them.

Statement of the Problem

The purpose of this study was twofold: (1) to measure the ability of third, fourth, and fifth grade pupils to transfer skills of interpretation of figurative language which had been deliberately taught in a number of training lessons, and (2) to determine the nature and the extent of figurative language occurring in textbooks comprising two series of third, fourth, and fifth grade readers and one series of third, fourth and fifth grade social studies textbooks. It was designed, furthermore, to determine the

²Guy T. Buswell, "The Process of Reading," The Reading Teacher, XIII (December, 1959), pp. 108-114.

relationships between knowledge of figurative language and vocabulary, reading ability, intelligence, and sex, respectively.

Significance of the Problem

The investigations reviewed for this study present conclusive evidence that basal readers and other textbooks, particularly those in the area of social studies, contain many figurative expressions. They further reveal that the understanding which children derive from reading is affected adversely by their frequent and unknowing misinterpretations of these expressions. These conclusions identify instruction in the comprehension of figurative language as one of the essential elements of an effective program in reading.

The absence of objective or exhaustive research dealing specifically with figures of speech, in either the areas of instructional methods or textbook analysis, attests to the lack of emphasis accorded this phase of reading and suggests the need for the following: (a) actual measurement of the extent, nature, and difficulty of the figurative content of textbooks, rather than use of subjective judgment, and (b) exploration and evaluation of procedures designed to help students derive understanding from these concepts. Avenues of research in conjunction with the latter could well be investigations of (1) the feasibility of limiting

and simplifying the figurative content of children's reading material, (2) the merit of incorporating concept lists, including those with figurative meanings, in textbooks and teachers' guides, and (3) methods of instruction in the interpretation of figurative language. In view of the considerable extent of these expressions appearing in the textbooks surveyed for this study, the task of teaching every child all figures of speech which might present difficulty seemed insurmountable. Thus, the plan of instruction selected was designed to measure pupils' ability to comprehend, remember, and apply principles learned through study of representative expressions to those of a like nature later encountered. The study was not concerned with measuring the pupils' ability to understand and remember the interpretation of each figure presented and explained in the lessons.

Theoretical Background

Opinions of those versed in the field of language and concept development differ, particularly in regard to children's ability to make and to apply generalizations. Many assert that the younger child tends to perceive words as concrete ideas and does not generalize; that instruction which demands this ability will be fruitless for children

in lower intermediate and primary grades.³ Investigations by Watts and Piaget gave authoritative support to this conclusion.⁴

The position is taken by others that children evidence this capacity from early childhood. Russell criticised overstressing of the importance of stages in thinking, particularly of making a rather distinct break at seven and eleven years, the latter break being in prelogical thinking versus reasoning. He pointed out that normally by the age of three or four the child knows literally hundreds of concepts and from infancy has been "discriminating, abstracting, and generalizing about environmental data."⁵ Dewey, as well, defended the young child's ability to generalize as truly as does the adolescent or adult, even though both do not arrive at the same generalities.⁶ Data disclosed from studies in lower grade science performed by Croxton

³H. Feifel, and I. D. Lorge, "Qualitative Differences in the Vocabulary Responses of Children," Journal of Educational Psychology, XLI (January, 1950), pp. 1-18.
Margaret Curti, "Child Development--X Concepts," Encyclopedia of Educational Research (New York: Macmillan, 1956), pp. 176-178.

⁴A. F. Watts, The Language and Mental Development of Children (Toronto: George G. Harrap and Co., Ltd., 1944), p. 252. Jean Piaget, Judgment and Reasoning in the Child (New York: Harcourt, Brace and Company, 1928), p. 238.

⁵David H. Russell, Children's Thinking (Boston: Ginn and Company, 1956), p. 161.

⁶John Dewey, How We Think (Boston: D. C. Heath and Company, 1910), p. 211.

did not support the belief that "elementary pupils are absorbed in attaining emotional satisfactions, and that generalization is a somewhat unnatural process at this period . . ."⁷

Experimental work on the subject of transfer of training, a prominent topic of research and discussion early in this century, has been reviewed by Stroud. He stated:

The fact of transfer is not a psychological problem. It is a characteristic of mental development that learned behavior is not merely specific to the situation in which or the purpose for which it was learned in the first place. It generalizes, transfers. All general knowledge is of this kind. Thus transfer is a necessary concept in psychology.⁸

He pointed out that evidence of this ability to adapt responses to stimuli other than those to which they originally applied may be observed quite early in the child's intellectual development.

Until research reveals more conclusively both the levels and the processes of conceptual growth in children, sound judgment would indicate the need for perceptive guidance in the development of interpretative skills at all levels. As intelligence, language ability, and experiential background are developmental in nature, so it is logical that growth in interpretation follows the same developmental

⁷W. C. Croxton, "Pupils' Ability to Generalize," School Science and Mathematics, XXXVI (June, 1936), pp. 627-634.

⁸James B. Stroud, Psychology in Education (New York: Longmans, Green and Company, Inc., 1956), p. 510.

pattern.

As one's capacity matures, as one's ability to manipulate verbal symbols and grasp language relationships grows, as one acquires new and varied experiences, his potentiality for growth in interpretation also increases. However, this potentiality for growth does not automatically result in growth. One other factor is necessary: a teacher who gives guidance and direction. . . .⁹

The Nature of Reading. Edmund Burke Huey wrote in 1916:

. . . to completely analyze what we do when we read . . . would be to describe many of the most intricate workings of the human mind, as well as to unravel the tangled story of the most remarkable specific performance that civilization has learned in all its history.¹⁰

In one unit of a fifth grade social studies textbook comprising thirty-eight pages, over one hundred figurative expressions appear. The following are illustrative:

"Many soldiers went west to take up land."
 "The Chicago River flows through the heart of the city."
 "The land is gently rolling with green meadows and great forests."¹¹

Obviously, this material cannot be read with full understanding if the intended meanings of these expressions are not grasped by the child. Reading involves more than

⁹Sterl A. Artley, "Influence of Specific Factors on Growth in Interpretation," Promoting Growth Toward Maturity in Interpretating What is Read, ed. William S. Gray (Chicago: University of Chicago Press, 1951), XIII, p. 23.

¹⁰Edmund Burks Huey, The Psychology and Pedagogy of Reading (New York: The Macmillan Co., 1916), p. 6.

¹¹O. S. Homer, et. al, Exploring the New World (Chicago: Follett Publishing Co., 1956), pp. 215-254.

the visual perception and identification of printed symbols. It involves the meanings of these symbols and the interpretation of the concepts they convey.

Reading is a language process, a thinking process, and a social process. This concept of reading has been developed considerably since the time when "the principal requisites in reading were to read fast, mind the 'stops and marks,' and speak up loud."¹² Near the close of the nineteenth century, fluency of oral expression and "endowing children with the desire to choose that which is good to read" were added to mastery of the mechanics of reading as desired outcomes of instruction.¹³

As greater stress was placed upon meanings, the reading process was defined as the ability to extract thought from the printed page. This, too, was re-examined in the light of increased insight into the psychology of learning.¹⁴

It seems, however, that we have worn this aim almost threadbare. How can we expect a reader to extract meaning from the printed page unless he brings something along to lay at the threshold of learning?"¹⁵

¹²Romie Dustin Judd, The Essentials of Reading for Teachers (Cincinnati: The Hobson Press, 1942), p. 61.

¹³Sarah Louis Arnold, Reading: How to Teach It (New York: Silver, Burdett and Co., 1899), p. 28.

¹⁴Paul Klapper, Teaching Children How to Read (New York: C. Appleton and Co., 1920), p. 2.

¹⁵Judd, op. cit., p. 1.

This "something to lay down at the threshold of learning," that is, the child's accumulated fund of knowledge and experiences, is now recognized as a vital factor in the ability to comprehend what is read.

We read, then, quite literally with our own experiences. We read with what we have seen and heard and smelled and tasted and felt. We read with the emotions we have had--with the love we have loved, the fear we have feared, the hate we have hated. We read with the observations we have made and the deductions we have drawn from them; with the sympathies we have developed and the prejudices we have failed to rid ourselves of.¹⁶

Present day authorities place emphasis not only upon reading as a process of acquiring the author's meaning, but also upon reading skills as tools which will enable the student to interpret and to evaluate those meanings.¹⁷ As reading requires these skills and a background of understandings to interpret effectively that which is read, so does it demand reaction and response from the reader. Tinker expressed this well in his comprehensive definition of reading.

Reading involves the recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and the construction of new meanings through manipulation of concepts already possessed by the reader. The resulting meanings are organized into thought processes according

¹⁶J. B. Kerfoot, How to Read (Boston: Houghton Mifflin Co., 1916), p. 20.

¹⁷Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The Macmillan Co., 1950), p. 40. Donald D. Durrell, Improving Reading Instruction (Yonkers-On-Hudson: World Book Co., 1956), p. 13. McKee, op. cit., p. 6.

to the clearly defined purposes of the reader. Such an organization leads to modified behavior, or else leads to new behavior which takes its place, either in personal or in social development.¹⁸

Thus the child, as he reads a story of pioneer life in his school textbook, goes through the process of (1) recognition of word symbols, (2) construction of meanings from these words in their context in the light of his past experiences and his ability to reason and to generalize, (3) evaluation of these meanings and integration of the ideas thus formed into his own thinking, and (4) reaction in terms of changed attitudes and behavior.

In the sentence, "Many early settlers established footholds along the banks of the rivers," the young reader must grope for meanings which will harmonize his understanding of the word "footholds" or of the words "foot" and "holds" with the ideas implied in the story. It is understandable that the interrelationships presented by such figures of speech often cause confusion and misunderstanding in the minds of elementary pupils, for many of these concepts require a level of maturity and experience which they have not achieved.¹⁹

¹⁸Miles A. Tinker, Teaching Elementary Reading (New York: Appleton-Century-Crofts, Inc., 1952), p. 11.

¹⁹McKee, op. cit., p. 81.

Figurative Language: Definition of Terms

Figurative language is language which deviates from the literal or standard construction, order, and significance in order to achieve special meaning or effect. The various kinds of departure from this standard or literal form are called figures of speech.²⁰

Brin gave the following broad classifications of figures of speech: (1) figures of resemblance which include allegory, onomatopoeia, personification, metaphor, and simile; (2) figures of contrast which include antithesis and epigram; and (3) figures expressing other relations which include alliteration, hyperbole, and euphemism.²¹ The five figures selected for use in this study with the lessons on interpretation were metaphor, simile, irony, euphemism, and metonymy. Criteria used in their selection were entirely subjective. They were chosen chiefly because of the likelihood, as judged by the investigator, of their being of interest to children and frequently used by them.

Metaphor and simile are the types most commonly used in communication and predominated among the figures of speech found in the survey of elementary textbooks made for this study. They are somewhat alike, the metaphor being an

²⁰Dan L. Norton and Peters Ruston (Revised by M. H. Abrams), A Glossary of Literary Terms (New York: Rinehart and Co., Inc., 1957), p. 36.

²¹Joseph G. Brin, Applied Semantics (Boston: Bruce Humphries, Inc., 1951), p. 56.

implied and the simile an expressed comparison between two entities.²²

Metaphor is a comparison between two relations. Franklin Roosevelt's description of his economic policy as pump-priming is a perfect example of metaphor.²³ A typical textbook example of this figure is "Fear gave him wings for the long distance."

Simile is defined by Watts as the "explicit statement of the likeness implicit in the metaphor."²⁴ It is a comparison between two things, not in degree but in kind, e. g., "My car goes like the wind."²⁵ "It slipped down the field like a giant bird," is a textbook example of simile.

Hyperbole is an extravagant exaggeration of fact.²⁶ "Everyone had gone crazy about gold," is illustrative. This type of figurative speech accounted for a small proportion of the total found in the survey of textbooks.

Irony, as defined by Webster, is "a sort of humor, ridicule, or light sarcasm, which adopts a mode of speech the intended implication of which is the opposite of the

²²Fred B. Millet, Reading Poetry (New York: Harper and Brothers, 1950), pp. 54-57.

²³Arthur Philbrick, Understanding English, An Introduction to Semantics (New York: The Macmillan Co., 1942), pp. 35-36.

²⁴Watts, op. cit., p. 196.

²⁵Philbrick, op. cit., pp. 35-36.

²⁶Norton, op. cit., p. 36.

literal sense of the words . . ."²⁷ Dubbing the tallest boy in the class "Shorty" is a typical example. Though infrequently appearing in textbooks, irony is one often employed by children themselves and thus of interest to them.

Metonymy is a form of metaphor in which one word is used for another which it suggests; example: "He keeps a good table."²⁸

Euphemism is the use of a mild or nonoffensive expression instead of one that is harsh or unpleasant; example: "passing away" for "dying."²⁹

The latter two classifications were dealt with very briefly in the lessons designed for this study. Quite possibly their exclusion would have detracted little from the effectiveness of the instruction.

Every word was once a poem. Each began as a picture. Our language is made up of terms that were all originally figures of speech.³⁰

The vocabulary which we employ is not a fixed or rigid thing; it is constantly growing and changing. Much of this expansion and change is brought about by slang, the

²⁷Webster's New International Dictionary of the English Language, Second Edition, Unabridged, (Springfield: G. and C. Merriam Co., 1952), p. 1312.

²⁸Ibid., p. 1549.

²⁹Ibid., p. 881.

³⁰Wilfred Funk, Word Origins and Their Romantic Stories (New York: Grosset and Dunlap, 1950), p. 1.

"language-making faculty in action."³¹ Neologisms, words and terms invented for things which previously had no names, as kodak, radio, scientist, make innumerable contributions to our vocabulary.³² Technical terms, idiomatic and colloquial expressions, esoteric jargon adopted by trades, professions, and cultural groups are perpetually operative factors in the adding of new words and in bringing about changes of meanings and new meanings to old words.

The American language is the richest in all history. The vast tributaries of our English inheritance have poured into it. The streams of all nations have fed it. In its wide reaches we discover the sweep of our mighty rivers, the majesty of our mountains. It is salty with the rugged epithets of the early west. It echoes to the war whoop of the Indians and is musical with the melodies of the Negroes. It is strong with the curiosity and the daring of the pioneers, and it has inherited their restlessness, their impatience of the past, their disdain of the dead hand.³³

These new words and terms, as they come into being, are all figurative in nature until their use is either abandoned or they are established by usage and become "fossil,"³⁴ as far as figurative meanings are concerned. Walpole pointed out that even our most basic words--like "leg," "foot," "head," "give," "take"--are more often used metaphorically

³¹E. D. Myers, The Foundations of English (New York: The Macmillan Co., 1940), p. 149.

³²Ibid., p. 151.

³³Funk, op. cit., p. 2.

³⁴Jerome C. Hixson and I. Colodny, Word Ways: A Study of Our Living Language (rev. ed.; New York: American Book Co., 1946), p. 118.

than literally.³⁵

These figurative expressions become well known by adults and they find their way, via the writings of adults, into children's reading matter; and rightly they should. Children need to learn their meanings and use just as they need to learn the meanings and use of non-figurative vocabulary they encounter. It is by no means the purpose of this investigation to imply that the values of figurative language are outweighed by its difficulty of interpretation. While bare facts may be acquired with little or no play upon the imagination, it is imagery that delights a child.

Children need to be awakened to an appreciation of figurative language and to an understanding of its use in communication. "Language expresses thought, and every complication that can entangle thought can entangle language too."³⁶ Dull, indeed, must be the thoughts which can be expressed without use of metaphor, simile, personification, or another of the many types of expressions classed as figurative. It is the "language of imaginative unreality used to express concrete terms and actions."³⁷

³⁵Hugh R. Walpole, Semantics, The Nature of Words and Their Meanings (New York: W. W. Norton and Co., 1941), p. 145.

³⁶Philbrick, op. cit., p. 50.

³⁷Brin, op. cit., p. 50.

Review of Related Literature

While authorities in the field of reading call attention to the frequent use of figurative language in children's textbooks and to the difficulties encountered in its interpretation, opinions vary regarding the feasibility of simplifying this material. Rinsland and others urge a control of abstract concepts in textbooks similar to that exercised over the vocabulary burden.³⁸ John Dewey, on the other hand, warns against over-simplification, triviality, and meagerness in the child's reading matter.³⁹ As stated by Maddock, "Children possess wit and imagination to appreciate much that is far beyond their own limited past and present."⁴⁰ There is agreement, however, upon the need for specific instruction in this area. Smith singled out similes and metaphorical language for special consideration in the teaching of reading because interpretation of such passages often requires a high degree of generalization.⁴¹

³⁸Henry D. Rinsland, "Word Meanings in Children's Writings," Elementary English, XXVIII (April, 1951), pp. 221-225. Helen B. Knipp, "The Development of Thinking and of Concepts," Elementary English, XXVIII (April, 1951), pp. 290-297. Ruth G. Strickland, "How the Curriculum May Contribute to Understanding," Elementary English, XXVIII (April, 1951), pp. 226-236. M. C. Serra, "Amplifying and Simplifying Instructional Materials: Effects on Comprehension," Elementary School Journal, LV (October, 1954), pp. 77-81.

³⁹Dewey, op. cit., p. 181.

⁴⁰Lawrence H. Maddock, "What is Good Literature for Children," Elementary English, XXXIV (May, 1957), p. 298.

⁴¹Nila B. Smith, "Reading: Concept Development," Education, LXX (May, 1950), pp. 548-558.

Further recognition of the need for special consideration was expressed by McKee.

In view of the fact that pupils and students have considerable difficulty in reading the figurative language which appears in their textbooks, it seems feasible to propose that the program in reading should give definite instruction and practice in dealing with figurative language, particularly metaphor.⁴²

Despite this emphasis upon instructional needs, there is a paucity of research dealing either directly or indirectly with figurative language. One of the few studies which relate to the problem of this investigation is that of Holmes who measured fifth grade pupils' understanding of the figurative language they encounter in their basal readers and geography textbooks.

Twenty-six pupils were tested individually by personal interview over 140 figurative expressions. These items were used in a series of tests which were administered over a period of seven months. She found that of the 3,640 responses, there were 1,267 "don't know" responses, 47 per cent of which were verbalized misconceptions.

Some of the conclusions cited by Holmes were: (1)

⁴²McKee, op. cit., p. 81. For supporting opinions refer to: Strickland, op. cit., pp. 226-236; Gray, Lillian and Dora Reese, Teaching Children to Read (New York: The Ronald Press, 1957), p. 339; David H. Russell, Children Learn to Read (New York: Ginn and Co., 1949), p. 20; Knipp, op. cit., pp. 290-297; W. S. Gray, "Reading and Understanding," Elementary English, XXVIII (March, 1951), pp. 148-159; Curti, op. cit.; W. S. Gray and Elizabeth Holmes, The Development of Meaning Vocabularies in Reading, An Experimental Study (University of Chicago Publication: Laboratory School No. 6; Chicago: University of Chicago Press, 1938), p. 103.

Students develop different understandings of the same terms even in the same class and under the same teacher. (2) Students understand figurative expressions in the basal reader better than those found in geography textbooks. (3) Students harbor a great number of misconceptions of figurative language.

She recommended (1) that teachers give more time and special attention in their teaching to the recognition and understanding of figurative language; (2) that more careful consideration be given in the adoption of textbooks to the meanings of figurative expressions in content material; (3) that teachers be more alert in recognizing figurative expressions; (4) that students be given more opportunities to express orally what they understand by the figurative expressions they encounter in their every-day class work; (5) that emphasis be placed on the teaching of meanings; and (6) that studies be conducted to determine if special teaching of specific expressions show a transfer or carry over to the understanding of other expressions.⁴³

In an effort to determine the extent to which children understood the figurative language which occurred in elementary history textbooks, Flaum tested thirty fourth, thirty-three fifth, and thirty-one sixth grade pupils. Test items were chosen which, in the judgment of the investigator,

⁴³Elizabeth Ann Holmes, "Children's Knowledge of Figurative Language" (Unpublished Master's thesis, The University of Oklahoma, Norman), 1959.

would most likely be poorly understood by intermediate grade pupils. These figures of speech were presented in context followed by five multiple choice sentences, one of which gave the correct interpretation. Following the written test, personal interviews were held with each pupil relative to his understanding of the items missed.

Results of combined groups were: 59.5 per cent accuracy in understanding of similes, 66.2 per cent accuracy in understanding of personifications, and 75.5 per cent accuracy in understanding of metaphors. Each ascending grade level showed an increase in written test scores over the preceding grade. The greatest increase of understanding on interview over the written test was shown by fourth grade pupils and the least by sixth grade pupils.

The conclusion of the investigator was that the groups as a whole did not appear to have a high degree of understanding of the figures of speech on which they were tested. He recommended further testing of a similar type in schools of other geographic areas, pointing out that geographic and community differences may play a part in the actual understanding of figures of speech by children in intermediate grades.⁴⁴

⁴⁴Laurence S. Flaum, "A Study of the Understanding Which Fourth, Fifth, and Sixth Grade Pupils in the Elementary School of Crawford, Nebraska have for Figures of Speech Which Appear in the Basic History Textbooks Used in Each of Those Grades." (Colorado State College of Education, Greeley, Colorado, Division of Education, August, 1945). Field Study Number (1).

In an earlier study, Ayer demonstrated the difficulties of some figurative concepts. She utilized thirty-five paragraphs taken from several widely used fifth grade histories. These selections were given to seventy-seven fifth grade and sixty-four seventh grade pupils in a controlled test situation. The following paragraph is an example of those used.

Daniel Webster said of Hamilton, "He smote the rock of national resources, and abundant streams of revenue burst forth. He touched the dead corpse of public credit and it sprang to life."

Pupils were asked to paraphrase. Fifth grade pupils totaled 23 per cent correct and seventh grade, 32.7 per cent. Of the wrong responses, 13 per cent indicated that words or phrases were interpreted singly without reference to other elements in the paragraph. This was conspicuous among a group of children with superior intelligence.

In analyzing the 100 per cent incorrect responses, it was found that in 43 per cent of the cases, the pupils apparently made use of cues. The tendency was to gather cues from cheerful or depressing language or from overpotency of elements which were wrong cues. An example of this was the interpretation of "Here he remained for four years during the stormy debate when the fate of the Union hung in the balance" to mean "He stayed out in the storm for four years."⁴⁵

⁴⁵Adelaide May Ayer, Some Difficulties in Elementary School History (New York: Teachers College, Columbia University, 1926), pp. 35-42.

Looby attempted to ascertain the extent to which children understand certain figurative and non-figurative words and phrases in literature. Seventy-seven sixth grade children were presented a reading selection and tested on its interpretation. No specific instruction was given over the concepts it contained. She concluded from her study that children appear to derive meaning from the context, although such derivations are often incorrect. Pupils seem, however, to be unconscious of their inaccuracies. She concluded further that certain literary selections contained in readers are too difficult for pupils of that grade to comprehend fully. Concepts, which in themselves are easily understood, may have their meanings obscured by odd or unfamiliar wording or phrasing.⁴⁶

Classic among studies relating to children's language concepts are those made by Watts. Children aged eleven years and upward were given fifty proverbs and idiomatic phrases and asked to match each one of them with one out of the four literal statements that followed. Example: A bird in hand is worth two in the bush.

- (a) Ten pounds in your pocket is worth twenty pounds in the bank.
- (b) Birds close at hand look better than at a distance.

⁴⁶Ruth Looby, "Understandings Children Derive from Their Reading," Elementary English Review, XVI (February, 1939), pp. 58-62.

- (c) Better to live in a cottage than in a mansion.
- (d) A little of which you are sure of is better than a lot of which you may never get.

Analysis of the results of this test showed that when in doubt, the apparently literal meaning was selected by these children.

A large number of London ten-year-old children were tested, also, with forty questions about common words. For each question, three sentences were supplied containing the same word used in different senses. The children were asked to mark the sentence in which the word had been used with its first, literal, original, or proper meaning. The sole aim of the test was to discover what general factors influenced the children in making their judgments.

Results showed clearly that what the children understood by the first, proper, original, or literal meanings of a word was the most familiar or commonest use of it, and that when they were in doubt they tended to identify the literal with the concrete.⁴⁷

Of interest, and in some respects, analagous, to Watt's studies is a recent analysis by Richardson and Church of proverb interpretations. Sixty-four children, aged seven to twelve, were asked to give the meanings of seven proverbs. For further comparisons, the same proverbs were presented to thirty adults between the ages of fourteen and sixty-seven

⁴⁷Watts, op. cit., p. 199.

years. The seven proverbs were: "An ounce of prevention is worth a pound of cure;" "Don't cross your bridges until you get to them;" "Every cloud has a silver lining;" "All that glitters is not gold;" "Don't cry over spilt milk;" "Where there's smoke there's fire;" and "You can't teach an old dog new tricks." Responses were recorded verbatim. Correctness of a subject's definitions were totally disregarded in the analysis of his performance.

The aim of the study was to arrive at more exhaustive and reliable scoring categories which would permit statistical comparisons and to shed some light on shifts in cognitive functioning that take place in the course of development. While these purposes do not parallel those of the present study, certain data are relevant. Very few children gave correct interpretations. Younger children tended not to define but rather to describe a particular; as "It means that the cloud's dark" for "Every cloud has a silver lining."

There were significant improvements with age along all dimensions except the one termed "Physiognomic-articulated." By this were meant interpretations in which meanings were dominated by a single term or atmosphere, or by concepts clearly alien to the terms of the proverb. Children's superiority in this factor was explained by the absence of metaphorical implications. In only two cases did children ask for clarification of a particular term. As

Looby had found, children were largely unaware of faulty interpretations although undoubtedly many terms were unknown. It was noted, also that all immature forms of response found in children occur, although with decreased frequency, in adults. Further studies were suggested dealing with sex differences, intellectual differences, and others.⁴⁸

In an investigation of pupils' ability to generalize, mentioned in an earlier section, Croxton attempted to answer the question, "Is the failure of children to generalize due to lack of this power or tendency, or is it simply due to want of a sufficient experience basis for generalization?"⁴⁹

Five experiments were undertaken, most of which tested specifically the ability of pupils to formulate and apply a principle after eight minutes exposure to the essential experience basis, in the form of displays of materials or directed play, which demonstrated certain principles. Questions used in testing the problems in generalization were: (1) What are the differences between plants and animals? (2) What makes a pendulum go slow or fast? (3) What does this (demonstration) show about warm air and cold air? (4) How do you always make the teeter balance? (5)

⁴⁸Claudia Richardson and Joseph Church, "A Developmental Analysis of Proverb Interpretations," Journal of Genetic Psychology, XLIV (June, 1959), pp. 169-179.

⁴⁹Croxton, op. cit., pp. 627-634.

How can you tell birds from all the other animals (on the table)? Additional questions in all but the first experiment tested pupils' ability to apply their generalizations to specific problems. No explanations or individual aid were offered.

The tests were given to kindergarten through grade nine and in two Opportunity rooms. The total time in each room for both demonstrations and pupil responses was fifteen minutes. Children in second grade and below gave oral responses and those above the second grade wrote their generalizations and answers to the applied questions.

The mean number of generalizations on the first test and the percentage of pupils making correct generalizations and applications on the later tests were recorded for each grade. A summary of this data shows that for the 189 third grade, 223 fourth grade, and 219 fifth grade pupils tested the per cent scoring correct on the last four tests in both generalizations and applications were as follows: grade three, 21 per cent; grade four, 28 per cent; and grade five, 38 per cent.

His deduction from this study was that many children in the higher primary, the intermediate, and the junior high school grades are capable of generalizing. He further concluded,

There is little in these experiments to indicate that junior high school pupils possess markedly superior ability to generalize than intermediate pupils possess,

the difference in scores in favor of the former being little more than might be credited to added experience.⁵⁰

Fennema reported significantly negative correlations between mental image scores and intelligence scores in a study of mental imagery of children in relation to what they read. One explanation offered by the investigator was that much teaching of reading stresses only literal meanings. Children are not encouraged to go beyond literal meanings to their own interpretations, and as a result, the more intelligent child, in his adjustment to this purpose in reading, forms fewer mental images than the slower child.⁵¹

Efficiency of methods of teaching word meanings has received limited attention by researchers. Lidell found, in one such study, that with fourth and fifth grade children the telling method and the context method ranked most effective. The picture method ranked next and the dictionary method ranked as the least effective method used.⁵²

Gray and Holmes compared incidental and direct methods of developing and expanding the meanings of words encountered in materials read in the field of history. For

⁵⁰Croxton, Ibid.

⁵¹Elizabeth H. Fennema, "Mental Imagery and the Reading Process," Elementary School Journal, LIX (February, 1959), pp. 286-289.

⁵²Glenda Lucille Lidell, "An Experimental Investigation of Methods of Teaching Word Meanings," (Unpublished Master's Thesis, University of Southern California, Los Angeles, 1931).

a period of three months, equivalent groups of fourth grade pupils were taught identical subject matter by the same teacher. The one variable was vocabulary training. Results showed impressively greater achievement for those with specific vocabulary instruction. Greater interest was also shown by this group.

Regarding the difficulties caused by figures of speech, the researchers pointed out that such expressions differ from those influenced by context in that they may or may not be associated with words which look familiar to pupils. Another respect in which they differ is the nature of their meaning. Since figures of speech are the outgrowth of the more common or usual interpretations, they may, perhaps, be best developed through association with root meanings. Suggested as a frequent source of difficulty for students but easily overlooked by teachers were such examples as "The sailors crept down the coast;" "Quickly they took to the sea;" and "The ship pitched violently."⁵³

Ideas about topics to stress and illustrate in the teaching of an appreciation of descriptive language were compiled by Hillenbrand through analysis of intermediate grade teachers' manuals for the Scott Foresman and the D. C. Heath reading series. Sixteen points of emphasis were listed with examples given to illustrate particular language

⁵³Gray and Holmes, op. cit., p. 107.

concepts. Eleven of the sixteen dealt with figurative meanings. Suggestions included the following:

- (a) Finding words and phrases that prompt images; e.g., as free as the wind.
- (b) Identifying figurative language.
- (c) Teaching about simile; e.g., buzzed like bees swarming from a hive.
- (d) Interpreting figurative language; e.g., Have you ever been a thorn in the side of a friend?
- (e) Using colloquial language; e.g., a peach of a storm; beat me all hollow.
- (f) Appreciating descriptive, figurative, or picturesque language.
- (g) Appreciating artistry in use of words.
- (h) Distinguishing variations in meanings: colloquial speech and idioms; e.g., tend store; month of Sundays.
- (i) Oral interpretation; e.g., sharp with sudden cold; turning the leaves to bright silver.
- (j) Identifying words to create an impression.
- (k) Forming and reacting to sensory images.⁵⁴

Numerous studies have been focused upon the vocabulary content and difficulty levels of textbooks. In his recent review of research in reading, Karlin remarked:

It becomes increasingly apparent that many children, who on a standardized reading test are achieving the norm for a specific grade, require special assistance

⁵⁴R. Hillenbrand, "Appreciating of Picturesque Language in the Intermediate Grades," Elementary English (May, 1959), XXXVI, pp. 289-293.

if they are to use profitably the books intended for that grade.⁵⁵

Results were reported by McCracken of an experiment in which 124 fifth and sixth grade pupils were tested on the factual content of two selections. The test was designed to determine the effect made upon reading comprehension scores by changes in vocabulary difficulty of the selections read. By use of two well known readability formulas, these selections were purposely written on fourth-fifth grade level and seventh-eighth grade level respectively.

Whereas pupils almost unanimously voted the passage written on the lower difficulty level to be the easier, the mean score on the ten question test was 1.3 points higher for the more difficult one. On the basis of his data McCracken concluded that writing to conform with standard vocabularies may not increase or decrease readability as much as is indicated. No disagreement with this opinion is implied; however, the titles of the selections, Jack and the Talking Tree for the one with the more difficult vocabulary and Polar Pacific Air Masses for the easier, cast some doubt upon the control of all factors of readability in this investigation.⁵⁶

⁵⁵Robert Karlin, "Research in Reading," Elementary English, XXXVII (March, 1960), pp. 177-183.

⁵⁶Robert A. McCracken, "An Experiment with Contrived Readability in Fifth and Sixth Grades," Journal of Educational Research, LII (March, 1959), pp. 277-278.

Of the twenty-one textbooks comprising seven series of social studies texts analyzed by Sloan, two fourth grade, three fifth grade, and four sixth grade books had appropriate readability levels for content. Ten of the books analyzed contained introductory material at a reading level which average pupils of that grade would have attained at the close of the year.⁵⁷

A survey of science textbooks by Mallinson, et al., revealed similar discrepancies. By use of the Flesch readability formula, books for grades four, five, and six from each of five series were analyzed. They found the mean grade level of reading difficulty of all fourth grade textbooks to be above the level which could be expected of the average pupil who had completed grade four, the average for the fifth grade above the typical beginning fifth grader, and the grade six texts satisfactory for average sixth graders. They also discovered in nine of the fifteen books that passages taken from earlier portions were more difficult than passages taken from later portions.⁵⁸

Vollbrecht, in her appraisal of thirteen second grade readers, found a total vocabulary of 1,914 different

⁵⁷Fred A Sloan, Jr., "Readability of Social Studies Textbooks for Grades Four, Five, and Six, as Measured by the Dale-Chall Formula," (Doctoral Dissertation, George Peabody College for Teachers, Nashville, 1959), Abstract.

⁵⁸George G. Mallinson, et al., "The Reading Difficulty of Textbooks in Elementary Science," Elementary School Journal L (April, 1950), pp. 460-463.

words. The number of different words found in the readers ranged from 236 to 598. No word introduced at second grade level was found in all of the readers examined. That grade designation does not necessarily give a true picture of the vocabulary burden of a book was demonstrated by this study.⁵⁹

Knipp reported an investigation in which elementary pupils were given informal tests, first matching and later completion type. Responses showed that children (1) do not understand common terms they meet in their textbooks; (2) cannot write their own definitions as easily as they can match definitions given; (3) do not understand shifts in meaning, especially in figurative language; (4) need broader knowledge of words in all phases of study; and (5) need different types of tests to test understandings of semantic variations. On the basis of this research she predicted that "eventually publishers or authors may supply lists of words with their varying meanings on their respective pages as they now furnish lists of new terms in each book."⁶⁰

The purpose of a study by Harris was to determine the number of different concepts a child must acquire to interpret accurately certain words which occurred repeatedly in six fourth grade readers, none of which contained a

⁵⁹Dorothy M. Vollbrecht, "Vocabulary Analysis of Thirteen Second Grade Readers," Elementary English, XXXI (April, 1954), pp. 206-207.

⁶⁰Knipp, op. cit., pp. 290-297.

concept list. Some conclusions drawn were that the difficulty of a meaning is not revealed by statistical analysis; provisions ought to be made by authors and publishers for clarification and repetition of meanings; and teachers should provide the necessary background of experience for the acquisition of the concepts which the pupil must have in order to understand the materials he will read.⁶¹

Using material quite unrelated to textbooks, Staiger reported findings of a similar nature. He discovered that many of the meanings of figurative phrases in the ballad of Davy Crockett, so familiar to children, were unknown by them. Out of the thirty-one fourth grade pupils interviewed informally, the twenty-three who had seen the film in which Davy was the central character averaged 55 per cent acceptable answers when questioned as to the meanings of twenty such figurative expressions as "Greenest state," "Western march," and "Mountain crest." The eight who had not seen the film knew only 27 per cent. The major implication observed by Staiger was that "no matter how familiar these materials were to children, parroting words was no guarantee that they knew what they were talking about."⁶²

⁶¹Dupont Guerry Harris, "A Concept Analysis of Recurring Words in Fourth-Grade Readers (Volumes One and Two)" (Unpublished Doctoral Dissertation, George Peabody College for Teachers, Nashville, 1958).

⁶²Ralph C. Staiger, "Misunderstood Davy: A Footnote," Elementary English, XXXVII (March, 1960), pp. 190-191.

In regard to the reliability of vocabulary lists often used in writing for children, Dolch compared children's word knowledge as measured by interview using identification of objects, pictures, and, where these could not be used, oral explanations of words, with the Rinsland Basic Vocabulary of Elementary School Children, (Macmillan, 1945). For this investigation it was decided that "known to children" would mean known to seventy-five out of a hundred. Ten children were tested from each of three schools. A word was accepted if shown, by formula, that the chances were forty-two to one that it would be known by seventy-five out of one hundred children.

Comparison of these words with the frequency count of the Rinsland word study disclosed striking dissimilarities. Dolch accounted for the inaccuracy of the method of word counting used by most investigators, in which words spoken or written are recorded, by the falsity of the investigator's assumption that children use all the words they know, and use them in proportion to their familiarity with them. The use of words by children is affected by interest, emotional set, and opportunity rather than familiarity, Dolch pointed out. He concluded that while word counts are useful and desirable in "staking out" areas of word knowledge, systematic testing procedures are necessary for determining children's actual knowledge of words.⁶³

⁶³Edward Dolch, "Tested Word Knowledge vs. Frequency Counts," Journal of Educational Research XLIV (February, 1951), pp. 457-470.

A review of research by Garner and Sheldon on the development of concepts through reading revealed the need for more definite information concerning (a) the ages or grade levels at which the various types of concepts can be reasonably developed through reading; (b) valid criteria for the creation of more realistic reading materials; (c) the amount and kind of transfer which can be made from reading to application of concepts at all levels; (d) the role of direct and vicarious experience in developing concepts through reading; and (e) the amounts and types of instruction which best promote the attainment of such concepts.

According to these investigators,

It is quite probable that excessive concept loads to be found in reading materials, particularly in the social studies, encourage verbalism rather than genuine understanding. Frequently more attention is paid to the word count, as being the most important criterion for producing reading materials, than to the density of meaning inherent in the words themselves.⁶⁴

Summarizing research on the concept burden of instructional materials, Serra called attention to the scarcity of investigations dealing directly with this phase of children's reading. She suggested that lists of concepts, analagous to the vocabulary lists now used, be included in each child's textbook. From the existing studies she inferred: (1) The concept burden of social studies materials is excessive. (2) Difficult or unusual concepts are not

⁶⁴Richard L. Garner and William D. Sheldon, "Problems in the Development of Concepts Through Reading," Elementary School Journal, LV (December, 1954), pp. 226-229.

repeated sufficiently often in social studies textbooks. That is, concepts are expressed in the books but are not developed for the children who read them. (3) The problem of concept development is complicated by the vocabulary burden through too frequent use of indefinite terms. (4) Verbalism can be avoided only by associating words with concepts that have their roots in experience. (5) There is a tendency today to reduce the concept load of instructional materials, particularly of basal reading series.⁶⁵

Johnson stated in regard to the need for more reliable measures of readability:

Existing formulas do not cover adequately the semantic difficulties which may be encountered in reading. In particular need of consideration is the inclusion of measures of number of different concepts, difficulty of concepts, semantic variations of words.⁶⁶

Several assumptions derived from the literature reviewed which have proved useful in the study under consideration are:

1. Elementary pupils harbor a great number of misconceptions of the figurative language occurring in textbooks.

2. Most children seem to interpret these expressions literally, unconscious of both the figurative

⁶⁵Mary C. Serra, "The Concept Burden of Instructional Materials," Elementary School Journal, LIII (May, 1953), pp. 508-512.

⁶⁶Marjorie Seddon Johnson, "Factors in Reading Comprehension," Educational Administration and Supervision, XXV (November, 1949), pp. 385-406.

implications and of their own inaccuracies of interpretation.

3. Search of the literature revealed no instrument for measuring the concept burden of a book nor the use of concept lists in the writing of children's literature.

4. Grade designation does not necessarily give a true picture of the difficulty level of a textbook. This is most pronounced among social studies texts.

5. Specific teaching of word meanings has a salutary effect, both in increased achievement and in greater interest of pupils.

6. Some studies indicate that many elementary pupils do possess ability to generalize and to apply their generalizations. Much more conclusive investigation is needed in this area.

7. As far as could be ascertained, no investigation has measured the effects of training in the interpretation of figurative language.

CHAPTER II

INVESTIGATIVE PROCEDURES

As stated in Chapter I, this study had two major purposes: (1) to measure the degree to which specific training in the interpretation of figurative language will transfer to other learning situations among elementary pupils, grades three, four, and five; and (2) to determine the quantity and the types of figurative expressions occurring in eleven selected elementary textbooks in the areas of reading and social studies for grades three to five, inclusive.

In this chapter investigative procedures are outlined for both facets of the research, the first being designated as the experimental study and the second as the textbook survey. Part one describes the selection of the subjects, the construction of materials used, and presents the plan of the experimental study. In addition, the methods of analyzing data are discussed as well as the limitations of both the methods employed and the results obtained. Part two describes the selection of textbooks, procedures used in the analysis, and the limitations of the survey of elementary readers and social studies texts.

The Experimental Study

Selection of Subjects

This study was carried out in Hays, Kansas, a mid-western town of approximately 13,000 population. Pupils used for the study were from two public schools selected for their homogeneity of racial background, socio-economic level, and school environment.¹

Neither school followed the practice of assigning students to classrooms on the basis of intelligence or achievement ratings. All classrooms were self-contained. Teachers of all groups used in the study were comparable in age, in years of experience, and, in the judgment of their superintendent, in teaching skill.

Subjects comprising the control groups were from a third, a fourth, and a fifth grade room of one school. The number of pupils participating in this phase of the study were twenty-seven third grade, twenty-four fourth grade, and twenty-seven fifth grade pupils, totaling seventy-eight. Experimental groups were a third, a fourth, and a fifth grade room from the second school, numbering twenty-nine

¹The degree of homogeneity is unusually high because of the peculiar history of the Hays area. The children attending these public schools are predominantly Catholic and of German extraction. The area surrounding Hays, Kansas was settled in the 1880's by immigrants from the Russian Ukraine desirous of escaping demands for military service. Wheat farmers chiefly, they sought to migrate to an area where they could pursue this means of livelihood so came to western Kansas.

third graders, twenty-eight fourth graders, and twenty-four fifth graders respectively and totaling eighty-one.

In all cases precautions were taken to ensure as nearly a normal classroom situation as was possible. Neither pupils nor teachers were advised as to the nature of the study, nor indeed, that the lessons and tests were other than a project of interest to the investigator and of probable benefit to the pupils themselves. Because of this desire to maintain a natural situation and because of concern over possible inconvenience to school personnel, no attempt was made to control concomitant variables by direct selection of subjects. Both tests and lessons were presented to classes as a whole and the experimenter relied upon statistical comparison of groups to test their initial equality. Analysis of covariance was used.

The smallest number of one sex in any of the classes was ten. In all other cases girls and boys were randomly rejected, a posteriori, until a group of ten remained. This was done since one of the basic characteristics of the well designed experiment is to have, whenever feasible and possible, equal subjects in each cell.

Plan of the Experimental Study

Tests were administered to all third, fourth, and fifth grade pupils used in the study to determine their initial status in the following variables: reading level, vocabulary level, mental ability, and knowledge of figurative

language. Intelligence quotients were obtained by use of the California Test of Mental Maturity. The Metropolitan Achievement Tests, Form B, Elementary Reading Test, and Form Bm, Intermediate Reading Test were used to determine reading and vocabulary levels. No standardized test of knowledge of figurative language was obtainable. Since this was judged a highly important variable, it was deemed necessary to construct tests for this study. The construction and administration of these tests are described later in this chapter.

All tests were administered by the investigator with the exception of the test of mental maturity. This test had been administered by school officials within the two years previous and these scores were secured from school records.

During a five-week period, the experimental group was given instruction in the interpretation of figurative language twice weekly. Lessons were twenty minutes in length, totaling 200 minutes of instruction for the ten lessons. In accordance with the plan of this investigation, no figurative expressions drawn from the children's basal texts were used in these lessons. Construction of study sheets and lesson plans and the presentation of the lessons in figurative language are discussed later in this chapter.

Four weeks following the completion of the ten lessons, post tests on the interpretation of figurative language (described later) were administered to control and

experimental groups. All figurative expressions used in these tests were taken from the basal readers and social studies textbooks used by the children in this experiment. The purpose of these tests was to measure the application by the experimental groups of the skills and attitudes acquired in their training to the interpretation of other figurative expressions. Each of the items of figurative language had appeared in the regular text material covered by the pupils prior to the time the test was administered.

The differences in achievement on the post test between experimental and control groups were computed for both boys and girls on each grade level, for each grade, and for grades as a whole to determine if the training had a salutary effect on the ability of the experimental groups to understand figurative language.

Intercorrelations were obtained between scores on the figurative language, reading, vocabulary, and intelligence tests. These comparisons were made by sex, by grade level, by groups within schools, and by total groups. All measurements were converted to standard scores for purposes of statistical comparisons.

Construction and Administration of Figurative Language Tests

The matching or pretests on understanding of figurative language were constructed in the following manner. Sixty sentences containing figures of speech were selected

from readers and social studies textbooks not used in the Hays schools as basal texts. It was necessary for the purposes of the study that no material used on the post tests be presented in either the matching tests on figurative language or in the lessons. Under each sentence containing a figurative expression there were listed one correct interpretation of the meaning and two foils, or incorrect interpretations. The following is an example.²

They rode forward, throwing caution to the winds.

- A. They shouted warnings as they rode forward.
- B. They rode forward ignoring danger.
- C. They rode bravely into the terrific winds.

The sixty item tests thus constructed for each of the three grades were administered to approximately ninety pupils in each of grades three, four, and five. These pupils attended the elementary schools of Alva, Oklahoma and Ellis, Kansas. Garrett's short method of item analysis³ was used in selecting the items for use in the matching tests used in the study. In their construction, a small overlap between grades three and four and between grades four and five was necessary to secure items of satisfactory validity and difficulty index.⁴

²See Appendix A for all matching and post tests in figurative language used in this study.

³Henry E. Garrett, Testing for Teachers (Chicago: American Book Co., 1959), p. 219.

⁴Validity (discriminative power) and difficulty indexes for each item selected are listed in Appendix A.

The post tests on figurative language were constructed in a similar manner. Seventy-five items were administered in each of the trial tests and the fifty best items for each grade comprised the test used in the study. No overlap of items was made between grades on the post tests. All figurative expressions used were taken from the basal readers and social studies textbooks used by the pupils in this study.

Both matching and post tests on figurative language were administered as follows. Each complete item was read aloud by the examiner as pupils followed the words and read silently from their individual copies. Ample time was given for each pupil to select and check the sentence which he considered to be the best interpretation of the underlined stimulus. The purpose of the oral reading of the entire item by the examiner was to ensure recognition of all words by all pupils and to eliminate as nearly as possible the factor of differences in reading skill. It may be noted that this type of test construction is quite similar to those used in several of the studies cited in the review of literature.

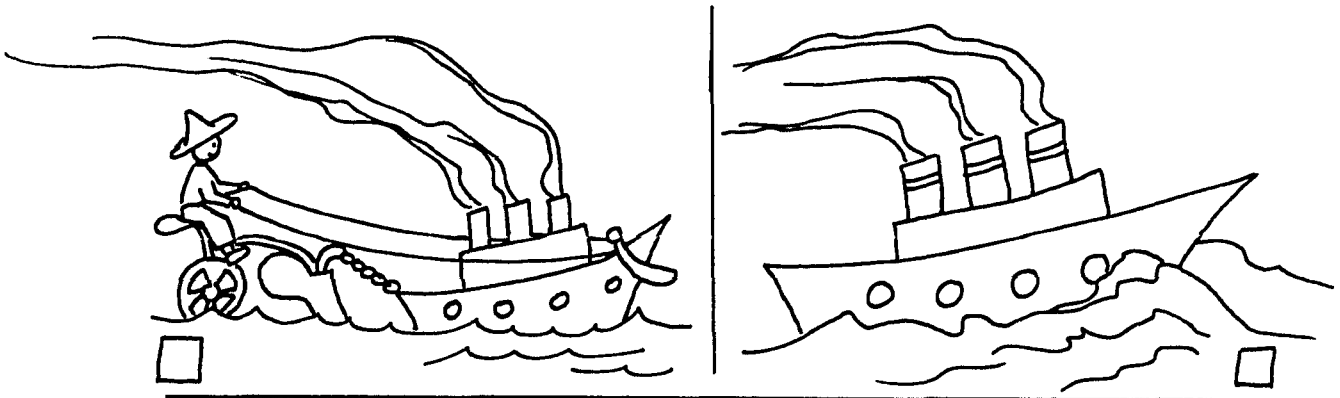
Construction and Presentation of Lessons On Figurative Language

In planning and presenting the lessons, a definite effort was made to incorporate enjoyment and humor in line with the philosophy of learning expressed by Dewey.

To be playful and serious at the same time is possible, and it defines the ideal mental condition. Absence of dogmatism and prejudice, presence of intellectual curiosity and flexibility, are manifest in the free play of the mind upon a topic.⁵

The aim of the lessons was to teach the pupils to expect figurative expressions frequently, to recognize them when they occur, to interpret them through use of context clues and applicable principles, and, in addition, to appreciate their importance and to derive pleasure from the understanding and use of them.

Figurative language used in the training sessions was drawn from textbooks other than those used by the children in the experiment and from everyday usage. Illustrative cartoons were frequently employed in the study sheets composed for the lessons. The following illustration was one used in presenting the lesson on metaphor.⁶



The ship plows the sea.

⁵Dewey, op. cit., p. 218.

⁶See Appendix B for lesson plans and study sheets used in these lessons.

After becoming acquainted with a specific type of figure, opportunity was given for pupils to compose illustrative expressions of their own, and occasionally, to act out their interpretations. Other learning activities included discussions, games, and the enjoyment of stories and poetry.

Types of figurative language were identified and studied by their use rather than classification. For example, the figure of speech in the sentence "I'm so hungry I could eat a bear!" was learned as one which greatly exaggerates without reference to the term hyperbole. That some pupils chose to delve more deeply into the subject than the short class time permitted was evidenced, in one instance, by a fifth grade girl's remark that she had "looked up" the figure of speech studied during the previous training period and "its name was simile." The same general plans were followed in each grade with necessary adjustment of materials and methods to the age level of each group.

Classroom teachers were never present during lesson periods nor were they specifically informed as to the nature of the study. Lesson sheets were collected after each instructional period. No assignments were made other than those carried out during these training sessions under the direction of the investigator.

Limitations of the Experimental Study

This investigation was concerned with elementary

pupils' ability to understand, remember, and apply rules and principles governing the recognition and interpretation of figurative language. It is assumed that the results of this study are principally of value to those interested in elementary reading and social studies and do not offer conclusive evidence in other fields of study.

Efforts were made to achieve homogeneity through selection of schools and classes; however, the equating of certain factors, such as methods used by classroom teachers in reading and social studies instruction, was impossible in this study. Another limitation of this research is that only third, fourth, and fifth grade pupils of two public schools were utilized as subjects.

The Textbook Survey

The survey of textbooks to determine their content of figurative expressions was an outgrowth of the experimental study in that its initial purpose was to discover figures of speech for use in the figurative language tests and lessons. The frequency with which these expressions occurred stimulated a more thorough and extensive analysis to determine the nature and the extent of these verbal abstractions in children's reading materials.

Selection of Textbooks

Books included in the content analysis were texts for grades three, four, and five. These were the Houghton

Mifflin reading series,⁷ the Ginn reading series,⁸ and the Follett New Unified Social Studies series.⁹ The total number of books surveyed in this study was eleven, eight reading textbooks and three social studies texts.¹⁰ The Houghton Mifflin readers and the Follett social studies textbooks were selected for analysis because of their use in the schools in which the experimental study was made. The other series chosen, while not in use by these schools, was widely used in others. No preliminary comparisons were made between these and other elementary textbooks.

Plan of the Study

All figurative expressions identified in each of the textbooks selected were listed in context. The definition of figurative language as that which deviates from the literal or standard construction, order, and significance in order to achieve special meaning or effect¹¹ was used in

⁷Paul McKee, et al., Looking Ahead; Climbing Higher; High Roads; and Sky Lines (Boston: Houghton Mifflin Co., 1951-1953).

⁸David Russell, et al., Finding New Neighbors: Friends, Far and Near; Roads to Everywhere: Trails to Treasure (Chicago: Ginn and Co., 1956-1957).

⁹Alta McIntire and Wilhelmina Hill, Working Together; Herbert H. Gross, et al., Exploring Near and Far; Stuart O. Homer, et al., Exploring the New World (Chicago: Follett Publishing Co., 1956-1959).

¹⁰Hereafter, these textbooks will be referred to by title only.

¹¹Norton, op. cit., p. 36.

making the textbook selections.

Each volume was read through twice. In the first reading all words or phrases whose meanings, in the judgment of the researcher, had figurative implications were underscored. These were reexamined on the second reading. Those which were interpreted as falling into any of the categories of figurative language were copied with enough of the context to indicate their meanings to a mature reader or to one familiar with these expressions. In the case of repetitions the investigator endeavored to repeat in each list figures of speech which were reused in the text only if the context suggested a variation in meaning from previous uses. Certain figures which have become so much a part of common usage that they would seem to present no problems in interpretation were excluded. Of the figurative expressions which are listed, many are probably well known to most children. There will be many, however, which cause misunderstandings among a large number of elementary pupils.

Expressions were counted and tabulated numerically for each grade by series and subject. Comparisons were made between subjects, between grade levels, and between series of reading texts. Illustrations from textbooks were presented and discussed for each type of figurative language noted in the survey.

The researcher wishes to emphasize the elusive and constantly evolving nature of figurative language and the

consequent difficulties encountered both in its identification and classification. The dividing line between literal or standard and figurative construction is often nebulous. Frequently, meanings which are commonly accepted as literal by adults may not be so accepted by children. This is particularly evident in colloquialisms, idioms, and functional shifts in word meanings. In an attempt to achieve objectivity in this analysis, the investigator screened out many of these "borderline" expressions from the final listings.

Limitations

In this textbook survey the figures of speech identified in selected elementary textbooks were listed in context by grades, series, and subjects. No attempt was made to measure the difficulty of figurative expressions listed. The study was concerned with only eleven textbooks comprising the third, fourth, and fifth grade levels of two series of readers and of one series of social studies texts. No comparisons of any kind were made to determine if these books contained more or fewer such terms than other texts on these levels.

Our language is one of perpetual change and growth. Familiarity with figurative terms is influenced by many factors. The classification of the data obtained in this analysis is not presumed to be infallible. However, it is

believed the data indicate both the extent and the nature of the figurative language which occurred in the textbooks surveyed.

CHAPTER III

PRESENTATION OF DATA

This chapter contains analyses of the data obtained from both the experimental study in comprehension of figurative language and the survey of elementary textbooks, in that order.

The Experimental Study

Basic Data

Basic statistics pertaining to standard scores (T scores) on the pre-experimental tests over figurative language, mental ability, vocabulary, and reading and to the post tests in figurative language are presented in Tables 1 through 7. Raw scores for all subjects are presented in Appendix D.

Tests of significance

Among the four pre-experimental variables, differences between mean scores obtained by control and experimental groups were slight, the greatest occurring on the pretest over knowledge of figurative language (Table 7). An analysis of variance on scores obtained on this test by total school groups, grades within schools, and sexes within

TABLE 1

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR EXPERIMENTAL THIRD GRADE

(N=20)

	Subj.	Pre-experimental Tests				Post Test	
		Fig.	Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	29		30	26	31	37
	2	56		42	53	52	56
	3	52		55	40	39	58
	4	49		55	57	61	56
	5	59		61	50	49	53
	6	52		40	41	42	58
	7	57		57	49	55	56
	8	63		76	53	68	65
	9	47		46	44	44	38
	10	56		49	53	53	56
	Mean Score	52.0		51.1	46.6	49.4	53.3
	Stand. Dev.	9.37		12.76	9.16	10.86	8.88
Girls	1	53		53	50	50	48
	2	59		45	48	44	53
	3	57		48	39	44	55
	4	46		26	42	42	32
	5	38		46	42	47	42
	6	60		51	52	55	59
	7	49		54	47	39	44
	8	57		65	53	58	56
	9	44		51	56	48	50
	10	49		54	54	53	53
	Mean Score	51.2		49.3	48.3	48.0	49.2
	Stand. Dev.	7.24		9.91	5.76	6.04	8.04

TABLE 2

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR CONTROL THIRD GRADE

(N=20)

	Subj.	Pre-experimental Tests				Post Test
		Fig. Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	53	42	48	43	48
	2	60	65	53	47	63
	3	34	39	47	47	24
	4	60	66	60	57	59
	5	40	55	43	44	37
	6	66	59	49	50	63
	7	53	52	47	47	38
	8	68	49	57	57	56
	9	32	35	40	39	19
	10	57	50	55	53	55
	Mean Score	52.3	51.2	49.9	48.4	46.2
	Stand. Dev.	12.80	10.48	6.28	5.91	15.94
Girls	1	60	57	53	50	47
	2	57	59	54	56	50
	3	40	46	46	42	25
	4	54	66	46	44	58
	5	50	31	49	45	38
	6	54	52	51	49	48
	7	54	41	52	55	53
	8	29	53	41	44	35
	9	50	55	49	52	52
	10	40	45	46	43	27
	Mean Score	48.8	50.5	48.7	48.0	43.3
	Stand. Dev.	9.57	10.02	4.00	5.12	11.37

TABLE 3

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR EXPERIMENTAL FOURTH GRADE

(N=20)

	Subj.	Pre-experimental Tests				Post Test	
		Fig.	Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	53		58	64	56	52
	2	41		29	46	42	52
	3	62		58	64	66	59
	4	29		38	40	38	65
	5	56		57	64	61	61
	6	52		58	58	56	68
	7	32		32	35	37	32
	8	65		65	68	57	63
	9	68		59	72	68	65
	10	34		34	48	45	38
	Mean Score	49.2		48.8	55.9	52.6	55.5
	Stand. Dev.	14.29		13.73	12.72	11.34	12.10
Girls	1	59		52	62	58	47
	2	59		49	64	52	58
	3	43		37	54	53	48
	4	56		48	55	57	45
	5	62		65	62	60	66
	6	54		52	52	56	59
	7	57		59	66	64	56
	8	54		48	64	69	61
	9	60		60	60	61	65
	10	46		54	46	52	56
	Mean Score	55.0		52.4	58.5	58.2	56.1
	Stand. Dev.	6.13		7.82	6.45	5.49	7.34

TABLE 4

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR CONTROL FOURTH GRADE

(N=20)

		Pre-experimental Tests				Post Test
	Subj.	Fig. Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	29	40	48	44	27
	2	59	62	60	68	59
	3	59	49	51	55	58
	4	66	63	68	69	65
	5	37	49	48	40	37
	6	40	48	42	39	38
	7	43	37	46	39	32
	8	43	51	54	50	34
	9	43	52	60	51	53
	10	52	55	58	50	56
	Mean Score	47.1	50.6	53.5	50.5	45.9
	Stand. Dev.	11.52	8.26	7.96	10.99	13.62
Girls	1	54	61	56	72	59
	2	60	46	57	53	52
	3	63	60	57	47	42
	4	63	57	63	64	61
	5	44	56	58	58	53
	6	59	47	60	66	63
	7	50	66	60	60	53
	8	49	47	52	44	45
	9	50	47	52	52	52
	10	43	39	54	53	47
	Mean Score	53.5	52.6	56.9	56.9	52.7
	Stand. Dev.	7.44	8.55	3.57	8.76	6.85

TABLE 5

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR EXPERIMENTAL FIFTH GRADE

(N=20)

	Subj.	Pre-experimental Tests				Post Test	
		Fig.	Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	56		54	59	59	63
	2	38		42	36	44	52
	3	47		44	51	55	59
	4	68		70	63	63	71
	5	41		35	44	52	45
	6	54		65	57	52	63
	7	49		49	39	42	59
	8	47		50	38	48	47
	9	43		40	43	38	52
	10	41		41	32	31	47
	Mean Score	48.4		49.0	46.2	48.4	55.8
	Stand. Dev.	8.97		11.24	10.67	9.81	8.53
Girls	1	57		62	45	55	57
	2	52		44	41	46	58
	3	47		52	43	44	42
	4	52		43	47	45	47
	5	38		37	44	37	45
	6	59		58	45	49	63
	7	52		56	52	55	61
	8	32		53	43	48	20
	9	54		60	54	55	56
	10	56		60	56	49	59
	Mean Score	49.9		52.5	47.0	48.3	50.8
	Stand. Dev.	8.63		8.49	5.16	5.76	12.96

TABLE 6

T SCORES, MEANS, AND STANDARD DEVIATIONS
BY SEX FOR CONTROL FIFTH GRADE

(N=20)

		Pre-experimental Tests				Post Test	
	Subj.	Fig.	Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Boys	1	50		43	44	50	58
	2	60		65	61	63	59
	3	25		46	42	30	30
	4	49		68	53	51	38
	5	49		39	44	46	38
	6	62		54	52	55	58
	7	53		50	54	48	58
	8	40		52	55	59	52
	9	53		34	33	37	44
	10	37		39	41	40	45
	Mean Score	47.8		50.0	47.9	47.9	48.0
	Stand. Dev.	11.10		11.01	8.41	10.12	10.47
Girls	1	50		45	51	51	44
	2	52		38	42	40	50
	3	46		55	43	36	35
	4	49		48	39	54	58
	5	43		51	46	50	42
	6	46		34	50	52	53
	7	34		27	39	40	27
	8	41		43	45	39	37
	9	28		37	44	42	42
	10	43		45	39	48	34
	Mean Score	43.2		42.3	43.8	45.2	42.2
	Stand. Dev.	7.40		8.39	4.34	6.46	9.47

TABLE 7

MEAN T SCORES BY GRADES WITHIN SCHOOLS
AND BY SCHOOL GROUPS AS A WHOLE

Grade (N=20)	Pre-experimental Tests				Post Test	
	Fig.	Lang.	I.Q.	Vocab.	Read.	Fig. Lang.
Exp. 3	51.6		50.2	47.4	48.7	51.2
Groups 4	52.1		50.6	57.2	55.4	55.8
(N=60) 5	49.1		50.7	46.6	48.3	53.3
All Grades	50.9		50.5	50.4	50.8	53.4
Control 3	55.5		50.8	49.3	48.2	44.7
Groups 4	50.3		51.6	55.2	53.7	49.3
(N=60) 5	45.5		46.3	45.8	46.6	45.1
All Grades	48.8		49.5	50.1	49.5	46.4

grades for each school showed no significant differences, hence no reason to suspect differences in these variables before the experiment began.

As a preliminary measure of the effects of instruction, an analysis of variance using the figurative language post test scores was made. The results of this test showed (1) that there was a highly significant difference ($P > .001$) between the mean scores for the control group and the experimental group; (2) that any differences that might exist due to grade or sex could not be detected (i.e., the differences were not significant at the .05 level;); (3) none of

the interactions were significant. Statistics pertaining to the analysis of variance are presented in Tables 8 and 9.

TABLE 8
ANALYSIS OF VARIANCE ON PRE-EXPERIMENTAL
FIGURATIVE LANGUAGE T SCORES

Source of Variation	S.s.	D.f.	M.s.	F
School	140.84	1	140.84	1.46
Grades	387.92	2	193.96	2.01
Sex	19.20	1	19.20	.20
Sch x G	35.81	2	17.90	.19
Sch x Sex	56.03	1	56.03	.58
G x Sex	423.15	2	211.58	2.19
Sch x G x Sex	56.12	2	28.06	.29
Subj: Trtmts	<u>10426.80</u>	<u>108</u>	96.54	
TOTAL (N=120)	11545.87	119		

TABLE 9
ANALYSIS OF VARIANCE ON POST FIGURATIVE
LANGUAGE T SCORES

Source of Variation	S.s.	D.f.	M.s.	F
School	1498.14	1	1498.14	12.84***
Grades	444.87	2	222.44	1.91
Sex	90.14	1	90.14	.77
Sch x G	19.26	2	9.63	.08
Sch x Sex	36.29	1	36.29	.31
G x Sex	460.86	2	230.43	1.98
Sch x G x Sex	65.01	2	32.50	.28
Subj: Trtmts	<u>12600.60</u>	<u>108</u>	116.67	
TOTAL (N=120)	15215.17	119		

*** Significant at .001 level

An analysis of covariance, Table 10, was then made of the post tests using the pre-experimental figurative language tests as a covariate, thus controlling the effects of minor differences which might exist between groups. The difference between the groups was statistically significant beyond the .001 level in favor of the experimental group. There was also a significant difference ($P > .05$) between grades. Examination of the sample means (Tables 1 through 6) shows that the greatest difference between post test mean scores (8.2 points) occurs in grade five. Differences between third grades and between fourth grades were the same, 6.5 points. These differences suggest that the fifth grade profited somewhat more from the training in figurative language than did the third or fourth grades.

Intercorrelations Among Variables

To determine the relationships among variables, Pearson product-moment coefficients were obtained for intercorrelations among pre-experimental test scores for sexes in all grades combined, for grades as a whole, and for total subjects. Intercorrelations among pre-experimental variables are presented in Tables 11 through 13.

Coefficients were also obtained for intercorrelations among pre-experimental and post test scores for sexes within each grade for experimental and control groups and for total subjects. Intercorrelations among pre-experimental and post test scores are presented in Tables 14

TABLE 10

ANALYSIS OF COVARIANCE ON POST FIGURATIVE LANGUAGE T SCORES
 USING PRE-EXPERIMENTAL FIGURATIVE LANGUAGE
 T SCORES AS A COVARIATE

Source of Variation	d.f.	y ²	xy	x ²	d.f.	Adjusted	F
Total	119	15215.17	9454.67	11545.87			
School	1	1498.14	459.34	140.84			
Grades	2	444.87	120.67	387.92			
Sex	1	90.14	-41.60	19.20			
Sch x G	2	19.26	25.21	35.81			
Sch x Sex	1	36.29	-45.10	56.03			
G x Sex	2	460.86	426.25	423.15			
Sch x G x Sex	2	65.01	58.50	56.12			
Subj: Trtmt	108	12600.60	8451.40	10426.80	107	5750.35	Adj. Ms 53.74
School + E		14098.74	8910.74	10567.64	108	6585.11	
Grades + E		13045.47	8572.07	10814.72	109	6250.99	
Sex + E		12690.74	8409.80	10446.00	108	5920.23	
Sch x G + E		12619.86	8476.61	10462.61	109	5752.27	
Sch x Sex + E		12636.89	8406.30	10482.83	108	5895.78	
G x Sex + E		13061.46	8877.65	10849.95	109	4797.59	
Sch x G x Sex + E		12665.61	8509.90	10482.92	109	5757.38	
Adjusted Means							
School						834.76	15.53***
Grades						250.32	4.66*
Sex						169.88	3.16
Sch x G						.96	.02
Sch x Sex						145.43	2.71
G x Sex						23.62	.44
Sch x G x Sex						3.52	.07
* Significant at .05 level							
*** Significant at .001 level							

TABLE 11

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES BY SEX

	Boys (N=60)			Girls (N=60)		
	Fig. Lang.	I.Q.	Vocab.	Fig. Lang.	I.Q.	Vocab.
I.Q.	.71**			.47**		
Vocab.	.67**	.70**		.57**	.41*	
Read.	.88**	.71**	.86**	.51**	.45**	.74**

* Significant at .05 level

** Significant at .01 level

TABLE 12

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES BY GRADE LEVEL

	Grade 3 (N=40)				Grade 4 (N=40)				Grade 5 (N=40)			
	Fig.	Lang.	I.Q.	Vocab.	Fig.	Lang.	I.Q.	Vocab.	Fig.	Lang.	I.Q.	Vocab.
I.Q.												
	.52**				.72**				.59**			
Vocab.	.63**		.50**		.82**		.73**		.53**		.65**	
Read.	.82**		.58**	.81**	.75**		.68**	.81**	.60**		.59**	.74**

** Significant at .01 level

TABLE 13

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES FOR TOTAL SUBJECTS

(N=120)

	Fig. Lang.	I.Q.
I.Q.	.61**	
Vocab.	.63**	.58**
Read.	.65**	.56**

** Significant at .01 level

through 16.

Intercorrelations among pre-experimental T scores by sex for all grades ranged from .41 to .58. Differences were significantly different from zero at the .05 level with the correlations between figurative language and all other variables significant at the .01 level. Coefficients were in every case higher for girls, the greatest difference¹ occurring in the relationship between figurative language and reading (Table 11)

Intercorrelations among pre-experimental T scores for grade levels ranged from .50 to .62 and were significant at the .01 level. Differences

¹Differences between correlation coefficients were not tested for significance.

TABLE 10
ANALYSIS OF COVARIANCE ON POST FIGURATIVE LANGUAGE T SCORES
USING PRE-EXPERIMENTAL FIGURATIVE LANGUAGE
T SCORES AS A COVARIATE

Source of Variation	d.f.	y ²	xy	x ²	d.f.	Adjusted	F	Adj. Ms
Total	119	15215.17	9454.67	11545.87				
School	1	1498.14	459.34	140.84				
Grades	2	444.87	120.67	387.92				
Sex	1	90.14	-41.60	19.20				
Sch x G	2	19.26	25.21	35.81				
Sch x Sex	1	36.29	-45.10	56.03				
G x Sex	2	460.86	426.25	423.15				
Sch x G x Sex	2	65.01	58.50	56.12				
Subj: Trtmt	108	12600.60	8451.40	10426.80	107	5750.35		53.74
School + E		14098.74	8910.74	10567.64	108	6585.11		
Grades + E		13045.47	8572.07	10814.72	109	6250.99		
Sex + E		12690.74	8409.80	10446.00	108	5920.23		
Sch x G + E		12619.86	8476.61	10462.61	109	5752.27		
Sch x Sex + E		12636.89	8406.30	10482.83	108	5895.78		

Adjusted 1	School	834.76	15.53***
	Grades	250.32	4.66*
	Sex	169.88	3.16
	Sch x G	.96	.02
	Sch x Sex	145.43	2.71
	G x Sex	23.62	.44
	Sch x G x Sex	3.52	.07
* Significant at .05 level			
*** Significant at .001 level			

TABLE 11

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES BY SEX

	Boys (N=60)			Girls (N=60)			
	Fig. Lang.	I.Q.	Vocab.	Fig. Lang.	I.Q.	Vocab.	
I.Q.	.71**			.47**			92
Vocab.	.67**	.70**		.57**	.41*		
Read.	.88**	.71**	.86**	.51**	.45**	.74**	

* Significant at .05 level

** Significant at .01 level

TABLE 12

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES BY GRADE LEVEL

	Grade 3 (N=40)				Grade 4 (N=40)				Grade 5 (N=40)			
	Fig.	Lang.	I.Q.	Vocab.	Fig.	Lang.	I.Q.	Vocab.	Fig.	Lang.	I.Q.	Vocab.
I.Q.	.52**				.72**				.59**			
Vocab.	.63**		.50**		.82**		.73**		.53**		.65**	
Read.	.82**		.58**	.81**	.75**		.68**	.81**	.60**		.59**	.74**

** Significant at .01 level

TABLE 13

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
T SCORES FOR TOTAL SUBJECTS

(N=120)

	Fig. Lang.	I.Q.	Vocab.
I.Q.	.61**		
Vocab.	.63**	.58**	
Read.	.65**	.60**	.81**

** Significant at .01 level

through 16.

Intercorrelations among pre-experimental variables by sex for all grades ranged from .41 to .88. All relationships were significantly different from zero at or above the .05 level with the correlations between knowledge of figurative language and all other variables significant at the .01 level. Coefficients were in every case higher for boys than for girls, the greatest difference¹ occurring in the relationship between figurative language and reading scores.

(Table 11)

Intercorrelations among pre-experimental test scores for grade levels ranged from .50 to .82 and in all cases were significant at the .01 level. Differences among grades

¹Differences between correlation coefficients were not tested for significance.

TABLE 14

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL AND POST
T SCORES BY SEX WITHIN EACH GRADE
FOR EXPERIMENTAL GROUPS

(N for each group = 10)

	Groups	Fig. Lang. Pre-test	I.Q.	Vocab.	Read.
I.Q.	Gr. 3 Boys	.77**			
	Gr. 3 Girls	.32			
	Gr. 4 Boys	.89**			
	Gr. 4 Girls	.68*			
	Gr. 5 Boys	.91**			
	Gr. 5 Girls	.52			
Vocab.	Gr. 3 Boys	.79**	.63*		
	Gr. 3 Girls	.15	.59*		
	Gr. 4 Boys	.96**	.91**		
	Gr. 4 Girls	.69*	.28		
	Gr. 5 Boys	.85**	.74*		
	Gr. 5 Girls	.42	.52		
Read.	Gr. 3 Boys	.73*	.77**	.89**	
	Gr. 3 Girls	.31	.60	.64*	
	Gr. 4 Boys	.94**	.87**	.95**	
	Gr. 4 Girls	.40	.34	.62*	
	Gr. 5 Boys	.73*	.60*	.87**	
	Gr. 5 Girls	.54	.85**	.52	
Fig. Lang. Post Test	Gr. 3 Boys	.81**	.66*	.63*	.67*
	Gr. 3 Girls	.70*	.72*	.48	.62*
	Gr. 4 Boys	.58*	.67*	.60*	.57*
	Gr. 4 Girls	.41	.66*	.26	.37
	Gr. 5 Boys	.88**	.84**	.84**	.66*
	Gr. 5 Girls	.89**	.32	.43	.40

* Significant at .05 level

** Significant at .01 level

TABLE 15

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL AND POST
T SCORES BY SEX WITHIN EACH GRADE
FOR CONTROL GROUPS

(N for each group = 10)

	Groups	Fig. Lang. Pre-test	I.Q.	Vocab.	Read.
I.Q.	Gr. 3 Boys	.65*			
	Gr. 3 Girls	.23			
	Gr. 4 Boys	.76**			
	Gr. 4 Girls	.26			
	Gr. 5 Boys	.33			
	Gr. 5 Girls	.44			
Vocab.	Gr. 3 Boys	.77**	.59*		
	Gr. 3 Girls	.89**	.02		
	Gr. 4 Boys	.71*	.82**		
	Gr. 4 Girls	.52	.41		
	Gr. 5 Boys	.38	.82**		
	Gr. 5 Girls	.21	.54*		
Read.	Gr. 3 Boys	.73*	.53	.92**	
	Gr. 3 Girls	.65	.16	.80**	
	Gr. 4 Boys	.84**	.85**	.87**	
	Gr. 4 Girls	.17	.38	.59*	
	Gr. 5 Boys	.63*	.69*	.84**	
	Gr. 5 Girls	.34	.12	.29	
Fig. Lang. Post Test	Gr. 3 Boys	.94**	.78**	.77**	.67*
	Gr. 3 Girls	.74*	.50	.52	.67*
	Gr. 4 Boys	.90**	.83**	.78**	.82
	Gr. 4 Girls	.27	.16	.61*	.89**
	Gr. 5 Boys	.69*	.33	.52	.71*
	Gr. 5 Girls	.54	.12	.27	.61*

* Significant at .05 level

** Significant at .01 level

TABLE 16

INTERCORRELATIONS AMONG PRE-EXPERIMENTAL
AND POST T SCORES BY TOTAL GROUP
WITHIN SCHOOLS

		Fig. Lang. Pre-test	I.Q.	Vocab.	Read.
Exp. Group (N=60)	I.Q.	.72**			
	Vocab.	.70**	.59**		
	Read.	.70**	.67**	.86**	
	Fig. Lang. Post Test	.66**	.58**	.53**	.54**
Cont. Group (N=60)	I.Q.	.50**			
	Vocab.	.59**	.57**		
	Read.	.72**	.52**	.79**	
	Fig. Lang. Post Test	.76**	.53**	.61**	.71**

** Significant at .01 level

in the relationships of these variables are (1) Correlations between figurative language and reading scores decreased from .82 for grade three to .75 for grade four and .60 for grade five. (2) With one exception, all relationships were higher on grade four level than on grades three and five levels. (Table 12)

Intercorrelations among pre-experimental test scores for combined subjects were consistently above the .01 level of significance. They were quite stable, ranging from .58 to

.65 with the exception of the .81 coefficient of correlation between reading and vocabulary. (Table 13)

Considerable variation existed among intercorrelations for sex groups within grades and schools due to the small number of subjects in each cell. Although the range was wide, from .02 to .96, approximately three-fourths of the coefficients exceeded .50 and most of these correlations were significant at the .05 level or above. (Tables 14 and 15)

Intercorrelations among pre-experimental and post test scores by groups as a whole were significant at the .01 level in every case. Interesting differences between experimental and control groups in these relationships were: (1) The correlation between pre-tests and post tests in figurative language was higher for the control group than for the experimental group. (2) For the experimental group, correlations between all other variables and figurative language post test scores were markedly less (from .14 to .17) than the correlations of these variables with figurative language pre-test scores. (3) For the control group, correlations between all other variables and figurative language post test scores varied only slightly (from .01 to .03) from the correlations of these variables with figurative language pre-test scores. (Table 16)

In summary, pupils who received training showed highly significant gains over control groups on post test

scores. Experimental groups showed greater variability between pre and post figurative language test correlations with other variables than did the control groups. The children who had not received training showed a pattern of achievement on the post test in figurative language consistent with their performance on the pre-experimental tests. Intercorrelations among pre-experimental variables were in every case higher for boys than for girls. For groups, as a whole, correlations between knowledge of figurative language and other variables ranged from .61 to .65.

The Textbook Survey

In this survey of reading and social studies textbooks figurative expressions were identified and listed in context by series and by subject for each grade level. All terms listed in this survey are presented in Appendix C.

Metaphorical expressions occurred most frequently among the figurative language noted. Typical examples of this figure of speech, words which ordinarily signify one kind of thing, quality, or action but are applied to another without any expressed indication of a relation between them,² are as follows. ". . . when I came within sight of the forks in the road . . ." ³ "Tommy's heart sank." ⁴ "Long

²Norton and Rushton, op. cit., p. 36.

³Looking Ahead, op. cit., p. 275.

⁴High Roads, op. cit., p. 68.

fingers of early sunlight came through the trees."⁵

Many of the metaphorical terms were submerged, implying by the verb or adjective used, rather than openly stating what the subject was being compared with. Illustrative of these are the following: "A heavy fog had rolled in from the ocean."⁶ ". . . the fire . . . was rapidly eating its way toward them."⁷

Similes were second in frequency to metaphors.⁸ These were frequently delightful and very much on a child's level of interpretation. Examples from the textbooks analyzed are: "White rabbits jump across the snow like little puffs of wind."⁹ "Quick as a wink he scampered up onto the counter . . ."¹⁰ ". . . the yellow cowslips were shining like gold."¹¹

Personification and onomatopoeia were used quite often by the writers of these textbooks. Personification, a figure of speech which endows animals, ideas, abstractions, and inanimate objects with human form, character, or

⁵Roads to Everywhere, op. cit., p. 118.

⁶Looking Ahead, op. cit., p. 205.

⁷High Roads, op. cit., p. 245.

⁸Defined in Chapter I

⁹Friends Far and Near, op. cit., p. 82.

¹⁰Climbing Higher, op. cit., p. 109.

¹¹Looking Ahead, op. cit., p. 218.

sensibilities¹² was used less frequently than the onomatopoeic forms, particularly on the more naive levels of writing. Examples of personification used are "The moon looked through a clear bit of sky."¹³ and "There was no hope in his voice."¹⁴

Onomatopoeia, words in which the sound suggests the sense, as in "buzz," "hiss," "clang," and the like,¹⁵ were so numerous in third grade textbooks and would seem to present so little difficulty that comparatively few were listed. Several examples of these are: "Sometimes he said 'Chikka! Chikka! Chikka!' just as fast as he could talk."¹⁶ and "'Zzzinggg! Yowww!' howled the saw."¹⁷

Hyperbole is a figure which was occasionally employed to give emphasis and color.¹⁸ This was frequently in the form of metaphor or simile, such as "Her arms were so tired that they felt as if they would drop right off."¹⁹

¹²William Flint Thrall and Addison Hibbard, A Handbook to Literature (New York: Odyssey Press, Inc., 1936), p. 308.

¹³High Roads, op. cit., p. 41.

¹⁴Climbing Higher, op. cit., p. 149.

¹⁵Gerald Sanders, A Poetry Primer, (New York: Rinehart and Company, Inc., 1935), p. 23.

¹⁶Finding New Neighbors, op. cit., p. 186.

¹⁷Exploring Near and Far, op. cit., p. 42.

¹⁸Defined in Chapter I.

¹⁹Looking Ahead, op. cit., p. 205.

An example of irony,²⁰ possibly the least used figure identified, is: ". . . if your wonderful Midnight tips over my nice white wash . . . once more, I'll fix him."²¹

Expletives were employed rather freely in the texts surveyed. These are words or phrases used for emphasis, more often in common or careless speech.²² However, as onomatopoeia, they probably present little difficulty to children. The following examples are characteristic of those found. "Bring back a pail of water. And full, mind you!"²³ "In a manner of speaking, he's worth . . ."²⁴

Antithesis, a figure of speech characterized by strongly contrasting words, clauses, sentences, or ideas, was used extensively.²⁵ The following are typical ". . . neighbors from far and near will gather there . . ."²⁶ "Through frost and drought, bad times and good . . ."²⁷ Many of the antithetical terms and expletives were omitted from the listings.

²⁰Defined in Chapter I.

²¹Looking Ahead, op. cit., p. 108.

²²Thrall and Hibbard, op. cit., p. 172.

²³Looking Ahead, op. cit., p. 148.

²⁴High Roads, op. cit., p. 169.

²⁵Thrall and Hibbard, op. cit., p. 26.

²⁶Looking Ahead, op. cit., p. 173.

²⁷Working Together, op. cit., p. 135.

Colloquialisms, slang, and jargon occurred, it seemed to this investigator, excessively. While only those which were judged figurative in their construction were listed, many others such as the following occurred in the textbooks examined for this study. "Well, I'm jigsawed to a puzzle!"²⁸ " . . . we want to walk up the river a piece."²⁹ "I've heard there are queer goings-on in Murdoch's Rath, come night time."³⁰ "He's a regular chip-off the-old-block . . ."³¹

"The Coast Guard . . . mans hundreds of light-houses . . ."³² is a textbook illustration in which a noun assumes the function of a verb. A functional shift from adverb to verb occurs in the sentence " . . . Kobi neared the tree . . ."³³ and from adjective to verb in " . . . his Eskimo helpers busied themselves . . ."³⁴ These occurred frequently as did the use of verbs in which the meanings employed were somewhat irregular, such as " . . . she swept

²⁸Roads to Everywhere, op. cit., p. 427.

²⁹Working Together, op. cit., p. 204.

³⁰Sky Lines, op. cit., p. 309.

³¹High Roads, op. cit., p. 249.

³²Ibid., p. 191.

³³Ibid., p. 39.

³⁴Sky Lines, op. cit., p. 297.

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³⁵Climbing Higher, op. cit.

³⁶Sky Lines, op. cit., p. 1

³⁷The third grade basal rea in two volumes, 3¹ level and 3² lev

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²⁴High Roads, op. cit., p. 169.

²⁵Thrall and Hibbard, op. cit., p. 26.

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³⁰Sky Lines, op. cit., p. 309.

³¹High Roads, op. cit., p. 249.

³²Ibid., p. 191.

³³Ibid., p. 39.

³⁴Sky Lines, op. cit., p. 297.

out of the room . . ."³⁵ and "It strikes me that there's a simple solution to this."³⁶ The resemblance of these to figurative constructions was often as perplexing to the researcher as their interpretation might conceivably be to some children. However, in the compilation of the figurative language listed in this survey, a sincere effort was made to discriminate between the figurative and those shifts in function or meanings which should properly be classed as literal construction.

A numerical summarization of the data derived from this survey, presented in Tables 17 through 22, discloses the following information. In the Houghton Mifflin reading series, the book designed for first semester contains 127 figurative expressions. (Table 17) The second semester text contains 254, double the number in the preceding book. Thus, a total of 381 figures of speech are presented in this series for grade three level. The number contained in the initial third grade text (3¹)³⁷ of the Ginn reading series is greater and in the second volume smaller than the Houghton Mifflin textbooks, totaling 175 and 249 respectively. The two volumes contain 424 figurative expressions, a slight increase over the number presented in the preceding series at this

³⁵Climbing Higher, op. cit., p. 187.

³⁶Sky Lines, op. cit., p. 125.

³⁷The third grade basal reading program is presented in two volumes, 3¹ level and 3² level.

TABLE 17

THE NUMBER OF FIGURATIVE EXPRESSIONS IDENTIFIED
IN EACH OF THE THIRD GRADE
TEXTBOOKS ANALYZED

Title	Level*	Subject	Series	Number
<u>Looking Ahead</u>	3 ¹	Reading	Houghton-Mifflin	127
<u>Climbing Higher</u>	3 ²	Reading	Houghton-Mifflin	254
Total for Series				381
<u>Finding New Neighbors</u>	3 ¹	Reading	Ginn	175
<u>Friends Far and Near</u>	3 ²	Reading	Ginn	249
Total for Series				424
<u>Working Together</u>		Social Studies	Follett	180
Total for All Textbooks				985

* Defined in Footnote No. 37

level. In contrast to the numbers of expressions occurring in the third grade reading texts analyzed, only 180 figures were identified in the Follett third grade social studies textbook, a book presumably designed for basal use throughout the year. The approximate number of figurative expressions encountered by a third grade pupil in basic reading and social studies texts comparable to these would thus be 180 plus 402 (mean for reading series on grade three level), or

582 in all.

Examination of Table 18 reveals a decrease in the number of figurative expressions occurring on grade four level over grade three in the Houghton Mifflin series and an increase in the Ginn Series of reading texts. The total for the two series in grade four is 845 figurative expressions, only forty more than the total for grade three level.

TABLE 18
THE NUMBER OF FIGURATIVE EXPRESSIONS IDENTIFIED
IN EACH OF THE FOURTH GRADE
TEXTBOOKS ANALYZED

Title	Subject	Series	Number
<u>High Roads</u>	Reading	Houghton-Mifflin	339
<u>Roads to Everywhere</u>	Reading	Ginn	506
<u>Exploring Near and Far</u>	Social Studies	Follett	415
Total for all Textbooks			1260

A sharp increase in the number of figurative terms was observed in fourth grade social studies. In contrast to the 180 terms noted on third grade level, 415, an increase of 235, occurs in the fourth grade social studies textbook analyzed. On the basis of these textbooks, the approximate number of figurative terms encountered by a fourth grade pupil in his basal reading and social studies program is

837, an increase of 255 over grade three.

An increase in figurative language over the preceding grade occurs in all fifth grade textbooks. (Table 19)

TABLE 19
THE NUMBER OF FIGURATIVE EXPRESSIONS IDENTIFIED
IN EACH OF THE FIFTH GRADE
TEXTBOOKS ANALYZED

Title	Subject	Series	Number
<u>Sky Lines</u>	Reading	Houghton-Mifflin	543
<u>Trails to Treasure</u>	Reading	Ginn	569
<u>Exploring the New World</u>	Social Studies	Follett	781
Total for all Textbooks			1893

This increase is quite marked in social studies and in one reading series. The totals of 543 and 569 for reading texts and 781 for social studies make an approximate number of 1,337 figurative expressions occurring on fifth grade level. This is an increase of 500 over the number which would be encountered in fourth grade in the books analyzed.

Comparisons are given in Tables 20, 21, and 22 of the number of figurative expressions occurring by grade, subject, and series in the textbooks surveyed in this study. These comparisons have been reviewed in preceding paragraphs.

TABLE 20

THE NUMBER OF FIGURATIVE EXPRESSIONS
COMPARED BY GRADES

Subject	Grade 3	Grade 4	Grade 5	Difference
Reading (Mean)	402	422		20
Reading (Mean)		422	556	134
Social Studies	180	415		235
Social Studies		415	781	366

TABLE 21

THE NUMBER OF FIGURATIVE EXPRESSIONS
COMPARED BY SUBJECTS

Grade Level	Reading (Mean)	Social Studies	Difference
3	402	180	212
4	422	415	7
5	556	781	225

TABLE 22

THE NUMBER OF FIGURATIVE EXPRESSIONS
COMPARED BY SERIES

Grade Level	Houghton-Mifflin	Ginn	Difference
3 ¹	127	175	48
3 ²	254	249	5
4	339	506	167
5	543	569	26

An interesting pattern is presented in the comparisons between subject texts. In social studies there are 201 fewer figurative expressions at grade three level, the number is approximately equal at fourth grade level, and in grade five 231 more occur in social studies than in reading. This may be accounted for, at least in part, by the increased content of each social studies text over that of the preceding grade. Another point to be noted is the variation between reading series which is slight in the third and fifth grades but quite pronounced at fourth grade level. (Table 22)

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The two-fold purpose of this study was (1) to measure the ability of third, fourth, and fifth grade pupils to transfer skills of interpretation of figurative language which had been deliberately taught in a number of training lessons, and (2) to determine the nature and the extent of figurative language occurring in textbooks comprising two series of third, fourth, and fifth grade reading texts and one series of third, fourth, and fifth grade social studies textbooks.

The study also explored the relationships between knowledge of figurative language and intelligence, reading ability, and sex differences. Discussion of the results and their implications in regard to classroom instruction, textbook construction, and further research needed in this area will be presented in this chapter.

The Experimental Study

Summary

In the experimental study, pupils from one third

grade, one fourth grade, and one fifth grade classroom were given a total of 200 minutes of instruction in the interpretation of figurative language. Lessons were twenty minutes in length and were presented twice weekly over a period of five weeks.

By comparison with a control group, the ability of these pupils to remember and to apply the knowledge thus gained to the interpretation of figurative meanings encountered in other studies was measured statistically. To achieve this comparison, the initial status of control and experimental groups was determined in (1) mental ability, (2) vocabulary level, (3) reading level, and (4) knowledge of figurative language. Four weeks following the presentation of the lessons all pupils were administered post tests on the interpretation of figurative language composed of items taken from their basal social studies and reading textbooks. Initial differences were statistically equated on the variable being measured.

By analysis of covariance on post test scores it was found that the experimental groups achieved significantly higher on this test than did the control groups. The difference between groups was significant at the .001 level of probability and among grades at the .05 level. Coefficients were determined for intercorrelations among all variables measured in the study.

Conclusions

This study presented evidence that third, fourth, and fifth grade pupils have the ability to profit from training in the understanding of figurative language. Since the figurative expressions presented during the training sessions were used only to illustrate rules and principles of interpretation and were not included in the post tests from which the measurements for comparisons were obtained, the highly significant differences between post test scores of control and experimental groups would seem to give strong support to the conclusions of some researchers that elementary children have ability to generalize and to apply generalizations to later learning.¹

The tests used in measuring differences in achievement showed significant differences both between experimental and control groups and among grades, not identifying, however, the grade levels on which these differences occurred. Examination of the mean scores reveals that the greatest difference lies between control and experimental fifth grades. This evidence might be interpreted as an indication that the type of instruction used in this study can be more profitably employed with fifth grade pupils than with younger children. This is in agreement with the findings of Watts, that younger children tend to perceive words as

¹Croxton, op. cit., pp. 627-634.

concrete ideas.² The consistent though smaller gains shown by experimental third and fourth grade pupils indicate that these children also profited from the training in figurative language. Further studies designed to yield information concerning the types of instruction from which pupils of each level of maturity could gain most profit would be valuable.

No significant differences between sexes in the ability to profit from training were noted in this research. It is not assumed that such differences may not exist. For more conclusive evidence, further investigations of larger population samples would seem warranted.

The relationships between knowledge of figurative language and intelligence, reading ability, and vocabulary level, as measured by the pre-experimental tests, were consistently positive and rather stable. In most cases, relationships were significant at the .05 level or above, with correlation coefficients ranging from .47 to .82 in all groups in which numbers of subjects exceeded ten. Consistently significant relationships among intelligence, reading, and vocabulary scores occurred also among these groups. Over all, the correlations between reading and vocabulary were greater than other relationships measured in this study.

The relationships between knowledge of figurative language and reading or vocabulary levels were not as close

²Watts, op. cit., p. 252.

as might be expected. They were considerably less than the correlation between reading and vocabulary scores. A pupil who achieves well or poorly in reading would more often achieve comparably in knowledge of the literal than the figurative meanings of words. In fact, reading and vocabulary skills appear to be no greater predictors of success in the understanding of figurative language than is the intelligence level. This offers further evidence that figurative concepts must be taught deliberately; that vocabulary training, no matter how conscientiously administered, will not ensure children's understanding of the implied meanings of words.

The consistently higher correlations obtained in this study by boys than by girls suggest interesting implications. They might possibly reflect the combined influence of certain tendencies: (1) a lessening of the interdependence among linguistic and intellectual attributes with increased maturity and (2) a slower rate of maturation among boys than girls. Another interpretation might be that these age levels can be expected to introduce inconsistencies in this as in other aspects of behavior. These data, while not of particular pertinence to this study, would seem provocative of more extensive research.

The Textbook Survey

Summary

In this analysis, the extent and some of the characteristics of figurative language employed by writers of children's textbooks were revealed by an examination of eleven elementary reading and social studies texts. All expressions whose meanings, as judged by the investigator, deviated from that which would be accepted by a child as literal were noted. These were listed in context and tabulated numerically by series and subject for each grade level.

Types occurring most frequently in these textbooks were metaphor, similes, and onomatopoeia. Other figurative expressions noted were expletives, personification, hyperbole, and irony. The total number of figures per grade level was as follows: grade three, 985; grade four, 1260; and grade five, 1893.

Comparisons between the two reading series surveyed showed variations of from five more figurative expressions in the 3² level in Houghton-Mifflin to 167 more in the Ginn series in grade five. Between the means of the two reading series and the social studies texts for each grade, differences were even more pronounced. While 212 more figurative expressions in reading texts than in social studies on the third grade level were observed, an increase of 225 in social studies over reading texts occurred on fifth grade

level.

Comparisons between grades revealed a consistent increase in numbers from each grade to the succeeding level, although the difference between third and fourth grade reading texts was negligible.

Conclusions

From the divergence among the volumes examined for this study it is assumed that textbooks vary considerably in figurative language content. Judging only from the representation embraced by this survey, a third grade pupil will encounter, in one school term, 582 figurative expressions in his basal reading and social studies textbooks, a fourth grade pupil, 837 and a fifth grader, 1,337. Many of these figures of speech, such as the onomatopoeic words, expletives, antitheses, and some of the similes, may present little trouble in interpretation. Some he will be familiar with from their common usage. Many, as was noted in this and other studies, will contribute to misunderstanding or lack of comprehension in his reading unless he is aided in their interpretation. This is particularly true of metaphorical terms. "The ocean was covered with white caps" might well be meaningful to a child reared near the sea but quite confusing to an eight-year-old living in the mid-west. Either child may experience bewilderment upon reading the sentence, "His eyes were fixed upon the schoolroom floor."

The clarity of a ten or eleven year old child's concept of a "bay" after reading its textbook definition, "Part of a body of water which reaches into the land," might also be questioned.

Emphasis has been placed in recent years upon the exercising of controls over the difficulty of reading materials in children's textbooks. Basic word lists and readability formulas have been developed for use in measuring levels of difficulty. The efforts of writers and editors to conform to these restrictions in word difficulty, sentence length, and phrasing might conceivably be a causal factor in the frequent use of metaphorical rather than the dominant or literal meanings of words. The following illustrations demonstrate several rather involved meanings with which one verb has been burdened.

" . . . all the fires that have been breaking out around here lately."

"Mr. Clarkson's voice broke in . . ."

"Then he broke into a run."

" . . . he dashed toward a nearby break in the tangle of young trees . . ."

"Suddenly the mother bear broke from the bushes . . ."

" . . . it (the headland) was broken by deep bays . . . "

" . . . Gardenia broke away from Eddie . . ."

Many additional examples of this tendency could be

cited, such as the use of the word "keep" to mean "living expenses," "stay fresh," "care for," and "for all times" as implied in the sentence, "Mr. Riggs just gave him to me for keeps."

Use of slang and jargon, which, also, are largely metaphorical turns of meaning, may or may not be further evidence of a tendency toward oversimplification of writing for elementary children. Although such expressions as "hankered," "rustle their own living," "gunned the motor," "has it in for you," and "held a gun on me" may be familiar to children from popular entertainment media, this familiarity presents little justification for their use in books designed specifically as aids in the acquisition of skills, knowledge, attitudes, and discriminative judgment. Sacrifice of clarity of meanings and richness of literary and cultural content is regrettable and unnecessary in writing for children. Criteria used to gauge reading difficulty could apply as effectively to selections of greater merit on all grade levels. In establishing these measures, recognition must be given, not only to the difficulty of vocabulary used, but also to the diversity of meanings which these words, through variance of context convey.

Recommendations

Data derived from both facets of this study in figurative language suggest the following recommendations.

1. It is recommended that the scope of research be enlarged in the areas explored by this study. Similar experimental studies should be conducted in which (1) lessons are presented by the classroom teacher as a part of the regular instruction in reading and social studies; (2) the teaching of figurative language interpretation is continued over a longer period of time; (3) a greater number of subjects in each sex and grade level are included.

Other methods of teaching these concepts should be tried and their effectiveness measured objectively.

Objective data about a greater representation of textbooks are needed in the areas here studied and in other subject fields.

2. Criteria used in the evaluation of children's textbooks should be critically appraised by the writers and editors of these books and by the educators who use them. This appraisal should consider the validity of existing standards of readability in relation to the educational needs of children.

3. In the writing and editing of children's textbooks a greater effort should be made to achieve clarity and good literary form. The use of vague or involved metaphorical meanings should be avoided.

4. Multiple meanings, functional shifts, and figurative meanings should be given as much consideration in the construction and use of textbooks as the first meanings of

words.

5. A concept list or glossary of terms should accompany each content unit in textbook, teaching guide, or in both of these, as an aid to teachers in recognizing and to pupils in interpreting, difficult shifts in meaning.

6. Through careful explanation and discussion of the figurative meanings encountered, teachers should attempt to ensure each child's comprehension of these terms.

7. Children in upper elementary grades should be given specific instruction designed to enable them to interpret more skillfully the figurative expressions which they encounter in their reading.

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APPENDIXES

APPENDIX A.

FIGURATIVE LANGUAGE TESTS

DIRECTIONS FOR ADMINISTERING TESTS

Explanation: The following exercise is a test on comprehension of figurative language. It is important for the purposes of this study that no preparation or previous instruction be given other than that which might have arisen incidentally in the classroom. Follow instructions carefully.

I. Statement to Pupils:

"Today we are going to have an interesting lesson in word meanings. I think you will enjoy it. We are all going to do it together, so when the lesson sheets are passed out, do not begin working. Wait until everyone is ready.

II. HAND OUT TEST SHEETS. DIRECT PUPILS TO PLACE NAME ON APPROPRIATE SPACE.

III. Introductory instructions to pupils:

"Here are some sentences containing words which are sometimes misunderstood. These words are underlined. The sentences which contain these underlined words are numbered. After each of the numbered sentences are three more sentences, lettered A, B, and C. One of these three, A, B, or C, gives the correct meaning of the words which are underlined. The other two give wrong meanings.

"As I read each of the sentences aloud, you read it to yourself. Then I will give you time to think about it and to put a check mark on the blank by the correct meaning."

IV. Sample items:

"Look at sentence number one on your paper. We will use it to practice on. Read it carefully to yourself as I read it aloud."

READ FIRST SENTENCE ALOUD.

1. (Sample) They had so much fun playing that the minutes flew by.

"What words are underlined? Do you think you know what they mean? Read the next three sentences to yourself as I read them out loud and then we will check the one which tells their meaning correctly."

READ ALOUD

- A. Minutes can fly like birds.
- B. Time went very fast.
- C. The minutes were riding on an airplane.

"Which one correctly explains the meaning of minutes flew by? Right. Check B. Let's do one more together."

2. (Sample) Tom was sorry that he had lost his temper.

"Look carefully at the words which are underlined. Read them, Bobby. Think which one of these sentences tells what that meant."

READ ALOUD

- A. Tom was sorry that his temper was stolen.
- B. He felt bad because he couldn't find his temper.
- C. He was sorry because he had gotten angry.

"Which one do you think explains the meaning of lost his temper? Right. Check C.

V. Completion of exercise:

"Now we will complete the rest of the sentences. Please do not read on ahead of me and do not do anything to bother anyone else."

READ ALOUD SLOWLY ENOUGH FOR ALL TO FOLLOW. PAUSE LONG ENOUGH FOR THOUGHT AND FOR CHECKING OF ITEMS. DIS-COURAGE ANY REACTIONS SUCH AS LAUGHTER OR EXCLAMATIONS WHICH MIGHT GIVE OTHERS CLUES TO ANSWERS.

FIGURATIVE LANGUAGE MATCHING TESTGrade 3

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

- ☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding on an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

- ☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. "This is the end of me," thought the lighthouse.

- ☐ A. They had finished building the lighthouse.
☐ B. The lighthouse was in danger.
☐ C. This was the top of the lighthouse.

2. "If you do not mend your ways you'll be sorry."

- ☐ A. He needs to mend his clothes before his mother sees them.
☐ B. You will be sorry when you break something valuable.
☐ C. You'll be sorry if you don't behave better.

3. In late summer, monarch butterflies are on the wing.

- ☐ A. Butterflies die in the summer.
☐ B. Butterflies are flying about.
☐ C. Butterflies light on each others wings.

4. The beaver stood rooted to the spot with fear.

- ☐ A. The beaver's foot was caught and he could not move.
☐ B. The beaver hid in the tree roots because he was afraid.
☐ C. The beaver was so frightened he could not move.

5. In a moment both boys were tearing along the sand.

- ☐ A. The boys raced along on the sand.
☐ B. The boys were tearing all the sand things down.
☐ C. They ran so fast their clothes got torn.

6. If you will take the child, I will let him go with an easy heart.

- ☐ A. I will not have heart trouble if you take him.
- ☐ B. I will not worry about him.
- ☐ C. I will not frighten the child.

7. I'm counting on his coming.

- ☐ A. I am sure he will come.
- ☐ B. I doubt that he will come.
- ☐ C. I'm counting the days till he comes.

8. The rabbit ran like the wind.

- ☐ A. The rabbit ran very fast.
- ☐ B. The rabbit ran so fast you couldn't see him.
- ☐ C. The rabbit ran around and around.

9. He is just full of spirit.

- ☐ A. He is very lively.
- ☐ B. He is a very smart boy.
- ☐ C. He has been drinking something that made him sick.

10. Patsy followed Mother's eyes as she looked over the trees.

- ☐ A. Patsy went to the other side of the trees.
- ☐ B. Patsy looked over the trees when mother did.
- ☐ C. Patsy and mother both climbed over the trees.

11. Manu's eyes were sharp too.

- ☐ A. Manu could see very well.
- ☐ B. His eyes were little and beady.
- ☐ C. He was too sharp to see it.

12. Little Bill wanted to talk but he couldn't get in a word.

- ☐ A. Others were talking all of the time.
- ☐ B. He talked so low they couldn't hear him.
- ☐ C. He couldn't make the words come out.

13. Maybe Granny was just playing off.

- ☐ A. Maybe she was playing a game.
- ☐ B. Maybe she was just pretending.
- ☐ C. Maybe she was just about to leave.

14. The dashing waves climb to the tops of the rocks.
- ☐ A. They are so high that they splash clear to the tops.
 - ☐ B. They rush over the rocks in a huge waterfall.
 - ☐ C. The rocks are pushed up onto the shore by the waves.
15. "Have you lost your head?" cried Mother.
- ☐ A. "Don't you know what you are doing?"
 - ☐ B. "Have you had all your hair cut off?"
 - ☐ C. "Are you dizzy?"
16. Like a flash, the children turned and raced for home.
- ☐ A. The lightning frightened them.
 - ☐ B. They took a big leap.
 - ☐ C. They started quickly.
17. The rains came dashing down hard upon them.
- ☐ A. It was raining very hard.
 - ☐ B. The floods washed them away.
 - ☐ C. The rains knocked them down.
18. He had felt the air stir.
- ☐ A. The air felt warmer.
 - ☐ B. A breeze had started to blow.
 - ☐ C. A tornado was brewing.
19. "A fine fix you have got me into!"
- ☐ A. "You have fixed it fine."
 - ☐ B. "You will pay a fine for this."
 - ☐ C. "You have gotten me into trouble."
20. The "city of Bells" lies asleep in the sun.
- ☐ A. Everyone has deserted the city.
 - ☐ B. The city is very still.
 - ☐ C. Everyone in the city is asleep.
21. The wind had gone down and the sea was smooth as glass.
- ☐ A. The wind had stopped blowing.
 - ☐ B. The wind had blown the sea smooth.
 - ☐ C. The wind was blowing down under the sea.

22. He stood with both feet planted firmly on the ground.

- ☐ A. Both feet were stuck to the ground.
- ☐ B. He was standing in deep mud.
- ☐ C. He stood with both feet on the ground.

23. He raced like lightning down the track.

- ☐ A. He was frightened by the lightning.
- ☐ B. He ran fast down the track.
- ☐ C. He tried to run faster than the lightning.

24. His glance darted around eagerly.

- ☐ A. He tried hard not to look at it.
- ☐ B. He looked about eagerly.
- ☐ C. He threw darts around eagerly.

25. Bushy Tail bolted for the roots of the hollow tree.

- ☐ A. Thunder sent Bushy Tail scurrying for the trees.
- ☐ B. Bushy wished he was under the tree roots.
- ☐ C. He ran for the roots of the hollow tree.

26. His heart fell.

- ☐ A. He felt very sad.
- ☐ B. His heart quit beating.
- ☐ C. He had worked so hard his heart dropped a little.

27. The ship was tossed about as it crossed the Atlantic.

- ☐ A. The waves brought the ship swiftly across the ocean.
- ☐ B. The ship was turned completely around as it crossed the Atlantic.
- ☐ C. The waves rocked the ship from side to side.

28. He has been a servant of the people for a long time.

- ☐ A. The people liked him very much.
- ☐ B. He has served the people for a long time.
- ☐ C. He has been a slave for many years.

29. He eyed the food in the basket.

- ☐ A. He looked at the food in the basket.
- ☐ B. He wanted the food in the basket.
- ☐ C. He held the basket up close to his eyes.

30. With a thunder of wings, the swans began to rise in the air.

- ☐ A. The thunder frightened the swans away.
- ☐ B. They made a noise like thunder when they rose in the air.
- ☐ C. They pounded one another with their wings.

31. The moon splashed light and shadow over the meadow.

- ☐ A. The meadow was flooded with splashing water.
- ☐ B. Moonlight shone on the meadow.
- ☐ C. The light flashed on and off when the moon shone.

32. "Hello, Tom! You're looking fit as a fiddle today."

- ☐ A. Tom is looking fine today.
- ☐ B. Tom looks like he is sick.
- ☐ C. Tom looks as if he could really play a fiddle today.

33. They put out their hands to catch the warmth of the fire.

- ☐ A. They warmed their hands at the fire.
- ☐ B. They tried to catch the sparks from the fire.
- ☐ C. They took some of the fire out to catch its warmth.

34. He was beginning to feel at home in this strange place.

- ☐ A. He was getting very homesick.
- ☐ B. It was beginning to feel like home.
- ☐ C. The place was beginning to feel strange.

35. He laughed and shook his head with make-believe sadness.

- ☐ A. He pretended to be happy.
- ☐ B. He laughed but he was really sad.
- ☐ C. He pretended to be sad.

36. If I thought you could keep your head about you, I'd let you go in my place.

- ☐ A. If I thought you would act sensibly, I'd let you go.
- ☐ B. If you could watch where you are going, I'd let you go.
- ☐ C. I'd let you go if I thought you could keep ahead.

37. I leave it to you to break him in.

- ☐ A. You must train him to be a good saddle horse.
- ☐ B. You may turn him out to pasture.
- ☐ C. I will let you punish him.

38. Every moment they could steal from their work they spent in the general store.

- ☐ A. They spent all the money they could steal from the store.
- ☐ B. They sneaked off from work whenever they could to go to the store.
- ☐ C. They stole from the store while working.

39. The old harness maker kept his weather eye on the sky.

- ☐ A. He watched the sky to see what the weather would be.
- ☐ B. He looked at the sky with one eye and at his work with the other.
- ☐ C. He watched the sky through a telescope.

40. At the burrow entrance his nose caught a familiar scent.

- ☐ A. He caught his dinner at the burrow entrance.
- ☐ B. He smelled something he had smelled before.
- ☐ C. He was caught in a trap set at the entrance.

ITEM ANALYSIS: GRADE THREE FIGURATIVE LANGUAGE
MATCHING TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.44	.20	21	.18	.20
2	.28	.30	22	.40	.20
3	.30	.20	23	.32	.40
4	.70	.35	Overlap From Grade Four		
5	.14	.30	24	.32	.35
6	.34	.55	25	.20	.30
7	.42	.25	26	.32	.35
8	.68	.25	27	.17	.25
9	.54	.40	28	.29	.25
10	.28	.35	29	.22	.35
11	.42	.20	30	.22	.35
12	.26	.20	31	.10	.20
13	.26	.20	32	.25	.40
14	.40	.40	33	.12	.25
15	.20	.35	34	.10	.20
16	.38	.20	35	.38	.45
17	.48	.20	36	.30	.40
18	.60	.30	37	.10	.20
19	.22	.25	38	.30	.40
20	.20	.35	39	.37	.45
			40	.25	.50
			Mean	.31	.31

FIGURATIVE LANGUAGE MATCHING TESTGrade 4

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

- ☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding on an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

- ☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. The children watched sadly as Willie was swallowed up by the forest.

- ☐ A. Willie disappeared into the forest.
☐ B. Willie was eaten up by the forest and the children were sad.
☐ C. Willie was caught by something in the forest.

2. Following his nose, he walked on until he came onto the tent.

- ☐ A. Using his nose as a guide, he walked on.
☐ B. The smell of food led him to the tent.
☐ C. Walking straight ahead, he came onto the tent.

3. His glance darted around eagerly.

- ☐ A. He tried hard not to look at it.
☐ B. He looked about eagerly.
☐ C. He threw darts around eagerly.

4. Sara stood glued to the ground.

- ☐ A. She did not move.
☐ B. She stepped in some glue.
☐ C. Her feet were fastened tightly to the ground.

5. Bushy Tail bolted for the roots of the hollow tree.

- ☐ A. Thunder sent Bushy Tail scurrying for the trees.
☐ B. Bushy wished he was under the tree roots.
☐ C. He ran for the roots of the hollow tree.

6. "Hello, Tom! You're looking fit as a fiddle today."

- ☐ A. Tom is looking fine today.
- ☐ B. Tom looks like he is sick.
- ☐ C. Tom looks as if he could really play a fiddle today.

7. Pa said it was surprising how well they minded their P's and Q's.

- ☐ A. He was surprised how well they knew their alphabet.
- ☐ B. They did just what their P's and Q's told them to do.
- ☐ C. It was surprising how well mannered they were.

8. His heart fell.

- ☐ A. He felt very sad.
- ☐ B. His heart quit beating.
- ☐ C. He had worked so hard his heart dropped a little.

9. Then, in a flash, he sped up the ropes.

- ☐ A. He threw the rope faster and faster.
- ☐ B. He sped up the ropes as the light flashed on.
- ☐ C. He climbed up the ropes very quickly.

10. "You're not a horse," he said, "You are a wonder."

- ☐ A. He was a very smart horse.
- ☐ B. He wondered what the horse was.
- ☐ C. He was a pretty little brown colt.

11. The ship was tossed about as it crossed the Atlantic.

- ☐ A. The waves brought the ship swiftly across the ocean.
- ☐ B. The ship was turned completely around as it crossed the Atlantic.
- ☐ C. The waves rocked the ship from side to side.

12. He seemed lost in thought for a while.

- ☐ A. He thought he was lost for a moment.
- ☐ B. He seemed to be thinking hard.
- ☐ C. He had lost what he was thinking about.

13. He had been a servant of the people for a long time.

- ☐ A. The people liked him very much.
- ☐ B. He had served the people for a long time.
- ☐ C. He had been a slave for many years.

14. He eyed the food in the basket.

- ☐ A. He looked at the food in the basket.
- ☐ B. He wanted the food in the basket.
- ☐ C. He held the basket up close to his eyes.

15. It was not just polite clapping but waves and waves of clapping.

- ☐ A. The people waved and waved as they clapped.
- ☐ B. The people were very rude as they clapped.
- ☐ C. The clapping just kept going on and on.

16. They put out their hands to catch the warmth of the fire.

- ☐ A. They warmed their hands at the fire.
- ☐ B. They tried to catch the sparks from the fire.
- ☐ C. They took some of the fire out to catch its warmth.

17. With a thunder of wings, the swans began to rise in the air.

- ☐ A. The thunder frightened the swans away.
- ☐ B. They made a noise like thunder when they rose in the air.
- ☐ C. They pounded one another with their wings.

18. The moon splashed light and shadow over the meadow.

- ☐ A. The meadow was flooded with splashing water.
- ☐ B. Moonlight shone on the meadow.
- ☐ C. The light flashed on and off when the moon shone.

19. I found a rabbit run this morning.

- ☐ A. He found a rabbit running.
- ☐ B. He caught a rabbit this morning.
- ☐ C. He found a place where rabbits often run.

20. At the burrow entrance his nose caught a familiar scent.

- ☐ A. He caught his dinner at the burrow entrance.
- ☐ B. He smelled something he had smelled before.
- ☐ C. He was caught in a trap set at the entrance.

21. They filled the air with their laughter.

- ☐ A. They laughed loudly.
- ☐ B. They laughed till they were out of breath.
- ☐ C. The wind blew their laughter all around.

22. He was beginning to feel at home in this strange place.

- ☐ A. He was getting very homesick.
- ☐ B. It was beginning to feel like home.
- ☐ C. The place was beginning to feel strange.

23. He laughed and shook his head with make-believe sadness.

- ☐ A. He pretended to be happy.
- ☐ B. He laughed but he was really sad.
- ☐ C. He pretended to be sad.

24. Sarah felt as if a heavy lump of lonesomeness had melted away inside her.

- ☐ A. Sarah felt much better.
- ☐ B. Sarah felt very lonely.
- ☐ C. Sarah felt sick inside.

25. Then he said, "Thanks, loads."

- ☐ A. He thanked them very much.
- ☐ B. He thanked them for the loads.
- ☐ C. He said thank you to the loads.

26. As for boarding around, you can begin at my house.

- ☐ A. You can begin carpentering at my house.
- ☐ B. You can clean the boards up around here first.
- ☐ C. You can start living and eating here.

27. If I thought you could keep your head about you, I'd let you go in my place.

- ☐ A. If I thought you would act sensibly, I'd let you go.
- ☐ B. If you could watch where you are going, I'd let you go.
- ☐ C. I'd let you go if I thought you could keep ahead.

28. Over every bump in the road went the flying horses.

- ☐ A. They leaped over every bump in the road.
- ☐ B. They ran so fast you couldn't feel the bumps.
- ☐ C. They hit every bump in the road.

29. He won't be worth his salt for a long time.

- ☐ A. He won't need much salt for a long time.
- ☐ B. He will be worth very little.
- ☐ C. I wouldn't sell him for a peck of salt.

30. I leave it to you to break him in.

- ☐ A. You must train him to be a good saddle horse.
- ☐ B. You may turn him out to pasture.
- ☐ C. I will let you punish him.

31. Every moment they could steal from their work they spent in the general store.

- ☐ A. They spent all the money they could steal at the store.
- ☐ B. They sneaked off from work whenever they could go to the store.
- ☐ C. They stole from the store while working.

32. You grow sick and tired of being a Jack-of-all-trades.

- ☐ A. Jack was sick and tired of trading.
- ☐ B. It isn't any fun to trade with Jack.
- ☐ C. You grow tired of having to do many different jobs.

33. She told Sally not to count her chickens before they hatched.

- ☐ A. She told her to wait until the chickens were all hatched to count them.
- ☐ B. She told her to leave the chickens alone.
- ☐ C. She told her not to be too sure of what would happen.

34. The old harness maker kept his weather eye on the sky.

- ☐ A. He watched the sky to see what the weather would be.
- ☐ B. He looked at the sky with one eye and at his work with the other.
- ☐ C. He watched the sky through a telescope.

35. It's March, and it's coming in like a lamb.

- ☐ A. It was snowing in March.
- ☐ B. The weather was mild.
- ☐ C. The wind sounded like a lamb crying.

36. He circled the barn on his way to the spring.

- ☐ A. He stopped and drew circles on the barn.
- ☐ B. He walked around the barn because it was in his way.
- ☐ C. He walked in a big circle clear around the barn.

37. Come, now, lad! Don't bite my head off!

- ☐ A. Don't grind your teeth at me.
- ☐ B. Don't be impatient with me.
- ☐ C. Don't knock my head off.

38. Jack's worries had vanished like the air.

- ☐ A. His troubles had blown away.
- ☐ B. He no longer worried.
- ☐ C. His worries were everywhere, like the air.

39. He's learning about engines from the ground up.

- ☐ A. He is learning about the lower part of the engine first.
- ☐ B. He studies engines while lying underneath them.
- ☐ C. He's learning everything about engines.

40. They needed a close call like that to show them the danger.

- ☐ A. The call came just in time to save them.
- ☐ B. They barely escaped danger.
- ☐ C. They needed to be closer to warn them of the danger.

ITEM ANALYSIS: GRADE FOUR FIGURATIVE LANGUAGE
PRE-TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.27	.45	21	.55	.40
2	.20	.25	22	.10	.20
3	.32	.35	23	.38	.45
4	.32	.55	24	.65	.50
5	.20	.30	25	.52	.65
6	.25	.40	26	.68	.35
7	.20	.40	27	.30	.40
8	.32	.35	28	.18	.25
9	.28	.45	29	.50	.50
10	.35	.55	30	.12	.20
11	.17	.25	31	.20	.40
12	.70	.30	32	.27	.45
13	.29	.25	33	.18	.20
14	.22	.35	34	.37	.45
15	.20	.25	35	.52	.55
16	.12	.25	36	.13	.25
17	.22	.35	37	.20	.30
18	.10	.20	Overlap From Grade Five		
19	.50	.40	38	.25	.40
20	.25	.50	39	.32	.55
			40	.30	.60
			Mean	.31	.38

FIGURATIVE LANGUAGE MATCHING TESTGrade 5

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding in an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. Little Coward stood as though rooted to the beach.

☐ A. Roots growing on the beach held Little Coward fast.
☐ B. He stood firmly on the beach.
☐ C. His feet were buried deep in the sand.

2. The town was alive with harvesters.

☐ A. The harvesters had brought life to the town.
☐ B. The harvesters in the town were very lively.
☐ C. There were many harvesters in town.

3. He tried hard to keep a straight face.

☐ A. He tried hard not to smile.
☐ B. He tried hard not to tell a lie.
☐ C. He tried hard to look straight ahead.

4. There are many fruit orchards on the rolling lands to the south.

☐ A. The orchard lands are slowly moving toward the south.
☐ B. The land is flat as if it were rolled out.
☐ C. The orchards grow on the low hills and valleys.

5. Settlers were getting their first footholds along the banks of the great rivers.

☐ A. They were the first to set foot along the great river.
☐ B. They were building their homes along the river banks.
☐ C. They made their first trails along the banks of the great river.

6. Many sections within the cotton belt meet these needs.

- ☐ A. Many sections within the cotton growing area meet these needs.
- ☐ B. Many cotton belts are worn by people in these sections.
- ☐ C. The cotton belts made in these sections are very well constructed.

7. These cities are important air and rail centers.

- ☐ A. They are important centers for air and train travel.
- ☐ B. They are important rail and airplane manufacturing cities.
- ☐ C. There are airplanes and railroads in the centers of these cities.

8. Minneapolis and St. Paul are twin cities.

- ☐ A. They look very much alike.
- ☐ B. Many twins live in these cities.
- ☐ C. They grew up side by side.

9. His eyes lighted as he smiled.

- ☐ A. He smiled as the light struck his eyes.
- ☐ B. When he smiled his eyes brightened.
- ☐ C. His eyes became lighter as he smiled.

10. The boys admitted that the joke had backfired.

- ☐ A. The boys admitted that something had gone wrong and the joke was on them.
- ☐ B. They admitted that the joke had caused the fire.
- ☐ C. They had joked at the wrong time.

11. Red Flame shot out into view.

- ☐ A. Red Flame fired the gun in plain sight.
- ☐ B. Red Flame ran out into view.
- ☐ C. Flames burst out all over.

12. He's learning about engines from the ground up.

- ☐ A. He is learning about the lower part of the engine first.
- ☐ B. He studies engines while lying underneath them.
- ☐ C. He's learning everything about engines.

13. I gave him his walking papers not ten minutes ago.

- ☐ A. He gave him his papers as he walked by.
- ☐ B. He got rid of him not ten minutes ago.
- ☐ C. He gave him his papers to deliver not ten minutes ago.

14. I look about for that boy and the bird has flown.

- ☐ A. He let the bird out of his cage again.
- ☐ B. I look for the boy and he's gone.
- ☐ C. While I was looking for the boy the bird flew away.

15. Jack's worries had vanished like the air.

- ☐ A. His troubles had blown away.
- ☐ B. He no longer worried.
- ☐ C. His worries were everywhere, like the air.

16. You have a stout heart for a young lad.

- ☐ A. He was brave for a boy so young.
- ☐ B. His heart was strong for a young boy.
- ☐ C. It is unusual for a boy to have heart trouble.

17. By April great companies of immigrants were off.

- ☐ A. By April many immigrants had gotten on the wrong road.
- ☐ B. By April many immigrants had begun their journey.
- ☐ C. Many immigrants were out of jobs in April.

18. Annie was struck dumb with terror.

- ☐ A. Annie fell to the ground with fright.
- ☐ B. Annie was so frightened she could not speak.
- ☐ C. Annie was struck so hard that it made her stupid.

19. Though sick and tired they pressed on.

- ☐ A. They kept pressing on the doorbell to get the doctor.
- ☐ B. They kept on ironing the clothes.
- ☐ C. They kept on going.

20. She hails from New Bedford, doesn't she?

- ☐ A. She comes from New Bedford.
- ☐ B. It is hailing in New Bedford.
- ☐ C. She is calling from New Bedford.

21. Many soldiers went west to take up land.

- ☐ A. It took many soldiers to conquer the land in the west.
- ☐ B. Many soldiers went west to protect the land.
- ☐ C. Many soldiers settled on land in the west.

22. The Chicago river flows through the heart of the city.

- ☐ A. It flows through the main part of the city.
- ☐ B. It flows through a tunnel beneath the city.
- ☐ C. It flows through the upper part of the city.

23. We hung on by the skin of our teeth.

- ☐ A. We hung on to the skin by our teeth.
- ☐ B. Our teeth were hanging by the skin.
- ☐ C. We just barely hung on.

24. When he saw what had happened he lost his head.

- ☐ A. He lost control of himself.
- ☐ B. He fainted.
- ☐ C. He did not know his direction.

25. Mark my words, those two will be friends yet.

- ☐ A. Remember what I say, they will be friends.
- ☐ B. Write this down, those two will be friends.
- ☐ C. Correct me if I'm wrong, they will be friends.

26. He stood firm as a rock now.

- ☐ A. He stood firmly on the rock.
- ☐ B. He could not be moved.
- ☐ C. He would not change his mind.

27. They needed a close call like that to show them the danger.

- ☐ A. The call came just in time to save them.
- ☐ B. They barely escaped danger.
- ☐ C. They needed to be closer to warn them of the danger.

28. Some of the men had helped with the house-raising.

- ☐ A. They had helped raise the house from its foundation.
- ☐ B. They had helped tear the house down.
- ☐ C. They had helped build the house.

29. Give the horse his head and he'll fetch you home.

- ☐ A. Just lead him and he'll take you home.
- ☐ B. Slap him on his head.
- ☐ C. Just let him go where he wants to go.

30. More coffee and tobacco plantations are being laid out.

- ☐ A. They lay the coffee and tobacco out to cure.
- ☐ B. They are planning more tobacco and coffee plantations.
- ☐ C. They are taking out some of the coffee and tobacco farms.

31. Pittsburgh was called the gateway to the west.

- ☐ A. The only way to the west was through Pittsburgh.
- ☐ B. There was a huge gate to the west at Pittsburgh.
- ☐ C. The west began at Pittsburgh.

32. In Florida, nearly every day is a growing day.

- ☐ A. The days grow longer and longer.
- ☐ B. Things can grow almost every day.
- ☐ C. Nearly every day you grow bigger.

33. He seemed lost in thought for a while.

- ☐ A. He thought he was lost for a moment.
- ☐ B. He seemed to be thinking hard.
- ☐ C. He had lost what he was thinking about.

34. I found a rabbit run this morning.

- ☐ A. He found a rabbit running.
- ☐ B. He caught a rabbit this morning.
- ☐ C. He found a place where rabbits often run.

35. They filled the air with their laughter.

- ☐ A. They laughed loudly.
- ☐ B. They laughed till they were out of breath.
- ☐ C. The wind blew their laughter all around.

36. Sarah felt as if a heavy lump of lonesomeness had melted away inside her.

- ☐ A. Sarah felt much better.
- ☐ B. Sarah felt very lonely.
- ☐ C. Sarah felt sick inside.

37. Then he said, "Thanks, loads."

- ☐ A. He thanked them very much.
- ☐ B. He thanked them for the loads.
- ☐ C. He said thank you to the loads.

38. As for boarding around, you can begin at my house.

- ☐ A. You can begin carpentering at my house.
- ☐ B. You can clean the boards up around here first.
- ☐ C. You can start living and eating here.

39. He won't be worth his salt for a long time.

- ☐ A. He won't need much salt for a long time.
- ☐ B. He will be worth very little.
- ☐ C. I wouldn't sell him for a peck of salt.

40. It's March, and it's coming in like a lamb.

- ☐ A. It was snowing in March.
- ☐ B. The weather was mild.
- ☐ C. The wind sounded like a lamb crying.

ITEM ANALYSIS: GRADE FIVE FIGURATIVE LANGUAGE
PRE-TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.20	.45	21	.20	.20
2	.18	.30	22	.20	.25
3	.22	.40	23	.18	.20
4	.30	.25	24	.13	.25
5	.40	.20	25	.18	.30
6	.20	.45	26	.30	.60
7	.25	.40	27	.43	.60
8	.13	.30	28	.20	.25
9	.20	.30	29	.25	.40
10	.35	.25	30	.20	.25
11	.23	.35	31	.18	.25
12	.30	.40	32	.20	.25
13	.32	.55	Overlap From Grade Four		
14	.23	.20	33	.70	.30
15	.38	.70	34	.50	.40
16	.15	.20	35	.55	.40
17	.18	.20	36	.65	.50
18	.20	.20	37	.52	.65
19	.30	.25	38	.68	.35
20	.18	.30	39	.50	.50
			40	.52	.55
			Mean	.30	.35

FIGURATIVE LANGUAGE POST TESTGrade 3

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

- ☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding on an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

- ☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. "Never mind," said Jody.

- ☐ A. Jody said, "Never do what you are told."
☐ B. Jody said, "It doesn't matter."
☐ C. "Don't bother me," said Jody.

2. A peddler always had something to catch the eyes of children.

- ☐ A. He had something that blinded the children.
☐ B. He always tried to catch the children.
☐ C. He had something to interest children.

3. She kept the one thing that he had set his heart on.

- ☐ A. She kept the thing that he wanted the most.
☐ B. She kept the chain that he put his locket on.
☐ C. She kept the thing that had hurt him the most.

4. I can't see my way clear to helping him run away.

- ☐ A. It's too dark to see the path.
☐ B. I don't believe I should help him.
☐ C. I am too busy to help him.

5. Great waves came rolling in.

- ☐ A. Waves flowed in from the sea.
☐ B. Waves rolled the sand in from the sea.
☐ C. The people were knocked down by the waves.

6. His eyes were fixed upon the schoolroom floor.

- ☐ A. He was down on his hands and knees on the floor.
- ☐ B. He could not move away from that spot.
- ☐ C. He kept looking at the floor.

7. He ran to make up for lost time.

- ☐ A. He ran faster because he had stopped awhile.
- ☐ B. He ran to find the time he had lost.
- ☐ C. He ran to start the clock which had stopped.

8. The master called, "Don't lose heart, boy!"

- ☐ A. He said, "Don't slow down."
- ☐ B. He said, "Don't be afraid."
- ☐ C. He said, "Don't be discouraged."

9. It's time you took some of the work off my hands.

- ☐ A. The work on his hands was getting heavy.
- ☐ B. It's time you helped me with my work.
- ☐ C. It's time for me to hand you some of the work.

10. Jack always stood up for his friends.

- ☐ A. Jack always stood near his friends.
- ☐ B. Jack was always loyal to his friends.
- ☐ C. Jack always stood when his friends entered the room.

11. Early settlers had to keep an eye out for Indians.

- ☐ A. They never went to sleep.
- ☐ B. They had to watch for Indians.
- ☐ C. The Indians blinded them.

12. Mary dropped her eyes when the teacher spoke to her.

- ☐ A. Mary looked frightened when the teacher spoke to her.
- ☐ B. Mary dropped her glasses when the teacher spoke to her.
- ☐ C. Mary looked at the floor when the teacher spoke to her.

13. There was a long stretch of road between the river and the lake.

- ☐ A. The river was on one side of the road and the lake on the other.
- ☐ B. The road seemed to get longer and longer.
- ☐ C. The river was far away from the lake.

14. Dick caught sight of some smoke in the distance.

- ☐ A. Dick saw smoke far away.
- ☐ B. Dick was caught in some smoke.
- ☐ C. Dick caught some of the smoke.

15. "That might work out all right," she said.

- ☐ A. It will be all right if you work outside.
- ☐ B. It might get out if you don't fasten it in.
- ☐ C. Everything might be all right.

16. He wanted to give you something to remember us by.

- ☐ A. He wanted to give something to you so you would give something to him.
- ☐ B. He wanted to give you something so you would not forget him.
- ☐ C. He didn't want to forget to give you something.

17. "He'll be nothing but trouble," said Granny.

- ☐ A. He'll be a nuisance.
- ☐ B. He'll not be any trouble.
- ☐ C. He will not be troubled.

18. I'll pay you for his keep when I come back.

- ☐ A. You keep the pay till I come back.
- ☐ B. I'll pay you for your work.
- ☐ C. I'll pay for caring for him.

19. "I just can't let Jim down," said Dick.

- ☐ A. Dick did not want to disappoint Jim.
- ☐ B. Dick had picked Jim up and couldn't put him down.
- ☐ C. Jim was too heavy for Dick to let down on the rope.

20. Next morning they arrived right on the dot.

- ☐ A. They arrived right on time.
- ☐ B. They arrived at the right place.
- ☐ C. They found the dot in the right place.

21. They set the pail on a log on the wooded side of the path.

- ☐ A. One side of the path was made of wood.
- ☐ B. Trees were growing on one side of the path.
- ☐ C. The trees had all been cut on one side of the path.

22. We must hold out until the soldiers come.

- ☐ A. We must not give up until the soldiers come.
- ☐ B. We must give up when the soldiers come.
- ☐ C. We must stay hidden until the soldiers come.

23. She found herself face to face with a man she had never seen before.

- ☐ A. She was looking at the face of a man she had never seen before.
- ☐ B. She bumped into a man she had never seen before.
- ☐ C. The man who found her was one she had never seen before.

24. The mistake could have cost him his life.

- ☐ A. It might have taken him the rest of his life to pay for the mistake.
- ☐ B. He could have had to spend money to save his life.
- ☐ C. The mistake could have caused his death.

25. They met to talk over the new road.

- ☐ A. They were talking to some men on the other side of the road.
- ☐ B. They met on a bridge over the new road.
- ☐ C. They met to talk about the new road.

26. "May I come in?" he asked in a small voice.

- ☐ A. He was a little boy.
- ☐ B. He spoke softly.
- ☐ C. He didn't open his mouth very far.

27. You must keep those lizards under lock and key.

- ☐ A. You must keep them hidden.
- ☐ B. You must hang the lock and key over the door.
- ☐ C. You must keep them locked up.

28. Perhaps they will make business pick up.

- ☐ A. Perhaps they will use a pickup truck in the business.
- ☐ B. Perhaps they will clean up around the store.
- ☐ C. Perhaps business will improve.

29. It would break his heart if I left him behind.

- ☐ A. He would be very sad if I left him.
- ☐ B. It would make him die if I left him.
- ☐ C. He would have a heart attack if I left him.

30. Grace was left in the dark about the plans of the party.

- ☐ A. There was no light at the party.
- ☐ B. She knew nothing of the plans for the party.
- ☐ C. Someone turned the lights out and left her there in the dark.

31. "I won't see you roped in by a stranger."

- ☐ A. I won't let them tie you up with a rope.
- ☐ B. I'll be gone when they capture you.
- ☐ C. I won't let a stranger take advantage of you.

32. He didn't let any grass grow under his feet.

- ☐ A. He didn't stay in one place very long.
- ☐ B. He walked where it was rocky.
- ☐ C. He cut all the grass on the path.

33. As he was rounding the corner of the house, he saw Whiskers.

- ☐ A. He hit the corner of the house as he saw Whiskers.
- ☐ B. The house had round corners.
- ☐ C. As he went around the corner he saw Whiskers.

34. The man was quite hard up.

- ☐ A. He had very little money.
- ☐ B. He had difficulty climbing up the hill.
- ☐ C. He was very ill.

35. Mr. Brown will take over the work at the dairy.

- ☐ A. Mr. Brown will do the work at the dairy.
- ☐ B. Mr. Brown will let someone else do the work at the dairy.
- ☐ C. Mr. Brown will take his work over to the dairy.

36. Things turned out just as Granny said they would.

- ☐ A. Things happened just as Granny said they would.
- ☐ B. Everything was upset just as Granny said it would be.
- ☐ C. Everyone came just as Granny said they would.

37. All summer and winter the sheep grow heavy coats of wool.

- ☐ A. Their wool must be clipped off frequently.
- ☐ B. Their wool becomes long and thick.
- ☐ C. Heavy coats are made from their wool.

38. Raincoats and rain shoes shed water.

- ☐ A. Raincoats and rain shoes are water proof.
- ☐ B. Raincoats and rain shoes get wet.
- ☐ C. Raincoats and rain shoes hold water.

39. Sometimes my mother makes over some of my clothes.

- ☐ A. She makes something to wear over them.
- ☐ B. She rips them apart and remakes them.
- ☐ C. She tells me how pretty they are.

40. We might work out some way to sell the things we don't need.

- ☐ A. We might plan some way to sell them.
- ☐ B. We might work and make money.
- ☐ C. We might have a sale out of doors.

41. She lives in the Far North.

- ☐ A. She lives to the north of us.
- ☐ B. She lives in a distant northern land.
- ☐ C. She lives on the street that goes north.

42. Soon a silver train appeared and passed under the bridge.

- ☐ A. The train is loaded with silver.
- ☐ B. The train is silver colored.
- ☐ C. The train is made of silver.

43. Our country is known as a "nation on wheels."

- ☐ A. People are always hurrying.
- ☐ B. Many people own cars.
- ☐ C. Wheels are used to make many things.

44. Each of them bought a round-trip ticket.

- ☐ A. The tickets were round in shape.
- ☐ B. They were traveling in a big circle.
- ☐ C. They paid for the trip and their journey back home.

45. Open-top railroad cars were loaded with lumber.

- ☐ A. The car had no top.
- ☐ B. The top of the car was taken down.
- ☐ C. There was an opening in the top of the car.

46. The children saw people checking their bags.

- ☐ A. They looked to see if they had packed what they needed.
- ☐ B. They gave the trainmen their luggage to put on the train.
- ☐ C. They made check marks on their bags.

47. It was a half hour before their train time.

- ☐ A. The clock on the train was a half hour ahead.
- ☐ B. The train was a half hour late.
- ☐ C. The train would arrive in a half hour.

48. Burros are very sure-footed.

- ☐ A. They seldom stumble on the trail.
- ☐ B. They never lose the trail.
- ☐ C. They never stop on the trail.

49. Make fast the rope for the last trip.

- ☐ A. Bring the rope quickly.
- ☐ B. Fasten the rope securely.
- ☐ C. Throw the rope rapidly.

50. We're closing in on them.

- ☐ A. We're being closed in with them.
- ☐ B. We're locking them in.
- ☐ C. We're coming closer to them.

ITEM ANALYSIS: GRADE THREE FIGURATIVE LANGUAGE
POST TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.44	.48	26	.14	.28
2	.44	.24	27	.50	.20
3	.38	.28	28	.62	.36
4	.38	.20	29	.18	.36
5	.28	.16	30	.36	.40
6	.30	.36	31	.42	.28
7	.70	.28	32	.28	.40
8	.16	.16	33	.44	.16
9	.14	.28	34	.60	.32
10	.34	.20	35	.22	.28
11	.42	.36	36	.32	.32
12	.24	.32	37	.48	.40
13	.22	.20	38	.26	.20
14	.38	.20	39	.48	.48
15	.68	.32	40	.32	.32
16	.26	.44	41	.50	.28
17	.54	.52	42	.54	.28
18	.24	.32	43	.60	.32
19	.28	.16	44	.20	.32
20	.42	.28	45	.40	.40
21	.40	.16	46	.22	.28
22	.20	.24	47	.38	.52
23	.48	.40	48	.30	.36
24	.18	.36	49	.28	.40
25	.44	.48	50	.22	.36
			Mean	.36	.31

FIGURATIVE LANGUAGE POST TESTGrade 4

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

- ☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding on an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

- ☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. The Brown family lived on a small farm that overlooked Eight Mile River.

- ☐ A. You could see the river from the Brown farm.
☐ B. You could not see the river from the Brown's farm.
☐ C. The Brown farm was eight miles from the river.

2. He was a round little fellow with lots of bounce.

- ☐ A. He jumped up and down.
☐ B. He laughed a lot.
☐ C. He was very active.

3. Slowly the stars came out.

- ☐ A. The stars were falling.
☐ B. The stars began to shine.
☐ C. The stars stopped shining.

4. "It's a long way," thought Kobi, as he slipped through the wet grass.

- ☐ A. Kobi slipped and fell in the wet grass.
☐ B. Kobi crawled through the wet grass.
☐ C. Kobi walked quietly through the wet grass.

5. Peals of thunder boomed against the rocks.

- ☐ A. The rocks were struck by the lightning.
☐ B. The rocks were broken by the booming thunder.
☐ C. Thunder sounded loud among the rocks.

6. Chi-Wee's face fell, and fingers touched the shells lovingly.
- ☐ A. Chi-Wee looked surprised.
 - ☐ B. Chi-Wee leaned her face down close to the shells.
 - ☐ C. Chi-Wee looked sad.
7. Chi-Wee felt as if she walked on air.
- ☐ A. She felt very happy.
 - ☐ B. The ground felt soft.
 - ☐ C. She felt as if she were flying.
8. I know I can't do it but I thought I'd give it a try.
- ☐ A. I'd like to give you a chance to try.
 - ☐ B. I'd like to try to do it.
 - ☐ C. I'd like to practice before I try it.
9. Jack was waiting for him at the foot of the hill.
- ☐ A. Jack waited at the bottom of the hill.
 - ☐ B. Jack was waiting at the steepest part.
 - ☐ C. Jack was waiting at the top of the hill.
10. His place needs a lot of straightening up.
- ☐ A. The buildings are crooked.
 - ☐ B. His place needs to be made neat.
 - ☐ C. His place needs lots of repair work.
11. Tommy watched the man go over his car.
- ☐ A. He watched them take things from the car.
 - ☐ B. He watched them climb over the car.
 - ☐ C. He watched them check all the parts of the car.
12. Tommy drew a place in the first heat.
- ☐ A. He sat down by the first fire.
 - ☐ B. He was given a chance to run in the first race.
 - ☐ C. Tommy won a prize in the first race.
13. Eddie's face suddenly grew long.
- ☐ A. He looked surprised.
 - ☐ B. He looked unhappy.
 - ☐ C. His face was swelling.

14. There wasn't a peep out of anyone.

- ☐ A. No one made a sound.
- ☐ B. No one looked.
- ☐ C. No one reported him.

15. Will's father was well-to-do.

- ☐ A. His father is wealthy.
- ☐ B. His father is feeling fine.
- ☐ C. His father does things well.

16. Will fumbled in his pocket.

- ☐ A. He put something in his pocket.
- ☐ B. He took something out of his pocket.
- ☐ C. He felt around in his pocket.

17. Mr. Clark's voice interrupted Tommy's train of thought.

- ☐ A. Tommy thought Mr. Clark had stopped his train.
- ☐ B. Mr. Clark was training Tommy to think properly.
- ☐ C. Mr. Clark interrupted Tommy's thinking.

18. We thought you wouldn't care if we cut across your meadow.

- ☐ A. They wanted to walk across the meadow.
- ☐ B. They wanted to cut a path across the meadow.
- ☐ C. They wanted to mow the hay on the meadow.

19. Then he broke into a run.

- ☐ A. He started running.
- ☐ B. He stopped running.
- ☐ C. He fell while running.

20. You must live up to that trust.

- ☐ A. You must build your home up by the trust.
- ☐ B. You must live to be old and trustworthy.
- ☐ C. You must be worthy of their trust in you.

21. I have a strong feeling that he will do it.

- ☐ A. I feel that he is strong enough to do it.
- ☐ B. I am afraid that he will not do it.
- ☐ C. I am quite sure he will do it.

22. He pointed toward the scattering herd.

- ☐ A. The herd was going down the trail.
- ☐ B. The herd was moving in many directions.
- ☐ C. The herd was running away.

23. "We'll see what dad says about that," Clint shot back.

- ☐ A. Clint ran back.
- ☐ B. Clint shot a gun back at them.
- ☐ C. Clint spoke quickly and loudly.

24. They gathered speed as they moved.

- ☐ A. They filled their gasoline tank as they left.
- ☐ B. They went faster and faster.
- ☐ C. They kept a record of their speed as they traveled.

25. He let his curiosity get the best of his common sense.

- ☐ A. He used good sense in finding out about things.
- ☐ B. He was so curious that he did not use good judgement.
- ☐ C. His curiosity was better than his common sense.

26. For want of something better to do he played coast guard.

- ☐ A. He had nothing better to do so he played coast guard.
- ☐ B. He wanted to do something better so he played coast guard.
- ☐ C. He wanted to do something better than playing coast guard.

27. The work of the Coast Guard is many-sided.

- ☐ A. The Coast Guard does many kinds of work.
- ☐ B. The Coast Guard protects all sides of our country.
- ☐ C. The Coast Guard has much work to do.

28. Grandfather was rather put out with him.

- ☐ A. Grandfather put him out of the house.
- ☐ B. Grandfather was a little unhappy with him.
- ☐ C. Grandfather would rather be outside with him.

29. No one had ever thought of owning a "bought" sled.

- ☐ A. No one had ever thought of owning a real sled.
- ☐ B. No one had ever thought of owning a sled that had been used by someone else.
- ☐ C. No one had ever thought of owning a sled purchased in a store.

30. When your mother puts her foot down she means it.

- ☐ A. Your mother thinks carefully before she takes a step.
- ☐ B. When your mother says something, she means it.
- ☐ C. When your mother stamps her foot it means she is angry.

31. The ship lifted her bow to meet each wave.

- ☐ A. The ship sails up and down over the waves.
- ☐ B. The pilot guides the ship to miss the waves.
- ☐ C. The engine raises the front of the ship so the waves can go under.

32. The road followed the rise and fall of the land.

- ☐ A. The road went over the hills and through the valleys.
- ☐ B. The road had many curves.
- ☐ C. The road was very rough.

33. They saw lightning on the rim of the sky.

- ☐ A. Lightning flashed high up on the sky.
- ☐ B. Lightning flashed all around them.
- ☐ C. Lightning flashed where the land and sky met.

34. Peggy left off working to go with her mother.

- ☐ A. Peggy left to work with her mother.
- ☐ B. Peggy finished her work and went with her mother.
- ☐ C. Peggy stopped working to go with her mother.

35. The neat displays caught the traveler's eye.

- ☐ A. Looking at them hurt his eyes.
- ☐ B. They attracted his attention.
- ☐ C. He saw them for just a second.

36. Reports came thick and fast.

- ☐ A. They talked very rapidly.
- ☐ B. Many reports were sent in.
- ☐ C. He saw them for just a second.

37. They planted windbreaks to keep the soil from blowing away.

- ☐ A. They planted rows of trees and shrubs.
- ☐ B. They planted grass on the land.
- ☐ C. They built a wall of posts.

38. Wheat has been an important food through the ages.

- ☐ A. It is important to people of all ages.
- ☐ B. It is important from birth to old age.
- ☐ C. It has been important for hundreds of years.

39. His family knew there was worry behind the laughter.

- ☐ A. They knew he was laughing because he was worried.
- ☐ B. They knew he was no longer worrying.
- ☐ C. They knew he was really worried.

40. The days grew crisp in October.

- ☐ A. The days became cooler.
- ☐ B. The days became shorter.
- ☐ C. The days became busier.

41. An ice storm snapped the telephone wires.

- ☐ A. The wires made a popping noise.
- ☐ B. The wires were broken.
- ☐ C. The wires were bent by the storm.

42. We're weathering the storm fine.

- ☐ A. The weather is getting better.
- ☐ B. We are getting along very well.
- ☐ C. We are enjoying the stormy weather.

43. Each farm and village was cut off from its neighbors.

- ☐ A. They could not send messages to one another.
- ☐ B. There were great distances between them.
- ☐ C. They fought with one another.

44. Jimmy's father let him take the controls of the plane.

- ☐ A. He let Jimmy take care of the plane.
- ☐ B. He gave Jimmy some parts of the plane.
- ☐ C. He let Jimmy guide the plane.

45. Ma and I are counting on you to pick a lot of berries.

- ☐ A. We are counting the hours you work.
- ☐ B. We are depending upon you.
- ☐ C. We are measuring the amount you pick.

46. The storm was coming up fast.

- ☐ A. The storm was moving up the mountain.
- ☐ B. The storm was going away.
- ☐ C. It would soon start storming.

47. The water in the cave was as smooth as oil.

- ☐ A. The water was frozen.
- ☐ B. No waves were on the water.
- ☐ C. The water was oily.

48. A few motorboats were cutting the waters of the harbor.

- ☐ A. The boats were staying away from the harbor.
- ☐ B. The boats were speeding in the harbor.
- ☐ C. The boats were at anchor in the harbor.

49. An oasis is a "green island" in the desert.

- ☐ A. It is in a lake in the desert.
- ☐ B. It is on a hill in the desert.
- ☐ C. It is a place where plants grow in the desert.

50. The county agent keeps track of the combines.

- ☐ A. He knows where all of the combines are working.
- ☐ B. He watches all of the combines operate.
- ☐ C. He can tell the combines by the tracks of the wheels.

ITEM ANALYSIS: GRADE FOUR FIGURATIVE LANGUAGE
POST TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.25	.18	26	.45	.28
2	.35	.45	27	.35	.23
3	.20	.25	28	.20	.10
4	.15	.23	29	.60	.45
5	.25	.23	30	.25	.23
6	.15	.33	31	.30	.45
7	.25	.28	32	.25	.58
8	.30	.15	33	.30	.30
9	.35	.28	34	.25	.23
10	.30	.35	35	.45	.28
11	.25	.18	36	.25	.13
12	.45	.23	37	.35	.48
13	.40	.30	38	.30	.25
14	.15	.63	39	.40	.30
15	.25	.13	40	.30	.65
16	.15	.38	41	.40	.20
17	.20	.15	42	.15	.43
18	.35	.63	43	.30	.35
19	.25	.28	44	.20	.30
20	.40	.40	45	.30	.25
21	.20	.15	46	.30	.38
22	.30	.45	47	.45	.63
23	.25	.18	48	.30	.20
24	.30	.25	49	.70	.45
25	.20	.20	50	.25	.18
			Mean	.30	.31

FIGURATIVE LANGUAGE POST TESTGrade 5

Name _____

1. (Sample) They had so much fun playing that the minutes flew by.

- ☐ A. Minutes can fly like birds.
☐ B. Time went very fast.
☐ C. The minutes were riding on an airplane.

2. (Sample) Tom was sorry that he had lost his temper.

- ☐ A. Tom was sorry that his temper was stolen.
☐ B. He felt bad because he couldn't find his temper.
☐ C. He was sorry because he had gotten angry.

1. Everyday they made a great deal over Dream Come True.

- ☐ A. They petted him.
☐ B. They tried to bargain for him.
☐ C. They fed him to make him fat.

2. "Remember, no tender feelings about the goose."

- ☐ A. Be careful how you treat him.
☐ B. Don't be too sympathetic toward him.
☐ C. Don't hurt his feelings.

3. I see that I must get along without any help.

- ☐ A. I must do the work myself.
☐ B. I must go away.
☐ C. I must go along with you.

4. There was a fierce hand-to-hand battle.

- ☐ A. They were pushing one another with their hands.
☐ B. They fought close together.
☐ C. They hit each other with their fists.

5. The people should have a voice in making the laws.

- ☐ A. They should have a leader to make them.
☐ B. They should be allowed to vote.
☐ C. They should talk about them.

6. The army put down the revolt.

- ☐ A. The army stopped the revolt.
- ☐ B. The army was defeated.
- ☐ C. The record of the revolt was written.

7. Denver is called the "Mile High City."

- ☐ A. Prices are very high in Denver.
- ☐ B. Denver has many tall buildings.
- ☐ C. Denver is a mile above the level of the sea.

8. Towns sprang up overnight.

- ☐ A. They were started overnight.
- ☐ B. They disappeared overnight.
- ☐ C. They became larger overnight.

9. The battle of Gettysburg was the turning point of the war.

- ☐ A. The Union Army turned back at Gettysburg.
- ☐ B. After this the Union Army began to win the war.
- ☐ C. It was fought at a point where the river turns.

10. Whole families were wiped out at one time.

- ☐ A. They were driven out.
- ☐ B. They were moved away.
- ☐ C. They were killed.

11. Railroads were pushing their way to the Pacific.

- ☐ A. Many trains traveled to the Pacific.
- ☐ B. The wild buffalo were pushed out by the railroads.
- ☐ C. Railroads were rapidly being built to the Pacific.

12. As time went on many settlers moved west.

- ☐ A. Many settlers went west later.
- ☐ B. Many years passed before settlers came.
- ☐ C. The settlers traveled late.

13. The land began to wear out.

- ☐ A. The land began to wash away.
- ☐ B. The soil began to lose its fertility.
- ☐ C. Farmers were becoming tired of the land.

14. The Mexican Army stormed the fort.

- ☐ A. They attacked the fort.
- ☐ B. They burned the fort.
- ☐ C. They killed all of the people.

15. It strikes me that there's a simple solution.

- ☐ A. He thinks that there is a solution.
- ☐ B. The solution exploded and struck him.
- ☐ C. He struck a match to light the solution.

16. They learned to slip through the forest quietly.

- ☐ A. They learned to hide among the trees.
- ☐ B. They learned to crawl through the forest quietly.
- ☐ C. They learned to walk through the forest quietly.

17. The letters are sorted by streets.

- ☐ A. They are sorted according to their street address.
- ☐ B. The postman sorted them as he walks up the streets.
- ☐ C. The streets sort the letters.

18. We must dial the long-distance operator.

- ☐ A. The operator lives far away.
- ☐ B. She will telephone people for us who live in other towns.
- ☐ C. The operator travels long distances.

19. At last Dan found his tongue.

- ☐ A. He looked at his tongue in the mirror.
- ☐ B. He began talking.
- ☐ C. He was no longer frightened.

20. We'll stand off shore till the fog clears.

- ☐ A. We'll stay far away from the shore.
- ☐ B. We'll stay on the shore.
- ☐ C. We'll wait near the shore.

21. On this land you will hold your homestead when you are a man.

- ☐ A. You will buy some land for a home.
- ☐ B. You will fight for your home.
- ☐ C. You will live here.

22. Planes help to bring all parts of the world closer together.

- ☐ A. People can all move near one another.
- ☐ B. The world will shrink in size.
- ☐ C. We can travel fast to other lands.

23. The cowboy uses his other horse for day in and day out riding.

- ☐ A. He rides it every other day.
- ☐ B. He rides it day and night.
- ☐ C. He rides it every day.

24. She was bent upon destroying all the sheep in the valley.

- ☐ A. She was determined to destroy them.
- ☐ B. She did not want to destroy them.
- ☐ C. She was trying to destroy them.

25. The pioneer band of Mormons reached Great Salt Lake in 1847.

- ☐ A. The first group of Mormons reached Salt Lake.
- ☐ B. They sang as they marched.
- ☐ C. The Mormons were the first to reach Salt Lake.

26. The missions were a good day's journey away.

- ☐ A. They could only travel on good days.
- ☐ B. People enjoyed going to the missions.
- ☐ C. It took a whole day to get there.

27. Everywhere, people had gold fever.

- ☐ A. People became very ill.
- ☐ B. Everyone wanted to hunt for gold.
- ☐ C. People spent money wildly.

28. They moved to Oregon to get a fresh start.

- ☐ A. They moved to Oregon in the springtime.
- ☐ B. They moved to Oregon for a change of climate.
- ☐ C. They moved to Oregon to try to make a living again.

29. Two growing children will eat you out of house and home.

- ☐ A. It will cost much money to feed them.
- ☐ B. They will eat everything in the house.
- ☐ C. Children like to eat out of doors.

30. All the neighbors said that something useful would be more to the point.

- ☐ A. They said that something useful would be more dangerous.
- ☐ B. They said it would be more useful if it were sharper.
- ☐ C. They said it would be better to get something useful.

31. Everything looked promising but there were few customers.

- ☐ A. Everyone had promised but there were few customers.
- ☐ B. It looked as if business would be good but there were few customers.
- ☐ C. Many people were looking but no one bought anything.

32. When Silas Bean said he would do something he always meant business.

- ☐ A. He always talked about business.
- ☐ B. He always bought something.
- ☐ C. He always meant what he said.

33. Yes, sir, Zeke has it in for you two, all right.

- ☐ A. Zeke has the things in that you wanted.
- ☐ B. Zeke has a present for you two.
- ☐ C. Zeke is angry with you two.

34. They've been hot on my trail since morning.

- ☐ A. They have been following me closely since morning.
- ☐ B. It has been hot on the trail since morning.
- ☐ C. They are angry with me because they can't catch me.

35. He waited a moment, trying to gather his wits.

- ☐ A. He stopped and looked around for his wits.
- ☐ B. He was trying to think clearly.
- ☐ C. He tried not to be afraid.

36. The boy's eyes fastened on Billy.

- ☐ A. He was fascinated with Billy.
- ☐ B. He was startled when he saw Billy.
- ☐ C. He looked steadily at Billy.

37. I can be as light on my feet as you are.

- ☐ A. I weigh no more than you do.
- ☐ B. I can land on my feet as well as you can.
- ☐ C. I can move as gracefully as you.

38. I told her not to bother her head about him.

- ☐ A. I told her not to worry about him.
- ☐ B. I told her not to bother him.
- ☐ C. I told her not to think about him.

39. The north star guides travelers across the wide open spaces of the North.

- ☐ A. It guides them over the frozen sea.
- ☐ B. It guides them across the northern skies.
- ☐ C. It guides them across the broad, treeless regions where no one lives.

40. We have hit a lot of trails together.

- ☐ A. We have traveled together many times.
- ☐ B. We have found many Indian trails.
- ☐ C. We have built many trails together.

41. They had been partners on and off for twenty years.

- ☐ A. They were partners every other year.
- ☐ B. They have not been partners for twenty years.
- ☐ C. Some years they were partners and some years they were not.

42. The boy's courage wavered a bit as he crept between the rows of vines.

- ☐ A. He began to lose his courage.
- ☐ B. He was frightened and almost fell.
- ☐ C. He waved bravely.

43. "You will do fine," beamed Miss Lovejoy.

- ☐ A. Her face was shining.
- ☐ B. She was pleased.
- ☐ C. She hurried into the room.

44. Mr. Leonard stalked back to the car.

- ☐ A. He hurried back to the car.
- ☐ B. He looked stiff and straight.
- ☐ C. He talked loudly.

45. I'll take the matter up with you when we get back to the ranch.

- ☐ A. I'll speak with you about it when we get back.
- ☐ B. I'll help you carry it up when we get back.
- ☐ C. I'll see what is wrong with you when we get back.

46. Rusty's heart shrivelled up. "I can't do it, Toby," he said.

- ☐ A. Rusty's heart was little and weak.
- ☐ B. Rusty became frightened.
- ☐ C. Rusty felt as if he would faint.

47. The boss looked at him keenly.

- ☐ A. The boss looked at him quickly.
- ☐ B. The boss looked at him very closely.
- ☐ C. The boss looked at him with a smile.

48. He yelled but the wind seized the words and made them useless.

- ☐ A. He could not make himself heard because of the wind.
- ☐ B. His words were magnified by the wind.
- ☐ C. The wind echoed his words.

49. Rusty inched himself around, taking care to keep his toes in the circle he had made.

- ☐ A. Rusty moved himself around very slowly and carefully.
- ☐ B. Rusty turned around swiftly.
- ☐ C. Rusty measured every step carefully with a ruler.

50. If I didn't let him use his own judgement he'd only be a figurehead.

- ☐ A. He would only use his head for figuring.
- ☐ B. He would have no real authority.
- ☐ C. He wouldn't know how to figure ahead.

ITEM ANALYSIS: GRADE FIVE FIGURATIVE LANGUAGE
POST TEST

Item	Diff.Ind.	Val.Ind.	Item	Diff.Ind.	Val.Ind.
1	.54	.28	26	.12	.24
2	.38	.60	27	.18	.16
3	.10	.12	28	.10	.20
4	.66	.12	29	.28	.16
5	.40	.18	30	.12	.24
6	.46	.12	31	.30	.20
7	.44	.16	32	.18	.16
8	.60	.24	33	.24	.24
9	.42	.36	34	.10	.20
10	.14	.12	35	.40	.24
11	.14	.20	36	.26	.36
12	.38	.12	37	.20	.32
13	.10	.12	38	.48	.24
14	.18	.20	39	.22	.28
15	.14	.12	40	.14	.12
16	.16	.16	41	.14	.20
17	.12	.18	42	.22	.28
18	.10	.12	43	.32	.24
19	.66	.24	44	.48	.24
20	.32	.16	45	.14	.12
21	.32	.40	46	.24	.16
22	.16	.12	47	.26	.28
23	.50	.14	48	.14	.28
24	.30	.20	49	.10	.14
25	.48	.16	50	.38	.20
			Mean	.28	.21

APPENDIX B.

LESSONS ON FIGURATIVE LANGUAGE

LESSON PLAN NO. I

Introduction: It is true that we read by saying and thinking words and sentences, but that is not all we do when we read. We read by thinking meanings and ideas which those words give us. If we do not read with ideas, we don't really read at all. We just say or think words.

Sometimes words mean exactly what they say, but they don't always do this. Words can fool you. If it started raining quite hard and I looked out of the window and said, "Look! It's raining cats and dogs outside!" would you expect to see a lot of puppies and kittens tumbling down out of the sky? Or if you were playing ball and the coach called, "Steal third base!" would you grab the bag off third base and run with it? If he said, "Johnny, run in home!" would you expect Johnny to leave the ball field and start home as fast as he could run?

You see, these words say one thing but mean something quite different. It is really surprising how many times words do this. That is partly what makes stories and conversations interesting. If words always had only one meaning, they would probably get dreadfully dull.

Study Period: Here are some cartoons which might help to explain better the things we do with words. (Hand out Study Sheet No. 1. Give a short time to look at illustrations.)

Who will read the first sentence for us? Look again at the words which are underlined. Now look at the two pictures above the sentence. Which one shows what the words say if we just use the meanings that the dictionary gives? How do we know that this isn't the right meaning? (Discuss.) Yes, it not only is silly but we just know it couldn't be that way, don't we? Put an X in the little box by the picture that is correct.

(Continue discussions of all sentences and cartoons on the study sheet. Encourage pupil participation, and, also, encourage their enjoyment of them.)

Conclusion: Words are used so often in this way, to give different meanings from the ones they actually stand for, that we even have a name for them. They are called "figures of speech." (Write this on chalkboard.) I don't suppose a book was ever written which didn't have figures

of speech in it. Reading books have a great many of them and so do geographies and story books. Maybe, if you watch for them, you might even see some in your reading this week.

LESSON PLAN NO. 2

Introduction: Do you remember what we talked about last time? Do you remember what these words are called? Has anyone noticed any figures of speech in your reading? Good! Here are some more I would like to show you and talk about for a little while today.

Study Period: (Hand out study sheets. Look at the first cartoon and discuss briefly.)

How are figures of speech different from ordinary words? Do you know any ways in which we can tell them when we see them or hear them? (Let pupils suggest ideas.)

Let's read sentence number one. Who would like to read it out loud? (Pupil reads) Look again at the words which are underlined. What might the words mean if they were not a figure of speech? Can someone tell us what the writer actually meant them to say? What makes you think so?

(Continue reading each sentence aloud and discussing the possible and actual meanings of the figures of speech.)

Conclusion: You've done very well today. I'm happy with the way you read and the way you understand what you are reading. You people are learning to read with meanings and ideas, not just words.

LESSON PLAN NO. 3

Introduction: (Short discussion of previous lessons.)

In order to understand clearly what we read, we need to be able to figure out just what the writer means when he uses words in this way because, you see, you may run on to many in your reading which you have never even heard before.

There are several different kinds of figures of speech. Today we will talk about one that is very often used.

Study Period: Do you know the word "exaggerate?" Can someone tell us what it means? Yes, to exaggerate

something is to make it sound much smaller, or bigger, or better, or worse than it really is. Many figures of speech do this. To make the word picture attract more attention, the writer or speaker just exaggerates a little, or, sometimes, maybe a whole lot.

(Pass out study sheets on hyperbole.)

All of the figures of speech on this page exaggerate. Let's look at them. (Read and discuss the first group on page 2.)

Now we are going to try something a little harder. In the next group of sentences the figures of speech are not underlined. Every sentence has at least one figure of speech in it. Look at sentence number ____ (Call on someone to read the sentence, "I'm so hungry I could die.") Can you find the figure of speech? When you think you've found it, draw a line under it. Has everyone decided? All right, what is it? Bill? Fine! Do you think he'll really die if he doesn't get something to eat right away? Have you ever said that when you were hungry?

Now, let's go on to the rest of them. (Continue reading and discussing the remainder of the sentences.)

Conclusion: So you see, when you come to some words that sound as if they just could not be true, they probably aren't. The writer just used them, perhaps, to make his story more interesting or more fun to read. Our job in reading is to try to figure out what he actually meant when he used these expressions. If we do not do this, we are not really reading at all.

LESSON PLAN NO. 4

Introduction: (Review Lesson 3 briefly.)

The figure of speech we will talk about today exaggerates, too, sometimes. However, there is a little trick we can use to understand this one. You can sometimes tell it by the word it starts with. Usually this kind of figure of speech begins with either as or like.

Study Period: (Pass out study sheet on simile. Read cartoon caption aloud.)

Have you checked the one you think is right? I guess

you could sit in a tree and sing if you were happy but I don't think very many people do, do you? Why do you suppose the writer chose a lark to compare a happy person to? When we think of meadow larks, what do we usually think about? I usually think of their beautiful singing--as if they are so happy they just have to tell the whole world about it.

This figure of speech is used quite frequently. People who write stories and poems use it a lot because it helps them make such interesting or beautiful word pictures. It helps, too, to make things easier to understand.

Now we will take turns reading the sentences aloud and telling the meaning of each figure of speech. (Study entire page as in Lesson 3.)

Conclusion: What are your word clues to the figure of speech we studied today? Do you suppose that these words are used only in figures of speech? No, they are not. It is only when they are used in comparing things that are not really alike but are enough so to help make the word picture clearer and more interesting or exciting that they introduce a figure of speech.

Goodbye. All of you be as good as gold until I see you next week.

LESSON PLAN NO. 5

Introduction: We have talked about figures of speech that exaggerate and figures of speech that compare. The one we will study today is different from either one of these. We are going to substitute other words altogether for the ones that are actually meant. Instead of the simple word "ran" for instance, we might substitute a word which really doesn't mean ran at all, but yet, in a figure of speech it would. Instead of saying "Jane ran down the path," for example, we could say, "Jane flew down the path." Now we know that she didn't actually fly, she ran. Since we know that she couldn't fly, our common sense tells us that she just ran fast. Do you remember the cartoon of a girl shoot-ing out of the door? That was an example of this kind of a figure of speech. The word "shot" simply took the place of "ran very rapidly." This is a figure of speech that is used more than any other. We all use it many, many times every day.

Study Period: (Hand out study sheets on metaphor.)

Read and discuss all sentences and the figures of speech they contain in a manner similar to previous lessons. If time remains, suggest or ask for others for further study.)

Conclusions: Aren't figures of speech interesting? Wouldn't stories be dull without them? I think they would. It may take a little thinking to figure them out sometimes but they are well worth every bit of work and every second of time they take.

Keep working. You are catching on like regular experts!

LESSON PLAN NO. 6

Introduction: (Brief review of hyperbole, simile, and metaphor.)

These figures of speech which we have already studied are the most important because they are the ones used most frequently. However, there are some which are used once in a while and we will talk about them today.

There are only three. One of them I don't like quite so well because people use it sometimes when they are scolding someone or making fun of them. However, it's not always used this way. The others are all right but we don't use them very often. We'll crowd them all into one lesson and discuss them briefly since you might run on to figures of speech like these sometime.

Study Period: (Hand out sheets.) Look at cartoon A. Do you think Billy is proud of his little fish? Probably it's the first fish he has ever caught and he's showing it off to everyone. Whoever is bragging about it really isn't telling a lie. It probably is a pretty fish. The fact that it won't make more than two bites doesn't keep it from being pretty. I like this kind of figure of speech. We use them when we want to make people feel better about something. We just try to find something nice sounding to substitute for something that might sound bad or unkind.

In the middle of the page are three sentences that are not numbered. I'm going to read them and you see if you can pick out one where other words are used instead of one that is unpleasant. (Read sentences aloud.) Put an A on the blank by the one which you think matches. What does passed away take the place of? That's right.

Now look at cartoon B. This is the one I don't like.

Look at the poor little fellow. What has he done? Has he really fixed it? No, he did just the opposite, didn't he? He's broken it all apart. Why do you suppose they said that to him? Yes, they are giving him a scolding, or being sarcastic. This kind of figure of speech isn't always unkind or making fun of someone though. Sometimes it is just a way of joking. Can you find the sentence below that matches this one? Look for a word which means just the opposite from the one that should be used. (Check and continue to cartoon C.)

This figure of speech is almost, but not quite, like the one we talked about last time. (Read C aloud.) Is it the table that is good or the food that's good? That's right. Table is used in place of food. Now look at the sentence below that matches. (Read sentence aloud.) Did he pick up the game and throw it? No, of course not. He pitched a baseball, not a game. You see, this is a lot like the other one. The word that you substitute is a little like the other one but not exactly.

(Study remainder of sentences as in previous lessons.)

Conclusion: Well, that finishes up the different kinds of figures of speech. Next time we will talk a little more about all of them to make it easier to remember them when you see them again.

LESSON PLAN NO. 7

Introduction: Here they are. (Pass out study sheets.) These are examples of most of the figures of speech which we have studied. Can you find one that exaggerates? Read it. Have you ever been boiling mad? Which one says just the opposite of what it means? Which one substitutes other words? Can you find another one which does this too? (Discuss each illustration as interest justifies.)

Study Period: Now look at the sentence below. There are two things to do with them. First, find the figure of speech and underline it. Then see if you can match each sentence with the one of the same kind shown in the illustrations. Let's do the first one together. (Read aloud.) Who can tell us the figure of speech? Fine! Underline it. What does this figure of speech do? That's right, it compares the kitten with the color of snow. Which one of the

cartoons also compares? Yes, B, so put the letter B on the blank.

Everyone ready? Very well, see what you can do with them. I'll be glad to help anyone who needs it. (Sheets may be checked and discussed if time allows.)

(If this is too difficult for third graders, read each sentence aloud and ask them to match.)

Conclusion: Well, we've studied just about every kind of figure of speech you'll find and you know them pretty well. Next time, let's see if we can make up a few in class. I wouldn't be surprised if you could think of some better ones than these which we've been studying.

LESSON PLAN NO. 8

Introduction: (Hand out sheets.) This isn't a test. It is just a chance to try your hand at making up some new figures of speech. I'm about to run out of ideas. Let's see how good you are at it.

(Directions for grades 4 and 5.) Just read the part that is on the paper and think of a good figure of speech to complete it. Make it as funny or as exciting as you wish. Remember, you may exaggerate all you want to, just be sure that they are interesting. Take your time writing them in. If we don't finish them all it doesn't matter. Skip around if you wish. (Give needed help in spelling and enough time for some to complete them entirely. Then call for volunteers to read the completed sentences.)

(Directions for grade 3.) I'll read the part of the sentence which is on the paper. I want you to think very hard of a good figure of speech to complete it. When you've thought of something raise your hand. Then I'll ask someone who is ready to finish the sentence for me.

Think of interesting ones, now. Make them as exciting or as funny as you wish. (Read aloud the parts of each sentences which are printed. Call on pupils to complete each one in turn.)

Conclusion: That was fun. You made up some very good ones. I expect you people could write some interesting stories or poems using figures of speech. I'll see if I can have a good story for you next time, and guess what it will be chuck full of ... Right! Figures of speech!

LESSON PLAN NO. 9

Introduction: Well, I wrote a story for you. It's not very good and not very long, but I surely had fun writing it. After hearing the figures of speech you made up last time, I expect you could beat this one at least a mile, but here it is. (Pass out sheets.)

Study Period: I didn't write the poem, just the story at the top of the page. Would someone who likes to read stories out loud read it to the class?

(Story is read aloud.) Could you make sense out of it? Who can tell in your own words what happened in the story? Pretty good! Is that the way you understood it, John? Sue? Did anyone think it meant something else? (Continue discussion in this manner. Let members of the class give own interpretations of each figure of speech. Explain and show how to use context clues in determining the proper meanings.)

Now, let's read some figures of speech written by an expert. Probably the most beautiful figures of speech ever written are those we find in poems. Here are some that I think you will like very much. These were written by a poet named (Third grade--Clinton Scollard; fourth grade--"The Eagle" by Alfred Lord Tennyson and "Pussy Willows" by Rowena Bastin Bennet; fifth grade--Henry Wadsworth Longfellow.)

(Poems are read aloud by teacher. Figures of speech are discussed very briefly. Perhaps the poems may be re-read by the class in unison.)

Yes, the figures of speech used by poets are very lovely. Do you suppose there are figures of speech in the Bible? How does the twenty-third Psalm begin? Will those of you who know it say the first sentence with me? . . . When King David says, "The Lord is my shepherd," he really means that He will care for us as a shepherd cares for his sheep. Read the rest of this Psalm when you go home, or ask your mother or father to read it for you. You will find that it contains many very beautiful figures of speech.

Conclusion: Only one more lesson. Do you think one more is enough? Will you remember these things that we have talked about and read about during this last month? I think you will remember them and I think that they will help you to understand and to enjoy more than ever before the things you read.

Now since there is only one more lesson to go, I'd better shoot out of the door and fly home so that I can get to work and plan a topnotcher.

LESSON PLAN NO. 10

Today's lesson is the last one we will have together. I would like to find out how much you've learned about figures of speech in the past five weeks. Since it is our last lesson, let's make it as much fun as we can, shall we?

How many of you enjoy a good ball game? Very well, we will just have one. Jim, I appoint you to be captain of the boys' team and Nancy, you may be the girls' captain. Each of you choose a member of your team to go to the board and keep score.

Now, Jim and Nancy, you may draw lots to see which side gets to bat first.

(As each batter is sent by his captain to the front of the room he is handed a slip of paper on which is typed a sentence containing a figure of speech. He then reads it aloud, names the figure of speech, and gives his interpretation of its meaning. If this is correctly done, a "home-run" is made and his team receives a score. If he fails to identify or interpret it correctly, an "out" is recorded. When three "outs" have been made, the next team goes "up to bat." Continue the game if time permits until all pupils have participated.)

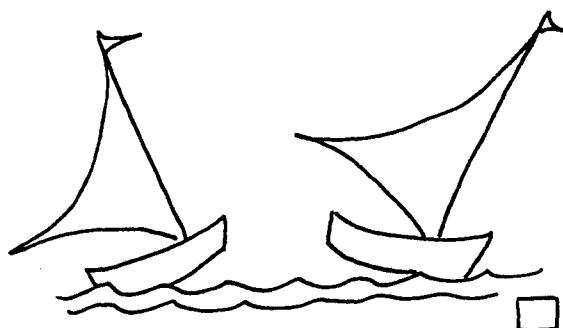
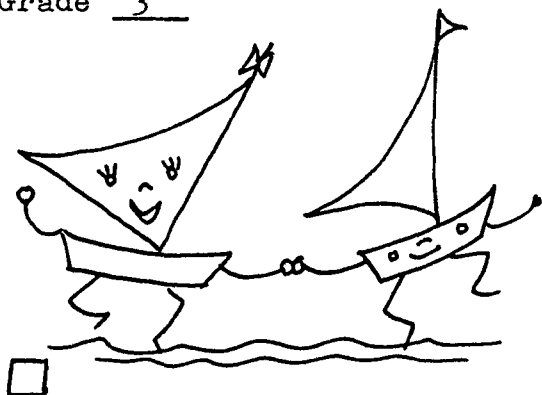
Examples of sentences used:

1. Spring will surely roll around soon.
2. Now you'd better not count your chickens before they're hatched!
3. His heart fell at the news.
4. He acted as if he were lost in thought.
5. Start working and be smart about it.
6. Now don't bite my head off!
7. An arm of land reached out into the ocean.

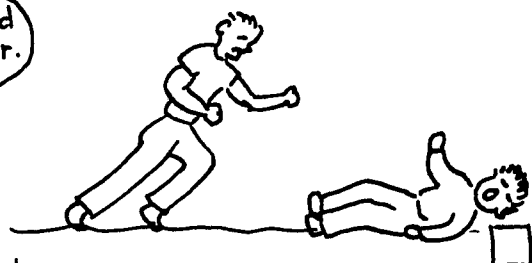
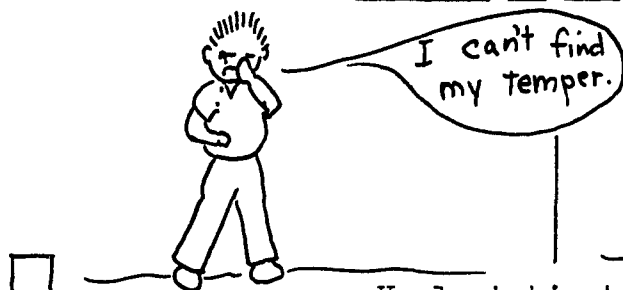
STUDY SHEET NO. 1

Grade 3

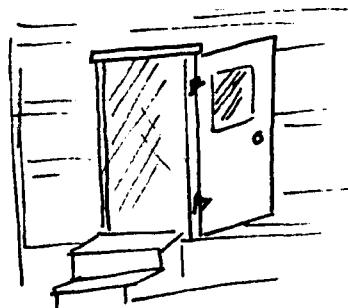
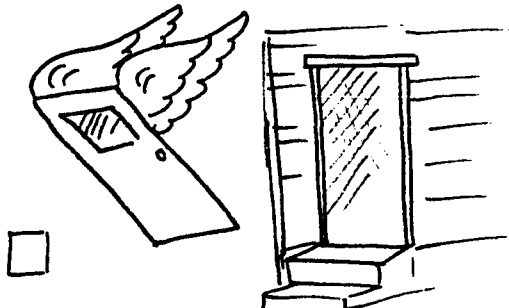
Name _____



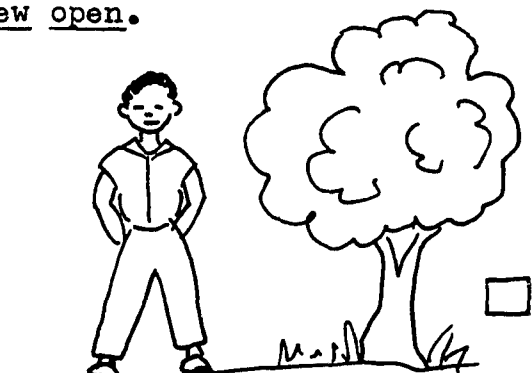
Boats were dancing up and down on the waves.



He lost his temper.



The door flew open.



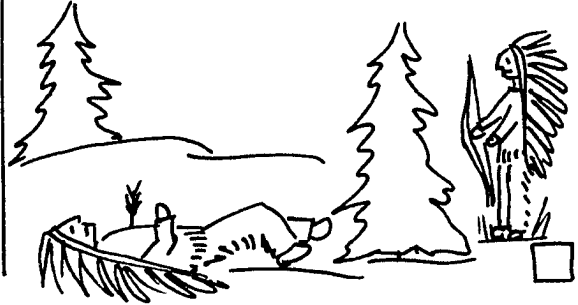
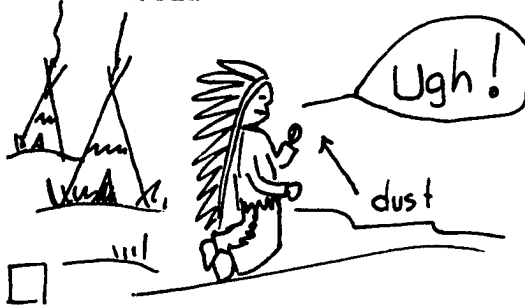
He stood with both feet planted firmly on the ground.

FIGURES OF SPEECH

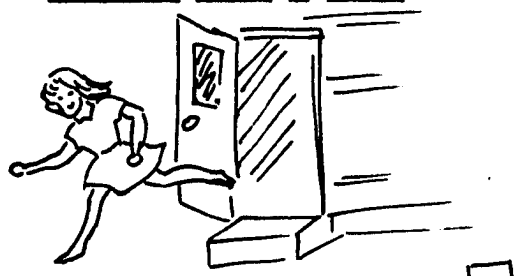
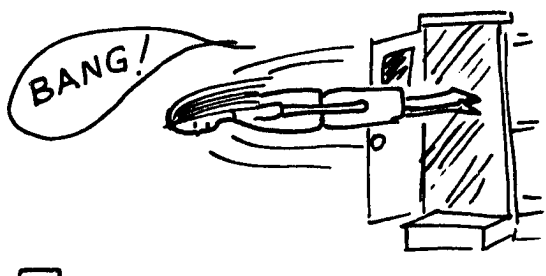
Study Sheet No. 2

Grade 3

Name _____

Another Indian bit the dust.

1. George Washington was the father of our country.
2. I hear the rain pattering on the roof.
3. I am as cozy as a bug in a rug here by the fire.
4. The shining raindrops look like diamonds in the sun.
5. The wind is whistling in the treetops.
6. I laughed until I thought I would die.
7. I'll be there in a hop, skip, and a jump.
8. My little brother is always into mischief.
9. He came racing down the hill like a whirlwind.
10. I couldn't skate as well as you do in a hundred years.
11. He jumped as if he had been shot when I called his name.
12. She was so scared that she was shaking like a leaf.

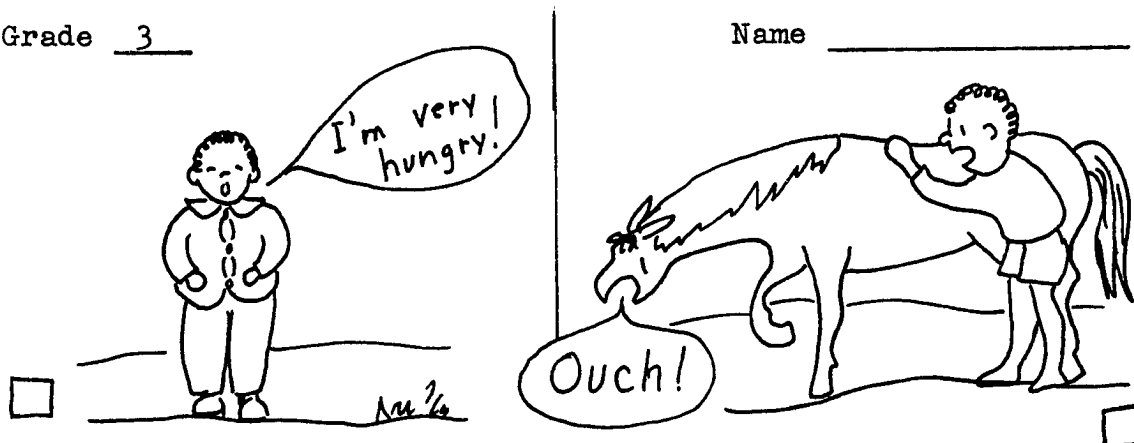
She went out of the door like a shot.

FIGURES OF SPEECH

Study Sheet No. 3

Grade 3

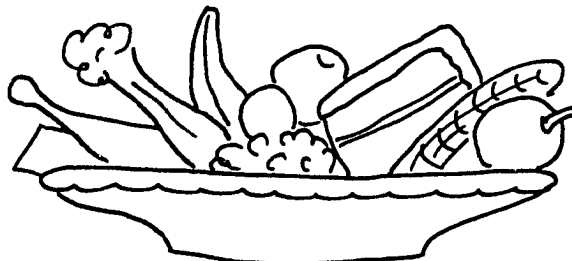
Name _____



He was hungry enough to eat a horse.

1. My dad is the smartest man in the whole world.
2. I was just tickled to death.
3. It will take forever to get this work finished.
4. He darted away with the speed of an arrow.

5. My mother's pies are so good I could eat a million.
6. I'm so hungry I could die.
7. It was as hot as fire on the Fourth of July.
8. He ate enough for ten people



FIGURES OF SPEECH

Study Sheet No. 4

Grade 3

Name _____



She was as happy as a lark.

1. She turned as white as snow at the news.
2. He raced like lightning down the track.
3. Her face turned as red as a beet.
4. The day seemed as long as a year.

* * * * *

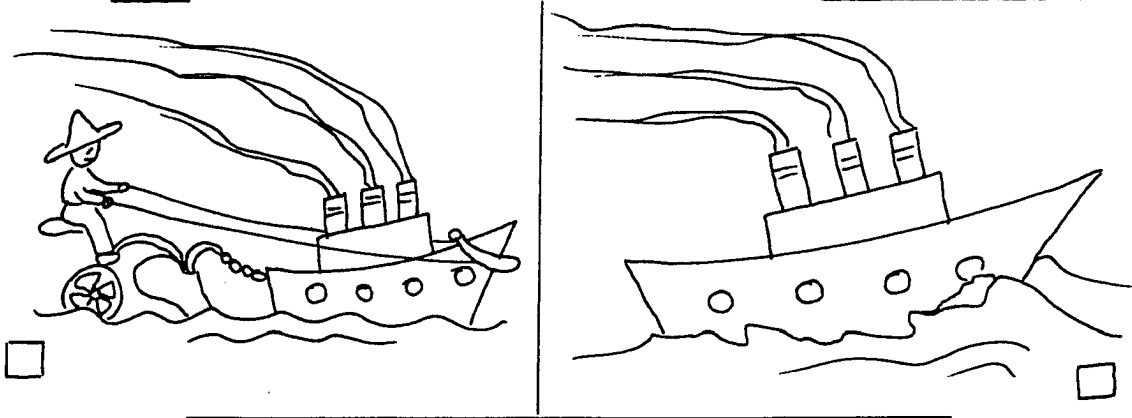
5. She's as pretty as a picture in her new dress.
6. Belinda is as brave as a tiger in a rage.
7. It rained as if the skies had opened up.
8. He stopped as if he'd been shot.

FIGURES OF SPEECH

Study Sheet No. 5

Grade 3

Name _____

The ship plows the sea.

1. I will give you a lift into town.
2. He was a good hearted old man.
3. Now, don't be an old bear all of the time.
4. Vacation time will roll around soon.

* * * * *

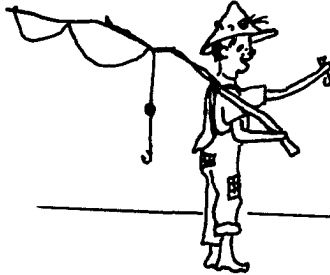
5. Ha, Ha, You're a regular clown!
6. She's a funny little monkey.
7. The summer months will soon fly.
8. He came tearing down the sidewalk.

FIGURES OF SPEECH

Study Sheet No. 6

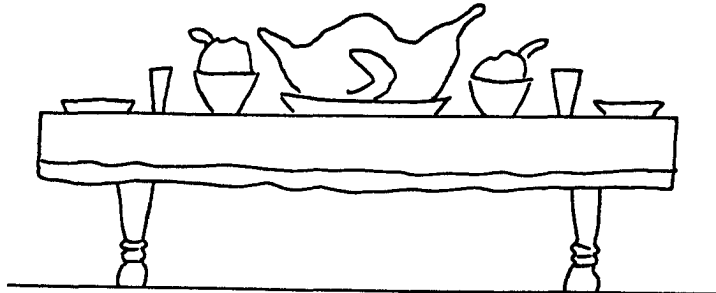
Grade 3

Name _____



A. "My, what a pretty fish you've caught, Billy."

B. "Now, you've fixed it!"



C. She always keeps a good table.

_____ He pitched a poor game.

_____ My grandmother passed away last April.

_____ Here comes Shorty. (The tallest boy in class)

* * * * *

1. That's a fine way to act when we have company!
2. He's just a little boy, Daddy. (Daddy is punishing Johnny.)
3. Now, that's using your head! (When you've done something very stupid.)
4. He writes a good hand for so small a boy.

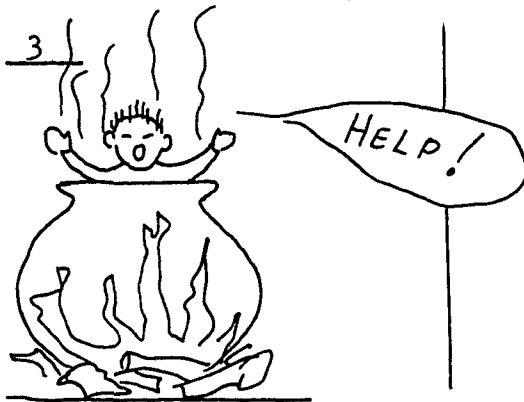
FIGURES OF SPEECH

Study Sheet No. 7

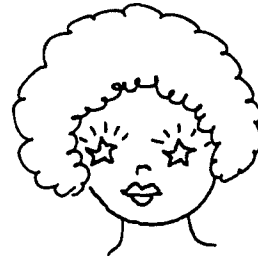
Grade 3

Name _____

(A)

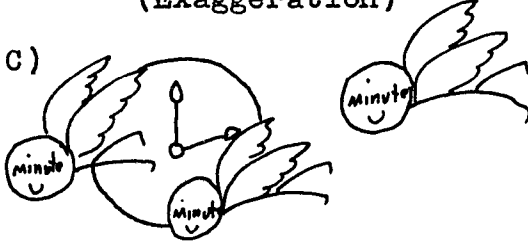


(B)



He was so angry he was boiling. Her eyes sparkled like stars.
 (Exaggeration) (Comparison)

(C)



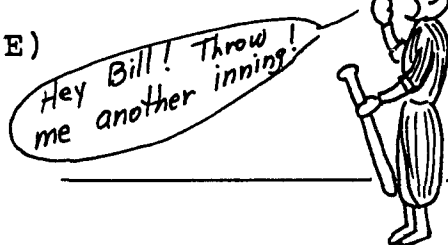
(D)



The minutes flew by.
 (Word used in place of another
 a little like it.)

"Hi! Fatty!"
 (Means the opposite)

(E)



He pitched three innings.
 (Word used in place of another)

- _____ The kitten was as white as snow.
- _____ The jet plane zoomed across the sky.
- _____ He pitched three games without a walk.
- _____ The fish looked as big as a whale.
- _____ Now don't let me stop you! Not for a minute!

FIGURES OF SPEECH

Study Sheet No. 8

Grade 3

Name _____

1. He looked as tall as _____
2. I've eaten so much I feel like _____
3. I'm hungry enough to eat _____
4. He ran like _____
5. The funny old man looked as if he were _____
years old.
6. They were as happy as _____
7. I was so sick I could _____
8. I was so startled I about jumped out of my _____
9. He could climb a tree like a _____
10. The bear looked mean enough to _____

FIGURES OF SPEECH

Study Sheet No. 9

Grade 3

Name _____

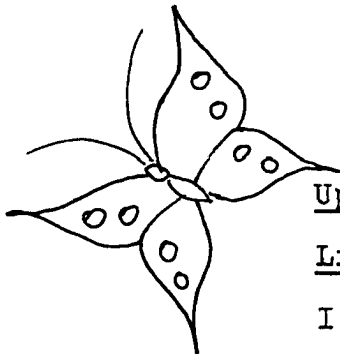
FRISKY

Frisky squirrel froze in his tracks. The Cabin Lady was heading for the dinner table stump. Would she bring some leftovers for her little forest people, as she nick-named them? He was shaking in his boots but held his ground. Would it be corn-on-the-cob? No! It was the best thing in the world, hot cakes, all drippy with syrup and butter!

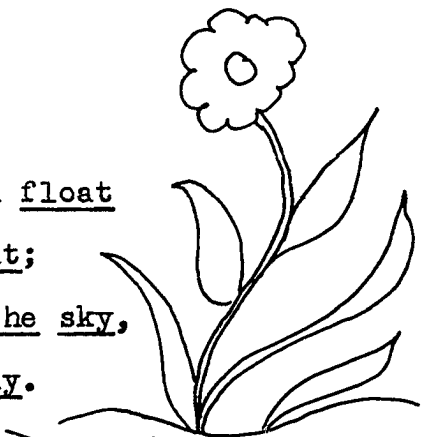
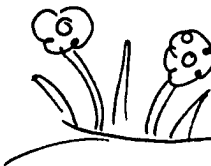
"Hold on, there! Scat, you old camprobber!" growled Frisky. For, dropping like a rock from the tip top branch of a spruce tree shot Grey Cap, the thievingest rascal in the forest land. He had his eye on the tidbits too, you can bet your life.

Frisky darted like lightning to the clearing near his breakfast table. Old Grey Cap looked him in the eye and stood firm, not giving an inch. Which one would get cold feet first and give in to the other? We will never know, for while each was trying to eye the other down, who should show up but Chippy and two of his forest friends. They edged up as quiet as mice, and quick as a flash, got away with every last crumb of Frisky's breakfast.

THE BUTTERFLY



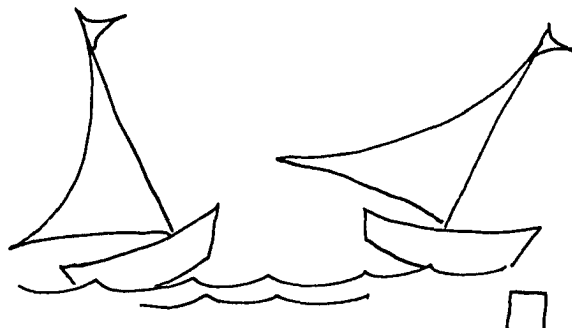
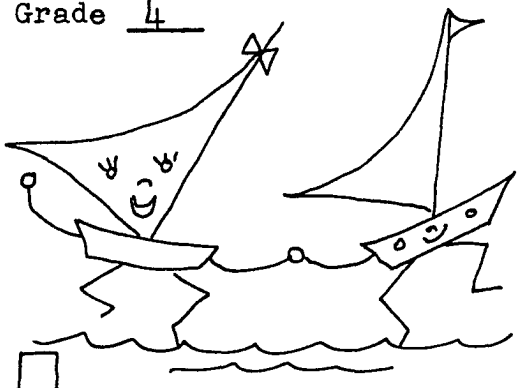
Up and down the air you float
Like a little fairy boat;
 I should like to sail the sky,
Gliding like a butterfly.



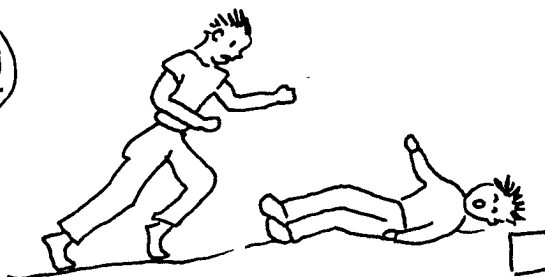
STUDY SHEET NO. 1

Grade 4

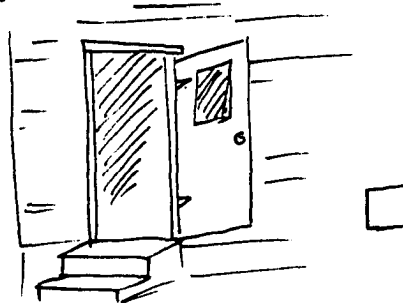
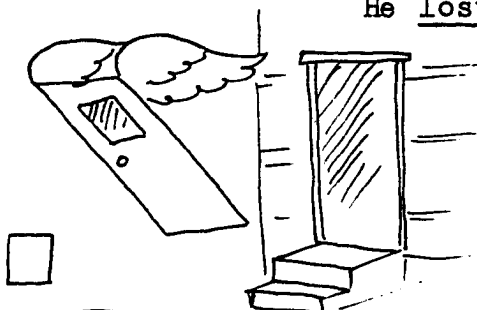
Name _____



Boats were dancing up and down on the waves.



He lost his temper.



HELP!

The door flew open.



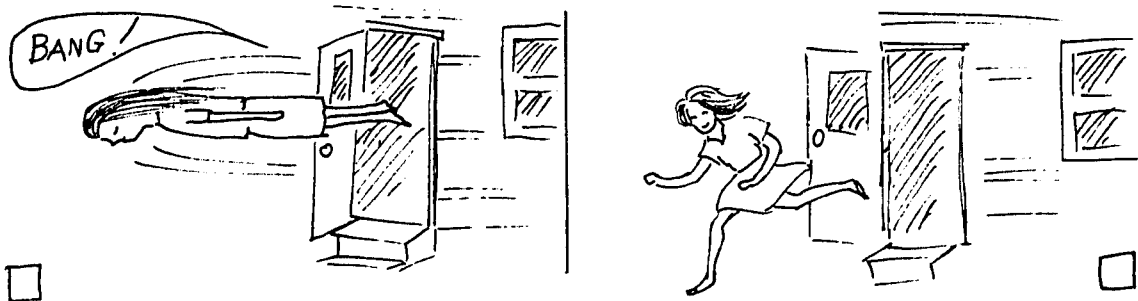
He stood with both feet planted firmly on the ground.

FIGURES OF SPEECH

Study Sheet No. 2

Another Indian bit the dust.

1. George Washington was the father of our country.
2. I hear the rain pattering on the roof.
3. I am as cozy as a bug in a rug here by the fire.
4. The shining raindrops look like diamonds in the sun.
5. The wind is whistling in the treetops.
6. I laughed until I thought I would die.
7. I'll be there in a hop, skip, and a jump.
8. My little brother is always into mischief.
9. He came racing down the hill like a whirlwind.
10. I couldn't skate as well as you do in a hundred years.
11. He jumped as if he had been shot when I called his name.
12. She was so scared that she was shaking like a leaf.

She went out of the door like a shot.

FIGURES OF SPEECH

Study Sheet No. 3

Grade 4

Name _____



He was hungry enough to eat a horse.

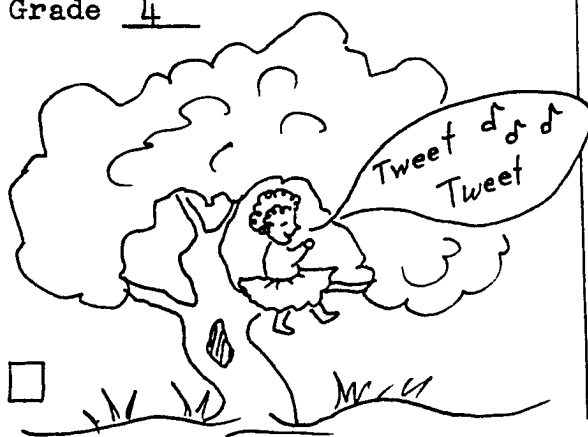
1. My dad is the smartest man in the whole world.
 2. I was just tickled to death.
 3. It will take forever to get this work finished.
 4. He ran lightning fast around the bases.
 5. I'd a thousand times rather go with you.
 6. He darted away with the speed of an arrow.
- * * * * *
7. I'm so hungry I could die.
 8. He worked until he was ready to drop in his tracks.
 9. My mother's pies are so good I could eat a million.
 10. I caught the biggest fish you ever saw in your life.
 11. It was hot as fire on the Fourth of July.
 12. He ate enough for ten people.

FIGURES OF SPEECH

Study Sheet No. 4

Grade 4

Name _____



She was as happy as a lark.

1. She turned as white as snow at the news.
2. Her face turned as red as a beet.
3. He ran like lightning down the street.
4. He's as grouchy as an old bear most of the time.
5. The day seemed as long as a year.
6. The cocoa tasted as hot as fire.

* * * * *

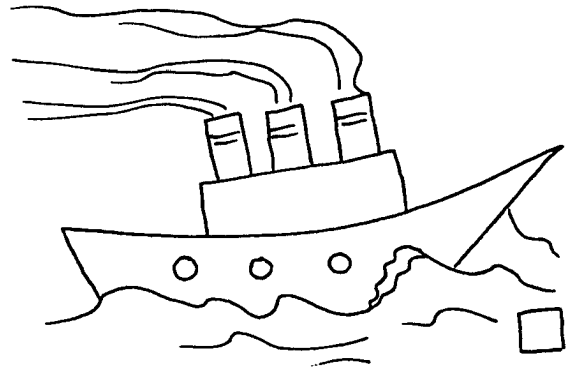
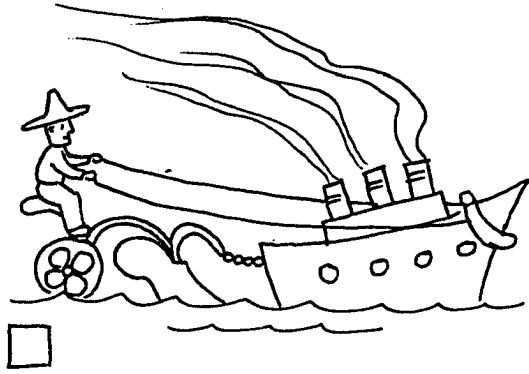
7. She's as pretty as a picture in her new dress.
8. She danced like a butterfly across the stage.
9. Belinda is as brave as a tiger in a rage.
10. That team plays like a bunch of wildcats.
11. It rained as if the skies had opened up.
12. He turned and ran as quick as a wink.

FIGURES OF SPEECH

Study Sheet No. 5

Grade 4

Name _____

The ship plows the sea.

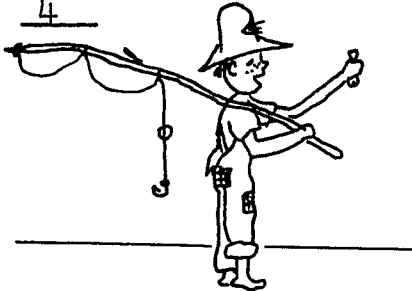
1. The herd thundered across the plain.
2. The old car went rattling down the road.
3. I will give you a lift into town.
4. He was a goodhearted old man.
5. Now, don't be an old bear all of the time.
6. Vacation time will roll around soon

* * * * *

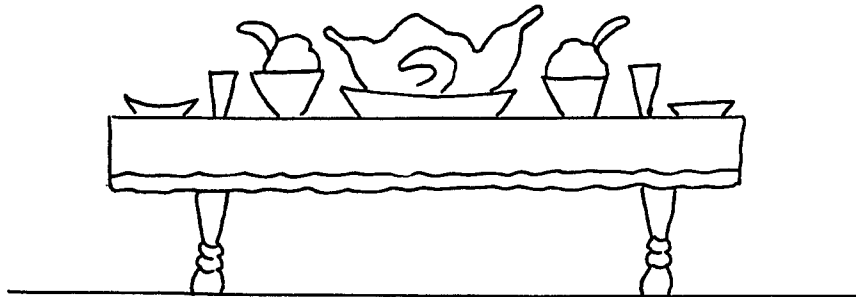
7. Ha! Ha! You are a regular clown!
8. She's a funny little monkey.
9. The summer months will soon fly.
10. The shadows danced on the cabin walls.
11. He came tearing down the sidewalk.
12. The plane circled high over the town.

FIGURES OF SPEECH

Study Sheet No. 6

Grade 4

Name _____

A. "My, what a pretty fish you've caught, Billy."B. "Now, you've fixed it!"C. She always keeps a good table._____ He pitched a poor game._____ My grandmother passed away last April._____ Here comes Shorty. (The tallest boy in class)

1. That's a fine way to act when we have company!
2. He's just a little boy, Daddy. (Daddy is punishing Johnny.)
3. Have you read Laura Ingalls Wilder?
4. Now, that's using your head! (When you've done something stupid)
5. You've really fixed things up right! (When you've made a mess of things)
6. He writes a good hand for so small a boy.
7. But she is a real pretty girl. (She can't work her arithmetic)

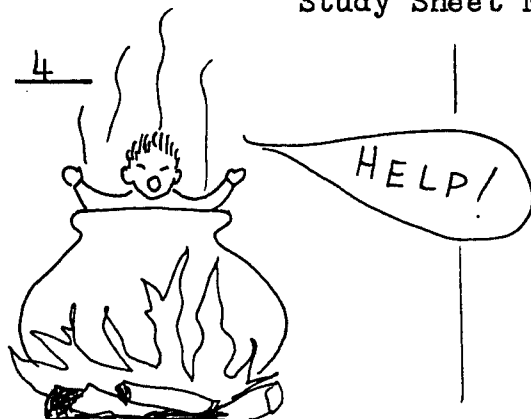
FIGURES OF SPEECH

Study Sheet No. 7

Grade 4

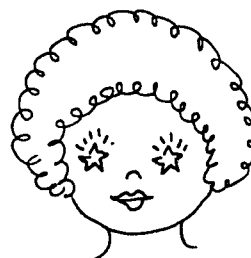
Name _____

(A)



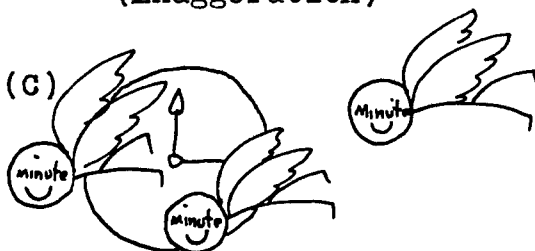
He was so angry he was boiling.
(Exaggeration)

(B)



Her eyes sparkled like stars.
(Comparison)

(C)



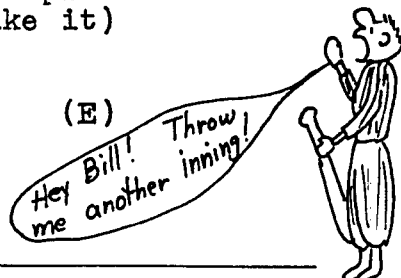
The minutes flew by.
(Word used in place of another
a little like it)

(D)



"Hi! Fatty!"
(Means the opposite)

(E)



He pitched three innings.
(Word used in place of another)

- _____ The kitten was as white as snow.
- _____ The jet plane zoomed across the sky.
- _____ He pitched three games without a walk.
- _____ The fish looked as big as a whale.
- _____ When it flopped back in the water he about died.
- _____ Now, don't let me stop you! Not for one minute!

FIGURES OF SPEECH

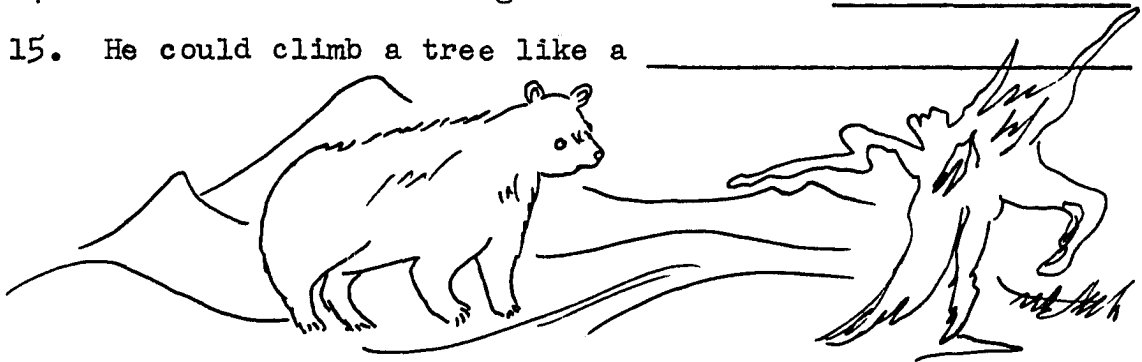
Study Sheet No. 8

Grade 4

Name _____

1. He looked as tall as a _____
2. I've eaten so much I feel like _____
3. I'm tired enough to _____
4. He ran like _____
5. John was so frightened he _____
6. The bear looked mean enough to _____
7. I'm hungry enough to eat _____
8. The wind, blowing through the trees, sounded like

9. The funny old man looked as if he were _____
_____ years old.
10. They were as happy as _____
11. I was so sick I could _____
12. He darted away like _____
13. I was so startled I about jumped out of my _____
14. We were all chattering like a bunch of _____
15. He could climb a tree like a _____



FIGURES OF SPEECH

Study Sheet No. 9

Grade 4

Name _____

HOT DOGS FOR LUNCH

As Mary rounded the corner, she popped smack into Bill, her middle-sized brother.

"Where in the world are you taking off for so bright and early, Little Mary, quite contrary?" he joked.

"Mama told me to scoot to the store for some hot dogs! We're picnicing for lunch."

"Hold on a bit!" he cried, "And I'll fly the coop with you! Three cheers for Mama! That's just the kind of a hand-out I go for on a top notch day like this. Let's fly, little one! I'll give you a head start and outrun you a mile. Are you all set?"

THE EAGLE

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls,
He watches from his mountain walls,
And like a thunderbolt he falls.

PUSSY WILLOWS

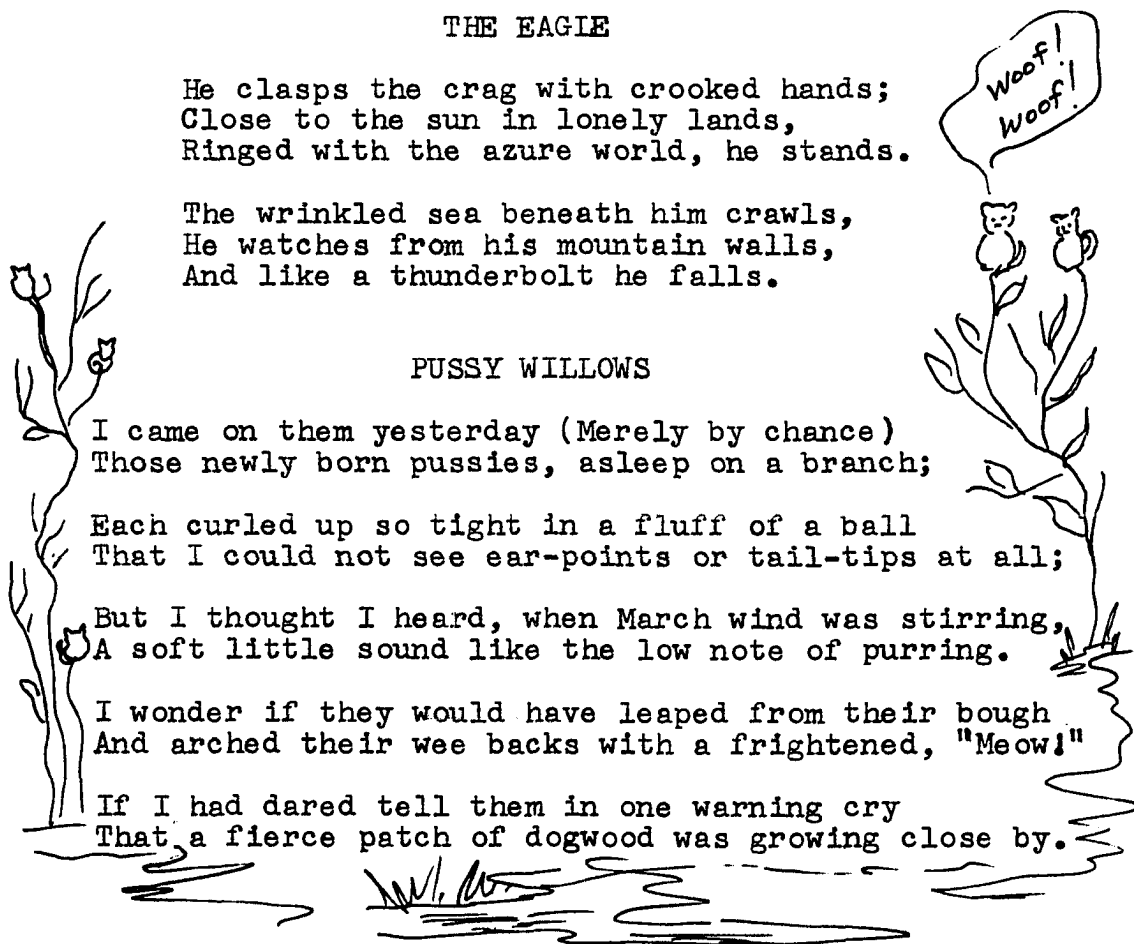
I came on them yesterday (Merely by chance)
Those newly born pussies, asleep on a branch;

Each curled up so tight in a fluff of a ball
That I could not see ear-points or tail-tips at all;

But I thought I heard, when March wind was stirring,
A soft little sound like the low note of purring.

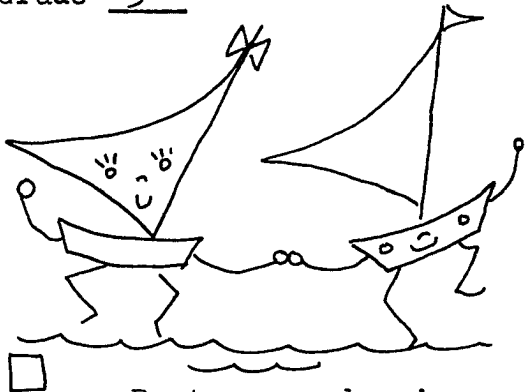
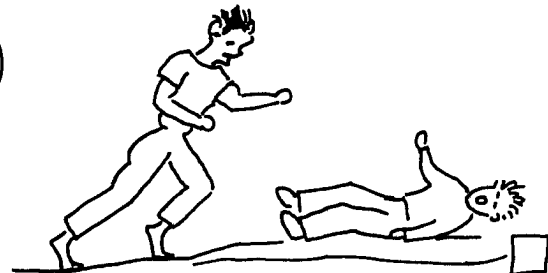
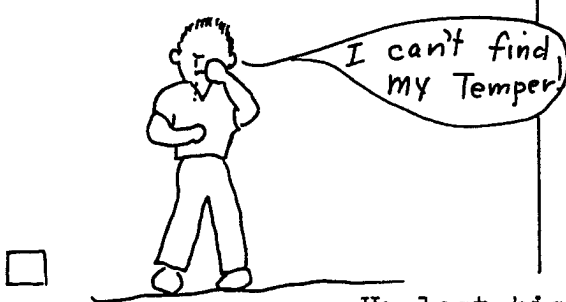
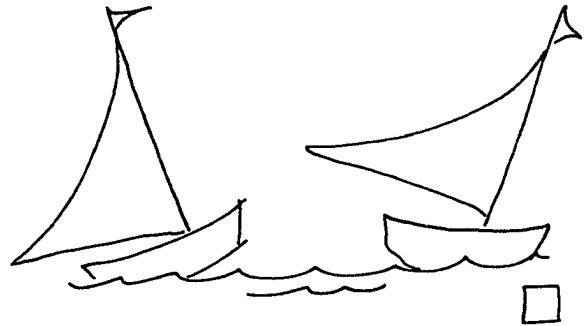
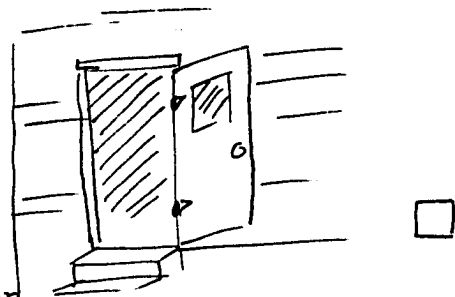
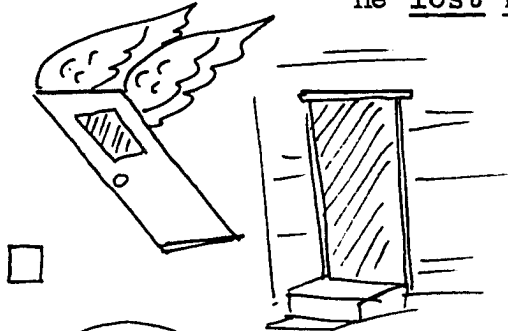
I wonder if they would have leaped from their bough
And arched their wee backs with a frightened, "Meow!"

If I had dared tell them in one warning cry
That a fierce patch of dogwood was growing close by.



STUDY SHEET NO. 1Grade 5

Name _____

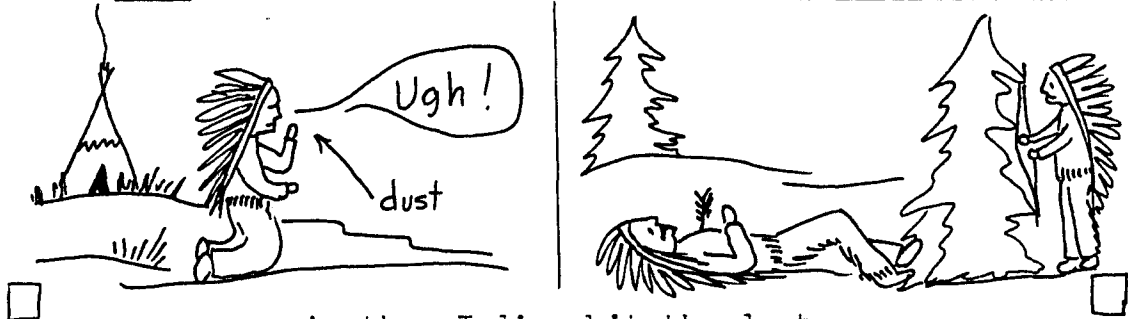
Boats were dancing up and down on the waves.He lost his temper.The door flew open.He stood with both feet planted firmly on the ground.

FIGURES OF SPEECH

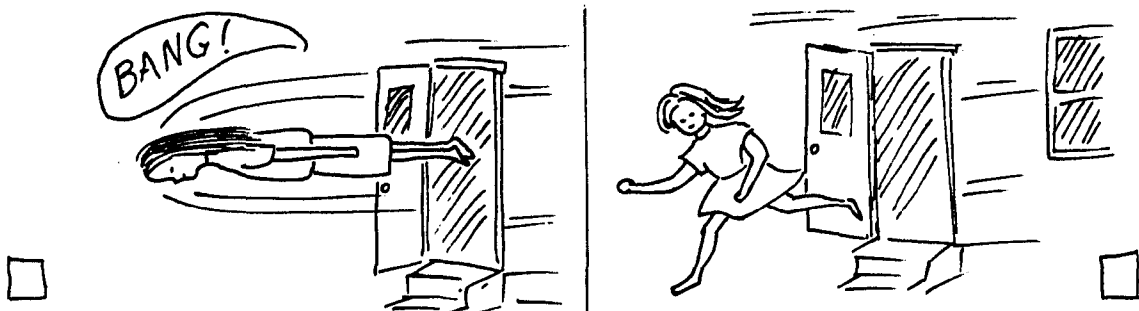
Study Sheet No. 2

Grade 5

Name _____

Another Indian bit the dust.

1. George Washington was the father of our country.
2. I hear the rain pattering on the roof.
3. I am as cozy as a bug in a rug here by the fire.
4. The shining raindrops look like diamonds in the sun.
5. The wind is whistling in the treetops.
6. I laughed until I thought I would die.
7. I'll be there in a hop, skip, and a jump.
8. My little brother is always into mischief.
9. He came racing down the hill like a whirlwind.
10. I couldn't skate as well as you do in a hundred years.
11. He jumped as if he had been shot when I called his name.
12. She was so scared that she was shaking like a leaf.

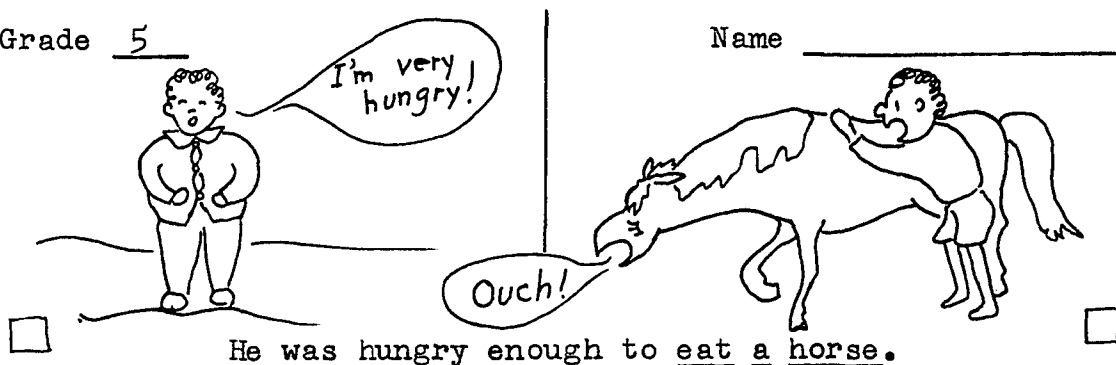
She went out of the door like a shot.

FIGURES OF SPEECH

Study Sheet No. 3

Grade 5

Name _____



1. My dad is the smartest man in the whole world.
2. I was just tickled to death.
3. She seemed about to burst with curiosity.
4. It will take forever to get this work finished.
5. He ran lightning fast around the bases.
6. I'd a thousand times rather go with you.
7. He darted away with the speed of an arrow.
8. I could go around the world in the time it took you to get here.

* * * * *

9. I'm so hungry I could die.
10. He worked until he was ready to drop in his tracks.
11. My mother's pies are so good I could eat a million.
12. It rained until I thought the world would wash away.
13. I caught the biggest fish you ever saw in your life.
14. It was hot as fire on the Fourth of July.
15. He shot down that track like a cannon ball.
16. He ate enough for ten people.

FIGURES OF SPEECH

Study Sheet No. 4

Grade 5

Name _____


☐ She was as happy as a lark. ☐

1. She turned as white as snow at the news.
2. He was so angry his face looked like a thundercloud.
3. He ran like lightning down the street.
4. Her face turned as red as a beet
5. She's as sweet as sugar when she likes you.
6. He's as grouchy as an old bear when he comes home.
7. The day seemed as long as a year.
8. The cocoa tasted as hot as fire.

* * * * *

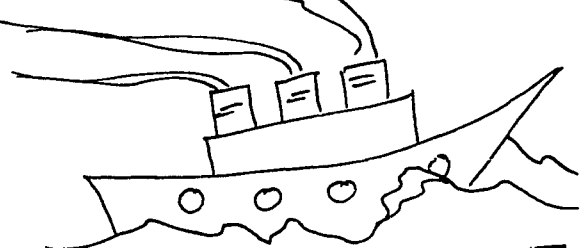
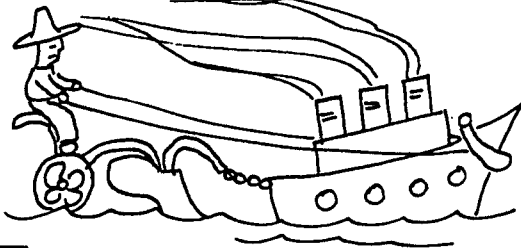
9. She's as pretty as a picture in her new dress.
10. She danced like a butterfly across the stage.
11. Belinda is as brave as a tiger in a rage.
12. Be careful, that horse is wild as a bronco sometimes.
13. He's stubborn as a mule when he can't get his own way.
14. That ball team plays like a bunch of wildcats.
15. It rained as if the skies had opened up.
16. He turned and ran as quick as a wink.

FIGURES OF SPEECH

Study Sheet No. 5

Grade 5

Name _____

The ship plows the sea.

1. The herd thundered across the plain.
2. The old car went rattling down the road.
3. I will give you a lift into town.
4. He was a good hearted old man.
5. You've gotten us into a pretty kettle of fish!
6. The wall of mountains loomed, dark and grim.
7. Now, don't be an old bear all of the time.
8. Vacation time will soon roll around.

* * * * *

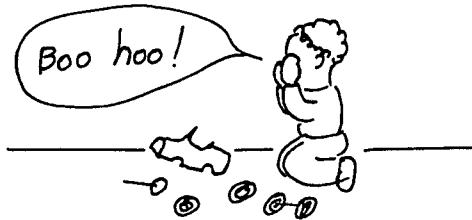
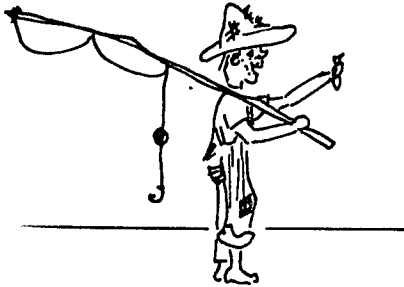
9. Ha! Ha! You're a regular clown!
10. She's a funny little monkey.
11. The summer months will soon fly.
12. He came tearing down the sidewalk.
13. The shadows danced on the cabin walls.
14. His heart fell at the sight of the wreck.
15. The plane circled high over the town.
16. The little motor ran so smoothly it fairly sang.

FIGURES OF SPEECH

Study Sheet No. 6

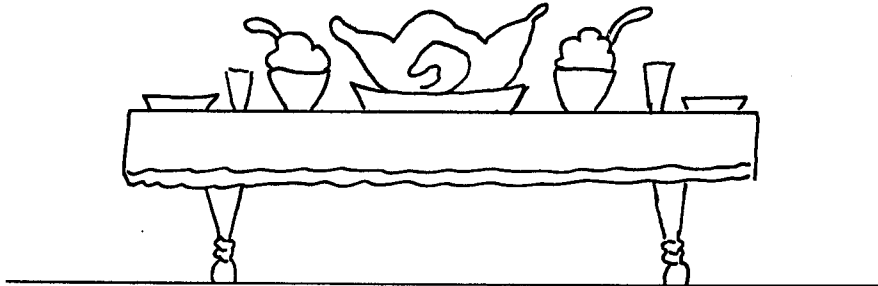
Grade 5

Name _____



A. "My, what a pretty fish you've caught, Billy."

B. "Now, you've fixed it!"



C. She always keeps a good table.

_____ He pitched a poor game.

_____ My grandmother passed away last April.

_____ Here comes Shorty. (Tallest boy in class)

1. That's a fine way to act when company is here!
2. He's just a little boy, Daddy. (Daddy is punishing him)
3. Have you read Laura Ingalls Wilder?
4. Now, that's using your head! (You've done something very stupid)
5. She's a real pretty girl. (She can't work arithmetic)
6. You've really fixed things up proper! (When you've made a mess of things)
7. He writes a good hand for so small a boy.
8. Bill really throws a mean ball sometimes.
9. That horse can run the track in fourteen minutes.

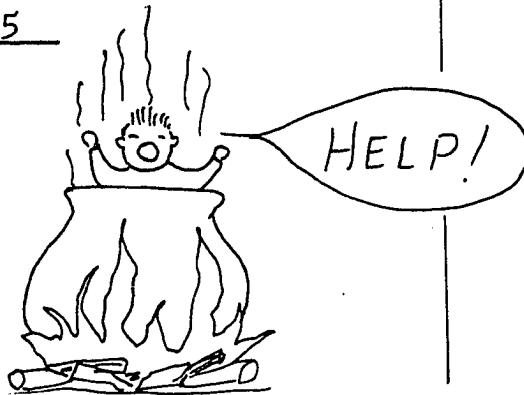
FIGURES OF SPEECH

Study Sheet No. 7

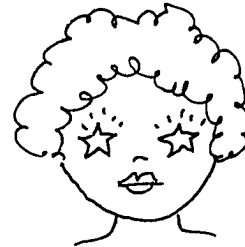
Grade 5

Name _____

(A)



(B)



He was so angry he was boiling.
(Exaggeration)

Her eyes sparkled like stars.
(Comparison)

(C)



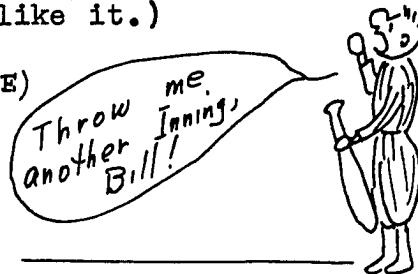
(D)



The minutes flew by.
(Word used in place of another
a little like it.)

"Hi! Fatty!"
(Means the opposite)

(E)



He pitched three innings.
(Word used in place of another)

_____ The kitten was as white as snow.
_____ He was so hot he was about to burn up.
_____ The jet plane zoomed across the sky.
_____ He pitched three games without a walk.
_____ The fish looked as big as a whale.
_____ When it flopped back in the water he about died.
_____ He knocked a fly clear out to left field.
_____ Now don't let me stop you! Not for one minute!

FIGURES OF SPEECH

Study Sheet No. 8

Grade 5

Name _____

1. He looked as tall as _____
2. I've eaten so much I feel like _____
3. I'm tired enough to _____
4. I'm hungry enough to eat _____
5. He ran like _____
6. John was so frightened he _____
7. The bear looked mean enough to _____
8. The lake was as clear as _____
9. The wind, blowing through the trees, sounded like

10. The funny old man looked as if he were _____
_____ years old.
11. The sound of their hoofs was like _____
12. His heart _____ with excitement.
13. They were as happy as _____
14. I was so sick I could _____
15. He darted away like a _____
16. I was so startled I about jumped out of my _____
17. We were all chattering like a bunch of _____
18. He could climb a tree like _____
19. The fire raced like _____
20. His heart _____ with disappointment.

FIGURES OF SPEECH

Study Sheet No. 9

Grade 5

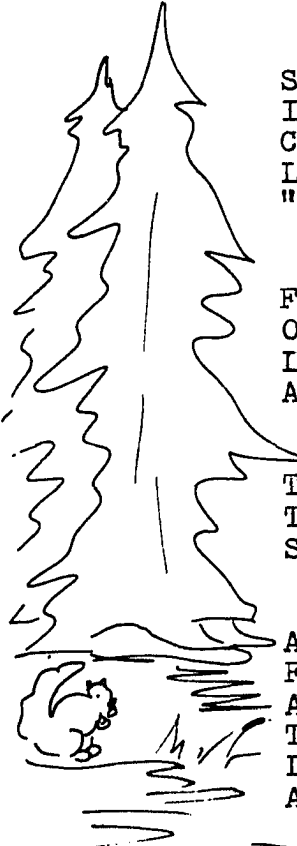
Name _____

FARMER BROWN

Farmer Brown eyed the rumbling mountain of inky clouds, high in the west. "It'll pour pitchforks in nothing flat or I'm a monkey's uncle," he grumbled. "I'm tickled pink that I've put in all the corn and housed the lambs but I'll be mad as a hornet if this turns into a twister and lays waste to my brand new barn."

He dashed to his old puddle jumper, boarded it, and rattled down the home trail, ninety to nothing and scared half out of his wits. Looking daggers at the churning sky, he raced like mad, hitting every bump in the road like a battering ram.

His fears were an empty shell. The would-be twister turned out to be just a spring gully washer, after all.



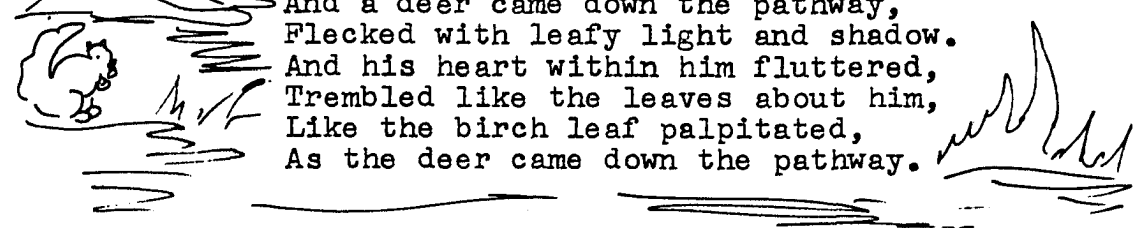
Up the oak tree, close beside him,
Sprang the squirrel, Adjidaumo,
In and out among the branches,
Coughed and chattered from the oak tree,
Laughed and said between his laughing
"Do not shoot me, Hiawatha!"

But he heeded not, nor heard him,
For his thoughts were with the red deer;
On their tracks his eyes were fastened.
Leading downward to the river.
And as one in slumber walked he.

Hidden in the alder bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,



Saw two nostrils point to windward,
And a deer came down the pathway,
Flecked with leafy light and shadow.
And his heart within him fluttered,
Trembled like the leaves about him,
Like the birch leaf palpitated,
As the deer came down the pathway.



APPENDIX C.

FIGURATIVE EXPRESSIONS IDENTIFIED IN ELEVEN ELEMENTARY
TEXTBOOKS AND LISTED ACCORDING TO SUBJECT,
SERIES, AND GRADE LEVEL

READING TEXTBOOKS

HOUGHTON MIFFLIN SERIES: GRADE THREE

TITLE: Looking Ahead¹

PAGE

5. He went along just the same and somehow found a way to get in on nearly everything the older boys did.
6. Every dog seemed to know where Eddie lived and that he was always good for a bone.
8. Eddie didn't care how big the thing was, or how he might puff over it.
12. That post is about as good as they come.
19. Each morning Mrs. Parker and the four little Parkers went out to see him off for the day.
25. They asked one question after another as they danced around him.
27. They never get any sun.
28. I know I can get Mr. Brown at the dairy to take over my work for a week.
28. Everybody was up with the sun.
- 32.. Things began to move fast.
33. I feel like a new man already.
36. . . . Mr. Parker and the boys went to look over the barn.
38. It was a busy place.
42. With my pay coming in every month, we won't have to worry about the money to pay the rent on the land.

¹Paul McKee, et al., Looking Ahead, 3¹ (Chicago: Houghton Mifflin Company, 1953).

PAGE

43. Mrs. Parker and the children watched until Mr. Parker had turned the corner.
45. Sally looked after the chickens and little Dick.
47. Jody thought he could turn the peaches into a bicycle without much trouble.
56. And then he stopped with his mouth open and his eyes popping out.
62. Jody could make change and he knew what to tell the people about the different kinds of peaches.
64. I want to make my daughter's eyes pop out.
65. As they walked toward the tree, Jody's eyes took in every branch.
65. "They are as big as footballs," said Mr. Burns.
78. Andy popped out of the box and began putting on his snowsuit and overshoes.
83. Then the children faced a real problem.
85. They all stopped to think over that problem.
91. The two chickens and the rooster went this way and that in the dark, flying, running, and squawking loudly.
92. The children stood still, their eyes popping.
93. We named the chickens for ourselves so you'd have something to remember us by.
102. Jeremiah woke up and heard the icy wind whistling through his partly open window.
104. Unlike his twin, he was as black as night.
106. I want him more than anything else in the world.
107. That's because he's as black as midnight . . .
108. Midnight was like Jeremiah's shadow, always close behind him.

PAGE

108. . . . if your wonderful Midnight tips over my nice white wash or butts me once more, I'll fix him.
108. "He'll be nothing but trouble," said Granny.
109. Midnight followed close behind him like a little black shadow.
110. His black shadow came right behind him just as if he too had a penny to spend.
113. You're the handsomest lamb in the whole world.
114. He's really the best and most beautiful lamb in the whole world.
114. "What if pigs could fly!" said Granny.
115. "Sometimes Granny changes her mind," he said.
115. His eyes were shining.
117. I told you I would fix things with Granny. I knew that sweet grape jelly would do the trick.
119. "Why you're making him square as a box," said Jeremiah.
132. . . . there were miles and miles of woods behind the open fields and very few people.
133. Old Sam was the meanest, trickiest man around--or in the state or in the country.
134. I'm quite hard up myself--don't have any extra cash. . .
136. I'm really sorry to tell you the bad news, Young Tennessee, but your hound dog is no more.
138. Finally he couldn't stand it any longer.
141. A peddler always had something to catch the eyes of children.
144. I've no time to look at your goods and no wish to throw away my money.
148. Bring back a pail of water. And full, mind you!"

PAGE

150. He could see that she was planning to keep the one thing that he had set his heart on.
151. With a heavy heart he began the long trudge home.
153. . . . and she had shut the door in his face.
154. Then, like a flash, he ran through the woods and across a hayfield.
156. "I could," said Daniel, "but I can't see my way clear to helping a boy run away."
164. A little old woman popped out of the room at the back of the shop.
164. The wonderful smell of this bakeshop would make a wooden Indian's mouth water.
165. Nathan, would you like to stay here in the shop this afternoon while I make my rounds in Traders' Point?
167. "Well, you think it over," said the peddler as they neared the inn.
169. . . . and he realized now that she is not the kind of woman to bring up a young boy.
170. . . . come straight back to me if your cousin in Grantville can't or won't take you in.
172. A neighbor is having a house raising on a piece of land he has cleared.
173. "I imagine that neighbors from farms far and near will gather there," said Daniel.
173. Soon they reached the clearing.
176. "Take it easy, boy," he heard Daniel say.
178. "Cousin Nathan!" she exclaimed as she shook hands with him warmly.
178. "Your mother and I got out of touch with each other after she moved away," explained Mr. Green.
181. Nathan's heart was light as he waved to the peddler and ran quickly across the clearing.

PAGE

195. All day and all night . . . the lighthouses and their keepers are on the job.
201. The ocean was covered with white caps.
201. Great waves came rolling in.
201. When they broke against the rocks, the noise they made was very loud.
205. A heavy fog had rolled in from the ocean.
207. . . . her arms were so tired that they felt as though they would drop right off.
217. Being the youngest, Timothy was given his own way too much.
218. He was off like the wind and did not give another thought to his mother's warning.
218. Down in the marsh the yellow cowslips were shining like gold.
222. His eyes were fixed upon the schoolroom floor.
225. . . . he got so ashamed of himself that he worked his way up to the head of the class.
226. I just want to go my own way, that's all.
230. . . . the clock on Main Street began to strike ten.
232. He ran down Main Street to make up for lost time.
235. In five minutes we shall strike the stone wall and the road again.
235. Timothy lay heavy on the master's back, for he was asleep, but the master's heart was heavier still.
237. "How are you getting on, Timothy?" the master asked after a while.
237. After a few minutes more, the master called out, "Don't lose heart, boy!"
237. The wild wind drove the snow into his face.

PAGE

238. The weatherman is dropping a little sugar on our friends.
238. Outside the snow was falling thick and fast.
240. Just then the sound of Nardy's deep voice came back through the storm.
250. King was so surprised that he dropped the rope from between his teeth and hung his head.
264. On rainy days you can see umbrellas of many different sizes and colors bobbing along the street . . .
274. Cold weather was coming on, and I wanted to get my vegetables in before winter.
274. I may go to the one, or I may go to the other, but which it will be I can't tell you to save my life.
275. I was up bright and early.
275. Well, when I came within sight of the forks in the road who should be there but old Brother Fox!
278. Even though it was a right smart step out of the way, I wanted to see how the land lay.
274. But I noticed that Brother Fox was mighty upset in his mind.
282. CLOUD MAGIC
The wind was playfully catching clouds,
And juggling them under his tent of blue.
And making parades of animal shapes
That never were seen in circus or zoo.
287. It's time you took some work off my hands.
310. When the little boy saw the big balloon bouncing along, his eyes nearly popped out of his head.
310. Dot's mother said, "Keep an eye on the clock, or you'll be late for school."
310. Mary dropped her eyes when the teacher spoke to her.
311. Mother said, "Be on the watch for a mitten among those stockings as you put them away, Jane."

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311. "We'll make some money this week with our fruits and peanuts at the country fair," said Tom.
311. In the early days of our country the farmers had to keep an eye out for Indians.
311. When Bill fell into the river, he lost his head immediately and nearly drowned.
311. The stretch of road between the river and the lake winds among steep hills.
311. The sun broke through the clouds and the rain stopped pouring down.
311. If Dick had not caught sight of the smoke, something much worse would have happened.
311. John Hill is a boy who always keeps his promises.
311. Jack stood up for his friends.

READING TEXTBOOKS

HOUGHTON MIFFLIN SERIES: GRADE THREE

TITLE: Climbing Higher¹

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7. "Oh!" squealed Sally, popping up like a jack-in-the-box and dropping her pail of raspberries.
11. I can't let Jim down.
13. Why if it isn't Sure Shot Roberts!
14. Do you know where there is any good picking?
15. Clem suddenly felt lighthearted and gay.
16. Next morning right on the dot of eight o'clock, Clem and Sally met at the spot they had agreed on.
17. The logger's road led them over hills and around marshes, but never where they met any trouble.
18. Clem set the large pail at the end of a log that lay under a tree on the wooded side of the path.
18. Then he stopped, and a slow grin spread over his face.
21. The bear looked as big as a cow as he sat pawing the bushes.
24. Then suddenly an army of hornets began to pour rapidly out of the nest.
24. Their angry humming was like the sound of an airplane as they made straight for the bear and settled on his nose, ears, and eyes.
25. He rushed through the bushes and disappeared into the timber, followed by the whole army of hornets.

¹Paul McKee, et al., Climbing Higher, 3² (Chicago: Houghton Mifflin Company, 1951).

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27. He drove an old one-horse wagon that rattled along on shaky wheels.
29. "The finest in the world," Uncle Billy declared as he showed a basket of them.
29. Then, with a twinkle in his eyes, he said, "Well, that was the first basketfull I dug."
32. But the fifth time it was quite another matter.
34. "Oh, all right!" he growled.
37. Your Sunday dress will last you many a long year yet.
40. "So should you!" snapped Martha. "I've a good mind to wish you weren't so ugly and good-for-nothing!"
42. "Then wish for eight hundred dollars and have done with it!" George ordered her impatiently.
43. A minute later Martha, Granny, and George were looking at one another in great surprise, as if they had suddenly come out of a heavy fog into bright sunshine.
48. When the servants came in, the master had them stand in a half-circle in front of him.
48. . . . told the servants that each of them was to come up and draw out a stick.
50. And once more his gaze moved slowly around the half-circle.
51. The servants stood as if they were stuck to the floor.
53. Then the foolish fellow gasped in open-mouthed surprise.
54. Early settlers in America were often attacked by Indians.
55. . . . the spring inside the stockade ran dry.
58. Jemima Johnson was usually as happy and as light-hearted as a young girl.
60. We must hold out until the soldiers come from the fort.

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61. Our little band of forty men will be trapped, and the Indians will kill them.
65. . . . a few Indians showed themselves now and then at the edge of the forest.
74. Evening red and morning gray
Sends the traveler on his way.
Evening gray and morning red
Brings down rain upon his head.
76. Agnes was a kind-hearted girl, too.
77. Some of her big stories were built up from things she had heard about.
82. The old dog noticed it and started after it in a half-hearted way.
82. It was the sound of footsteps coming across the stones in the dry bed of Little Stony River.
84. Agnes drew herself up straight and looked the thief right in the eye.
85. Go ahead and turn out your fierce lion. Set him on me.
86. There stood the thief as if he were made of stone.
88. Up the steep stairway she went almost in one jump and shut the door at the top of the stairs.
88. Then she opened it just a little crack to see whether the lion was still at the foot of the stairs.
89. For a while he played with it as a kitten plays with a ball.
90. The men laughed when they saw Agnes's scared little face looking down at them from the top of the stairs.
92. She no longer wanted to stretch a story to make it exciting.
97. Snick wasn't a bad monkey, but Miss Peasley liked to keep an eye on him.
99. Suddenly the cage door flew open and Snick was free.

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101. The birds were all over the store.
101. Hyacinth was as curious as a cat.
106. "May I come in, please?" he asked in a very small voice.
107. Tandy was just turning to go when he saw something that made his eyes almost pop out of his head.
110. While they were gobbling up the delicious food, Snick slipped out as quick as a wink and latched the door.
111. . . . she was so upset that she had to sit down in her favorite chair to rock and calm herself.
111. "No use crying over spilled pets!" she said as she swept the floor.
113. Then, quick as a wink, he scampered back into his own cage, banged the door shut, and latched it.
116. "You should keep those lizards under lock and key so they can't escape," said the policeman . . .
120. "Well let's all go down to the shop and see what's up," suggested the policeman.
123. Tandy and I will leave now, but we will return tomorrow and dig out more facts in the case.
124. After the door was shut, the whole pet shop became as quiet as the goldfish in their bowl.
124. Snick sat without a single notion popping into his head.
128. You almost made a monkey out of me!
128. That will stop your monkeyshines.
129. No, his mother would never let you come within a mile of her house.
130. Perhaps they will make business pick up.
132. As a matter of fact, she liked having them in her shop.
137. I think I see a wicked look in his eye.

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138. Like a flash he pulled away the coat which Sally Ann was carrying and climbed back up on his swing.
142. They had laid out streets and roads . . .
142. People from all parts of the world were in Saint Louis to see the sights on that opening day.
143. He was going into business for himself.
144. Just as he gave the sign a last touch, he heard a voice behind him calling his name.
144. Now he had a job as waiter in one of the eating places in Pleasure Land.
145. Soon Charles had to call in his younger sister Ann to help him wait on customers.
145. The building across the way had been completed.
145. Herr Huber's new building was a palace compared to Charles' little stand.
147. Now and then a customer would get tired of waiting . . .
148. "I guess I had better give up the whole business," he said.
149. "All right," promised Charles, but there was no hope in his voice.
149. They were very tired looking violets.
151. Then his eyes, too, began to flash.
152. Herr Huber made his way over to have a look at Menches' busy stand.
159. Most people like tall tales.
162. I travel light, I travel far, and I don't let any grass grow under my feet.
163. The Roadmaster took time to look the Boomer over.
163. It would break his heart if I left him behind.
164. "Now wait a minute," the Roadmaster broke in to say.

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165. Often he chases around in the fields to pass the time away.
165. Sometimes he scares up a rabbit . . .
166. "He can do it without half trying," said the Boomer proudly.
166. As a matter of fact, he'll probably find it tiresome to travel as slow as a freight train.
166. But he'll put up with anything to stay close to me.
166. The dog hasn't been born that can outrun one of our freight trains.
167. . . . my Sooner can run circles around your freight trains. What's more, he'll be as fresh as a daisy when the run is over.
167. . . . Sooner will want to trot around the station just to get warmed up, you know.
167. I'll take you up on that, Boomer.
168. The train pulled out of the station and began to pick up speed.
168. Now and again he could be seen loafing along up ahead . . .
168. Sometimes he would pop out of sight in the bushes.
169. The boiler's got enough steam up to pop wide open.
170. The freight train made its round trip.
170. . . . people would poke fun at a freight train that couldn't outrun a lop-eared hound.
171. . . . we stick together, don't we Sooner?
171. He'll do it and not half try.
172. Then the Sooner put on some speed, too.
172. . . . the train had to stop to pick up some passengers.
172. Losing that race ruffled the Roadmaster's feelings.

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173. . . . a fast passenger train that didn't make any stops until it got to the end of the line.
173. Every train was running right on time and making all the speed it was expected to make.
174. And if you shipped a calf to market on one of those freight trains, he'd be a full-grown steer before he got even half way there.
174. That kind of talk made the Roadmaster mad enough to bite the heads off ten-penny nails.
174. He makes our trains look like snails.
175. Do away with that foolish Rule Number One . . .
175. "Not on your life," the Roadmaster declared.
176. . . . he grinned from ear to ear.
178. The hound loped off so fast that he looked like a brown streak.
179. The Express picked up speed fast as it left the station.
179. Soon it was going so fast that it took three men to see it go by a crossing.
179. That Cannon Ball Express went so fast that most people never saw it at all.
179. The Boomer shoveled so much coal that he wore the shovel almost down to the handle.
180. He looked far and wide.
181. . . . the Roadmaster had a grand time poking fun at the Boomer.
181. But the crowd's eyes weren't on the train.
182. He pushed his way right into the crowd.
182. It's too slow to catch a cold.
182. The Boomer's heart almost leaped out of him when he heard the news.

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182. "I'll walk," barked the Roadmaster . . .
185. . . . he raised himself on tiptoe and stretched his arms to catch the bright sunshine and the fresh morning air.
186. Dancing is all very well in its place . . .
187. The Duke's face was purple with rage.
187. I will not be snapped at as if I were a servant.
187. If you allow yourself to fly into a rage, don't expect me to stay and listen to you. I hope your breakfast will be as cold as a stone!
187. With that, she swept out of the room, banging the door in the face of her husband.
188. "A lovely day, indeed!" snapped the Duchess crossly.
192. . . . he had banged it on the corner of the drawer.
193. . . . the yard-boy stood trembling . . . his face as white as a sheet.
194. It's foolish for everyone to be upset like this.
194. . . . stood before the Duke, bobbing up and down as if her knees had springs in them.
195. I mean to get to the bottom of this . . .
195. It was no one else but her ladyship who set us all by the ears.
199. The toast was piping hot . . .
200. There once was a farmer who had lived to a ripe old age.
202. But if you quarrel, and let yourselves be pulled apart, it will happen to you as it has to these sticks which fell broken to the ground.
205. One morning as he was rounding the corner of the house . . .

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207. Then Tommy built a platform in the fork of their tall oak tree.
209. The idea caught on like wildfire.
210. The blanket for Whiskers to land on and the boys to hold were on hand.
211. Even the milkman and the groceryman are taking time off to see the show . . .
212. Andy gave one last touch of the comb and brush to Jazbo . . .
212. Jazbo, the bulldog with the courage of a lion and the teeth of a bear trap!
213. . . . the woodshed door flew open, and out streaked Jazbo.
213. . . . Andy slowed down, and the bulldog came back to earth.
214. To make sure that it was tight enough to break the force of her fall . . .
214. Whisker's whimper was drowned out . . .
215. Whiskers gathered her four feet under her body, making a bundle of herself.
216. He had a fat face and a pair of restless eyes . . .
216. Let's shake hands on it.
217. He talked so fast that Ella had no chance to put in a word.
218. But I won't see you roped in by a stranger.
218. Tommy was looking forward to telling him all about Whiskers' performance . . .
220. There was no sign or word of Whiskers anywhere.
223. Princess, the most daring little dog on earth, will break all records for leaping from a high platform . . .
225. Then like a flash she dashed into Tommy's arms.

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225. She was wild with joy.
228. We've got to catch a train back to Centerville.
230. . . . in a voice that sounded like a mad bull.
230. Then she jumped up as if she had been shocked by a charge from a battery.
231. I'm in a bad spot.
232. "I'm all at sea," the policeman said.
233. "If he hadn't taken to his heels, I'd have had him," he said.
234. It was a close call for me.
235. He always has his head in the clouds.
236. Dick's brother said, "Well, I'll stretch a point and do it for you."
236. Helen's little brother is the apple of her eye.
236. Sam can't keep his mind on his school work.
237. Grace was left in the dark about the plans for the party.
237. Tom said that he couldn't think of anything to wear to the party. But, I'm sure he will dig up something.
239. That very day out came a tiny rootlet and began to poke down into the soil . . .
239. The stem began at once to stretch up from the acorn in the soil.
239. It reached up into the sunshine.
240. After several years tiny blossoms began to pop out each spring.
241. They wrinkled up until they looked like wrinkled pieces of brown wrapping paper.
243. The tree would have died if the rabbit had nibbled a ring around it.

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245. . . . the tree had another narrow escape.
245. Then larger flames flashed up, and like an angry dragon the fire crept closer and closer to the young tree.
246. Just before the fire reached the trees the first drops of rain began to spill from the clouds.
251. She snapped the chain in two . . .
255. But before she could take a bite, a wild notion took hold of her.
259. When we reached home, we had another problem on our hands.
263. He'd have ribbons of tooth paste on his arms and on his feet . . .
265. But Dorothy and her mother kept me up giving me an account of all the wonderful things Joe could do.
268. The twins looked as much alike as two wagon wheels.
270. Actors in a stage play learn their parts by heart.
273. . . . music is used between scenes in a radio play. That music is called a bridge.
274. Now you are ready to put into practice the things you have learned about putting on a radio play.
276. Her eyes were as blue as the skies . . .
278. A puff of wind took my cap off.
279. After all, they are yours.
279. It's shaped like a peach stone but it's black as coal.
280. . . . she spied an apple, shining like pure gold.
281. As she put up her hand to pluck the apple, the tree dipped its branches downward.
282. I'll have to give up till I catch my breath . . .
282. I'm all out of breath.

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287. I should have you thrown into jail for making an untrue claim.
290. I fell in love with you the minute I saw you.
292. "Buzz," said the bee. "I am not very small." "G-rump, said the elephant. "You're hardly at all."
294. Do you ever wish that you could have been a boy in a family of early settlers in America?
295. . . . tried to move his arms, the buttons might fly off.
297. The neighborhood in which the Brown family lived covered the whole countryside.
304. He tried to draw a long breath, and two buttons popped off from his jacket.
309. And no one has to stand over him to see that he does what he is supposed to do.
312. The moment the man turned his back, Big Sally edged over close to the stand.
314. One afternoon after the performance we had a blow-down.
314. A strong wind came up suddenly, got under the Big Top, and lifted it up like a great umbrella.

READING TEXTBOOKS

HOUGHTON MIFFLIN SERIES: GRADE FOUR

TITLE: High Roads¹

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8. The Brown family lived on a very small, rocky farm that overlooked Eight Mile River.
8. George Brown, the father, was a short, little man with . . . a big, kind heart that was filled with a very special love for animals.
8. . . . there were times when she thought that George was too kindhearted for his own good and for the good of the family.
9. "Hold on!" he said. "Yes, I do."
10. I'll pay board and room for her, too.
10. He was just ready to tell that to Mr. Berry when his blue eyes caught Sally's friendly look.
11. Her face turned as white as writing paper.
11. There were danger signals in Mrs. Brown's flashing, black eyes . . .
12. . . . your mother is a fine woman, but when she puts her foot down, she puts it down hard.
13. Maybe she will change her mind.
13. "We could go on a strike," said Joe.
14. She was rocking back and forth . . .
14. Slowly, like a mountain, she got down on her knees in front of the boy.
15. Your mother seems to have her mind made up.

¹Paul McKee, et al., High Roads, 4 (Chicago: Houghton Mifflin Company, 1953).

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16. Sally's little eyes followed every move Tony made.
17. She looked up at a few white clouds sailing by in the sky.
19. Don't let such words scare you, and don't just pass them by.
24. He was a round little fellow with a big grin and lots of bounce.
27. There the cold water faucet ran lime pop.
36. Shadows slowly covered each bright green alp with gray, as night crept up and up along both sides of the valley.
37. It sang as if it had lost something it would never find again.
38. The wind wailed as it rose.
38. Through the window he saw a bright fork of lightning flash and disappear.
39. . . . the noise of the thunder that came after each flash was ear-splitting.
39. Each peal bounced back from the sides of the mountains again and again.
39. . . . he slipped through the wet grass.
40. Peals of thunder boomed against the rocks, sounding like huge cannon.
40. Suddenly a sheet of living white fire dropped out of the sky and struck the ground before him.
41. The wind was driving the clouds before it like an army beaten in battle.
41. The moon looked through a clear bit of sky.
41. He called, "Roslie, Roslie!" and another "moo" came out of the canyon.
41. Fear gave him wings for the long distance.

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42. The stream in the bottom of the valley roared. It had grown into a river.
44. I came as fast as I could but the roads were rivers of mud.
49. "My mother shall have that shawl," a fierce little voice in Chi-Wee's heart said.
49. It was trading day for Chi-Wee and her mother.
49. The road wandered over the wide desert of many-changing colors and up and down sandy washes.
49. . . . they bumped down into a deep wash . . .
51. Chi-Wee's face fell, and her fingers touched the pink shells lovingly.
51. Chi-Wee felt her heart grow heavy.
52. Never had her heart been so set on anything as on that beautiful blue shawl . . .
52. A sudden resolve came into Chi-Wee's heart.
52. . . . her mother was out of hearing.
52. There was such eagerness in the little voice . . .
52. . . . the expression in his eyes softened . . .
53. . . . the look in his eyes was far away now but very tender.
53. Chi-Wee felt as if she walked on air as she went to the wagon.
53. Then her heart dropped a little as she thought.
54. She could not catch the words . . .
54. To Chi-Wee it seemed as if the world had turned black.
54. Everything began to swim through the sudden tears in her eyes.
54. Angry and hurt, Chi-Wee stumbled out of the store and into the waiting wagon.

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58. Then he blew a wild roar, deep-throated and low, which he hoped would send the tiger back into the hills.
58. Knowing that the king of beasts would not allow anyone near, the big jungle cat went quietly away.
58. Too late I learned that greed and tricks can leave one in a hopeless fix.
60. I'd like to enter the race.
61. . . . I thought I'd like to give it a try.
63. . . . I'll give you a head start.
64. Tommy looked it over as he lined Wagon Wheeler up beside it.
64. Both cars began to roll.
64. Jack was waiting for him at the foot of the hill.
65. . . . I wouldn't have time to break them in.
65. Tommy watched the men go over his car.
66. Tommy drew a place in the first heat.
66. At first Tommy kept his eyes right on his lane.
66. He knew that he must steer a straight course.
67. As his car rolled down the track, he realized that it was picking up speed . . .
67. The teardrop seemed to be dropping behind!
67. Over the loud-speaker the announcer was saying, "Tommy White and Wagon Wheeler first by half a length!"
68. . . . Bill's car edged ahead of Jack's silver Arrow.
68. As the Silver Arrow flashed across the finish line, it was nearly a full length in front.
68. Tommy's heart sank.
70. That really made the Wagon Wheeler roll.

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73. . . . the little fellow took a swing with his left paw . . .
73. Southpaw frisked along right behind him.
74. . . . lay down and curled himself into a ball.
76. A large sign on it said, "Sleep like a kitten in this bed."
77. . . . Have the time of your life fishing!
78. Then he stamped into his office, very angry indeed . . .
78. For a moment he kept his face straight.
84. The boys were on their feet.
85. They have to turn it in next week because the new one has come.
85. Probably someone would grab it as soon as the dealer put it up for sale.
65. Tommy and his car weighed in at 249 pounds.
69. Tommy crouched still lower, trying to cut down any wind resistance . . .
69. . . . the Wagon Wheeler seemed to be pulling away from the Silver Arrow.
86. . . . Mr. Ward was trying out the motor . . .
86. You never can tell about auctions.
87. Eddie's face suddenly grew long.
89. She's the nicest goat in the world.
91. . . . in a moment he saw it swing into the fair grounds.
92. A big voice boomed out, "Fifteen dollars!"
93. Eddie's heart sank, for he couldn't bid any more.
93. There wasn't a peep out of anyone . . .

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94. "But I wanted it so badly," said Eddie, with a sob in his voice.
95. It was too good to be true.
102. . . . An old dilapidated car drew up at the front gate.
105. The boy caught his breath.
105. Will nudged his pony forward and went after the turkey.
105. He had his rope out and, riding with his knees, he measured out the rope in his hands and made a throw.
107. Will set his jaw and stopped thinking about the things he liked to buy.
108. There was a big load off his mind.
108. Now he felt free as air.
109. Who struck every blow at every tree?
112. You've hardly said a dozen words since you came in off the trail this evening.
113. I guess I've been a bear this evening.
113. I thought we were settled here for a while.
113. . . . fires that have been breaking out around here lately.
113. Mr. Clarkson's voice broke in on Tommy's train of thought.
114. . . . this country would soon be in a bad way.
114. Now everyone has plenty of open land for farming . . .
114. "Maybe I can find out something about the fires," said Tommy. "I'll keep my eyes and ears open."
116. The two children started along the trail that wound through the forest to Pine Creek Crossing, the small town in the valley at the foot of the hills.
116. We'd better take the short cut through Jeb Haskell's lower meadow.

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116. . . . his eyes snapping angrily in his bushy, bearded face.
117. We thought you wouldn't mind if we cut across your meadow.
118. . . . for whenever there was a fire in the forest, Jeb could be seen hanging around town.
118. . . . he held his tongue.
118. It was down in that old burn where the new stand of pine was coming along so well.
118. Tommy's attention was brought back to the store by Mr. Miner's voice.
119. "The color won't make any difference," Jeb Haskell growled.
120. Another unsolved fire lay heavy on his mind.
120. He hasn't cleared any land around his buildings to make firebreaks.
121. An hour later, Tommy and Linda arrived at the fresh burn.
121. See that bank of clouds.
122. . . . fire usually backed up a certain distance, wiping out all signs of its cause . . .
123. The wind has changed and the fire is headed for Jeb Haskell's place . . .
123. The fire had come that close to burning him out of everything he owned.
124. "What's all this about candles?" their father cut in.
125. Today he didn't count on the sudden change of wind.
125. Uncle Sam gets pretty hard on people who don't play fair with him.
132. You are the luckiest boy in the world . . .
133. Binnie slipped off to join the others.

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133. All seemed to be having the time of their lives.
133. The children piled out of the door to greet him . . .
134. Gasp after gasp of delight followed as the exciting tale unfolded.
134. Such an unusual party invitation set everyone guessing.
134. . . . but not one word about the party could the other children get out of him.
136. Before Binnie could find words to express her surprise and thanks, big tears welled up in her eyes.
138. Whenever the moon and stars are set,
 Whenever the wind is high,
 All night long in the dark and wet,
 A man goes riding by.
140. Now that you speak of olives, you put me in mind of the jar which Ali Cogia left with me seven years ago.
141. You must live up to that trust.
141. A shower of gold pieces falls.
143. The affair has made a great noise all through the city.
148. The Man in the Moon as he sails the sky
 Is a most remarkable skipper . . .
150. . . . the weight causes the ice to start moving down-hill, forming rivers of ice in the valley.
154. Then his face broke into a happy smile.
155. Then at the sound of his words his heart sank . . .
156. They all laughed and sang and called back and forth as they rode on to the village.
157. Carlos . . . hoped with all his heart that the calf would soon be his own.
162. Billy gobbled his dinner as fast as his mother would let him, . . .
164. Billy's mother said she didn't care where they took Racky, just as long as she never laid eyes on him again.

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165. Billy and Fats cupped their hands around their eyes . . .
166. His paw darted like lightning into the water . . .
169. "Yes," Mr. Zinnen said with a twinkle in his eye.
169. In a manner of speaking, he's worth just exactly that to me.
173. The clouds are birds that nest among the stars.
Until the wind breaks through the shining bars
of morning, crying, "Come!"
176. He's noisier than a pack of wild Indians.
176. It means 'Bold as a bear' . . .
176. "I don't care to wait," Clinton snapped, . . .
178. "We'll see what Dad says about that," Clint shot back.
178. Then he started off to help his brother Dave and the rest of the cowboys round up the horses again.
178. She'd have to find other means of keeping him out of the men's sight until their tempers cooled.
179. . . . they'll head back into the mountains.
180. As Vivian rode along the trail through the wooded hills, . . .
181. Helplessness swept over her like a sickening wave.
181. He was worrying the bear and holding its full attention.
182. . . . Big Jim threw his gun to his shoulder, and fired at the bear.
183. He lifted his eyes to hers as if he were begging for help.
183. We'll get a pack horse and ease you down to the ranch-house.
183. You're lucky that bear didn't lay a paw on you.

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183. Just as I fired, my horse wheeled and threw me. My gun flew off into the bushes and I fell on my leg. And then that little mutt, that brave little dog, came out of nowhere and attacked the bear.
183. He's as brave as they come.
183. He's top hand on the Circle S ranch from now on.
183. Vivian's face lighted with happiness.
184. It was the track that ran . . . down to the dock at the ocean front where the barges came in for stone.
185. Small flat cars were . . . rolled down the track with a man riding on each car to work the brake.
185. . . . they gathered speed as they moved.
186. Then he got to his feet and grabbed the brake wheel . . .
187. I'll have to tell him that my boy let his curiosity get the best of his common sense.
189. . . . if you develop the right muscles, you'd probably be able to handle the job.
189. Mikko looked him right in the eyes and smiled.
190. The work of the Coast Guard is many-sided.
191. The Coast Guard cares for and mans hundred of light-houses and coast lookout stations.
194. Everywhere that the two boys went they were followed by a shadow . . .
194. After that, the world seemed dull to Greg.
194. Now the make-believe Polarland was about to bring up anchor and steam off to save the passengers of a ship in trouble.
194. . . . she . . . ran up and down . . . with flying red boots.
195. Her sealskin jacket was ballooning out with air . . .

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195. . . . at the mouth of the harbor.
196. It was carried by the same tide that was sweeping Katherina along.
196. The boat leaped ahead.
196. But he remembered about where he had seen her last, and he made for that point.
197. In no time at all he caught up to her.
199. They fairly flew through the water.
200. He felt like staying right on this spot forever.
205. After dipping down steeply, it led across a narrow bridge over a deep, black crack in the rocks . . .
205. Grandfather and Patrick were still a good way from it when they made out a small black and white animal ahead of them . . .
206. "You don't say so!" said Grandfather, rather put out.
206. "Never in this world," said Patrick.
206. . . . it's not a nickel it would be worth if we got the creatures' bad feelings stirred up.
206. . . . I'll hold the horses. You go along on foot . . .
207. He . . . began to yell like a wild Indian.
208. . . . where the road goes over the brow of the hill.
208. Then the driver stopped the horses so short that the wagon almost shoved them off their feet.
209. "Not on your life!" yelled the man.
209. Some people are too selfish for this world . . .
209. The horses stamped, switched their tails against the flies, and tossed their heads.
210. Old Judge Pellsew is going to move out west . . .
210. "I don't see myself . . . walking along a fallen tree over a thirty-foot drop," said Grandfather.

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211. Then all but Patrick tore back . . .
211. As they came around the turn into the village, they saw the train pulling into the station.
211. Down the slope they came, slam-banging along . . .
211. The engineer thought it was a runaway and held the train to see what would happen.
214. . . . Our town team was going to play the last game of the season that day, and I was crazy to go.
214. And then like forty thousand bunches of fire-crackers going off at once, everybody burst out laughing.
216. The white-housed village
In a feather bed
Sleeps with snow
About its head.
- The only thing
 In all this white
That keeps its lifting
Glow in sight
- Is our old barn
That, loving fun,
Pokes its head
Into the sun.
220. He burst through the kitchen door . . .
221. No one ever thought of owning a "bought" sled.
222. Orville nodded, his eyes never leaving the drawing that was taking shape.
224. Orville had polished them with sandpaper until they were as smooth as silk.
226. The new sled skimmed along, the runners singing happily.
226. "We flew down the hill, Orv!" said Wilbur breathlessly.
226. "You flew down the hill," Ed Sines gasped.
227. "You promised," she panted.

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227. "Come on, Kate," Wilbur laughed.
227. For the first time . . . a glider flew under its own power.
228. . . . he saw something that made him feel as if someone had poured icy water down his spine.
229. Then the bear growled and started toward him, and Henry came to life.
229. . . . he dashed toward a nearby break in the tangle of young trees . . .
229. Then, with heart pounding, he paused and looked anxiously back.
230. He forgot that he was unarmed on a lonely stretch of shore . . .
230. The canoe rocked wildly.
231. Suddenly the mother bear broke from the bushes down the shore, caught sight of her cubs, and let out a bellow.
231. The cubs, now some distance from shore, had begun to squeal like children.
232. Suddenly something that felt like a red hot needle struck him below one ear.
232. The hornets followed closely with their red hot needles.
234. Guess I'm soft-hearted or something.
234. . . . he noticed a long point of land over to the right . . .
234. As he paddled toward a little stretch of sandy beach, he imagined her picking her way among the rocks . . .
239. For example, men working in mines in far-off jungles used to be almost out of touch with the rest of the world.
240. The grass, which had looked like a green sea when Joe came to the Circle S Ranch in the spring, . . .

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240. Sometimes there were clouds in the sky, great fluffy clouds like Indian smoke signals.
241. The only water left for the cattle was from a few deep wells here and there over the range.
242. Keep an eye on the range.
242. A cowboy doesn't ask to be called this or that . . .
242. The thought almost took his breath away.
244. Dark clouds rolled up over the hills.
244. He stamped his feet, snorted loudly, and tossed his head.
244. A thin line of fire was creeping from the road.
244. The little tongues of flame moved faster as the wind caught them.
245. . . . the fire, driven by the rising wind, was rapidly eating its way toward them.
246. Behind him the fire licked forward.
246. Inch by inch, then foot by foot, it swept toward the saddle that Joe had tossed aside.
246. The wind rose higher and the bright flames raced with it.
246. One long, hungry tongue of fire reached out for the saddle. Little tongues followed.
247. He didn't see the flash of lightning rip the sky above his head.
247. A misty curtain reaching from the sky to the ground rushed toward him.
247. It was a wall of rain, sky high.
248. The rain swept over the fire.
248. He had thrown his saddle in the path of a prairie fire.

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249. When I found the boy he was crying his heart out 'cause he let his saddle burn up.'
249. Here Santy rolled his eyes at the cowboys.
249. They'd have gone up in smoke before the rain came . . .
251. "Seem's like the cat's got Chip's tongue," said Pete, laughing.
251. . . . with a smile that lifted the last doubt from Joe's mind.
252. Often its ears or its eyes tell the crocodile that there's a good meal nearby.
255. In the flash of an eye, the strong icy wind drove the fine snow into Tommy's face so hard that he could hardly get his breath.
255. He was only about two feet high but his head was as big as a basketball.
255. He had a large turned-up nose and great wide eyes that sparkled like the lights on a Christmas tree.
256. His legs were as thin as the spokes of a bicycle wheel, . . .
258. Men learned to build boats so that they could use these "natural roads."
261. . . . they stayed on the bottom of the tanks, rolled their eyes, and used their whisker-like barbels to feel around in the sand for food.
263. . . . Ribsby put on a burst of speed.
264. . . . Ribsby wolfed the rest of the meat . . .
272. I hate to see the fish go, too, but they're getting out of hand.
272. . . . I'll run you down to the pet shop in the car.
279. . . . the next king must be a handsome man . . . and present a fine figure at parades and special events.

READING TEXTBOOKS

HOUGHTON MIFFLIN SERIES: GRADE FIVE

TITLE: Sky Lines¹

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7. The picture . . . shows some jet planes taking off.
7. . . . and then shoots a stream of hot air . . .
8. . . . two growing children will eat you out of house and home.
8. "Many children have them now," snapped Mrs. Winterbottom.
9. Will had blue eyes and sandy hair.
9. . . . could make boats . . . out of paper as quick as a wink.
9. . . . something more useful would be more to the point.
10. And that cloth looks as good as new.
10. Everything looked promising, . . .
11. Where they crossed there was a small three-cornered island of grass . . .
11. The signpost rose above the shop like a tree.
13. By Friday noon so many cars were spinning along . . .
14. He was keeping an eye out for speeding cars.
15. . . . Zeke has it in for you two, all right.
15. You've run off with all his trade, that's what . . .
17. . . . her eyes kept going back to the shelf . . .

¹Paul McKee, et al., Sky Lines, 5 (Chicago: Houghton Mifflin Company, 1954).

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18. Their customer picked up each one carefully, turning it this way and that.
18. . . . maybe I'll turn up your road and ask her to . . .
19. Then they remembered how soon they would have to shut up shop . . .
19. It was Silas Bean, and their hearts sank, . . .
19. . . . but I told her not to bother her head about him.
20. . . . So he's glad to do me a good turn every now and then.
24. The work of gluing the tail pieces had been a ticklish one.
26. If you had been a passenger on the world's first sleeping car . . .
27. It is interesting to watch the porter "make down" the beds.
30. Two weeks later Eddie and Gardenia boarded a train . . .
30. The train had hardly pulled out of the station when . . .
30. He rolled from side to side as he walked through the train.
30. . . . And she's driving me crazy . . .
31. Well, she's driving me wild.
31. If she'll just stop that hullabaloo.
32. With this, Gardenia broke away from Eddie and, like a flash . . .
33. The porter threw back his head and laughed . . .
34. His legs flew and his feet hardly touched the ground.
35. . . . you surely brought a peck of trouble when you brought that goat.

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36. Uncle Ed, Aunt Minnie, and their son Georgie were on hand to welcome him . . .
39. . . . trying to find their way across the wide open spaces of the North.
40. . . . the blizzard had become a blinding terror.
41. . . . We've hit a lot of trails together and have been partners in prospecting on and off for many years.
41. The man had a brown, leathery, kind-looking face.
41. . . . one of the best bush pilots in Alaska.
42. . . . you remember that claim I staked . . .
44. . . . just as soon as the wind dies down and it's light.
44. I'll need somebody to lend a hand digging my plane . . .
44. Then Barney realized that three lives were at stake.
45. . . . and looked out into the wild night.
45. It looked as if he'd stepped out into a different world.
46. Johnny gunned the motor several times . . .
46. He turned and waved good-by as they skimmed down the frozen river and took off.
47. We're coming to the mountains, so keep a sharp eye out . . .
47. Johnny twisted the plane over a winding creek bed through a mountain pass.
47. Before he could finish, Barney broke in. "No, wait! . . ."
47. . . . he dived over the waving figures to let them know they'd been seen. Then he climbed again.
48. . . . the plane was taxiing to a stop . . .
48. He started the plane back and circled over the lake.

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48. The skin on the Eskimo's face . . . was as white as snow.
49. Then, waving the dog sled driver aside, Ongan turned and started home on foot.
53. The guard on board the strange ship was peacefully minding his business when . . .
53. . . . his mouth fell open in surprise.
53. All hands on deck! We're being boarded by a bear!
57. . . . it looked almost as bright and yellow as the sun.
58. The slender green vine . . . trailed to the ground.
58. . . . the heat of the sun had driven them all indoors.
60. The miser hung his head in shame . . .
62. Dan was so deep in thought he had not noticed that Uncle Jim was watching him . . .
62. It was his uncle's booming, cheerful voice that suddenly broke in on his thoughts.
62. You're as quiet as a sleeping cat.
64. I've told your mother that I can make it just as good as new.
70. Every day Grigori, Ottocar, Neighbor Laszlo, and Aari came around and made a great deal of Dream-Come-True.
70. They stroked her snowy feathers . . .
70. Remember, no tender feelings about this goose!
71. He spoke fast, as if the words tasted bad . . .
71. . . . the job falls to you.
73. "Silence!" hissed a muffled voice beside him.
75. . . . everyone merry, sparkling with jokes . . .
78. I suggested . . . that we train him to go . . . under his own power.

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81. Billy and a couple of other fellows hung around . . .
81. Fats gave him a dirty look.
82. "A fine friend you turned out to be," said Fats bitterly . . .
84. Fats edged up to the mirror and sneaked a look in it.
86. Johnny stopped in his tracks.
86. "No," said Johnny in a small voice.
87. After that, everything went as smooth as pie.
88. I breathed a song into the air, . . .
 . . . the song from beginning to end,
 I found again in the heart of a friend.
89. Deep in his heart Rusty had known all along that he was not being fair to his boss.
89. Rusty looked up into Mr. Leonard's angry face.
89. Mr. Leonard's eyes blazed and his voice was angry . . .
89. Rusty's tongue stumbled all over itself as he tried to explain.
89. Mr. Leonard stalked to the car with Ginger at his heels.
94. . . . Rusty was so wrapped up in unhappiness that he said very little.
94. We'd better shove these horses a bit . . .
94. Looks as if our early fall storm's about to hit.
94. I'm giving my horse his head.
94. Rusty's frozen heart thawed a bit at her welcome.
95. Rusty's heart shrivelled up.
95. Ben and Ginger and Nellie tried to draw her into their talk . . .

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96. The wind howled and raged at the house as if trying
to tear it apart.
96. Mrs. Leonard was walking the floor.
96. Then there was nothing to do but wait for the slow
minutes to tick past and watch Mrs. Leonard's worried
face.
96. Suddenly he was swallowed up by thick, swirling snow.
98. The wind tore at him with icy fingers.
98. He leaned into the wind to keep from being swept off
his feet.
98. He cupped his hands around his mouth and yelled, "Yoo
hoo!" at the top of his lungs.
98. But the wind seized the words and made them weak and
useless.
98. Rusty inched himself around, . . .
98. His heart gave a leap of joy.
98. . . . he hunched toward it.
99. "I got lost in a few steps," he panted.
100. But he knew that by keeping the rope tight, he could
swing around in a circle.
102. A delicious drowsiness was creeping over Rusty.
102. The sheep had scattered and drifted with the storm.
102. Mr. Leonard turned to him a gaze that seemed to bore
into his very soul.
102. "It--it wasn't anything," Rusty said, wishing the
floor would swallow him.
103. Rusty's face was working to keep the tears back.
103. "Sure!" he choked.
105. . . . I'll give you a hand.

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106. . . . I give him a free hand while he's there.
106. But you must sell yourself to Haggerty.
106. It was on the tip of Billy's tongue to say . . .
106. He would not be selling himself; he'd be running down someone else.
107. The Haggerty he'd talk to would be a man who ran his own department with an iron hand and who roared at carriers and stood for no nonsense.
108. The press was being made ready for the day's run.
108. . . . he kept one eye and one ear cocked toward the parking lot.
108. For a split second Billy took heart.
109. And after you've earned it, what then? Throw up the job? It takes time to break in a green carrier.
111. . . . your father gave it to you where it hurts, right in your pocket.
111. He'd won out on his own. He'd sold himself . . .
117. Martha's eyes flew open as if they were suddenly released window shades.
121. But when the little boats sailed across the choppy water of the bay, and the soft cool breezes filled the sails, and the waves danced and sparkled, Ali's heart was joyful.
121. He . . . threw all his strength into the work.
123. A thin stream of smoke was coming from the bottle.
123. They were as blue as the summer sky.
124. . . . not at all like the voice of thunder that a jinni was supposed to have.
127. There was nothing but a long, cold, rolling, empty desert.
127. "Oh my!" said a shocked little voice beside him.

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127. "Forget what?" said Ali, his head still spinning after his whirlwind trip.
128. . . . we'll get under way.
130. This is a lucky day, my friends. In two short hours we have caught two fine birds . . .
130. Are you sheep indeed, that you stand here struck motionless by the windy words of a boy? Strike him down!
130. . . . and galloped away across the desert as though they were chased by ten thousand monstrous jinni.
131. . . . more beautiful than the morning star . . .
133. Peg arched her neck and danced nervously as Dan held her in tight check.
133. He was puzzled and worried by the mystery of the sound that rolled over them and around them.
133. The noise was not the rumble of a wagon train, for the trail was empty.
133. Dan, too saw the great cloud of dust rising from the rim of the land where it climbed up and met the sky.
133. Then suddenly Dan realized what that high, rolling mountain of dust . . .
133. . . . the noise he now heard was the thunder of thousands of buffalo hoofs . . .
134. Their hairy domeshaped humps rose and fell like dark ocean waves rolling toward them.
134. Every living thing feared the earthquake of cutting, grinding hoofs . . .
135. Antelope bounded past Peg almost as if she were standing still.
135. Jackrabbits loped about, turning this way and that . . .
135. Dan's mind raced as Peg's nimble feet carried them along.

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135. . . . perhaps its bed was quicksand . . .
136. Dan knew that bare willow stub as an old friend.
136. Floods had scooped out a place . . . at the foot of the old tree.
136. At last Dan found his tongue.
137. . . . his wide sides heaved with the mighty machinery of tired lungs.
140. Is California a vacation center?
143. The little whip-like fingers waved as though beckoning . . .
143. Day and night this goes on, as steady as the beating of your heart.
144. Then the sponge . . . goes bouncing about under water like a great black ball. The fishermen call such sponges "rollers."
145. . . . sailing out of the harbor for the fishing grounds.
146. One man at the stern controls the boat by using a single oar which he works like a fish's tail.
146. The sponges are kneaded on the ship's deck much as a cook kneads bread dough.
147. One of the riders had seen through the trick that the miserly rancher was trying to work . . .
150. The King's men are in the forest and they're on my trail.
150. They've been hot on my trail since morning.
150. Your heart is good, Dame Kate.
152. ROBIN HOOD (Mumbles in a cracked voice): . . .
155. No one will lay a finger on Robin Hood in the way of harm.
156. In fact, they had me cornered a few hours ago.

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157. But if we take the short cut through the forest . . .
159. All these presents take the breath out of my little old body.
160. . . . when my little band popped out from the forest . . .
160. We take off our hats to you, Dame Kate!
164. The side of the trailer truck was like a huge silver cliff.
165. The Redlands part of Florida is good land for truck farming.
165. . . . soon his face softened.
165. . . . Mr. Grogan was still upset when he walked away . . .
166. The headlights of the truck shone out . . . peeking into palmetto scrub and the pines.
167. . . . when a driver goes alone, he takes a lot of cat naps. When he gets sleepy, he just pulls off the road and sleeps . . .
167. The bright red lights on the building made it look like a shining island in the night.
167. Father swung his truck into a parking space . . .
169. Father grunted. "We'll be allright."
170. . . . it makes a bleating sound that rattles your eardrums.
170. The sound of the motor was like a noise deep down in a well, and the sweet warm air of Florida poured through the open window . . .
171. They slept while towns along the Ocean Highway moved behind them in the night-- . . .
171. Humph! A fine way to raise children!
171. . . . they all piled into the cab and roared off.
171. All that day the truck rolled on, . . .

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172. The night was full of bright stars when they waked . . .
172. The children didn't hear the Diesel roar into action two hours later, as Kan Thomas gunned the motor and eased the truck across the shoulder of the road . . .
172. They slept on while the truck swooped up the Carolina hills, around the bends, and down the hollows.
172. They didn't hear the small thunder that it made . . .
172. Nor did they see headlights gleam like two bright reins pulling the truck behind them.
172. . . . the sound of hissing air and squeal of the big brakes . . .
172. The truck was shaking to a stop, . . .
172. There were rough voices outside . . .
173. The children edged out of their bunks . . .
174. The shuddering blare tore the stillness of the night into shreds, and the hijackers took to their heels.
174. Then the headlights of the oncoming truck poured light over the scene as the robbers scrambled into their cars . . .
174. The oncoming truck stopped then, and two men spilled from it.
175. . . . Joyce and Sandy watched the cities spin by, each with its special magic . . .
175. . . . took them northward to the wonder of New York City.
175. . . . until his face lighted up like the windows of the great building.
177. . . . most of the sentences talk about one topic . . .
185. . . . If I could learn to figure skate, I'd be the happiest girl in all the world . . .
186. . . . you look like a puppet of wood that jumps on a string.

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186. . . . isn't it time now for me to learn how to . . .
fly along the ice like a bird?
187. . . . Elin's thoughts a whirl of sparrows and eagles
 and spins on ice.
187. They were days when the frost rimed the coat collars
 and the hair with a spray of diamonds.
187. Then there were days of snow when Sudbury was dark
 with a shouting blizzard . . .
189. She flung herself on the bed.
191. She needed only to touch the good soil, and flowers
 of much beauty would spring up.
192. . . . I feel as if I have bells on my toes . . .
192. . . . Elin flung herself into her coat . . .
192. . . . he skated out swiftly and swirled to a stop . . .
193. Someone . . . threw a spotlight on them, and Elin's
 sweater turned to gold, and the world around her to
fairyland.
193. Later, when the dark was falling and she was wading
 home through the snowy twilight, her heart was so
 filled with happiness she thought it would burst.
197. The deck was built high to keep the big waves from
rolling over it . . .
197. The oars could be used when the ship needed to make
headway against strong winds . . .
197. . . . Eric's men rowed his ship out into the open
sea . . .
198. . . . Eric, at sunrise and sunset, took bearings to
 check his course.
199. Leif saw in the west a line of snow-capped peaks . . .
199. They towered . . . high and cold and lonely.
199. How the waves must break on that rugged shore!
199. But during the afternoon the wind dropped . . .

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200. We'll stand off shore till the fog lifts . . .
200. It was not solid ice, but a hungry pack of huge ice-blocks.
200. . . . the strongest ship could be cracked as if she were a nutshell.
200. . . . a lane of free water seemed to open and give promise of letting them ashore.
200. . . . Eric, with his keen eyes and stout heart, was in command.
200. At last even Eric gave up the attempt to land on this unfriendly coast that was guarded by icebergs.
200. . . . to keep well off shore from the ice-pack.
200. Finally the ship had rounded the headland . . .
200. . . . it was broken by deep bays . . .
201. With breathtaking slowness . . . the men rowed the ship in to the mouth of one of the fiords.
201. The ship was too big to beach and the rough shore did not look inviting.
201. Eric set her broadside toward the land and dropped anchor.
202. "You first, Leif," said Eric as the boat grounded gently.
202. You've been at sea so long you've lost your land-legs . . .
203. The boys felt like emperors of this vast new world.
203. . . . leaving no foothold for men at all.
203. . . . Eric found some stretches of land . . .
207. The fast trains thundering by so proud!
They rush and rumble across the world,
They ring wild bells and they toot so loud!

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But I love better the slower trains.
 They take their time through the world instead,
 And whistle soft and stop to tuck
Each sleepy blinking town in bed!

208. The Cutting Horse Contest is an event that is very popular in western rodeos.
208. The cowboy uses his other horses for regular day in day out riding.
208. . . . and all of them wild as a deer.
208. . . . unless you are anxious to see how a stampede looks close up--and maybe pouring over you.
208. The horse eases up to the animal's flank . . .
211. For a cutting horse often makes a turn on a space somewhat smaller than a dime.
211. So often it's a mousy-looking old horse with a stove-up old timer aboard him who noses out the sleek, high-stepping ones for first prize.
213. She's always one jump ahead of us, yapping her scorn after we've chased her all night.
213. . . . continued Putman, his eyes flashing.
213. The night air was clear and crisp . . .
214. Might as well sit down for a spell, . . .
214. He outruns the animal he's tracking, edges around it, and sends it back-tracking.
214. Guess this is where we wheel around, too . . .
214. They seemed rooted to the spot.
214. So that's where the crafty old wolf has holed in.
214. . . . joined the shouting men and yelping dogs at the mouth of the cave.
215. Smoke boiled out, but no wolf emerged.
217. Putnam came out like a shot, . . .

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218. . . . the cars go by.
They look like burnished beetles, black.
They grope their way through fog and night
With the golden feelers of their light.
223. Have you ever heard the loud, deep grunt of a fog horn?
223. You often hear them screaming when police cars and
ambulances are making fast runs through traffic.
224. . . . and some mighty sweet thoughts are running in my
head.
225. White clover was growing all along it as thick as hair
on a dog's back.
225. . . . she was as bare-legged and bare-footed as a
rabbit.
225. He thought he had a slick joke to spring.
226. "Cody, your tickle-box tipped over too quickly," Milt
said, when Cody stopped to get his breath.
227. . . . if one of these bees does nail us, let's not
yell and carry on.
228. Cody streaked for the house, took the steps two at a
time . . .
229. "It's flying figure eights," Milt said, "taking a
bearing on us before it comes down."
230. Cody was about to pipe up . . . and then saw a black
speck circling high above him.
232. The little things are making a track in the sky! . . .
they were going straight up and zooming off . . .
232. They look like a stream of automobiles running on a
highway.
233. Cody and Omalia strained till their eyes almost fell
out of their heads.
234. . . . they'll let you have it, and you'll wish you
hadn't made a move.
234. Omalia froze until she looked like a statue.

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235. Cody looked at the woods and his face fell.
236. We're closing in on them!
236. Milt . . . waited till the stream of bees flying . . . was strong enough to follow.
236. We're on the home stretch.
236. Sharpen your eyesight, Sister.
238. Look at our honey factory!
238. . . . when you taste the honey your bees make . . . you'll just about swallow your tongues, it's so good.
238. We'd best let them simmer down overnight.
238. . . . a beam of sunlight broke over the edge of the mountain . . .
242. Many of them risked their lives . . . to blaze the trails which . . .
244. They . . . glanced sharply into every corner of the barnyard.
246. "Look, Jack," Trask cut in . . .
248. Here's a bird that will come home if he has to crawl halfway and swim the rest to make it.
248. . . . Jack shot Martha a warning scowl . . .
248. His arm swept the layout of the main loft . . . Don't pull any fast tricks on us.
249. Jack gasped and looked at her as if he couldn't believe his ears.
250. Keep your eyes on them, Gus.
250. But there was no mistaking the threat behind the look in his eyes . . .
251. "We'll fix that Wallace," he said bitterly.
252. Probably every man, woman and child . . . is . . . jamming the telephone wires . . .

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252. . . . Trask again wheeled around toward Martha.
253. He spun around and . . .
253. His shotgun commanded the room.
253. Just then they heard the distant whine of a siren.
253. In a few moments a fleet of cars swung into the yard.
254. Visions of new pigeon lofts . . . marched before her.
260. He was a cunning little fellow in soft brown fur with an innocent round face.
260. I had a pack horse with me, and I was tracing the old Lewis and Clark trail . . .
264. . . . apparently his eyes told him that I was part of the log, but his nose declared that he was near danger.
264. Instantly there followed . . . a number of tail whacks upon the water.
267. She shows her sharp teeth, she stretches her lip, her slice of a tongue turns up at the tip.
269. . . . one of several things . . . that hurt Sim's pride.
270. Thank you all the same, Miss Dorset . . .
270. I'm in trouble for sure, saying I'll do something I can't do in a million years.
271. One of those Florida Cracker numbers, I'll bet.
272. I'm about a mile too tall . . .
272. . . . he still didn't have an idea in the world . . .
272. . . . slowly through the piney woods on a lazy after-noon.
272. He let his mind float back to the rodeo . . .
272. He thought about the cowboys drifting along the street in their high-heeled boots.
274. Miss Dorset climbed aboard Babe's back.

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274. He snapped the picture . . .
276. Sim felt very happy . . . as he jogged along toward home . . .
277. . . . off the eastern shore of Virginia, lie two tiny wind-rippled islands.
277. They are as rich in horse legends as a mince pie is rich in raisins.
277. Assateague lies to the east and near enough to protect little Chincoteague from high winds and high seas.
277. . . . they thrashed their way to the nearest shore . . .
277. Not a soul lived on the whole island.
278. . . . the land and the sky and the sea were theirs . . .
278. . . . they broke little mirrors of ice with their hoofs.
278. Snow . . . made a white fleece without melting, so heavy were their coats.
278. . . . the sight filled them with a nameless fear.
279. At exactly low tide a signal is given . . .
279. The channel boils with ponies . . .
279. They "ride herd" on the ponies . . .
279. Meanwhile, fresh men on fresh mounts are surrounding captives . . . giving them a chance to "blow" before driving them into the pens . . .
280. Suddenly he shot out of bed.
281. Hurriedly he . . . thudded barefoot down to the kitchen where Grandma Beebe stood over the stove, frying ham . . . as if he were man-grown!
281. He flung out his chest, sniffing the rich smells, bursting with excitement.
281. They're chuck full of goodness.
281. With one eye on the clock he tried to eat . . .

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281. Maureen and Grandpa came running to see him off.
281. "Paul!" Grandpa's voice bellowed.
282. A light golden mist came up out of the sea.
282. It touched the prim white houses . . .
282. All along the road men were turning out of their gates.
282. The day promised to be warm and still.
282. The marsh grass that usually billowed and waved stood motionless, and the water . . . glared like quick-silver.
282. Now the riders were thundering over a small bridge . . .
282. . . . a scow with a rail fence around it stood at anchor.
282. The men led their mounts onto the scow, making light talk as they moved along, but their faces were drawn tight with excitement.
282. As the scow nosed its way across the narrow channel . .
282. . . . he clipped out the directions loud and sharp.
283. Paul clucked to Watch Eyes and they were off!
283. The boy's eyes fastened on Wyle Maddox.
283. He and Kim Horsepepper were following close on their leader, like the wake of a ship.
283. . . . Paul could feel the soft sand give way to hard meadowland, then to the piney floor of the woods.
283. There were no paths to follow, only openings to skin through . . .
283. The woods came alive with thundering hoofs . . .
283. . . . the wild ponies flew.
283. Behind them galloped the three riders, whooping at the top of their lungs.

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284. For whole seconds the wild band would be swallowed up by the forest gloom.
284. Then it would reappear far ahead--nothing but a flash of manes and tails.
284. And with a burst of speed . . .
284. Then Grandpa's words flashed across his mind.
284. A cobweb made a veil across his face.
284. Watch Eyes was dancing on his hind legs . . .
284. He was trailing moving shadows, giving chase to quivering leaves.
284. Paul reined in.
284. There it was! A silver flash.
284. It looked like mist with the sun on it.
284. . . . he caught sight of a long tail of mingled copper and silver.
285. Shivers of joy raced up and down his spine . . .
286. The good meadow and their own weariness kept them peaceful prisoners.
286. At a watchful distance . . .
286. Their mouths gaped in disbelief.
286. . . . he galloped out of the mob and gathered the Phantom and her colt into his band.
286. The roundup men swarmed about Paul, buzzing with questions.
287. . . . questions floated around and above him like voices in a dream.
287. . . . along comes a spindling youngster to show us up.
287. Paul's eyes never strayed from the two of them.

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287. . . . two lines of boats were forming a pony-way across the channel.
287. . . . their loud cries driving the ponies like whips.
287. . . . the air went wild with commotion . . .
288. When Tony Brown reads a story, he makes pictures in his mind . . .
289. On all sides it overlooked dry and barren land . . .
292. He's as big as a barn too.
293. . . . the first European explorer battled up through the ice and snow . . . to plant his flag in the Arctic Circle . . .
297. With a party of explorers . . .
297. They would push on ahead and break the path . . .
299. They set off--with five sleds and the pick of forty dogs.
299. . . . looked over the glittering white world of sparkling ice and sky.
299. . . . they knew that a high wind might open up leads in the ice which would stop them . . .
300. They stood on the great field of ice.
301. Below the arms of the signpost . . .
301. They sped all the way back to the ice-locked ship . . .
302. . . . men, women, and children made this sky city their home.
303. Before the days of guns, a boy or a girl could . . .
309. . . . a lad that's to be trusted to use his head.
309. . . . it would be dark before I got to the fork in the road.
310. I'm not one to be tempting bad luck.

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310. I took the road on my left hand when I should have taken the fork on my right . . .
311. I'll show you I can be as light on my feet as you are.
312. Don't take the matter to heart so, Pat.
313. . . . all sorts of jewels lying here in the grass, thick as peas!
315. I wouldn't have been in your shoes for the world, Pat.

READING TEXTBOOKS

GINN SERIES: GRADE THREE

TITLE: Finding New Neighbors¹

PAGE

8. She looked as big as an elephant to the twins.
9. Andrew, you may show her the way around the place.
13. Clop, clop, clop. Barby went down the side road to the highway.
17. Wobbly kneed calves stand close to the barn . . .
New kittens are mewing, new mice try to squeak . . .
18. "Cluck, cluck, cluck," said Speckles, as the wagon rattled along.
20. Ann's mouth flew open round like an O.
20. Tony put the window down with a bang.
26. It was as soft as silk.
31. "Whoo-hoo-hoo!" called an owl.
33. A door was banging in the wind.
33. Quiet as a mouse, he walked to the door . . .
34. Bow-wow-ow-ow! He heard it again.
36. Her feathers were shiny black and snow white.
36. When the sunlight touched her black feathers . . .
36. As she flew, there was a flash of white.
36. And being a magpie, Maggie liked to chatter.

¹David H. Russell, et al., Finding New Neighbors, 3¹
(Chicago: Ginn and Company, 1957).

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37. When Maggie talked, she always bobbed her head.
42. . . . How much for this or that?
42. I'd buy as many as rolled an eye,
Or wagged a tail at me!
44. Wah-wah-wah-o-o!
52. Its ears were like silk.
54. My Jet is the best dog in the world.
57. Teeny looked him straight in the eye.
58. He is forever trying to be a clown.
66. . . . the mop went swish, swish, swish across the
floor. . . .
66. Then she swished the mop around . . .
70. Now and then she lay down . . .
76. The spotted leopard padded . . .
And the lordly lion roared
Like a giant in a rage.
The seals and golden pheasants . . .
80. . . . the lion would gobble it quickly.
90. Then the tiger has a grin on his chin . . .
. . . And he whiffles with his nose . . .
92. Hilda was the greatest little helper in the world.
96. It was the ginger sneeze.
96. The egg went this way and that.
102. . . . you are the best helper in this big wide country.
104. It did not take Farmer Gruff long to kick his way to
the front.
108. The new shoes gave a squeak, squeak, squeak . . .
109. They had come to tell the peddler in angry words what
they thought about him.

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111. Soft white feathers would fly about everywhere.
111. Soon the pillows would be as flat as pancakes.
112. The bears would look as gentle as lambs.
113. In the spring the roads were just like rivers.
122. . . . he could mind his own business . . .
128. The sun made her hair look like shiny molasses candy.
131. Now I see where my big mouth gets me . . .
134. . . . nothing else was stirring.
147. It seemed to her to be flying like an eagle.
147. There were straight-up-and-down brick houses.
147. She did not understand the new ways.
148. One night at bedtime Blue Cornflower saw the new moon peeping in at her window.
148. . . . it is feather-planting time for the Indians.
151. Winter snows, sleep!
Growing time, come soon . . .
155. The walls come close around me.
155. This house is good to me,
It keeps me . . .
156. The two boys rode across the dry open country . . .
157. The can banged against the rocks.
165. As far as he could see . . . great rolling land . . .
166. . . . he heard a low rumbling sound.
166. The rumbling grew to the thud, thud, thud of faraway feet.
168. They looked like tiny spots headed west . . .
169. Then on swift moccasins he ran toward the pond.

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171. It seemed as if the boy were taking root.
172. He began to circle round and round . . .
173. Up and up it went, as if it were shot from a giant's bow.
174. Arrows flew through the air like swift flying birds.
176. No one could see with the dust flying.
178. Carry word to our people . . .
178. . . . may dry the meat and dress the hides.
184. Only the leaves were rattling in the wind and making a noise like rain.
185. Then I can keep an eye on her while she sleeps.
191. A cowboy clown with a nose like a cherry got off his donkey and took a bow.
192. . . . he wanted to be in it, not on the side lines.
194. Children from ranches far and near took part.
195. The ponies walked in step as they turned, wheeled, backed and danced.
198. . . . We reached a humping little hill . . .
198. . . . With tongues just learning how to drink
And little ears all lined with pink.
199. Then Mrs. Harper calls, "Yoo Hoo!"
199. . . . Stuck so high up in the sun . . .
199. . . . And say, "Giddap," and Bessie does,
And such a gallop never was!
. . . Her tail a rope for sliding down.
203. The next morning a big truck rolled up.
204. . . . there was a gruff old gray horse, who looked down his nose at Joey . . .
206. Next day he heard the honk of a horn.

PAGE

208. If I strike you out, will you let me play on the
210. Bob thought he had the best father in the world.
212. . . . maybe he can hit one kind of pitch better than another kind.
213. But a pitch thrown in the right place is a "strike" even if the batter doesn't swing at it.
214. Bob put on his glove and threw the first ball.
214. . . . I'm not warmed up, I guess.
215. Bob threw another low one. S-s-wish!
215. Jack's bat made a sound like wind.
218. . . . his ears standing up straight and proud.
219. But everyone knew that his owner had turned him out.
221. Then Miguel cleaned his coat until it was like silver.
222. . . . so many flowers behind the straight, proud that it looked as if they were growing there.
224. The glass tinkled in the wind.
226. New Moon slipped them on.
226. With the ring and slippers she felt like a lady.
231. The drums rolled, the dragon danced.
231. A boy let go a silver balloon, and it sailed away.
232. His green eyes rolled.
234. When summer's in the city,
And brick's a blaze of heat,
The Ice-Cream Man with his little cart
Goes trundling down the street.
234. His cart might be a flower bed of roses and sweet
The way the children cluster round
As thick as honeybees.
236. The sunlight danced on the blue sea.

PAGE

208. If I strike you out, will you let me play on the team?
210. Bob thought he had the best father in the world.
212. . . . maybe he can hit one kind of pitch better than another kind.
213. But a pitch thrown in the right place is a "strike," even if the batter doesn't swing at it.
214. Bob put on his glove and threw the first ball.
214. . . . I'm not warmed up, I guess.
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234. When summer's in the city,
And brick's a blaze of heat,
The Ice-Cream Man with his little cart
Goes trundling down the street.
234. His cart might be a flower bed of roses and sweet peas,
The way the children cluster round
As thick as honeybees.
236. The sunlight danced on the blue sea.

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238. The sea is flat, flat as a pancake!
241. The moon is round as a jack-o-lantern;
The trees blow black and bare;
And we go creeping with spooky giggles
Through the chill ghostly air.
245. Then she shot down to the foot of the bed.
247. . . . she was so full of sun and wind and good times . . .
248. . . . she heard a thump, thump.
248. . . . Aunt Mary found her there with the blankets
every which way.
250. I think you have been making up to my Daisy on the quiet . . .
250. Julie listened to the farm sounds . . . the mooring of
the cows, the quacking of the ducks, the honking of a
goose, the buzzing of bees . . .
252. It stings the toes and bites the nose . . .
252. . . . To have a first-rate play.
Hear the bells ring, "Ting-a-ling-ding!"
253. . . . Trot fast, my dapple-gray!
Spring over the ground
Like a hunting hound!
255. Their older brother . . . had gone to sea many years
before.
264. And now it promised to be the merriest Christmas ever!
272. Mr. Casey said, "Shhh-shh!"
275. The storm was wild now.
275. Bright papers were flying about her head.
276. The wind joined in the fun.
276. The envelope danced over the snow as easily as the down of a thistle.
276. She and Jane tumbled after it . . .

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277. The valentine blew on until it landed, like a heli-
copter, on the head of a snowman.
280. . . . she told him how the valentines had zoomed up
into the air like airplanes . . .
290. Down the hall he flew, as if his feet had wings . . .
291. . . . You were a silly goose not to trade.
291. . . . cried Anders with flashing eyes.
293. Upon my word, you make a fine noise!
294. "With all my heart," said the rooster.
296. The donkey sang, "Ee-ah, ee-ah."
The dog howled, "Bow-wow-wow."
The cat mewed, "Mi-aow-ow."
The rooster crowed, "Cock-a-doodle-doo!"
300. It is high time . . . that our wheat is cut.
303. The North Wind was blowing so hard that it sent the
meal flying far and wide.
304. Who-ooo! What do you want? Whoo-ooo!
306. Click, click, click, out popped some money.
311. . . . and understand little of the ways of the world.
312. The king feeds many mouths . . .
314. She comes out so old that she cannot moo any more.
314. . . . You have beautiful chickens, as white as snow.

READING TEXTBOOKS

GINN SERIES: GRADE THREE

TITLE: Friends Far and Near¹

PAGE

8. The captain was big and he had a kind face.
8. His eyes were as blue as the sea.
9. That's where I'm headed . . .
10. We spotted a whale out there, Captain Dave.
12. Bob was off like a flash.
12. "Mother . . . may I go?" he asked, catching his breath.
13. . . . his mother called as the door banged behind him.
15. . . . we'll all watch for the whale to blow.
17. . . . The whale has sounded -- gone down.
17. Ten minutes went by . . .
17. White water flew everywhere.
18. Big waves flew past on each side . . .
18. It was like a fast sleighride.
20. Captain Dave sang out, "Hear that boom!"
23. . . . it is going to be a good apple year . . .
24. The apple trees were putting on their spring clothes.
24. . . . the orchard became a white cloud of blossoms.
27. . . . people who came in their cars from far and near.

¹David H. Russell, et al., Friends Far and Near, 3²
(Chicago: Ginn and Company, 1957).

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29. They ate two Pound-Sweets, as yellow as gold and as sweet as honey.
31. They'll sell like hot cakes.
31. Money in the bank toward a bicycle!
31. I have to get you home before the roads are drifted in.
31. When the bus reached the foot of their hill, . . .
33. . . . I wish we'd be snowed in.
37. The truck was on its way to pick up the milk.
41. The snow line was just under the first branches . . .
42. . . . the big snowplow roared by the house.
47. All right . . . Try your luck.
51. Men's faces, women's faces, children's faces watched the little ewe lamb.
52. . . . wintertime's a white time
(It is the flowers' nighttime)
When stars of frost are glowing.
54. He could watch for signal lights and car crossings.
55. Another lever sent sand flying over the tracks.
58. All the brakes were air brakes.
61. . . . Mario could look back and see the cars at the tail end.
64. High on the top of the mountain was a lookout tower.
64. The lookout man worked there.
64. He had a . . . two-way radio, a fire finder . . .
66. Our lookout men just spotted a fire . . .
68. The fire truck pulled off the road . . .
70. Steam rolled up.

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71. Sparks can hide.
73. The flames climbed to the branches of a tree.
73. Burning leaves sailed.
74. Sparks flew through the air.
75. He would keep in touch with the fire station . . .
76. You won't take your eyes off the baby for a minute . . .
76. We'll watch him like eagles . . .
85. The twisted cables, the beams and towers
Make a huge drawing upon the sky.
86. On and on and on rolled the river.
86. It went on forever, running into the sea.
87. He took off the big white cap that let it sleep by day.
88. "Warn-ing! Warn-ing!" it would say through the fog.
89. By and by tall steel towers began to reach up against
the sky.
89. All the nearby boats turned to look.
90. The tall towers seemed to reach up and touch the sky.
91. A jet zoomed past.
92. It was caught by the fog.
93. This is really the end of me . . .
95. . . . they heard the rumbling sounds of a big freight
truck.
99. They have pickup forks in front that are somewhat like
the horns of a bull.
99. Anything being loaded could be wheeled right in.
100. Trucks . . . were being loaded with . . . everything
from mops to muffs.

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105. He hooked up the air brake and the lights.
106. The rig is almost ready to roll.
107. He put down the time of starting in his logbook.
110. They decided, so goes the tale, that . . .
116. Now the rabbit was through with his brave, loud words.
116. The animals . . . slipped away to their houses.
118. Go out into the world and look about you.
119. You shall go as the feathers fly . . .
120. . . . Little maid with merry heart . . .
121. He thanked her with all his heart.
125. . . . but you shall have her in the end.
128. Then the princess jumped through the ring as lightly as the down of a thistle.
129. Now the king always spent all the money he could lay his hands on.
133. A happy thought!
135. He peeped out as if he were afraid of some thieves.
136. . . . he set about thinking how he might . . .
137. Quick as a flash he leaped out and threw himself on the chickens . . .
139. The king thought he had done away with Drakestail.
141. . . . he leaped out of a window and ran for his life.
144. As the morning turned to noon . . .
146. . . . her eyes sparkled.
147. Soon people came from far and wide . . .
149. It looks like something from a faraway world . . .

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157. Somewhere a magpie chattered.
157. The sound of an ax cut the air . . .
161. In the doorway . . . twelve bright eyes were watching.
161. When Mother gave the signal, six little balls of dark brown fur scampered out . . .
161. . . . she heard someone stirring in the tent.
162. . . . five other babies popped out of the brush.
164. The husband stirred around in the dark home corner.
167. She looked quickly this way and that . . .
168. It was white as snow . . .
169. Now they had to run across an open stretch of snow . . .
170. She stopped and gave her sharp call to tell him . . .
177. . . . then he threw his tail into the air and banged the surface of the water.
182. Her ears told her that her baby was . . .
183. Working her tail, the mother moved her big body . . .
184. It was like an arm, helping to lift . . .
186. "Pee-eeing!" sang Blackie . . . puffing out his shiny black feathers.
186. When he was sleepy, he talked himself to sleep with a mewing sound for all the world like Tabby, the cat.
186. Sometimes he said, "Chikka! Chikka! Chikka!" just as fast as he could talk.
188. His eyes did not miss a thing that moved . . .
188. "Pee-ee--" Blackie stopped short and sat very still.
189. . . . he shot in between the branches.
189. As Mr. Hawk slid down out of the sky . . .

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189. Down, down he went . . . then up again straight and fast in a steep climb.
190. Then he struck sharply and raked Mr. Hawk's shoulders.
191. "K-witt! K-witt!" screamed Blackie, dancing on Mr. Hawk's shoulders.
192. . . . and other voices took up his cry.
192. Many blackbirds with wings spread were bouncing all about him.
192. He went into a steep climb.
192. After him went the blackbirds, bouncing up as if they were climbing a stairway to the sun.
193. One by one the blackbirds dropped behind and went about their business.
196. His skin was the color of wild honey, his hair as black as the shadow of a crow's wing.
197. The sea, outside the coral reef, was a great blue circle.
200. The canoe danced over the water as lightly as a shadow.
201. The black sky was dotted with stars.
202. Soon the deep water outside the reef began to move, just as if it were boiling.
202. His heart hammered.
203. The spear caught the fish in the air.
203. There is sleep upon your eyes.
203. He threw back his head and sang a song . . .
203. Light as the sea breeze the words of his song danced over the water.
203. He sang of the joy in his heart.

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205. Johanna was wooden doll with hair the color of gold and eyes as black as night.
205. A kind of grass grew there which looked like snow.
211. At first Anna was in tears at seeing . . .
212. Running
Funning
Hiding, sunning
Cunning baby brook,
Joins a grownup brook.
218. Out of the foot of the mountain came the clear water.
218. Where the sun shone on it, it looked like silver.
227. A tree frog began to sing.
227. A turtle snapped at a fly . . .
228. Jobie called, "Co' boss! Co' boss!" He called so loud and clear that it sounded like someone blowing a horn . . .
231. Now and then a cow mooed.
233. So they came home at night with all the stars shining like candles and the Milky Way white across the sky.
234. As Mul Chand walked along . . . his dark eyes were worried.
242. Between them they tended four goats . . .
243. He ran off as fast as his fat legs could go.
248. It was a loud cat sneeze, as if many cats had all sneezed at once.
248. Then he said, "Oh!" in a very little voice . . .
248. A thin old lion was lumbering along the path.
248. He moved at a dogtrot, his great paws making puffs of dust.
250. . . . but he had a kind face.

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251. Hold everything, and I'll be right with you.
253. Never mind going into all that . . .
253. Too bad the lion didn't hang around for a drink.
254. He wheeled about in the path and stood looking at the children.
255. If I don't get there first, somebody will take it from under my nose.
257. He went in and sat down in the easy chair . . .
259. A soft sleeping sound came from behind his whiskers.
261. The small car could feel the hot breath of the taxi on his taillight.
261. There he stood alone with all the eyes of the world upon him.
262. He felt as if his battery had turned to dust, his gasoline to water.
262. Quick as a wink the taxi darted ahead . . .
263. The small green car clicked off his engine and waited.
264. "Now here we go," cried the wrecking car in a kind voice.
265. At last the first breath of spring came into the garage . . .
266. That car would go out West and back many times.
266. The little car was jacked up.
267. Soon he felt as frisky as a new car.
267. The small green car felt the spark of life in his new battery.
267. The engine started to purr.
268. The taxi had to put on his brakes so hard that he was jerked back and forth.
279. I don't wish on shooting stars.

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282. The moon threw shadows of the leaves and branches on the earth.
282. The whole ground looked as if it were covered with a fine carpet.
282. Its shadow was like a funny Halloween ghost.
283. Suddenly he fell like a shot, head first from the branch!
284. "Look here!" he said in a loud, angry voice.
286. The little man looked at Eddie as if he were making up his mind.
287. Eddie's eyes flashed open.
292. Legs and fists flew.
292. His blue eyes were bright with fun.
293. Hold on, you young wildcats!
293. Now then. Speak up.
293. The stranger's eyes danced.
294. The boys eyed one another.
294. They did not like to give in.
295. His blue eyes flashed into a smile as he saw their surprised looks.
295. Johnny Appleseed was cutting open an apple to show the children the star in the heart of the fruit.
297. The girls cried out. And as for the boys--their eyes nearly popped out of their heads!
299. In no time he had gobbled it up.
299. . . . he sat up begging for more like a little clown.
299. Now every lunch basket flew open!
300. His eye lighted upon Sam.

PAGE

300. He turned as red as the firelight.
300. But at the teacher's next words his heart leaped happily.
300. Henry, can you and Sam look after this bear without getting into a fight?
301. His sides were as round as a balloon.
305. Out poured hundreds of small buzzing creatures!
311. . . . and though it was the prettiest quilt in the world.
311. The cloud was black and was rolling higher and higher.
312. I think we can dig a ditch in time to head it off if we hurry!
314. The fire is blowing up fast . . .
314. . . . she said with a catch in her voice.
316. The flames died down.
318. The sun was just peeping above the hills . . .
319. Father's great herd of cattle ran over the rolling hills.
319. After looking at several salt licks Juan and Father rode home.
323. Juan's eyes grew round with wonder.
324. They were a soft brown and were edged in silver like his saddle.
325. Their music set the feet to dancing.
329. . . . the big pot was soon boiling merrily.
330. Stocky circled around the camp in the cool air.
330. Suddenly he stopped short.

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331. They were on horseback while he was on foot, and they were five to one.
333. Your cool head saved our horses . . .

READING TEXTBOOKS

GINN SERIES: GRADE FOUR

TITLE: Roads to Everywhere¹

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10. . . . he had felt a cold breath of air.
12. After a while they came to the foot of the hills . . .
13. . . . the stream bed was smooth sand.
14. Long pieces of twinkling pink stone hung from the top of the cave, and it all looked like fairyland.
16. . . . so he decided that the good dog's nose had led him to the opening of the cave . . .
16. . . . all at once his eyes fell upon something that stopped him right in his tracks.
22. I have a feeling that they were made in early times . . .
22. . . . and so these old treasures were brought to light . . .
23. If only I'd some money,
I'd buy a jolly boat--
26. In and out among the trees she went, and around huge stones, nearly falling time and again.
26. She raced across the open pasture and ran like a frightened rabbit through the garden.
26. There was their log cabin standing bravely in the clearing . . .
26. We can stand them off well enough . . .

¹David H. Russell, et al., Roads to Everywhere, 4
(Chicago: Ginn and Company, 1956).

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29. She crossed the cabin now to look out on the side that faced the ridge of hills.
29. She could see their hunting knives shining sharply in the sunlight.
30. The sun made her hair shine with color like the frost-painted leaves.
30. Even from here, her eyes looked as brown as an owl's feathers.
30. There was a low whirring sound.
30. A wild whoop told Janie the Indians had seen her mother.
30. Whirrrr! Another arrow went whizzing through the air.
34. Father was riding low in the saddle and firing as he came.
34. . . . the third will fall in his tracks before he runs very far . . .
34. Janie went over to her mother, and with her voice full of tears . . .
36. Then she began to dance in a giddy way, like a spinning top . . .
36. "For what, did you say?" her mother broke in.
37. Nine-year-old Peggy, with her eyes full of interest . .
37. Jerry's blue eyes danced with fun at the thought.
39. Across the water came a sharp whistle, "Cheep, peep, pee-eeep!" like a sea bird crying.
39. Jerry let out a whoop.
40. Then they heard the sound of a motor warming up.
41. It came slowly, hugging the shore.
41. Peggy ran out of the door with the yellow scarf flying from her hand.

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42. The small motor in Katie's dugout canoe put-putted and then was still . . .
42. They swung out around a rocky point and then headed into a long narrow bay.
43. . . . it left a trail of white light in the water.
44. Every time the dugout dipped down after a wave. . .
44. I can run for Kemp's Island and wait there till the wind drops.
44. . . . fast as they worked, the sea worked faster.
45. Slish, slosh! The water was moving back and forth in the bottom of the canoe . . .
45. All of a sudden, bump! Jerry pitched forward . . .
46. The island and the logs broke the strong wind.
46. . . . they could hear the whine of a saw . . .
48. So that's why the cook gave me a mean look this morning!
48. He laughed again and shook his head with make-believe sadness.
49. Becky was very sleepy, but she smoothed her golden curls out of her eyes and tried to read her mother's face in the dancing light.
49. The worry reached through into Becky's mind and made her wake up suddenly.
50. Becky tumbled out of bed . . .
50. Now you must dress like one and act like one every step of the way.
50. Becky's eyes began to dance in the candlelight . . .
51. Here her father had taken over a gold mine.
51. But Simon had gone to try his luck at sea.

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52. . . . Becky's heart jumped so wildly that she bit her tongue.
52. Joaquin Murrieta was a real bandit, mean and heartless.
52. . . . his kindness to some unlucky people whose troubles touched his heart.
53. But she had some trouble following his words.
54. . . . when Becky swung into her saddle.
54. The sun was up and the world awake by the time . . .
54. The first danger of her journey was at hand.
54. She would give him his head and let him choose his own way.
55. She could feel his feet working under him.
55. The sun was high . . . and they had almost reached the valley floor when, rounding a hill, they met the bandit.
56. The minute Becky saw the bunch of horsemen all wearing guns . . .
56. He sat on his horse and watched her with a slow, heartless smile . . .
56. Still Becky held her tongue, while her heart beat wildly.
57. His voice became suddenly hard, and his black eyes grew small and mean.
57. Then the men closed in around him . . .
58. They fell to her shoulders, shining like gold.
58. How could a girl stand off these mean men?
58. The crowd fell back . . .
60. Becky didn't wait for Murrieta to have a change of heart.
60. The mine was safe, thanks to Becky's golden curls.

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60. . . . she used to say, eyeing her granddaughters over the tops of her glasses . . .
61. John Hudson stood . . . before the captain and tried to look him straight in the eye.
61. And the captain always saw through everyone.
61. "You left the ship yesterday," said the captain, "without asking leave."
61. Captain Henry Hudson believed in coming right to the point even with his own son.
61. . . . the wide eyes in his gruff face became a little softer.
61. Who would not be proud of a boy who stood and faced what he had done?
63. These Indians are all right as long as we keep them in their place . . .
63. . . . he was upset because John had been in danger.
64. His eyes looked across the sparkling bay . . . and followed the line of the forest along the shore.
64. Go to the cook. You are to stay under him, cleaning fish . . . until we lift anchor.
64. He took it like a man . . .
65. The cook set him at once to the cleaning of a huge fish . . .
65. John cleaned away with a will, but his thoughts were going round and round.
66. . . . but if luck were with him, everyone except the watchman would stay below decks talking.
66. But at last dusk fell, and John went about carrying out his plan.
66. His heart fell.
67. . . . John had to tell himself to take his time, for he was not going to let the boys get the better of him.

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67. In the end he was successful. They had to give in.
69. How did you come by them?
69. It was as though John said he had a boatload of gold.
69. Chestnuts would mean a jolly feast to them.
69. John thought his father would surely put him in irons and keep him there . . .
70. It strikes me that we are both of us, boy, always wanting to do things full of danger.
72. The pole was as slippery as a smooth seed . . .
73. . . . suddenly he heard a sound behind him and jumped as a sleeping dog does before a cart wheel touches it.
73. Have you nothing better to do than watch the crows and sleep like a bat in the daytime?
73. Totaram made a deep bow . . .
74. Totaram hung his head like wheat when the grains are ripe and heavy upon it.
75. Totaram thought that Wednesday would never come.
75. Then came the elephant, like a black mountain . . .
75. Totaram's knees shook as the dry grass does in the swift winds of the hot season.
76. There the enormous elephant gave a sigh of happiness.
76. Surely I am cleaning a mile of elephant . . .
76. But the man was . . . lost in thought.
77. . . . but she is as stupid as a mountain.
78. The elephant moved one ear slowly like a banana leaf in the wind.
78. The elephant moved the other ear slowly, like a sail in a fishing boat.

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78. Then she lifted him up and shook him the way a cat does a mouse.
80. For three long months, lights will be burning . . .
80. They burn mostly in the daytime, for the days are gray like kittens' fur.
80. They throw a soft half-light as if some good fairy had come flying low to brush the earth with her shining wings.
81. Little curls of steam are coming from the copper coffeepot.
81. And with Jack Frost and the north wind at work over the country . . .
82. . . . their skis making fairy music over the hard top snow.
82. Up and down the hills they go as if they were on a roller coaster.
82. White rabbits jump across the snow like little puffs of wind.
83. What a noise inside as good mornings are called!
83. And Tauno . . . because he is so full of fun . . .
83. . . . the room looks as if white butterflies had settled there.
83. Any boy or girl who is not as clean as a copper kettle is quickly sent home to wash.
83. Auno and Tauno always breathe a little easier after she has finished.
84. And the flying stick whizzed through the air . . .
84. Her eyes blazed like the Northern Lights.
85. . . . every now and then a big tear would roll down her face.
85. He felt as if hundreds of needles were dancing up and down his leg.

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86. When Auno reached home, her eyes stuck out like marbles, for there was Tauno . . .
87. After school it is Noisy Time in Finland.
87. Children's shouts echo through the forests.
90. Auno and Tauno looked like turtles, with only their heads sticking out.
90. . . . white snowflakes fell like stars on the white horse's back!
90. The snow-covered trees were bent like trolls with long white whiskers.
90. Papa was taking the turn to the schoolhouse.
90. Suddenly his eyes found his boots that he had left behind the blackboard.
93. Soon the sleigh swept over the snow as if it were headed right for the Northern Lights.
93. Tauno was sure nothing in the world could be more beautiful.
93. . . . they both laughed merrily into the silver stillness like the tinkling music from the bells.
94. . . . he could hear the brown waves slap the nose of the boat, and he could see the sunshine run over the deck like gold water.
95. It seemed as if his heart had gone away to talk to the clouds and to follow the birds that went flying to their homes in the south.
95. . . . Way Ping jumped quickly, and his heart came running back to him.
96. . . . the two ends reached high into the air like the points of a new gold moon.
96. Then the little sail lay down near the deck, floppy and tired.
97. Way Ping was always sorry for the second sail when it could not stand up and push the wind and shine in the sun.

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97. I think tomorrow you will stand up against the wind.
99. To the chinese people, the river is a wide road, the Road of Boats.
102. Did you dream all the east dreams about the sun coming up like a great gold fish and getting caught in the clouds?
107. With the palms of his hands he could make them talk as drums do in Africa . . .
114. . . . he heard a sound like that of thick cloth being torn in two.
115. . . . the world was as black as the inside of a pocket.
116. Then a shiver of fear ran up Kintu's back.
118. Long fingers of early sunlight came through the leaves.
118. The world was golden and fresh . . .
120. . . . said Kintu all in one breath.
122. Bonfires had been kindled and were burning like five great towers of light and smoke.
123. Drums boomed, ankle rings jingled.
125. His father and his mother said it deep down in their throats so that each part of it sounded almost the same as all the others, like the echo of little stones dropped into a deep well.
126. One by one Abd el Karuzeh . . . rounded up a dozen or more ewes . . .
126. . . . there has to be much food under their noses-- else they will die!
130. The sun fell lower and lower . . .
130. Your eyes are sharp.
130. A sigh of relief broke from the boys, and even the flock started milling about as though glad.

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132. The boys' relief turned to sadness.
132. . . . he loves them as a mother loves a baby.
134. He stopped short.
135. On and on he ran, with his heart in his throat and his blood pounding in his ears.
138. . . . his breath caught in his throat.
138. Each of these lights bobbed up and down . . .
138. "Halloooooo!" he shouted, pulling the last sound out long and high.
140. . . . Until at last we understand Like sisters and like brothers.
142. He had never heard so many before, never in his whole engine life!
144. . . . a terrible feeling shot through his pipes and boiler.
145. A little distance down the track stood John Bull with his steam all up.
145. . . . David laid a loving hand on the cold boiler . . .
147. . . . big and proud, chugging along with a noisy clang.
147. The excursion train was ready, and he was at its head!
148. "Baby iron beast, if it weren't for you, I'd get to Schenectady first!" the old gray horse neighed.
149. The wind whistled over his smokestack.
149. The trees flew by.
149. It's the greatest day of my life!
151. He shut his eyes and dropped his homely head . . .
154. . . . a caboose went rumbling past.
155. The streamliners . . . looked from far away like shiny toy trains.

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157. And there the huge engine stood with little feathers of steam coming out of the top of it.
157. Dan thought the man who ran that engine was the luckiest man in the world.
160. It was just a silver ribbon. He could see no track at all.
160. It was as if the train were floating in air.
162. So when the head waiter nodded, Dan took a seat.
163. . . . while the landscape slid past the windows.
163. . . . Dan could see the engine puffing bravely far ahead . . .
164. The train rounded a curve . . .
165. It hissed as if it were talking to itself.
165. Dan could hardly believe his ears, but he lost no time.
166. It was as hot as a furnace there, but Dan was sure it was the most wonderful spot in the world.
167. Then the car swept past . . .
168. . . . horses followed the same trails as the foot travelers.
168. The paths always went the way the land went.
168. Sometimes they followed the windings of rivers to the safest and easiest passes, or gaps, between the mountains.
169. The famous Wilderness Road grew from a trail . . .
169. . . . paths led in all directions like the spokes of a wheel.
171. The old Cumberland Road grew into a highway that now stretches from . . .
173. . . . Or a road with a mountain tied to its end Blue-humped against the sky.

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174. What has got into that boy?
175. They stopped still and looked with all their eyes.
176. I never in all my life!
178. . . . all of a sudden the car came alive and began to shake all over.
179. It seemed to Nan as though it ate up the road ahead . . .
179. Mile after mile it carried them through the soft spring evening.
180. They were spinning along the road toward home . . .
181. He tossed his head and leaped about like a large rocking horse.
181. At last the farmer turned him down a quiet lane . . .
183. Eight o'clock came and went.
185. Now the time for vacation was at hand, and the Dawson family was looking forward to a long trip . . .
186. The motor began to miss.
187. . . . he saw many bright little planes . . . sitting like dragonflies, ready and anxious to shoot into the blue sky.
187. It was too good to believe . . .
189. . . . the car and trailer looking no bigger than peanuts.
189. Then the land seemed to tip up, and the fields looked like a patchwork quilt.
189. Away off to the right was a wide stretch of silver shining in the sun.
189. Soon they . . . were above another valley with more patchwork fields.
190. Dick's thoughts went to his family . . .

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192. The driver nodded, never taking his eyes off the highway.
198. And there stood a beautiful horse, as white as a summer cloud . . .
198. Bellerophon's heart sank . . .
198. So he remained as still as a stone among the trees.
199. Softly as a bird, Pegasus dropped down near the well . . .
199. . . . Bellerophon's hopes rose.
199. . . . he stood still and let Bellerophon draw near.
200. Almost before he could draw breath, he saw . . .
200. The winged horse began to circle slowly . . .
200. With a great shout he drew his sword.
201. Bellerophon swung his sword.
201. Down it came like lightning and cut off the goat's head.
201. But at once the lion's head and claws rose to the attack more fiercely than ever.
202. And finally he won the hand of the princess of that country.
204. I could run circles round you all the way.
207. Polly Pond will almost die of envy.
208. One night . . . he grew sad at heart.
208. They will never find the way home, and we shall be done with them.
208. And she gave him no peace until he said yes to her plan.
208. . . . the white pebbles . . . shone like pieces of silver.

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211. When the flames were leaping high . . .
211. . . . their eyes grew heavy, and they fell fast asleep.
212. It was break of day . . .
212. . . . he had been filled with grief . . .
213. After some time there was again great need in the land.
213. We will take them deeper into the forest . . .
213. The man felt heavy at heart . . .
213. But the woman would give him no peace.
219. She pushed poor Gretel toward the oven, under which the flames were now leaping brightly.
220. Hansel flew out like a bird from its cage . . .
221. . . . they threw themselves into their father's arms.
223. The sun blazed down on his head . . .
224. That one thing was a great rock which stood fast, and the water had to break and go around it.
225. . . . I can watch the days and years come and go.
226. They all shouldered their muskets . . .
229. The clock ticked away the hours.
229. Twelve o'clock rang out--and snap! Up flew the top of the carved jewel box.
230. Tin soldier . . . keep your eyes to yourself.
230. . . . somehow the window flew open . . .
234. . . . something passed through it like a flash of lightning . . .
235. That touched the Tin Soldier's heart.
236. She flew like a fairy straight into the stove . . .

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242. Everybody inquired everywhere he could think of, face to face and by telephone.
243. Lincoln kept grinding the starter.
243. Lincoln looked. Then he said, "Thanks loads," . . .
244. Jack's hopes went high.
245. And right then and there the sergeant lost his grin . . .
245. . . . one or another of us has had him out for a run every day.
245. And I've got to be sure he's your dog before I take him off the books.
246. The sergeant smiled and waved Jack behind the door.
246. The dog walked like an old man.
246. His eyes were dull, and there was no life in him at all.
247. Pete's head came up like a shot, and his ears quivered, and his tail came alive.
247. He looked around like a fellow looking for his stocking on a Christmas morning.
247. Then he gave . . . a bark that nearly took the roof off.
247. He was over behind the door in a second, eating Jack up between barks.
248. And when he wasn't whimpering, he was crying like a baby.
248. . . . promising never to follow another cart again or even to look cross-eyed at another horse . . .
249. There were short stretches of white sand, broken in places by gray-green beach grass . . .
249. Out beyond was the water, blue-green in the wind, golden in the sun, and almost black under the clouds.

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251. There was the crying of the sea birds as they wheeled above the rocks.
251. There was the soft splash of the waves like a lullaby.
253. Sleepily Flipper edged away from him . . .
253. Then, to his surprise she turned on him with her sharp baby teeth . . .
254. The tide was high.
256. High in the blue above Swifts whirl and call--
257. . . . it has bright black eyes set close to a nose which is like a patch of black cloth.
258. Then it comes out for a look at the world.
260. . . . put his furry little paws around your neck, or snuggle close against your shoulder like a purring kitten.
261. Except for his bright brown eyes, which were like shiny buttons . . . the little monkey looked like a soft ball of brown fur.
262. . . . Dan Field, the head animal man, stood watching him closely.
264. Then the drums rolled long and loud . . .
265. Then as the three began to fly through the air . . .
266. Straight for the clown's legs he flew.
266. He was whimpering like a child.
266. Now and then he tried the door to his cage . . .
268. All the seats were empty and waiting.
268. Then, in a flash, he sped up the ropes, . . .
268. Tinker awoke with a start . . .
268. Tinker's heart sang as he sat watching.
271. Well, this is a fine how-de-do!

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272. Then it's all set . . .
274. He's got more sense than all the other horses put together.
274. He'll show them a thing or two.
274. The stable boy loved Little Vic and believed in him.
274. . . . Take it easy, boy.
274. . . . Little Vic came dancing out on to the track.
275. . . . a shout went up from the crowd . . .
276. All the fire and life of his famous father came up in him.
277. It was so big that a great cross-country highway ran right through it.
277. These sudden rivers are called flash floods.
278. . . . a party of tourists was gathered around a camp-fire.
280. Then he went into his racing stride.
280. . . . famous the world over for its might and speed.
280. It was like the beat of music to his ears.
280. Once Little Vic hit a stone, and sparks shot out into the night . . .
280. . . . one of the horse's ears turned back to catch the words.
281. The wind whistled past Mr. George's ears.
281. He knew that never in all the long story of racing had any horse ever turned in a better race than this.
281. By the time Little Vic tore past them . . .
282. Like every winner after a race, he felt all on edge.
282. You're not a horse . . . you're a wonder!

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284. But already he had a way with dogs and an eye for them too.
285. . . . Queenie looked at him with clear, unafraid eyes.
285. His white shirt front came too far around his shoulders like a shawl.
285. But saddest of all was his tail.
286. But in his heart he knew . . .
286. He wanted him more than anything in all the world.
288. Mr. Riggs just gave him to me for keeps.
289. I thought maybe you'd like to earn the pup's keep.
290. Billy's face broke into a smile so bright that Mr. Riggs couldn't face it.
290. "Whee, Mr. Riggs," he said in a long happy breath.
291. . . . Too-Long fell upon him with sharp barks of welcome.
292. Even Mr. Riggs said that Too-Long . . . was as sharp as a needle.
292. Then . . . bad luck decided to pay a visit to Mr. Riggs.
292. Mr. Riggs face looked as long as Too-Long's tail.
295. . . . his eyes shone with icy . . .
295. The homely little dog had won the hearts of the people, as had the boy with the eager face . . .
296. "For you?" asked Billy, a light coming into his face.
296. Then you're my right-hand man . . .
297. . . . the sugar cane in the fields whispered softly . . .
297. . . . the banana plants nodded and waved. It seemed as though they were talking to Diego.

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300. He had been interested to see what happened to the cane before it went out into the world as sugar.
302. "Perhaps the pots are a bit crooked . . . ," a voice within him whispered.
302. Every difficulty has double doors.
304. . . . people from far and near gathered around his display.
308. Suddenly an idea blazed in Sarah's mind.
310. Sarah breathed happily.
310. . . . she just stood as if rooted to the ground.
310. She felt as if she must shout her good luck to all the world.
310. But she held her tongue.
311. "Don't you want me to help you?" she asked again in a queer, tight voice.
312. . . . suddenly she felt mean and small.
312. "Let's," agreed Sarah, feeling as if a heavy lump of lonesomeness had melted away inside of her.
313. Both girls were making the crisp leaves fly . . .
314. Linda put into words the very thing that . . .
314. It was the thing her mind had kept turning away from.
315. But at noon when they unfolded the plan to Father, he looked at them for a long minute.
316. . . . it seemed no time at all before the picking was finished . . .
317. Father . . . thought for a minute, while the sisters studied his face anxiously.
319. He . . . ran here and there for everyone in the family.

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323. . . . waving their fine leaves and whispering to themselves.
323. . . . a flowering tree threw its yellow blossoms like a scarf across the door.
324. Like sad, lonesome eyes, the windows stared out from under the worn old nipa roof.
324. The little house sat . . . as if it were half asleep and dreaming . . .
325. The sharp sound of the crisp dried palm leaves . . .
331. It was like a new game.
333. In no time at all there was a pot full of . . .
334. Finally the house was ready and waiting to surprise Grandmother.
335. Who trudged long weary miles to get
A book on which his heart was set-- . . .
335. . . . The firelight flickered on his face,
And etched his shadow on the gloom,
And made a picture in the room . . .
335. The hard years came, the hard years went,
But gentle, brave, and strong of will,
336. He met them all. And when today
We see his pictured face, we say,
"There's light upon it still."
337. The farmyard was busy with new life.
337. The cow had a brown-and-white calf, marked like a chestnut.
337. The fresh green plants were standing in even rows,
like so many little green soldiers.
339. Narrow paths forked off from the road, leading to
white cottages resting under big shade trees.
339. Soon they could see the river, like a wide blue ribbon on the soft green of the fields.

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340. "Hooo-ruck! Hooo-ruck!" sang out everybody . . .
341. The road wound through a small forest.
341. White blossoms . . . covering the ground like snow-
flakes.
341. Here and there a horse herder sat his horse, still as
a statue against the blue sky.
341. His eyes were sharp as an eagle's.
341. The boys are ready for the roundup.
342. If these wild horses hear one of your special brand of
screams, they'll run right off the face of the earth.
343. His father's voice rang sharp.
345. The herd was thundering down on them.
345. His own horse had caught the herd's fright . . .
345. . . . he saw Kate's horse flash by . . .
346. His own words flashed in his mind . . .
346. He could hardly hear his own words over the thunder
of the horses' hoofs.
346. Jancsi dug his heels into the horse's sides.
346. Why, the herd must have broken in half!
347. He pulled his horse sharply to one side.
349. When I saw this girl child ahead of the horses, I
feared the worst.
349. My, my, what is this world coming to!
349. . . . here she is, no bigger than a bee . . .
352. Thousands upon thousands of crickets appeared.
352. Madly the settlers fought the crickets . . .
352. Suddenly . . . a cloud appeared--a cloud of white
wings.

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356. They fly over the boat, sometimes working their wings hard, sometimes coasting on the wind.
356. The gulls seem to float on the air . . .
358. These gulls . . . with their . . . streamline bodies, are Nature's airplanes.
359. They fly wing to wing . . .
362. The clouds turn yellow and orange and purple under the magic of coming night.
362. A new moon high in the sky looks like a little orange cloud itself.
362. Their strong white wings, lined with silver in the moonlight . . .
368. I came on them yesterday (merely by chance),
Those newly born pussies, asleep on a branch;
Each curled up so tight in a fluff of a ball
That I could not see ear-points or tail-tips at all;
But I thought that I heard when the March wind was
 stirring,
A soft little sound like the low note of purring.
I wonder if they would have leaped from their bough
And arched their wee backs with a frightened "Meow!"
If I had dared tell them in one warning cry
That a fierce patch of dogwood was growing close by.
371. There was no danger of rubbing Digger's fur the "wrong way".
376. He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.
379. The pupil of the cat's eye is shaped somewhat like a round window with a looped curtain.
381. The eagle, that you may have seen swinging in great wide circles . . .
382. His bubble eyes are unusually quick . . .

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382. . . . the alligator is able to keep a sharp watch . . .
385. . . . the water itself forms a great cushion . . .
386. The moon, o'er the combers, looks downward to find us
 At rest in the hollows that rustle between.
 Where billow meets billow, there soft be thy pillow;
 Ah, weary wee flipperling, curl at thy ease!
 The storm shall not wake thee, nor shark overtake
 thee,
 Asleep in the arms of the slow-swinging seas.
417. Her tongue hung down like a piece of wet cloth.
419. The man's words were popping out like popcorn over a
hot fire . . .
419. Then shivers ran up his back . . .
420. He slapped a paper on the table.
422. If that old Thunderstorm ever tries to take me away
 from Mister Penny, I'll butt him so high that he'll
never come down.
425. Then he ran out and put the worms on his stand, where
 he sold them like newspapers.
429. The thunder and lightning got him up.
430. . . . for as sure as breathing, the big black thing
 was lame Limpy . . .
431. On the top he put a little windmill for the winds to
play with . . .

READING TEXTBOOKS

GINN SERIES: GRADE FIVE

TITLE: Trails to Treasure¹

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12. The Mississippi is called the Father of Waters . . .
12. . . . his eyes popped with surprise.
13. . . . even the smallest girl dived like a flash.
13. Swooping and splashing in their gay swim suits, the children looked like flying fishes.
13. But Pete . . . felt more than ever like a fish out of water.
14. The huge white boat steamed up to the landing . . .
14. Its two smokestacks puffed black clouds.
15. Above the foaming river water it blew shivers through the very air.
15. Ploop-pl-loopy-ploop! It fairly swept the children along the gangplank . . .
16. Work these keys just as you work your piano keys.
17. . . . their eyes and mouths button-round with wonder.
18. Very often Fluff's voice . . . would be swallowed by the roar of the Third Avenue El trains . . .
18. . . . the street noises again--the tooting of taxi horns, the deep rumble of big trucks, the screeching of brakes . . .
19. . . . Fluff, who was so pretty and golden-haired . . .

¹David H. Russell, et al., Trails to Treasure, 5
(Chicago: Ginn and Company, 1956).

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22. . . . in her lap was a hill of stockings . . .
22. Grandma had plump cheeks that were pink and white like a fat baby's.
22. She had short, curly silver hair, and the curls jumped merrily when she shook her head.
22. . . . Dorothea was too big a name for a little girl who was only as big as a dot.
23. . . . the candy smell of chocolate in a bowl, waiting to frost the cake!
23. . . . no kitchen in the whole world smelled so good . . .
23. Every Friday was like a holiday.
25. . . . your wish strikes me as being very silly.
26. . . . red hair, freckles, and jolly blue eyes.
26. . . . I'm hungry enough to eat the first person I see.
27. Mike's face fell.
28. . . . But it would be too good to be true . . .
29. An El train thundered by and drowned out the shouts . . .
29. Dot . . . could hardly believe her eyes.
29. But Dot heard, too, and almost burst with happiness.
30. Dot's happiness began to fade a little.
30. Dot could read Grandma's eyes just as if she were reading one of her schoolbooks.
31. They roll along the avenue
Like spools of colored thread!
31. Jack-o'-lantern yellow,
Orange as the moon, . . .
32. . . . the schooner slowly left the port . . . and nosed her way out to Eastern Point.

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33. Is every meal so good, like a feast . . .
34. The days . . . were like one long holiday . . .
34. . . . the men sprang into action at once.
35. In no time the fish were dumped . . .
36. . . . stuffed them into their mouths but kept their eyes on the net.
36. He gobbled it down . . .
37. . . . their luck was holding out.
37. . . . the last net came up with only a small catch . . .
"Guess we cleaned up this ground all right."
37. Tony hustled Manuel around as he had never been hustled before.
37. Hope you sign up for good.
38. We must get all the fish we can before that storm breaks.
39. The weary men bent over their duties and worked like mad, tightening the hatches.
39. Are we going to make for a port . . . ?
39. We ride out the storm right here . . .
39. The engines ran full speed.
39. The waves began to lift and spill across the deck.
39. . . . ordered the captain with a sharp look.
39. He found it hard to remember how icy and sharp the winds were above.
40. The schooner tossed and rolled like a chip on the mountainous waves.
40. He . . . breathed the wild air.
41. . . . a huge wave thundered over and swept Tony overboard with it.

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41. Like a flash, Manuel . . . kicked off his sea boots and dived overboard.
42. . . . there was Tony grinning from ear to ear . . .
42. Then it all came back to him.
43. Tony was shaking out dry clothes for him and fussing over him as if he were the apple of his eye.
43. His thoughts were busy and happy.
44. His eyes were ablaze with the thrilling glory . . .
44. "You're a chip off the old block," laughed Captain Joe.
45. Golden Harvest
45. . . . he was riding through high waves of green that were beginning to grow yellow.
45. The sun had begun to pour some of its own gold into the swaying stalks.
46. Meadow larks sprang up from the wheat, and the sun came over the far horizon, touching gold with gold.
46. The town was alive with harvesters.
46. The reaper . . . left a trail of bundles behind it, stretching for miles across the fields.
49. . . . on Sundays, when the whole day stretched before them . . .
49. . . . watch the clouds floating in the sky . . .
50. . . . the little broncos ran, hard ground flying beneath them . . .
50. . . . the wheat on Mr. Fenton's rolling acres was cut and shocked.
50. The fields that had waved their golden banners of grain were dotted with neat shocks.
51. The stacks burned brightly and told all who saw them that the year's harvest was made . . .

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51. . . . endless discussions on the wheat.
52. By noon it had reached blizzard height -- howling, screaming, and whistling, hurling itself against doors . . .
52. . . . Dan, who had been wanting to try his hand at the blizzard, slipped out of the door.
53. . . . the cold air cut the sound short in his throat.
53. . . . he sank deeper and deeper, until he became part of a white world, dazzling and suddenly warm.
54. He fought his way along the rope . . .
54. . . . the two, working like mad against drifts and darkness . . .
54. . . . looking for the body of his lost boy, in the face of a stinging blizzard, was almost too much for him.
55. By the next day the storm had gone, sweeping across the prairie, a whirl of driving white.
56. . . . and then his eyes went around the room . . .
56. Dan looked up, a deep happiness filled his heart.
57. Slowly came a cowboy riding round the night herd;
Silver was the starlight, slender was the moon;
 Then I heard him singing, lonely as a night bird,
 Pony's head a-nodding to the queer old tune:
57. Lazy was the cool stream slipping through the far light . . .
57. . . . Sun across the lowlands, rolling down to rest;
 There'll always be the sky line, running on forever.
Running on forever, down the long road west.
59. . . . twenty-four if you took in the little one . . .
60. . . . there was a scraping of boots, a squeaking of benches . . .
60. And now my wife, she calls the tunes!

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60. But I'll show ye a bit of old-time fiddlin', just to start the judges off on the right track.
60. He tucked his fiddle under his chin and swung into "Possum up a Gum Tree," . . .
61. Irby . . . found himself trying to finger the rapid whirl of the notes . . .
61. Then he jumped up . . . and dived for the door, because his own tune had gone clean out of his head!
61. He hurried down the winding path, then out farther into the pines that edged the road, well away from the schoolhouse.
61. . . . he wasn't the only one trying to keep a hold of his tune.
61. . . . tune after tune floated from the lighted doorway . . .
62. And there was another that wasn't rightly a tune at all, nothing you could take a hold of and whistle.
64. . . . and don't lift your eyes off your dog till I tell ye to.
66. Why the platform shook like the old wagon pulled across a dry stream bed!
66. Now Fiddler ran high up in the air with his part of it . . .
66. Then his part ran all round Irby's, in and out like a dog driving sheep.
76. Sometimes the lake . . . was colored like the inside of a shell.
76. . . . she could hear it pouncing at the shore like a hungry monster.
77. . . . throwing a quick glance at Slow Sue . . .
77. Thick undergrowth pulled at her skirts . . .
77. Its waters were almost black under a dirty yellow sky . . .

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78. Its outline sharpened even as she watched.
78. Breathless words filled the air.
79. It was a star-shaped space, closed in by a wall of logs . . .
79. To this stronghold fled the people of Cleveland, snatching up whatever supplies first came to hand.
79. Little Coward stood as though rooted to the sandy beach.
79. His face was as red as a beet.
80. Little Coward's thoughts were racing.
80. The only able men . . . would hurry to man the fort.
82. Little Coward flew to the door . . .
82. The waves of Erie were pouncing and roaring beyond the woods.
82. The red, licking flames would damage the giant chestnut trees . . .
83. There was a sharp clap of thunder.
83. The dark lake waters were tossing with whitecapped waves.
83. The enemy ship was . . . a great black shadow in the grayness of sky and water.
83. A streak of lightning cut the clouds . . .
83. The wind . . . whipped her hair into her eyes . . .
83. . . . she flung herself into the cabin and bolted the door against the storm.
84. She felt tight all over.
85. Abigail ran to the doorway, all smiles.
85. . . . the forest was at peace again . . .
86. First, he was a born tree grower.

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87. He started bothering his neighbors for seeds.
87. . . . he . . . went to the water front with his treasurers.
92. In time he became a sort of living newspaper . . .
93. It is hard to understand how he escaped harm at their hands . . .
94. Its heavy iron jaw had cut his leg.
97. At seventy-odd
He was gnarled as could be,
But ruddy and sound
As a good apple tree.
- A fine old man,
As ripe as a pippin,
His heart still light,
And his step still skipping.
103. . . . sent out a blast of music.
104. But the next morning the world looked better.
105. It was a new world to Harriet.
105. . . . the driver, who sat straight as an arrow . . .
106. Perhaps he understood that he was writing a new page of history there on the narrow towpath.
108. . . . the days floated by like the boat . . .
109. . . . many willing hands pulled her up.
109. . . . they trailed down her skirt like a brave banner.
112. We've hauled some barges in our day . . .
113. But the men were not moved by her tears . . .
115. His eyes narrowed into laughter.
116. . . . as they work toward the top, the gold works to the bottom.
118. Everybody had gone crazy about gold.

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122. "It's the nest egg," George said.
122. Jerd tried to drown out Joel's words.
123. Dresses, now--aren't just the ticket for a miner.
124. The land rose gently to rolling hills . . .
124. . . . their covered wagon seemed alone under the wide reach of the sky.
125. . . . slowly their wagon had crept over the long miles . . .
125. He was husky, with restless gray eyes . . .
125. For six days they had been rocking toward the West.
125. . . . towns gave place to little settlements . . .
127. Guri sat . . . and watched the passing country.
127. She was remembering the city in Canada, clinging to a great rock above the river . . .
127. . . . filled with people and the buzz of voices . . .
128. It was like the rocking of a ship, day after day.
128. The wagon creaked down a sloping meadow . . .
129. . . . with the water whispering around them.
129. Father made a slow circle with his eyes, and their eyes followed his.
129. Slowly the frown lifted, and Father's face broke into a broad smile.
129. You mean we've broken down right here where we will stay?
130. His laughter rang over the meadow.
131. By suppertime there was friendly smoke rising.
133. Then, as the moon rose like a great silver dollar . . .

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152. If strolling forth, a beast you view,
Whose hide with spots is peppered . . .
154. My mind was just wandering back to the blizzard of '98.
155. . . . it scared her half out of her wits.
155. . . . I'd never get home before the storm broke.
155. . . . it was a blizzard to end all blizzards.
156. Everything was coated with ice and a-shining like diamonds.
156. I went sliding downwards through a glass forest . . .
156. Every icicle you looked at was like an ornament to put on the mantelpiece.
156. When I got home my wife was in a temper.
156. Well, we argued it back and forth . . .
156. Suddenly a queer noise . . . made us stop dead still.
157. We looked at each other, our eyes fairly popping.
157. . . . my brains were fairly scattered.
159. They would pour out of their bunks just as the cooks were getting breakfast.
161. . . . then he drove lippity-out toward the camp.
162. The griddle rolled around and around, like a big pie pan circling about on the floor after someone spins it.
174. . . . out would roll a wave of flapjack batter . . .
166. At last he hit on the scheme of . . .
169. . . . then she clucked to the horse.
175. Then we hung up . . . because we couldn't keep a straight face.
176. But the laugh was on us when the tires came . . .

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177. . . . we kept to the left and found ourselves in a pickle.
179. . . . up and down, up and down, like a seesaw.
179. . . . and then came shooting down backwards again.
179. We wanted to stop in the worst way.
179. . . . pieces were coming off and rattling down like hail.
180. He completely lost his head when he saw us hanging on by the skin of our teeth . . .
181. . . . it was an accident in more ways than one . . . and cut them off as neat as a pin.
183. . . . the most amazing family that ever lived between the pages of a book.
184. Most of the sentences below are "tall talk" . . .
184. I can lick you with my little finger.
184. This story will make your hair curl.
184. He could turn his bicycle on a dime.
187. For over a year Sasona slept in his brown cradle-cone at the top of old Father tree.
187. The snow covered him with a heavy white blanket . . .
188. Then Wawona sprouted four tiny green fingers upward . . .
188. . . . Wawona's green head was several inches taller.
188. . . . roots spread outward in all directions, like fingers . . .
189. . . . his slim trunk shone like pink satin in the sunlight.
190. . . . a bright streak of lightning burst forth.
190. The fire raced along the tops of the trees . . .

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190. Soon the forest floor was on fire.
190. The raging fire crept up to old Father Tree . . .
191. But before the first tongue of flame reached him, the wind suddenly changed.
191. The black clouds let fall sheets of rain.
191. . . . Wawona burst into bloom.
192. As the years raced by . . .
192. He grew great buttresses near the ground, like twisting muscles.
193. On the far side of the meadow, sprang up young trees . . .
193. . . . many things happened in the world of man.
193. Pioneers spread westward, pushing back the Indians.
195. . . . they sawed through the giants' hearts with slow cuts.
195. . . . the men worked toward Wawona, the monarch of them all.
195. . . . the marks which told the lumberjacks where to start cutting.
195. There was anger in the men's voices . . .
196. . . . winter's snow covered the wounds the lumbermen had made.
198. The Trade Rat: Nature's Secondhand Man.
198. If a trade rat takes up housekeeping in your cabin . . .
200. Perhaps these trade rats do know how to get the better part of a trade!
206. This ocean river, like inland rivers, has many branches.

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207. This warm blue current is an international highway in the ocean world.
208. . . . the tentacles draw it up under the sail, where the hungry jellyfish can finish it off.
209. Then it shoots into the air . . .
209. . . . they have swept into the Gulf Stream.
210. . . . scattering them far and wide . . .
211. Later they head up the rivers . . .
212. . . . And sea horses stabled in great green caves.
215. Rivers would crawl around on the map like snakes.
215. Lakes would appear and disappear like raindrops on a hot sidewalk . . .
216. They don't fly in a straight line but circle in the air, catching their food on the wing . . .
216. Barn swallows . . . strike out over the open sea . . .
217. . . . the boblink, dressed in a neat suit of black and yellow and white, fills the meadows . . . with his joyous, bubbling song.
217. Flocks of ricebirds, all dressed alike in their traveling clothes . . .
218. . . . they would be as much out of place in a forest as a fish would be in a desert.
218. . . . bobolink changes his clothes from his winter traveling suit to his summer wedding dress.
218. Every feather is edged and tipped with buff and brown.
218. He has changed his color without changing his feathers.
218. He has just thrown off a traveling cloak.
222. Though the fields lay golden,
Something whispered, "Snow."

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All the sagging orchards
 Steamed with amber spice,
 But each wild breast stiffened
 At remembered ice

Summer sun was on their wings,
Winter in their cry.

223. It is the voice of the twilight and the forest speak-
ing to you.
224. . . . as if he knew . . . he must take a back seat.
224. See them spring into the air for flies, like a strange
shadow.
225. . . . your hair will try to jump out from under your
hat.
225. Is it the pulse of the throbbing universe?
226. Call it the heart of the grass beating in every tiny
 blade.
226. The magical loveliness of the pink-and-white world of
blossoms . . .
226. . . . filling the sunshine with the music of work.
227. Listen . . . for the rumbling, the small muffled
thunder, of the chimney swallows . . .
227. Their liquid songs are as fresh as the shower, as if
the raindrops, in falling, were running down from the
trees in song . . .
234. There was a puzzled silence.
237. For a moment Timothy's heart stood still.
238. . . . he spotted a tall nut tree . . .
239. . . . all at once his gaze grew sharp.
240. They shot bright rays into the sunlight.
242. . . . her old face lighted happily.
242. His eyes were fairly popping out of his head.

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246. . . . Kate was glad when Vic took leave of him and started on his way.
247. . . . this was the first time she had ever set eyes on him.
247. . . . a slap on his shoulder that almost knocked the wind out of him.
248. . . . with a steady pu-putt-putt they began slowly to back away from the wharf.
248. She watched the water roll away from them in great oily waves . . .
248. . . . as they slid into a smooth trough.
249. Leo let out a big, wild laugh.
249. "There is a true fisherman," he told Kate, throwing his head back in the direction of Vic.
249. . . . sea lions gliding through the water as if they were water themselves.
249. "Old Louie had a pipe dream," returned Leo.
249. "I know," said Leo nodding, his eyes on the rocks where two sea lions lay sunning themselves.
250. "Sea Lions are bad business," replied Leo.
250. I get all soft inside when I see it.
251. . . . more quickly than Kate's eyes could follow, lifted the baby sea lion into the sea.
252. She liked him. With all her heart, she liked him.
252. They'd all think I was one first-class nut.
258. . . . he called up all the courage he had, even that which he kept in the soles of his feet.
258. It's thin the poor animals are getting from the slim pickings you find for them . . .
259. The bell on Buck, the lead ram, tinkled bravely as he led his flock steadily past.

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259. In his heart Mike hated its gentle music and hated the sheep.
259. When they reached the gulch, the sheep poured down its steep sides . . .
260. . . . the Copper Flat Cubs and the Silver Stars were fighting it out!
261. His eyes moved sharply over the ground ahead.
262. The sheep have eaten their fill anyway.
262. Mike had never given him the lie.
262. . . . the first pitch went sailing out to left field.
262. Danny had rounded second base.
264. The sheep, bobbing before him, all ran together like shapes seen under water.
264. The rest stood in an angry group around the umpire.
264. A decision was about to be handed down.
265. "I told you to stay away from here," he growled.
266. But the game could not go on, for the crowd streamed onto the field.
266. Anyway, they rounded up his sheep . . .
267. Elijah was a small, tiger-striped cat . . .
269. I'll bet you wouldn't guess it in a million years!
270. For a moment all the others' faces glowed with delight over Jimmy's idea.
271. . . . he looked too funny for words.
273. It was upon him that all eyes were turned.
276. . . . Elijah flashed inside, . . .
276. . . . getting smaller and smaller at the top, like a steeple.

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279. Mark my words, those two will be friends yet, if you handle them right.
280. Now postmen pass in threes and fours
Like bent, blue-coated Santa Claus.
280. And not a child but keeps some trace
Of Christmas secrets in his face.
281. While they were still warm, she had stacked them in piles, like small pieces of wood, . . .
283. Soon he could see a dog team tearing along . . .
285. The cabin was warm and friendly.
288. . . . the group of half-buried cabins looked like a candy village, all white and sugary.
296. Epimetheus had all that his heart could wish . . .
296. For this was in the time when the world was young , . .
300. In a twinkling her quick fingers were at work upon it, and, in no time at all, the golden cord fell away.
308. "The great Thor dressed up in veils and gowns!" he thundered.
310. As he did so, Thor's eyes flashed out at him.
310. The fire you see in her eyes is the fire of love burning steadily.
311. The times were bad; . . .
312. The king put a price upon his head, . . .
314. . . . in colors as rich as the rainbow.
315. At last ten men stood upon the field for the final round.
318. . . . someone tell me how to get the walnut stain as easily from my golden hair.
325. He had been named to his post by the Duke of Austria.
325. . . . the hearts of the Swiss remained brave and free.

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326. . . . his fame with the crossbow had traveled throughout the countryside.
326. In short, he was a man who stood out among his fellows . . .
327. Nevertheless, I should be easier in my mind if you would remain at home . . .
328. William Tell swung along fearlessly . . .
328. His loyal Swiss heart burned with rage . . .
329. But still his eyes remained fixed in front of him.
329. . . . they sprang shouting into action.
329. Quickly they closed in on Tell . . .
330. Gessler turned and looked Tell slowly up and down.
332. He stood firm as a rock now, . . .
333. . . . the twang of the bowstring rang loudly in the stillness.
333. . . . Walter with proud eyes watched his father run eagerly toward him.
334. At these brave words Gessler ordered the guards to seize Tell . . .
335. . . . Switzerland was one step nearer to freedom.
337. For his thoughts were with the red deer;
On their tracks his eyes were fastened.
337. And as one in slumber walked he.
337. And his heart within him fluttered,
Trembled like the leaves above him,
Like the birch leaf palpitated, . . .
338. Leaped as if to meet the arrow;
Ah! the singing, fatal arrow,
Like a wasp it buzzed and stung him!
339. But the heart of Hiawatha
Throbbled and shouted and exulted, . . .

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341. A character who was brave in the face of danger.
342. There is more than one way to skin a rabbit.
Clothes do not make the man.
Actions speak louder than words.
Curiosity killed a cat.
345. . . . each was as like everyone else as the leaves on a tree.
345. . . . and the mornings are cheery with the laughter in them.
347. It is mine for good or bad , . . .
347. . . . I can coax enough yellow ears of corn to provide for my own!
350. . . . picking his feet up one after the other and shaking them now and then, like a cat that steps on hot bricks.
350. . . . the white rolling clouds that always hung over the mountains.
351. All he saw was a little thin thread of steamy smoke . . .
352. Along the road they ran, their feet flying, their eyes popping . . .
352. . . . rolling their eyes as they went.
352. And all the houses fell down from the shaking of the frightened earth.
353. . . . with flames like long red tongues darting here and there in its blackness.
353. For it was a volcano that had been born that morning . . .
354. And now Tomas sits in the little valley at the foot of his volcano . . .
355. . . . a sadness comes into his eyes . . .

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356. The sleeping mountain keeps a watch across old Mexico;
His head is crowned with silver; green pine trees
 shoe his feet;
But his heart is fiercely beating with the molten
 lava's heat.
356. And the mountain still sees tribute roll along the
ancient way . . .
357. Pablo's face was brown and as round as a coconut.
360. Now all the sleep went out of Pablo.
362. It must have strayed down from the cloud forest to eat
the tender corn plants.
363. "Tomorrow!" Pablo's voice shook with worry.
364. In another moment Carlos was within speaking distance.
364. Papa Lopez swelled with pride to think the road boss
had sent for him.
367. Soon Pablo's eyes grew heavy, . . .
368. Pablo and Carlos edged nearer and peered in, their
eyes popping with excitement.
369. . . . strong and green and giving promise of food in
the months ahead.
370. In the east a red glow told him that the hot sun would
soon be blazing down on him.
371. The hot wind licked at him like a steady flame.
371. The horse stopped and hung its head wearily.
373. There was a loud noise, half squawk, half bark.
373. . . . but its bright eyes were angry and afraid.
374. Mario's head was full of plans as he rode homeward
with the goats.
375. "I am empty as a gourd," he sighed.
376. He rose high like a fat, contented king above his
 subjects.

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376. Hot mate' spurted like a fountain over Tomas's face and hands.
376. Tomas lay on his back in the dust like an overturned fat beetle.
377. She flew to help her mother . . .
379. . . . the hills were unbreakable walls.
379. Overhead the moon, like a great gourd dipper, spilled white light down on the huddled . . .
379. Its round black eyes scolded Mario for penning it up in a bake oven.
380. . . . as though it were a living thing, then gobbled the meat.
384. Roberto pulled his feet off the walk just in time to let Carl fly past on his bicycle.
386. Roberto's eyes were so eager that his mother smiled.
393. For a moment his heart jumped.
395. . . . went in search of a happier land.
395. . . . a lonely palm tree waving its green branches in the desert.
401. In The Face of Danger
402. The road was like a narrow canyon between two high, dusty green walls, which shut out all but a narrow blue river of the sky.
402. . . . on a bluff overlooking the Wabash River.
403. Last spring when the river flooded, it bit off a piece of the land.
403. So they backed and tried another fork in the dusty road . . .
403. Very soon they were climbing a low, round hill that rose like an island in the sea of cornland--a little island of green grass and cottonwood trees.

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404. . . . he was always hitching up the faded blue shoulder straps of his overalls.
404. . . . the scrubbed, brown gleam of his cheeks, that was like the gleam of new leather.
404. . . . wandering around in these river bottoms . . .
404. With a sweep of his arm, he took in the countryside and began to talk as if he were with a group of strangers . . .
404. Now, this is right in the heart of the bottoms . . .
408. It was a huge drop that plopped down beside him like a ball of lead.
408. One struck the back of his neck like a chunk of ice.
408. The sky was an angry yellow and growing darker.
408. The air was so hot and heavy that it choked him, like dust.
409. But the rain decided for him.
409. . . . through the almost solid wall of water.
410. One last gray sheet of water washed over the shed . . .
410. . . . the world was painted a new green.
412. They were only wasting their breath.
412. It was then that fear hit him for the first time, right in the middle of his stomach.
412. . . . his mind suddenly filled with a hundred crowding fears.
413. He was at home in a rowboat.
413. The barbecue meat and cake he had eaten were like lead in his stomach.
415. A great storm was sweeping the country.
416. . . . the gang had to leave the truck and take to the snow.

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417. Each man bent himself to meet the wind's force . . .
417. Once they stopped to get their wind.
418. The others set about the job in hand.
419. The gang worked silently, shut in by the flying snow.
420. She won't look so pretty, but if she lasts out the winter, we'll fix her up next summer.
421. Tough jobs had always been more or less in their line, . . .
421. . . . build a highway to connect Alaska with its mother country, the United States.
421. The soldier-engineers had to fight their way through sixteen hundred miles of wilderness.
422. . . . The Road crept slowly onward.
422. Sometimes it looked pretty hopeless because the North itself put up a stiff fight against the Army engineers.
423. . . . the fine touches would have to wait.
423. Some were driving north; others were pushing southward.
424. . . . How does our section of the road stack up with the others?
424. . . . the soldiers made good use of the poor moose's unhappy end.
425. . . . cut through the logs that held the bridges as if they had been made of cheese.
425. The weary engineers put their minds to the new problem and made their plans.
425. A driver of a huge caterpillar tractor was "Walking down" trees . . .
426. Behind it, grinning from ear to ear, he saw another "cat skinner" standing on his tractor and waving.
427. . . . the driver of the Ninety-seventh's lead "cat" . . .

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428. This place is getting so crowded it looks like the corner of Forty-second Street and Broadway . . .
428. Well, what do you know about that? It's a small world.
428. . . . they had just done a job which would help to make the world a smaller, more united place.
428. . . . from the end of the railroad in Canada to the very heart of Alaska.
429. The Arctic moon hangs overhead;
 The wide white silence lies below.
 A starveling pine stands lone and gaunt,
 Black-penciled on the snow.
- Weird as the moan of sobbing winds,
 A lone, long call floats up from the trail;
 And the naked soul of the frozen North
 Trembles in that wail.
430. Courage Leads the Way
430. . . . our country was very young . . .
432. Spring had come to the prairies.
432. The river itself flowed swiftly, fed by melting snow.
433. A little fear began to form around her heart.
435. Only the cool head of the Indian-princess guide saved them.
438. Then one happy day they came in sight of the Shoshone teepees.
438. . . . stood on the shores of the "Big Water."
439. Her eyes were big with wonder as she gazed upon the blue, blue waters that reached in front of her as far as she could see.
439. . . . the gentle Indian princess, who led Lewis and Clark along the trail to the sunset.
441. . . . good-natured woodsmen, he had taken in his stride, . . .

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441. The men might lift their voices in loud song as they drove their canoes through the water, . . .
441. And so the men had made him the target of their fooling.
442. But still he held his tongue and his songs and smiles.
442. But deep in his heart there would be no singing . . .
443. The bed of coals that had been the campfire drew his eyes.
444. . . . when he was on the march.
444. . . . a hiding place for a red man bent on mischief.
444. Too, Henri slept with his ears wide open.
445. The boy felt a chill, like a cold hand, run along his backbone.
446. . . . kneeling on the ground and shaking with smothered laughter.
447. Suddenly the whole camp seemed to break into laughter.
447. At first a wave of anger swept over Donald, but it passed . . .
447. He had felt a touch of fear, to be sure, but he had thrown it off.
448. The men fell silent to listen.
449. The boy had turned the tables on them very neatly . . .
450. . . . all his growing bones cried out for food.
450. He sat tight when the canoes shot rapids.
450. You have learned the law of the trapper . . .
450. . . . not to be conquered by fear; to think clearly and quickly; to keep a high heart.
451. . . . That is the tongue they use at Fort Vancouver!

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453. The night air rang with the hurrahs of the trappers.
453. . . . as branches showered from the tree . . .
454. They, too, had been sick at heart sometimes . . .
454. . . . there came to Donald a memory out of his childhood.
455. He marked the date well in his mind . . .
456. The dawn is comin', callin',
 Canoemen must away; . . .
457. . . . a forced landing in the North Woods.

SOCIAL STUDIES TEXTBOOKS

FOLLETT SOCIAL STUDIES SERIES: GRADE THREE

TITLE: Working Together¹

PAGE

6. This book will take you on a make-believe visit . . .
13. Our little house is a friendly house,
It is not shy or vain;
It gossips with the talking trees
And makes friends with the rain.
15. . . . they will have to decide how many floors to
have . . .
17. The caves made a good home for some of these early
people.
17. There is a high lookout tower near my forest home.
18. Even a little puff of smoke may mean trouble.
23. Back and forth it went . . .
23. . . . they took away a little dirt here and a little
dirt there.
24. . . . very strong because the house rests on it.
24. They picked up a material, called mortar, and slapped
this between the bricks.
24. Some bricklayers lay bricks like this.
25. Hammers pounded here and there.
26. Big pumps in the pumping station draw the water . . .
26. . . . three different coats of plaster had been put on.
28. The bell buzzed again and again.

¹Alta McIntire, et al., Working Together, 3 (Chicago: Follett Publishing Company, 1958).

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31. Mr. Wilson's work takes him from place to place.
32. We can also hook up our trailer to the water supply here.
35. The roof of this house looks like a big umbrella.
46. Long ago many fruits grew wild.
47. The apple is sometimes called the "king of fruits."
47. I bought these young trees in a nursery.
48. Our orchards send apples to many places.
50. Early settlers moved in wagons such as these.
52. Back and forth they went . . .
53. The pickers are careful not to bruise or break the skin of the fruit.
53. They are shipped to places near and far.
53. Citrus fruit trees are green the year round.
54. The "Upside-Down" Fruit . . .
54. They do not have woody trunks as trees do.
55. In summer these rooms are really giant refrigerators.
55. Before we had refrigerator ships, bananas often spoiled on the way here.
55. They grow on vines that creep along the ground.
56. Grandmother says that raspberries look like thimbles.
56. They sell some to freezing plants.
56. They (vines) had climbed up on trees and were hanging from the branches.
57. Ting-a-ling-a-ling rang the alarm.
58. Winter and summer, day in and day out . . .
59. Not too long ago all cows had to be milked by hand.

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60. The tank is like a huge thermos bottle.
60. Now and then one would stop to nibble the grass.
60. My nose tells me that breakfast is ready . . .
62. Milkmen make their rounds in good weather and bad.
63. They help build good teeth and bones . . .
64. Some people like their bread in large, thin sheets.
64. . . . you might go to the store and say, "Give me a string of bread, please."
65. "Chug-chug-chug" goes the tractor . . .
69. Z-z-z! Z-z-z! This was all Tom could hear.
69. The trees are really buzzing . . .
69. Those bees must be making a ton of honey.
69. . . . Grandmother always says you are "busy as a bee."
70. The middle part is a food cupboard for the bees . . .
70. Then they make a beeline, or fly straight, to their hive.
71. This was called raw sugar.
72. Each spring, they tapped a hole in the maple trees.
72. Then it was a golden maple sirup.
74. The Indians called the black walnut the "round nut."
77. Each part looks a little like a section of an orange.
83. In about a week, some little plants began peeping through the ground.
84. We didn't want them to crowd out our vegetables.
85. This farm is called a truck farm.
85. The potato might be called the "king of vegetables" . . .

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85. Each piece must have one or two eyes, or tiny buds on it.
86. . . . in the South, where it is warm the year round.
94. The list grew and grew.
95. The plants have star-shaped leaves.
95. Finally, when it is about the size of an egg, it pops open.
95. These white bolls look a little like snowballs.
95. We pretended they were fields of snow.
98. All summer and winter the sheep grow heavy coats of wool.
99. Buzz! Buzz! go the clippers.
100. Miss Reed showed them how to hand-roll the edges of the handkerchiefs.
102. This raw thread is then sent to silk mills.
102. . . . making a liquid that looks like honey.
102. A spinneret looks like a sprinkler.
106. Men get a milky liquid from these trees.
107. Susie's galoshes
Make splishes and sploshes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush.
108. It is a silver fox . . .
108. This fur came from a fox farm . . .
111. Then he runs a cutting wheel around the chalk marks.
114. There they found the girls' ready-to-wear department.
118. They drew life-sized dresses on wrapping paper.

PAGE

119. Sometimes my mother makes over some of my clothes . . .
She says that stretches our clothing dollars.
122. She lives in the Far North . . .
122. She has a snowy white blouse . . .
129. I guess their owners don't like such a busy corner.
129. In the distance, a train whistled.
129. Soon a silver train appeared . . .
131. They made pop-up books . . .
134. Our nation is known as a "nation on wheels," because
so many people own cars.
134. In a giant room, a moving belt carries the car frame
to the workers.
136. Early cars had noisy, smoking engines.
137. Day and night, many trucks travel . . .
140. They found timetables that told what time busses . . .
141. Through day and darkness,
Through dusk and dawn.
142. Soon a beautiful streamliner slid down the tracks.
142. In a short time, the train pulled into the railroad
station . . .
142. Some ask about changing trains . . .
143. The children saw people checking their bags in a
checkroom.
144. This porter is making up an upper berth.
144. . . . by moving parts of two seats which faced each
other.
145. It's fun to eat in a dining room on wheels!
146. . . . they heard their train called on the loud-speaker.

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146. . . . folded long strips of paper to look like an accordion.
148. This man leads a mule train up a mountainside.
148. They travel well in the mountains because they are sure-footed.
148. See the billows leap and flow . . .
Now we set the flapping sail . . .
Down we sink and up we go . . .
So we chase the flying gale . . .
150. People were hurrying in all directions.
151. Tugboats push the nose of the liner around . . .
155. . . . it must face the wind.
156. Then planes can land and take off into the wind.
156. It is called a "wind T."
156. It circled over the airport . . .
156. A man hurried out with some steps on wheels.
157. A beautiful silver plane was waiting . . .
159. Some people call it the "flying eggbeater."
159. . . . it spins around and around, somewhat like an eggbeater does.
160. Rangers fly over forests in planes to spot fires.
161. They made stand-up cutouts of people for their airport.
162. Planes help to bring all places and parts of the world closer together.
168. We should talk with friendly voices . . .
170. Each had a fluffed out feather for a tail . . .
171. The animals on my uncle's farm say moo and baa and mew . . .
171. I like to hear the "chirping" of the crickets . . .

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171. They rub parts of their wings together to do their "talking."
175. They were there ahead of time.
176. The letters are sorted by streets . . .
176. . . . letters are carried by Pony Express.
178. . . . all type had to be set by hand.
179. I like to look at grown-up magazines, too.
185. He can take down music . . .
187. Then he reads it aloud over the air.
187. The microphone picks up his words.
188. Many things are used to make sound effects.
188. . . . to ride off into the distance.
190. Two large cameras were wheeled into place.
211. To hunt the buffalo, early Indians dressed like wolves.
214. A fresh skin would be put over a hole . . .
216. Long ago the eastern part of our country was forest country . . .
216. Let's find their homes on the map facing page 207.
216. These Indians are usually called the Woodland Indians.
220. They learned to slip through the forests . . .
222. . . . of this Indian "apartment" house.
226. They were four or five stories high.
228. Ewayea, my little owlet,
Who is this that lights the wigwam?
With his great eyes lights the wigwam.
230. . . . only a few people had believed that the earth is round like a ball.

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236. They kept many of their old ways, but they learned many new ways . . .
243. Washing in a tub with a board is hard work.
244. People worked long hours to raise food . . .
250. Early writing was often done on tablets of clay.

SOCIAL STUDIES TEXTBOOKS

FOLLETT SOCIAL STUDIES SERIES: GRADE FOUR

TITLE: Exploring Near and Far¹

PAGE

- 3. . . . you will be ready to explore other communities near and far.
- 5. The weather bureau keeps a record of the weather from day to day and from year to year.
- 11. An island is a body of land surrounded by water.
- 22. bay. Part of a body of water which reaches into the land.
- 22. channel. A deep, narrow body of water connecting two larger bodies of water; the deeper part of a waterway.
- 22. climate. The kind of weather a place has through the years.
- 22. hill. A raised and more or less rounded part of the earth's surface.
- 22. seashore. The place where the ocean meets the land.
- 22. South Pole. The point on the earth which is farthest south.
- 22. Tide. The regular rising and falling of the water of the ocean.
- 24. Billie and Susan live in a forest community.
- 26. "By the way," Dick continued . . .
- 26. Susan jumped up and down with excitement.
- 26. The river sang a merry tune as it tumbled over the rocks.

¹Alta McIntire, et al., Exploring Near and Far, 4 (Chicago: Follett Publishing Company, 1959).

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26. . . . the alder and vine maple trees were turning gold and red.
26. The road twisted and turned as it climbed up into the mountains.
26. The twins slid back and forth on the seat . . .
27. This forest is called the Northwest rain forest.
27. Dick Pitman drove off the road into an open place in the forest.
27. . . . the road winds in and out, close to the giant trees.
29. Noises seemed to be coming from everywhere.
29. Engines chugged and roared.
29. Cables screamed as they whizzed through the pulley blocks.
29. She had seen two big hooks, like giant ice tongs, moving swiftly through the air.
29. The saw burst into a loud buzzing.
29. The men's arms jerked as the heavy saw ate into the tree.
29. It sounded as if the whole forest was full of giant bumblebees.
32. The small town . . . was named after the forest.
32. . . . bright flowers were everywhere.
32. "I'm starved," Susan said.
33. The lawn had a thick carpet of grass.
33. The things made in the mills--forest products, we call them--give work to thousands more.
34. The family watched the stars come out.
36. Here are two old-time lumberjacks.
36. One is carrying a two-man handsaw . . .

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36. . . . they could hardly believe their eyes.
37. A logging camp was a man's world.
37. Well, I'm glad that times have changed.
39. Just then Billie came back, grinning from ear to ear.
39. The ranger called it a pulp mill.
39. Oh, yes, he said there is a plywood plant there, too.
40. The children's faces grew long with disappointment.
40. Presently, the highway turned north . . .
41. Now the mountains were so far away that they looked like big green humps.
41. . . . the children could see many snow-capped peaks.
42. That boat is herding the logs, just as cowboys herd cattle . . .
42. All around them was the whine and howl of saws and machinery.
42. "Zzzzzinggg! Yowww!" howled the saw.
42. "Just like flipping a pancake," Susan thought.
42. The big teeth on this saw zip through the wood easily.
43. They cut through the square chunk of wood as easily as a knife slices cheese.
43. "When the lumber is first cut, it is green," he said.
43. The big mills . . . stretch out for two miles . . .
44. It was as smooth as satin.
44. Now the boards were called finished lumber.
44. While Susan's group waited for Dick to pick them up in the bus . . .
45. The chips were cooked with water and chemicals until they turned into a thick soup.

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45. It was turning into a soft wet ribbon of paper.
47. The calendar could have told them, but the weather didn't.
49. It's hard work going up, but what fun to come swooping down fast!
50. But the rain paid no attention.
50. The fir seeds sprouted with feathery green shoots.
50. . . . it grew into such a fine big tree that people called it the king of the forest.
50. A forest fire travels swiftly. It races along the ground and leaps from one tree to another.
51. Since Mother Nature cannot plant the trees . . .
52. It looks like acres and acres of carrots with their feathery tops . . .
52. They looked like spilled matches.
52. . . . they were so tired that they thought their backs would never straighten up again.
53. They could watch their little trees grow into sturdy giants.
54. The smokespotter there will know whether we can go camping.
54. Billie and Susan felt as if they were on top of the world.
54. . . . forest fires damage our watershed . . .
55. We have a healthy watershed when . . .
55. Then the forest floor is a deep layer of old needles . . .
55. This layer is like a giant sponge.
55. Finally the water finds its way into the stream in the valley.

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56. The only sound was the soft chuckling of the little stream nearby.
56. The twins raced down to the stream. It was as bright and merry as they remembered it from last year.
56. That is not good forest manners.
56. . . . the odor of fried potatoes . . . floated through the air.
57. They tumbled about like children playing.
57. It made the sun look like an orange in the sky.
58. They felt like sleeping forever.
58. . . . he said something to them about "heroism" and "service under fire."
58. But their hearts were almost bursting with pride.
61. Suddenly Pimwe's sharp eyes saw . . .
61. . . . he reached the edge of a clearing in the forest.
63. . . . they headed for the city of Manaus . . . on a branch of the Amazon River.
68. Would I like to live in a grazing community . . . ?
69. Little waves of heat danced across the dry, sandy earth.
69. Now the sun high overhead told him that it was noon . . .
70. Brownie's nose led him in the direction of . . .
73. . . . a little hole in the roof where the smoke went curling up.
76. It was a steep trail, which wound back and forth across the canyon wall.
76. Jim looked down at the fields stretched out on the wide floor of the canyon.

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77. But it gradually grew louder and louder, until it sounded like faraway thunder.
77. From the loud roar, Joe knew that there must be a wall of water coming.
77. He ran back as fast as his legs could carry him . . .
79. He picked his way carefully along the rocky trail.
80. . . . the foot of the mountain.
85. They needed sharp eyes to see the tiny brown nuts . . .
86. The mountain cut off the winds . . .
86. When the many goats moved, Tom rounded up all the horses . . .
86. Most of the other Navahos also moved into winter quarters.
86. They did not need to wander far and wide hunting wild animals for food.
88. From far and near the guests came for the thanksgiving ceremony.
89. . . . he knew most of the songs by heart.
95. Word went around among the camps . . .
97. This meant that they were beginning to shed the thick coats of wool they had grown during the winter.
101. Rolling sand dunes cover miles of the Sahara.
102. An oasis is a "green island" in the brown desert.
104. The driver told him about the green world outside.
104. An oasis shows how the desert can come to life when there is water . . .
105. Hundreds of villages dot its banks . . .
107. Sandra and the Golden Wheat . . .
109. The meadow lark on the fence post is singing "Spring is here!"

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109. A chill March wind pulled at Sandra's coat.
109. She was interrupted by a clear, sweet burst of sound.
110. A cold spell like that one in January, with no snow blanket to protect the wheat . . .
110. So I plant winter wheat in the fall.
110. Soon the brown gave way to beautiful green.
111. Large flocks of honking geese flew northward.
111. The streams were dotted with ducks.
111. . . . Mrs. Clark went out on the porch and studied the sky.
111. Suddenly there was a wild spatter of rain, and great blobs of mud appeared . . .
111. Soon the wind died away.
111. Maybe we won't have a dust-bowl again.
112. Yes, I fought . . . And who do you think fought right along beside me every step of the way?
112. We can't stop it but we check it with the windbreak.
112. Strip farming helps, too . . .
114. A "million-dollar rain," the papers called it.
114. . . . Sandra thought Peggy looked like the sun goddess it told about in their readers at school.
116. Trees are as different as people . . .
116. . . . trying to imagine their yard without its velvety lawn . . .
116. . . . and looked around with eyes filled with love and pride.
117. That makes our country sound as magic as the fairy godmother was to Cinderella.
118. When I left here, it hadn't made up its mind what to be . . .

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118. Farmers were raising a little of this and that.
118. Cattlemen, grasshoppers, and drought had their day . . .
118. Now the wheat farmer has taken over.
118. We can keep grasshoppers down by poisoning.
118. We've learned to let part of the ground lie idle . . .
118. . . . fields of sturdy wheat almost ready to head.
118. That land is resting and collecting moisture.
120. When you can look back fifty years, . . .
122. It makes us seem like one big family . . .
123. The hay was swept into the hopper and packed tight.
124. I know an artist that doesn't like so much green.
124. He's more of a baker than an artist . . .
124. Peggy looks as if she's done to a turn, with that sunburn . . .
124. The wheat was golden and heavy-headed.
124. He keeps track of the combines . . .
124. . . . than having so much money tied up in machinery . . .
124. Long lines of big machines came creeping in from the south.
125. . . . the cowboy takes a graceful header to the ground.
125. They remind people of the days when cattle and cowboys ruled the plains.
126. Remember, this is the machine age, Aunt Letty.
126. It cut the wheat, threshed it, and poured streams of grain into . . .

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126. . . . a little sad to see the beauty of the wheat destroyed by this monster.
126. It marched along cutting off the gay waving grain . . .
126. And yet, the golden stream pouring out of the spout . . .
126. The "amber waves of grain" were beautiful . . .
126. Sandra thought about wheat fields stretching thousands of miles across the country, turning golden slowly from south to north.
126. She liked to think that her father was one . . . who raised food for a hungry world.
128. A farmer couldn't pass up that kind of country any more than a gold miner could pass up a likely-looking rock.
129. I have a little breathing spell now.
129. Ogallala was on a branch of that trail.
129. It was a lively cow town in the early days.
130. Hot July days slipped into even hotter August ones.
130. Even Peggy left off working on the land . . .
130. . . . neat displays to catch the traveler's eye.
131. Mrs. Clark had started it in the lean years . . .
132. Reports came thick and fast.
134. . . . wheat has been important through the ages.
135. It made them feel close to the whole world.
135. So hats off to them!
135. Through frost and drought, bad times and good . . .
136. His family knew there was worry behind the laughter.
136. Soon a soft green down appeared on the fields.

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136. . . . as the days grew crisp . . .
136. . . . about "October's bright blue weather."
136. It will be like a gold palace for the festival.
137. Rubbing the wheat between a flat stone and a saddle-shaped stone . . . but it was back-breaking work.
138. The long table fairly groaned with its burden of food.
139. . . . gay red cardinal became a regular boarder at their station.
139. I'll tell you what I'd like old Santa to bring . . . a nice warm white blanket.
139. I want it for my baby wheat--a good thick spread of snow to keep it warm.
140. On the third of January a blizzard struck.
140. An ice storm snapped telephone wires.
140. Each farm, each village was cut off from its neighbors.
140. Small airplanes scouted the countryside . . .
140. "Operation Haylift," the Air Force called it.
141. . . . an airplane roared overhead, swung around, and dipped a wing.
142. . . . as the helicopter . . . lifted into the sky . . .
143. Their prison doors were open at last!
143. Sandra fairly flew into her mother's outstretched arms.
144. . . . Jimmy's father let him take the controls of the small family plane . . .
144. Jimmy flew as straight and true as an arrow.
144. From Sydney our train chugs across a narrow plain . . .
144. . . . wheat fields on this flat or gently rolling land.

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147. He turned the dials and in a few minutes he was in contact with Dubbo . . .
148. . . . a small airplane circled the Doolin station.
148. One minute later the plane was taxiing down the landing strip.
148. He took off early the next morning . . .
148. Wheat is "king" among the crops . . .
148. . . . the wheat seems to pop from the ground.
153. . . . one of the best smells in all the world to a hungry Maine schoolboy.
153. Your Ma and I are counting on you to pick a lot of berries this summer.
153. We'll make a run for it.
153. . . . there was the prettiest little cove you'd ever hope to see.
155. . . . the sisters spent their days making things to sell.
156. Everyone had a big cut of blueberry pie.
156. "I can handle the rest," agreed Mr. Pruitt, "if good luck holds."
158. The first permanent settlers had come there . . .
158. Work on this boat begins with strong wooden ribs.
159. . . . July and August bring many thousands of summer visitors . . .
160. The water . . . was as smooth as oil.
160. . . . the tide was going out.
160. They got on board, started the motor, and headed for Seal Island.
160. . . . their eyes shone like black beads.

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160. . . . the boys had made the rounds of Chris's ten traps . . .
161. This happens when the moon is new and thin, and again when it is full.
162. Waves break into the cottages . . .
162. . . . the boys felt the water lapping at their feet.
163. A few fast motorboats were cutting the waters of the harbor.
165. Giant waves pounded on the seaward side of Seal Island.
167. A small anchor was put over, to hold one end of the trawl . . .
168. . . . great waves breaking against the brown rocks, and white spray flying high in the air.
170. . . . the painting made him see it with new eyes.
171. Chris and Dave could look back on many happy days.
171. Then Captain Race . . . steered for the open sea.
171. Bigger and bigger waves rolled along.
172. The dragger lifted her bow to meet each one.
172. She rode up and over, and then dropped her bow down . . .
172. . . . the wind or the tide has driven me off my course.
172. Its mouth is held open by two wooden doors.
172. Then the net was dropped to the ocean floor again . . .
176. . . . a Coast Guard icebreaker plows its way through the solid ice . . .
177. Minutes dragged by before the Sunbeam entered the quiet waters of the harbor.
177. Eager hands reached out to lift the injured man . . .

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181. . . . a cold north wind came down across the land from Canada.
181. The sun was just rising from the cold ocean.
181. . . . the shore was like a light blue cloud.
181. . . . the waves were putting on little white caps.
182. The Coast Guard helicopter had spotted Mr. Pruitt's boat.
182. He is pulling lobster traps a few miles east . . .
184. . . . fiords thrust inland between high mountains.
184. What ocean does it face?
184. So many of the people look to the sea for part of their living.
185. . . . Father said he needed all hands today to get the hay under cover before it rains.
185. Late in the afternoon, dark clouds rolled in.
185. They clattered into the barn . . .
186. A fiord is a long arm of the sea that thrusts into the rocky coast.
187. It was like a floating factory.
188. What happened at the factory ship?
189. Look at the map to see where some of the best fishing waters are located.
193. She could smell the sweet-breath-of-spring under her window.
193. But I was brought up eating grits for breakfast.
196. The road followed the rise and fall of the rolling land . . .
196. Here and there the sun caught patches of rosy lavender . . .

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197. In olden days, many families would not have had these things . . .
197. . . . were quilts in a splash of color.
198. A potter makes things both by hand and by foot.
203. I grew up on that tune . . . That's real old-timey music.
203. Jane Ellen could hardly believe it when the music stopped.
203. He worked Monday through Fridays . . . and on Saturdays he was free.
203. I can fix us a picnic lunch in no time.
204. . . . they came to a rambling one-story building . . .
204. . . . two squirrels were scolding each other.
205. . . . tall metal towers with cross-arms holding many heavy wires.
205. Jane thought they looked like mechanical giants walking single file across the fields.
205. The small balls of corn bread, called "hush-puppies" cooked quickly.
207. . . . the days were hot with the breathless heat of midsummer.
207. It's too dry to be good growing weather.
208. We'll catch a little breeze on the road.
208. . . . to keep the plants from blossoming and going to seed.
210. This all shows how our work is tied up together . . .
211. . . . a breeze stirred the leaves overhead.
211. They saw lightning on the distant rim of the sky.
215. . . . they've cut down a lot on the chances of fire.

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215. Not much time was lost because of accidents on the job.
218. The shuttles go "clack, clack, clack" as they fly rapidly back and forth.
219. Anywhere and everywhere . . .
220. Lindsay whistled in surprise. You make my head spin . . .
222. . . . but I'm not going to talk about the good old days.
223. The days went by very quickly . . .
223. At night Jane Ellen heard the katydids talking back and forth.
223. If I could just be up and around until after Christmas . . .
227. I couldn't believe my eyes . . .
228. A high mountain wall runs along the northern edge . . .
230. The piers at the water front have machinery . . .
234. Even the way he uses his hands may tell us something.
236. Some of the people in trading cities buy and sell goods.
238. It cut its speed to let us pass.
238. . . . Pierre would follow in his father's footsteps.
238. It slopes upward like a hill and keeps the river from flowing over its banks during high water.
239. The trim tug eased into a docking place . . .
239. Pierre saw the deck hands make the ropes fast.
239. A nippy breeze had sprung up.
239. Years of wind and sun on the river had tanned his face like leather.
240. It picked up money which the children had saved.

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240. A freighter carried all sorts of things--anything from machinery and automobiles to grain and cotton.
241. Pierre and his mother looked up at the threatening sky . . .
242. Her face was wrinkled with age and her hair was silver-colored.
242. In the early days, the river was like a main highway leading to New Orleans.
244. Her forehead was wrinkled in thought.
244. Those were busy days.
244. . . . Pierre drifted off to sleep . . .
245. Then two radio-telephones caught his eye.
246. Those automobiles are brand-new.
247. . . . the tugboat passed up ropes to the men on the ship.
247. The big crane has picked a school bus up in a sling.
248. A fueling barge is like a service station for cars . . .
249. You work your way up . . .
250. Big cities can grow up only when there is good trade . . .
251. Their path is called the Mississippi flyway . . .
252. And everything came from close at hand . . .
253. New Orleans' location makes a good "jumping off place" for air travel . . .
253. The airport at New Orleans is called "international" because it handles goods and passengers from many . . .
255. It's as big as a football field with a roof over it . . .
255. You haven't seen anything yet.

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256. A wagon pulled by a little tractor rattled by.
256. The men on the wharves call the powerful little tractors "shop mules."
257. They were long, moving belts with pockets on them.
257. The boys watched the steady parade of bright green bananas . . .
257. . . . where they grow all year round.
257. . . . the boys talked about the many products that moved in and out of the port . . .
257. New Orleans is like a trading post . . . It is a meeting place for goods.
259. . . . Mrs. Becker and Marie were putting the finishing touches to the costumes . . .
260. . . . with many elaborate floats to tell the story.
260. Hundreds of toy balloons floating from the narrow iron balconies . . . it's like a picture of fairyland.
261. His long velvet cape flowed down over the back of his prancing horse.
261. All along the way the cry arose . . .
262. Now the Beckers were swept along in a churning mob of people . . .
262. . . . if some visitors . . . dropped into town. They might think that New Orleans had gone wild . . .
262. He felt that he would like to sleep for a week.
262. New Orleans would be hard at work again.
263. The Mississippi River winds its way along in big, wide loops.
264. It swept by with its roots sticking up out of the water.
265. On the way upriver the Orleans passed the President, which was tied up at the foot of Canal Street.

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265. She was a side-wheeler in steamboat days.
265. In days gone by, when the Cincinnati was . . .
265. They tied up nose first . . .
265. The passenger ships were floating palaces . . .
265. At night they were beautiful, steaming down the river . . .
265. . . . it is the cheapest way to carry heavy goods.
266. . . . a large troupe of people arriving in a sight-seeing bus.
268. Hurricane-hunter planes zoom off to find where a big storm is starting.
269. Black clouds went racing by, the strong wind driving them fast.
269. . . . they could hear the lively crackle of conversation.
269. It winds up heavy steel cable as easily as thread is wound on a small spool.
270. Mind you, son, keep your eyes on the wheelhouse . . .
270. . . . the wind whipped at Pierre's face.
271. The Orleans stood by until the signal came . . .
272. Then a tugboat cut across the water.
273. Slowly the Taku Maru was eased into place.
275. Nearby he catches a bus which takes him to his school.
276. The wharf was buzzing with activity.
277. We will find them in almost every country that faces the sea.

SOCIAL STUDIES TEXTBOOKS

FOLLETT SOCIAL STUDIES SERIES: GRADE FIVE

TITLE: Exploring the New World¹

PAGE

4. We must learn how nations can live together . . .
20. altitude. The height above sea level.
20. bay. Part of a body of water which reaches into the land.
20. branch. A river or creek . . .
20. cape. A point of land sticking out . . .
20. channel. . . . also the deeper part of a waterway.
20. cliff. A high steep wall of rock.
20. climate. The kind of weather a place has through the years.
20. delta. The land deposited at the mouth of a river.
20. divide. A height of land which separates river basins.
20. growing season. The number of days . . .
20. hill. A more or less rounded part of the . . .
20. river bed. The bottom of the river . . .
20. sound. A body of water separating one or more islands from the mainland.
20. strait. A narrow stretch of water . . .
20. timber line. A point on a mountain where . . .
23. Chris's eyes danced with joy.

¹0. Stuart Hamer, et. al., Exploring the New World, 5 (Chicago: Follett Publishing Company, 1956).

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23. I'll make the wool as white as snow.
23. Now mind you, wash that wool carefully.
24. I hope I live to see that day!
24. . . . Chris begged his father to walk along the water front . . .
25. To take goods by the overland trade routes was slower . . .
25. . . . the traders had to face the dangers of . . .
25. I've been at sea most of the time . . .
26. One day Chris burst into his brother's shop.
26. He did not know that two continents lay in his path.
27. They also turned him over to a committee of experts.
27. For seven long years Columbus' friends . . .
27. The head of the school learned that . . .
28. The man is not in his right mind.
28. All eyes turn toward the road . . .
30. They had to learn the secrets of winds and ocean currents . . .
31. Sometimes Columbus' three ships were tossed about like leaves on high, stormy waves.
31. Eagerly everyone waited for the break of day.
32. Then Columbus drew his sword . . .
33. . . . the Nina and the Pinta dropped anchor at Palos.
33. Columbus was eager to go back to his "new world" and start a colony.
34. This time he received a cool welcome.
36. What two islands served as steppingstones for the Norsemen's Atlantic voyages?

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36. The stories of . . . were passed down from father to son for many years.
37. The news of Columbus' discoveries spread like wildfire.
38. They are rich fishing grounds near Newfoundland.
38. . . . fishermen came over . . . to try their luck on the Grand Banks . . .
39. It took ships from six months to a year to make the round trip . . .
39. Magellan Circles the Earth for Spain
40. For nearly a month the ships rocked and tossed on their way . . .
40. . . . so he called the ocean the "Peaceful Sea," . . .
40. We will push on . . .
40. For four months Magellan's little fleet wandered over the endless Pacific.
41. The Artic Ocean is the smallest and covers the "top of the world."
42. . . . they began to call the continents of . . . the old World.
44. . . . came back to Florida to set up a colony.
44. They had to cut their way through forests . . .
44. The Indians called it "Father of Waters."
45. . . . tramped over great plains and burning deserts.
45. . . . came upon herds of buffalo, which they called "hump-backed cattle."
45. At one time he had been only a few days' march from . . .
50. . . . others follow and carry on.
52. We want to see great natural wonders like . . . snow-capped mountains . . .

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53. . . . the members of our Travel Club are on hand to greet our guide . . .
54. . . . several big planes thundered in . . .
54. . . . the engines started up, and we began to roll.
54. . . . the ground was dropping away from us.
54. Houses began to look like toy houses.
54. Cars looked like little bugs . . .
54. A lake was like a mirror and a river was a little ribbon winding back and forth through . . .
54. For a while we seemed to be climbing.
54. There is a good tail-wind . . .
55. . . . it is being used as a testing ground for atomic bombs . . .
56. . . . the land seemed to be as flat as a pancake.
56. We all got out and stretched our legs.
56. After about 15 minutes we took off again.
56. The fields looked like a giant checkerboard.
57. We had been coming downhill all the way from Denver.
57. Those four big engines certainly ate up the gas.
58. . . . Jimmy, you certainly have had your ups and downs.
58. From every corner of Washington . . .
58. . . . the Senate meets in the left wing . . .
58. The House of Representatives meets in the right wing.
58. Many people travel with two good eyes and see little.
59. Certain maps put out by the government . . .
68. They wanted to . . . live in peace and plenty.

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69. A big blue-and-silver bus drawn up before the . . .
71. The bus . . . pulls up before a pair of big iron gates.
71. . . . some of the hardships they faced.
72. . . . the Indians attacked the party and killed . . .
72. A warm friendship grew up between the colonists and . . .
72. A terrible fire swept through the settlement.
74. More land was cleared on which to raise the new money crop.
76. . . . Williamsburg was the colony's center of government, trade, and social life.
77. As our stagecoach rounds a bend in the road . . .
78. As our coach rolls to a stop . . .
79. She has made a fast crossing.
79. When it returns, it will take on a cargo of tobacco . . .
79. Why, there's no place in the whole world like Virginia!
79. We're really Virginians first and Englishmen second.
81. . . . the higher, rolling Piedmont . . .
81. The word "piedmont" means "at the foot of the mountains."
82. Some of the peaks in that mountain chain are . . .
82. They cut their way across the Piedmont . . . and empty into the Atlantic Ocean.
82. Each river tumbles down rapids . . .
82. We call them fall line cities.
83. What is the growing season of most of the Piedmont?
83. Which state is first in the manufacture of . . .

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85. . . . vegetables grown on truck farms . . .
86. Early Richmond probably looked much like . . .
87. The Piedmont . . . is a region of mixed farming . . .
87. Ahead of us we see what looks like a low bank of blue clouds.
87. Stretching off to the north . . . is a great open valley.
87. Lovely farms . . . spread over the valley floor.
87. . . . the valley is a fairyland of beauty . . . apple trees burst into bloom.
88. Mr. and Mrs. Jones brought up their boys on a farm . . .
88. Why have so many cities grown up along the fall line?
90. The Indians . . . called this the "Great Smoke."
90. . . . mountains are useful as playgrounds.
90. This is a stopping place for tourists . . .
91. Here and there we see little farms . . .
92. John says that a power line will be built . . .
92. Notice how the steep slopes have given way to rolling hills . . .
92. . . . all the natural resources at hand . . .
93. Besides power, there are plenty of raw materials.
94. Columbia is a busy trading city on the fall line.
94. What do we see in the Pine Belt?
94. They are called naval stores.
95. Cotton is a leading farm crop . . .
95. . . . homes . . . where breezes could sweep through the rooms.

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96. . . . on a bluff overlooking the Savannah River.
96. . . . a little band of 130 colonists sailed . . .
96. . . . busy docks, which handle millions of dollars' worth of farm products . . .
96. . . . to be in an endless pine forest.
97. These crops wear out the soil by taking out certain plant foods.
99. See how the Appalachian Mountains form a great wall between east and west.
99. As time went on . . .
102. . . . will grow here . . . when they cannot be grown up north.
102. . . . we see great stretches of grazing land.
104. Jacksonville is one of north Florida's shipping centers.
105. . . . information packed between the covers.
105. Make your dictionary one of your best friends.
109. . . . the air seems cool and alive.
109. Beneath us the ship rolls a little as we plow through the calm Atlantic.
110. They . . . worked long hours for little money.
110. . . . this first land was only a stretch of sand . . .
112. He also taught them how to blaze a trail.
112. He put fish in each hill of corn to fertilize the soil.
114. They did not approve of the rich robes worn by the ministers . . .
116. Little towns sprang up all along this coast.
117. Soon Indians began to attack lonely cabins with swift-flying arrows and flaming torches.

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118. . . . a small grassy field called the village green or common.
121. Much of it is a heavily wooded region . . .
121. Then part of this great sheet of ice began to . . .
121. It ground off the tops of mountains.
121. It carried in its icy grip millions upon millions of tons of soil and rock.
121. All this happened long ago, in what we call the Ice Age.
121. Many's the time I've been out when the thermometer said 10 below zero . . .
124. The whole region was alive with fur-bearing animals.
124. The sea swarmed with fish.
124. Up and down the coast were good harbors.
124. Tumbling rivers could provide power to run mills.
125. . . . tap the maple trees and make maple sirup.
125. . . . furs come from fur farms.
125. . . . everything from clothespins to mixing bowls.
125. . . . the most important forest produce is wood pulp.
126. That's my ship the Sally O, and the best fisherman out of Portland.
126. All the way up the coast to Newfoundland, there are fishing banks.
127. "Where away?" calls the captain.
127. "Dead ahead," comes the reply.
127. Then they're off, rowing hard.
127. Yes, It's sharp as a razor.
128. As silent as a ghost the boat slips up on the monster.

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128. "Whish!" goes the harpoon into the whale, and the sailors back away for their lives.
128. Then there is an explosion of activity.
128. The mighty tail whips the sea into a foam and a fountain of blood shoots into the air.
129. . . . and watch the freighters and giant ocean liners.
129. Other ships are taking on cargo . . .
129. It is also a center for education.
132. We sometimes call it mass production.
133. Many people are glad to buy these ready-made shoes . . .
134. There is a dull click! click!
134. Bang! Bang! Crump! Crump! The room is a roar and rumble of sound.
136. Maine has so many pine forests that it is often called the "Pine Tree State."
136. Where is the potato capital of the United States.
138. Dairy and truck farms dot the valleys . . .
138. Now and then we fly across . . .
138. As our plane swings east again . . .
139. "Little Rhody" is the smallest state in our country.
139. Only one out of three people lives in the country.
140. Below us we see large white patches on both sides of the river.
141. They (indexes) uncover information you might otherwise miss.
145. How would you like to shoot up in a fast elevator . . .
145. . . . for this region is one of the workshops of our land.

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145. It makes a big circle over the roofs of houses and comes down to a smooth landing.
145. . . . and why they build great skyscrapers.
146. New Amsterdam was laid out and built like . . .
147. . . . he promised to rule like a father.
147. He lost his temper and shouted . . .
147. . . . I'll make him a foot shorter at the top.
148. The heart of New York is called Manhattan.
148. . . . a train comes screeching to a stop.
148. Hundreds of people pour out.
149. This is the rush hour when everyone is going to work.
149. Soon we are speeding along with a rush and a clatter.
151. The people on the sidewalks seem to be no bigger than dots.
151. . . . to make this the world's busiest shopping center.
151. Central Park . . . is a huge playground for New Yorkers.
152. The business day is over.
152. Electric signs blaze above the street.
152. Here, night is turned into day.
153. This part of New York is called "the Great White Way."
153. New York Harbor is America's most important gateway.
154. The S.S. United States steams down the Hudson . . .
154. A sign tells us that the vessel is open for visitors . . .
154. The S.S. United States is a great floating hotel . . .

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154. One of the world's greatest ships is putting out to sea.
156. It provides a water highway toward the interior . . .
157. Find three great bays that cut into these states.
157. What three gateway cities do these ships visit?
159. They produce about everything you can imagine . . .
162. . . . the river is alive with all kinds of vessels . .
162. . . . we begin to see long strings of barges . . .
162. Long ago the Hudson River valley was used as a highway by the Indians.
163. Soon many steamboats were chugging up and down the Hudson.
163. But the Appalachians are like a wall.
164. Almost overnight new cities sprang up along the canal.
165. Then they put the engine and stagecoaches on wooden rails and the first railroad was born.
165. . . . an important rail center and transfer point.
166. We can hear the roaring thunder of the falling water before we see this wonder of nature.
166. The Indians rightly called the falls "Thundering Waters."
168. Edison's inventions . . . opened up new industries . .
168. Other discoveries . . . led the way for later inventors . . .
171. He has also been called a "citizen of the world," . . .
172. We will live in peace with William Penn . . . as long as the stars shine and the rivers run!
172. Close by are . . . great coal fields.

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174. A screeching roar fills the air as Joe's giant elec-
tric saw cuts into the face of a seam of coal.
175. Pittsburgh is the most important steel city in the
world.
175. It also leads the world in the manufacture of . . .
175. They are carrying raw materials and finished products.
175. . . . he and his partner take time out for lunch.
176. Later the iron ore . . . gave out.
176. But the steel mills did not close down.
177. Chesapeake Bay has some of the most valuable oyster
beds in the world.
183. They call him the Father of Our Country.
184. Men . . . said that he was a born leader.
184. . . . we shall be deep in the wilderness.
184. . . . so that pack horses could get through . . .
185. Each day the driving snow or icy rain soaked . . .
185. . . . May I have an early answer?
187. . . . the pack horses gave out.
187. A snowstorm roared out of the west . . .
187. . . . Washington and Gist slipped away into the snowy
woods.
187. He grabbed a log . . . and was saved from an icy grave.
191. We call this raid the Boston Tea Party.
191. Ships stood idle at the wharves.
191. Money and wagon loads of food began to pour into
Boston.
192. The minutemen held their ground on the other side.

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192. When the smoke had cleared away . . .
192. The Revolutionary War began with this brave stand . . .
192. . . . promised to fight on a minute's notice.
193. The Congress decided to raise an army . . .
194. . . . We must all hang together or assuredly . . .
195. . . . the bell in the tower . . . broke into glad ringing.
196. He set up the cannon on a hill overlooking the city.
196. The British followed on the heels of the Americans.
196. He decided that this was the time to strike.
196. The British were taken by surprise.
197. Tomorrow morning, when our men are rested, we will
"bag the old fox."
197. Men were seen throwing up walls of earth.
197. . . . there is Washington now, cutting up our troops.
197. The Americans had slipped behind the British lines
and cut off the British supply wagons . . .
197. He secretly fitted out a ship with his own money . . .
198. This was surely the darkest hour of the Revolution.
199. They captured rich cargoes from under the eyes of the
British navy.
199. Soon his ship was locked in battle with an English
warship.
199. Do you call for quarter? Do you strike your colors?
199. George Rogers Clark wins the West for our nation.
199. So they hid their boats and marched across country to
Fort Kaskaskia.
200. The war dragged on and on.

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200. . . . would attack in the night and then fade away into the forests.
200. . . . and blocked Cornwallis' escape by sea.
201. . . . I have scarcely emerged from one difficulty before I am plunged into another.
201. Washington hoped to live out his remaining days in comfort and peace.
202. They soon decided to throw out the rules . . .
203. From time to time, other changes have been made . . .
203. This helps to keep the Constitution up to date.
203. . . . this time . . . of a newborn nation.
203. He had to choose good men to head them.
204. He had given his country the best years of his life.
204. . . . First in war, first in peace, and first in the hearts of his countrymen.
204. Thus the memory of this great man is still kept alive.
206. With a sturdy band of men . . .
206. The explorers pushed on until they came to . . . deep in the heart of the Rockies.
207. It had taken them 28 months to make the round trip . . .
208. When daylight came, Key's heart leaped with pride.
208. The Stars and Stripes still flew over Fort McHenry.
208. They knew in their hearts that . . .
211. Across the Tidal Basin is the lovely Jefferson Memorial.
212. The White House has three floors, two basements, and 107 rooms.
212. The broad porch of Mount Vernon looks out over the Potomac River.

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216. . . . developed this region into the world's greatest
"food basket."
217. . . . and carrying them to covered wagons in the yard.
217. The ringing sound of hammer blows . . .
218. It is gently rolling, with green meadows and great
forests.
218. This gap was an opening in the mountain wall.
218. . . . that the Indians were on the warpath.
218. Boone helps blaze a trail into Kentucky.
219. Chop! Chop! went the axes. Crash! Boom! the big
tree fell.
219. At each corner was a blockhouse with loopholes to
shoot from.
219. . . . they would have to cross this open ground.
220. What would happen to their hunting grounds . . .
220. Soon war parties of Indian braves were on the way to
destroy . . .
220. The Indians took Boone to the river and scrubbed him
"to get the white blood out of him."
220. . . . where there was more "elbow-room."
221. Many . . . went west to take up land given to them by
the government.
222. Early settlers . . . went west through the low passes
in the Appalachian Mountains.
222. . . . they followed easy trails along the river
valleys.
222. These valleys led them to Pittsburgh.
222. . . . little sunlight could reach the forest floor.
223. The prairies stretched westward . . .

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223. The sod was broken and wonderful crops of wheat . . .
223. Did the pioneers who continued to the Far West find forests again?
225. A river and its branches are called a river system.
225. We remember how the glaciers crept down from the north during the Ice Age.
226. Which state is almost entirely in the corn belt?
227. . . . greatest inland water highway in the world.
227. As a matter of fact . . .
228. . . . the land "where the tall corn grows."
228. . . . it is called the wheat belt.
228. A third section . . . is called the hay and dairy belt.
229. Wheat brought in more money than cattle, so the ranchers turned to raising wheat.
229. . . . part of these crops are sold on the market as cash crops.
230. In food-processing plants such as this flour mill.
230. The people . . . keep everything spick and span.
230. . . . flour mills process wheat by grinding it into flour.
230. This region also produces nine out of ten automobiles, trucks . . .
231. . . . it is important because it is a connecting link between . . .
231. . . . you should have seen Henry's gasoline buggy yesterday.
232. Why don't we build cars by mass production?
232. . . . put the parts together on an assembly line.
234. . . . world's most famous furniture cities.

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234. . . . one of the leading fruit belts of the United States.
234. Therefore, the fruit trees do not . . . suffer from late spring frosts.
234. . . . have fun at camps in the vacation spots . . .
235. How have automobiles helped to bring people closer together?
236. . . . they are often called the Twin Cities.
236. Minneapolis got its start . . .
236. We watch a stream of grain . . .
236. . . . reaches the first floor--snowy-white and as soft as powder.
236. A visit to an open-pit iron-ore mine.
236. . . . one shovel scoops out big bites of iron ore . . .
237. The cables groan . . .
237. With a noise like thunder . . .
237. . . . swings the shovel's mighty steel arm.
238. If it had to be shipped by rail . . .
238. These two states . . . produce most of our spring wheat.
238. . . . one of our country's newest oil fields.
238. We cross the state line into South Dakota.
238. You can see why they are called the skyscrapers of the prairies . . .
239. . . . which is a meat packing center.
239. In Kansas and other winter-wheat states . . .
239. . . . we see golden fields below us.
239. . . . we take a handful of the golden grain.

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240. Everyone drops his work . . .
240. In an hour the fire has burned itself out.
240. The other is next door in Missouri.
242. Later the cornstalks will be plowed under.
242. The feed lot is an important place . . .
243. A winter stopover here on our farm . . .
243. . . . fat, grunting porkers.
243. Now you understand why we say that our corn goes to market on four legs.
243. She will can some of her vegetables and show them at the county fair this fall.
244. One time a strange disease struck my hogs.
245. . . . river traffic died down.
246. . . . the Chicago River going through the heart of the city.
246. Along the lake front you can see . . . a landing strip for airplanes.
247. Chicago is the transportation center of our country.
247. Nearly 40 rail lines enter the city.
247. Chicago is the world's biggest meat-packing center.
247. . . . 20,000 hogs and cattle roll into the Chicago stock yards . . .
248. This is a kind of assembly line in reverse . . .
248. The men who work on the night shift sleep during the day.
248. We call these articles the by-products . . .
249. They rushed him to a hospital . . .
249. . . . Jane Adam's "good neighbor" ideas . . .

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251. . . . used in blast furnaces . . .
251. . . . 20 of them turn out such products as . . .
251. It is also one of the world's first cities in the . . .
252. Man had conquered the air!
256. . . . our nation was almost torn apart.
257. He was born . . . in a lonely clearing . . .
258. Abe enjoyed learning to . . . recite pieces . . .
259. The store soon failed and the partner died . . .
259. . . . gave him money to meet his needs . . .
260. These machines were driven by water power.
261. . . . enlarged their plantations and opened new cotton fields.
261. . . . abolished slavery; that is, they did away with it.
262. The United States was held together only because each side was willing to give in a little.
262. He felt that no country could live half slave and half free.
262. Great crowds of people flocked to listen . . .
262. . . . before Lincoln took office . . .
263. . . . men opened fire on the fort . . .
263. Thousands answered the call for troops.
263. . . . factories for making war goods . . .
263. There . . . the bloodiest battle of war was fought.
264. Duty was the light that guided his life.
264. The battle of Gettysburg was the turning point of the war.

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265. . . . take the animal home with them to work their fields.
265. . . . to bind up the nation's wounds; to care for him who shall have borne the battle . . .
266. Some became sharecroppers.
266. . . . much of the South lay in ruins.
267. Night and day he dreamed of going to this school.
267. . . . the head teacher would not admit him . . .
267. He was heartbroken.
267. . . . after he had worked his way through Hampton . . .
268. They look for new chances to get ahead.
268. Some went to work on the new railroads which were pushing their way to the Pacific.
268. Whole families were wiped out at one time.
268. The soldiers often called her "The Angel of the Battlefield."
268. Her work attracted nation-wide attention.
269. All you have to do is live on it . . . and work the land.
273. But as time went on, the land began to wear out.
274. . . . when my father took over the plantation . . .
274. . . . to stop erosion by contour plowing . . .
274. He girdled the larger trees and left them to die.
275. Last year we planted millions of baby trees . . .
279. Our first atomic city.
279. They learned how to produce atomic energy . . .
279. . . . are turned into rayon fibers by a chemical bath.

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280. The men of the TVA sat down with the people of the Valley and studied their problems.
281. That building is a power plant.
281. Let me tell you of another way in which the river now works for the people . . .
281. It is now a year-round water highway.
281. . . . the farmers have carried out experiments . . .
283. Let's see if the farmer is doing any logging.
283. The ground is covered with a thick carpet of pine needles.
283. . . . we hear the high, screeching sound of a power saw.
283. A big bull dozer rumbles up.
283. If a person needs a serious operation . . .
286. . . . an airplane pilot to dust poison on my cotton . . .
288. We have seen new factories going up all over the South . . .
289. The drainage basin of the Mississippi . . .
289. . . . it is 200 feet deep in flood time.
290. In spring the Mississippi River often becomes a raging torrent of high water.
291. One of our deck hands has been injured.
293. Through an Old World city.
293. . . . rows of curious old buildings . . .
293. We are in the French Quarter of New Orleans.
293. . . . could be tucked away in Texas . . .
294. . . . we should have a voice in making the laws.

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295. . . . the little band of sharpshooting Texans held off the 3,000 Mexicans.
295. . . . the Mexicans stormed the fort.
295. There was a fierce hand-to-hand battle.
295. . . . Texas is called the "Lone Star State."
295. Shortly afterward, trouble arose over the boundary line . . . the United States declared war on Mexico.
295. . . . Sam regarded the Indians as his brothers.
295. . . . Sam was often able to make "peace talk" with the Indians.
295. . . . he died with the name of Texas on his lips.
295. The treaty of peace . . . fixed the southern border of Texas . . .
297. It is our biggest inland cotton market and one of the oil capitals of the Southwest.
298. . . . they stand as close together as trees in a forest.
298. He struck oil 70 feet under the ground.
299. Near the oil wells large tank farms are built.
300. The great land rush into Indian Territory is on!
300. Hundreds of settlers are eager to stake out claims.
300. Tent cities sprang up as if by magic.
301. Only about 50 years ago this was a wild and woolly cowboy town.
303. Why is this region sometimes referred to as the "New South?"
304. At one time people in the South said: "Cotton is King."
304. . . . keep your report lively.

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306. We will climb snow-capped mountains, hear thundering waterfalls, and see . . . all the colors of the rainbow.
308. These were church centers where the priests . . .
308. The arrival of a wagon train of goods from the . . .
308. The Santa Fe Trail was our first link with the . . .
309. As trade grew, the traders began . . .
309. . . . every person had to keep a sharp lookout for Indians.
311. . . . speak of the West as a land of "great open spaces."
313. The westerly winds pick up moisture . . .
313. As the westerly winds climb the mountains . . .
314. They have built it near the chuck wagon . . .
314. . . . the pilot points the nose of our plane northeast.
315. This great stretch of land was called the open range.^s
315. The king of the range was the cowboy with his trusty horse and his "six-shooter."
315. He spent many long, lonely days riding the range, and most of the time his only home was his saddle.
315. Every spring there was a roundup of all the cattle . . .
315. The calf bawled and scrambled off . . .
315. Next came the great, lumbering herd . . .
316. . . . As the years rolled by . . .
317. But if you like to live in the open, like to handle animals . . .
317. Now we raise . . . wheat by a method called dry farming.

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317. . . . and let the other 500 acres lie fallow.
317. People began to call this region the Dust Bowl.
318. These belts . . . are known as shelter belts.
318. They break the force of the wind.
318. We want a land that we can hand on to you boys and girls with pride.
318. It is often called the "Pittsburgh of the West."
318. Some call it the "Mile-High City."
318. Others call it the "Queen City of the Plains" . . .
318. Denver is also called the "Gateway to the Rockies."
320. . . . huge peaks with snow caps, tumbled piles of rock, . . . The line where the trees stop growing is called the timber line.
320. The shearer grabs a sheep and his clippers begin to sing.
321. A cold wind tells him that it is time . . .
322. Men came from all over . . . to try their luck in the new gold fields.
322. A few struck it rich.
322. Other camps are ghost towns . . .
323. . . . rangers keep a sharp watch for fires.
323. We decide to take time out from our trip . . .
325. . . . and then Zoom! Swish! a great pillar of steam and boiling water shoots high into the sky.
325. Nature is providing a hot-water fountain . . .
325. . . . only the Creator could paint such a picture.
327. Brilliant sunlight playing on the many-colored rocks, clays, and sands of this region turn the landscape into a painting any artist would be proud of.

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329. Notice the steel towers that march off across the desert.
332. . . . like to be a lumberjack in the big forests.
333. Find three natural gateways that lead . . .
337. . . . which was then a good day's journey.
337. Each mission was a little world in itself . . .
337. The ranchers grew rich and lived like kings.
338. They wrote their friends about the paradise they had found.
338. . . . war broke out between . . .
338. "Fool's gold," they said . . .
338. . . . started a mad rush westward.
339. This prospector is "panning" for gold . . .
339. A miner has poured gravel into a "cradle."
339. . . . the cry that swept through California, and soon everybody was off for the gold fields.
339. By 1849 the "gold fever" had gripped the whole country.
339. Then they caught boats going north . . .
339. Other thousands made their way overland in covered wagons called prairie schooners.
339. The prairie schooners traveled in long trains.
339. "California or bust" was their slogan.
339. I saw the wreckage of . . . in one short stretch of the trail.
339. . . . the . . . valley was alive with miners . . .
341. At top speed the rider galloped . . .
341. Here a fresh horse was saddled . . .

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341. In a flash the rider sprang from his weary horse . . .
341. About every 75 miles the mail bag was turned over to a new rider, who galloped on at breakneck speed.
341. Finally, wires were strung all the way to . . .
341. The Pony Express, which had been operating about a year . . . closed down.
344. . . we ride . . . in an air-conditioned bus.
344. In the sheltered bays, pleasure boats rock in the gentle breezes.
344. Our bus now swings inland through . . .
345. These workers . . . are assembling high-speed jet planes.
345. . . how it grew from a sleepy little Spanish town . . .
345. . . thousands of oil seekers are on their way here to make their fortunes.
346. . . water flows down to the thirsty fields of . . .
347. We call them "farm factories."
347. Because of these improvements he is called "the plant wizard."
348. This is the only break in the mountains . . .
348. Farm products . . . pour through this gap on trucks . . .
349. Why could we call southern and central California "Fruit Salad Land?"
350. They also reported that this country was rich in furs.
350. Astor had become rich by trading in furs.
351. We smoked ham and bacon . . .
351. . . green grass of the prairie stretched on and on . . .

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351. Each night we drew our wagons into a tight circle.
351. . . . have a dance right out on the prairie under the stars.
351. . . . the wagons ready to roll off across the endless prairie.
351. We dragged through deep mud . . .
351. Often we were lucky to make five miles in a whole day.
352. A forest ranger watches two "smoke jumpers."
354. Big ocean-going ships carry these products . . .
360. . . . and visit our citizens who live in the land of the "midnight sun."
362. Riding the waves on a surfboard looks easy . . .
362. . . . we often see flying fish skimming over the waves.
362. . . . at night countless stars sparkle in the heavens.
365. They are useful steppingstones on the air route from . . .
367. They call it "Seward's Icebox."
369. This Alaskan glacier is a river of ice . . .
369. They say that the crops fairly leap out of the soil with so much sunshine.
371. They cannot run to the telephone when food runs low . . .
372. For almost two weeks our ship plows through the Pacific . . .
372. The workers began to blast a canal through the mountains.
372. At the city of Balboa . . . we take on a pilot . . .
372. We are ready to start up a water stairway.

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374. Housing projects with thousands of homes have been built.
374. How are the locks in the Panama Canal like a water stairway?
375. What chain of islands extends away from the . . .
379. . . . come on with a flick of a switch.
380. Let Freedom Ring
388. Later . . . Champlain . . . planted a colony where the city . . .
389. . . . Canada still thinks of England as the "mother country."
389. These colonies were like children of "Mother England".
389. As time went on, the "children" grew up and . . .
389. . . . there are strong ties between a mother and her children.
389. Just think of Canada as a grown-up member of England's family.
393. For more than 200 years it has been the "main street" of Canada.
397. . . . hundreds of U. S. manufacturers have branch factories in Canada . . .
397. . . . we reach the . . . twin cities of Port Arthur and . . .
399. Every few miles we pass those "prairie skyscrapers," as grain elevators are called.
399. . . . the elevators are filled to bursting . . .
399. . . . peaks rise high above . . . silvery waterfalls.
400. Then he builds a log cabin and lays out his trapping route . . .

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400. . . . snow covers the ground like a blanket and the wild animals have grown their heavy coats . . . the trapper . . . begins to make his rounds and set his traps.
403. These two great chains come together in the southern part of Mexico to form a giant Y.
405. Between the arms of the Y is a great plateau . . .
406. Smoke pours from the tall stacks of mills . . .
406. . . . we reach a small Mexican village nestled in a green valley.
408. . . . an endless variety of other goods . . .
408. Our people are hungry for an education . . .
408. . . . buy most of their supplies in the open-air markets.
409. The highway climbs higher and higher.
409. We zigzag upwards on a shelf cut into the side of the mountain.
409. We twist and turn and reach the top . . .
409. We find that the village square in front of the church is the market place.
410. Sometimes the heart of the maguey is cooked and used for food.
412. Montezuma has but to say the word, and his people will turn on us.
412. We shall be trapped like rats.
412. He raised another army.
414. Mexico City is a combination of the old and the new.
414. For us it is like New York City, Washington, D. C., Chicago, and Los Angeles all in one.
414. A network of highways, railroads, and airways . . .

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416. Why is Mexico called a treasure house of minerals?
416. The streets that climb up and down the side of the hill . . .
417. They built . . . wonderful pyramids crowned with carved stone temples.
418. Some of these volcanoes have been dead for hundreds of years.
418. Others are only sleeping.
418. They may come to life any moment and spread destruction over the countryside.
419. The territory was broken up into several small countries.
419. Mestizos are people of mixed blood.
419. . . . these countries are often called the "banana republics."
421. Sometimes terrible storms . . . visit these islands in the autumn.
422. This one stands guard over the city of Havana.
425. These tropical products find a ready market in the United States.
431. . . . in a few years they had fought their way into every corner of the continent.
431. It passed laws on every subject imaginable.
432. The people of the Spanish colonies had little voice in their government.
432. Bolivar . . . vows to free his country from the yoke of Spain.
433. . . . the news spread . . . like wildfire.
433. On my honor, I swear that never shall this arm rest until my country is free from the yoke of tyrants.
433. The people fight bravely to overthrow the Spanish.

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433. Later he has to flee for his life.
434. Then Spain sent powerful expeditions to crush the new-born republic.
434. Bolivar suffered defeat and had to flee for his life.
437. The heat of these regions robs men of their energy.
437. . . . vines and weeds spring up . . .
437. The battle of man against nature never ends . . .
438. A steam shovel scoops up big bites of earth . . .
439. . . . Brazil is one of the best friends the United States has in Latin America.
440. It is often called Brazil's "wild west."
441. A sailing vessel once lay on calm waters off the coast of South America.
441. For more than a week not a breath of air had rippled the surface of the water.
441. . . . a village on one of the upper branches of the Amazon.
442. Pedro tells us that these rain forests are gloomy places.
443. People may dress differently . . . but at heart they are much the same.
443. . . . he collects the latex, or milky sap . . .
443. I knew that this region was a big, empty tropical rain forest.
445. . . . huge masses of rock rise straight up out of the water like mighty gateposts.
445. . . . Dr. Manuel's face is beaming with pleasure.
445. . . . the lights of the boulevard circling the water's edge gleam like a sparkling necklace.

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446. . . . they . . . hear all the latest musical hits that way.
447. This is called "egg on horseback."
447. . . . make a trip through coffeeland?
447. Our train climbs from the coast to the highlands and then rushes over a rolling plateau . . .
447. . . . coffee trees burst into bloom.
447. Overnight the fazenda is transformed into a scene of snowy beauty and the air is heavy with perfume.
448. . . . people . . . buy their coffee by brand.
450. Our plane is taking us as straight as an arrow from Sao Paulo to Buenos Aires.
450. What large river connects Paraguay with the outside world?
452. So he named the river Rio de la Plata, which is Spanish for "river of Silver."
454. There is an old saying, "When in Rome do as the Romans do."
454. Cutting through the main part of Buenos Aires . . .
454. "Of course," Bob groans . . .
456. In the United States most of your corn goes to market "on four legs."
459. Then we see, high and far away, a ragged white line.
459. The mountains begin to close in.
459. It seems as if the wings of the plane will brush the rocky walls.
459. High on a wind-swept mountain pass . . .
461. We are having a heat wave.
463. It is almost shut off from the rest of the world by burning deserts . . .

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464. Dr. Manuel tells that pack trains of llamas and donkeys carry much of the freight in Bolivia.
466. Stone shelves, like huge steps, were built on the sides of the hills.
466. If the way was too steep, steps were cut into the face of the mountain.
466. But the way it swayed chilled Tano's heart.
467. . . . killing them right and left.
468. He named it "City of Kings."
468. . . . we find Quito's steep, narrow streets alive with traffic.
469. These highlands are the heart of Colombia.
471. . . . the town was a tempting prize for pirates.
472. I remember the gusher that poured out more than . . .
473. His home is often called the birthplace of South American freedom.
473. Cars and trucks whiz by.
473. The country seems like another world.
474. Some of the large estates are being broken up so that more farmers can own land.

APPENDIX D

RAW SCORES

EXPERIMENTAL GRADE THREE RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	12	88	1.9	2.2	27
2	30	102	4.5	4.3	39
3	27	118	2.7	2.8	40
4	31	106	4.0	4.0	38
5	35	138	3.7	4.4	36
6	25+	117	3.7	3.9+	32
7	32	117	5.2	6.1	39
8	37	125	4.0	3.9	37
9	30	118	3.7	4.0	42
10	27	100	3.0	3.2	40
11	31	120	3.8	4.7	39
12	35	142	4.5	7.7	44
13	17	103	2.6	2.3	26
14	24	107	3.2	3.4	28
15	30	110	4.5	4.4	39
<u>Girls</u>					
1	28	115	4.0	4.0	34
2	32	106	3.7	3.4	37
3	35	145	5.4	5.7	35
4	38	109	2.8	3.4	38
5	23	83	3.1	3.2	24
6	18	107	3.1	3.7	30
7	17	105	3.1	3.3	23
8	33	113	4.3	4.7	41
9	25	116	3.6	2.7	31
10	31	129	4.5	5.3	39
11	22	112	5.0	3.8	35
12	25	116	4.7	4.4	37
13	15	106	3.8	3.2	31
14	31	102	4.0	3.4	30

EXPERIMENTAL GRADE FOUR RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	25	99	6.1	5.1	37
2	28	121	6.2	4.9	36
3	25	98	5.4	4.4	37
4	20	87	3.5	3.2	36
5	32	94	3.8	4.2	42
6	28	107	5.9	4.9	36
7	28	118	3.7	3.3	32
8	32	96	5.2	5.1	36
9	34	121	6.2	7.2	41
10	12	97	2.9	2.7	24
11	30	120	6.2	6.1	42
12	27	121	5.4	4.9	36
13	14	90	2.6	2.6	24
14	22	96	3.1	3.1	29
15	36	130	7.1	5.1	43
16	38	122	7.9	7.7	44
17	15	92	3.7	3.5	28
<u>Girls</u>					
1	36	110	6.2	7.2	47
2	32	114	5.9	5.3	33
3	32	110	6.2	4.3	40
4	21	96	4.7	4.4	34
5	30	109	4.8	5.1	32
6	34	129	5.9	5.7	45
7	29	114	4.3	4.9	41
8	31	122	6.6	6.8	39
9	29	109	6.2	7.9	42
10	33	124	5.7	6.1	44
11	23	116	3.5	4.3	39

EXPERIMENTAL GRADE FIVE RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	30	116	7.4	8.7	43
2	18	102	3.7	4.9	36
3	24	104	6.4	7.3	41
4	38	135	10.0	10.0	48
5	20	94	5.1	6.6	32
6	21	96	4.9	5.7	23
7	29	130	7.9	6.6	43
8	25	110	4.2	4.7	41
9	14	102	4.7	5.7	31
10	24	111	4.0	5.7	33
11	24	99	5.1	4.0	31
12	21	100	4.9	4.0	36
13	20	101	3.1	3.1	33
<u>Girls</u>					
1	27	104	4.5	5.3	40
2	29	123	7.1	7.3	39
3	33	139	9.2	9.2	39
4	27	103	5.6	5.1	33
5	35	130	7.6	8.0	43
6	30	124	7.6	5.9	41
7	18	96	5.1	3.8	32
8	32	121	5.3	5.9	43
9	31	125	5.3	7.3	37
10	27	119	6.6	7.3	42
11	14	115	4.9	5.7	17

CONTROL GRADE THREE RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	28	102	3.7	3.3	34
2	33	129	4.5	3.9	43
3	34	106	5.4	5.8	40
4	15	99	3.6	3.7	19
5	34	128	5.2	4.4	41
6	33	131	5.7	5.1	41
7	19	117	3.1	3.4	27
8	37	122	3.8	4.0	43
9	28	114	3.6	3.7	28
10	38	110	5.2	5.1	39
11	14	94	2.9	2.8	16
12	31	111	4.8	4.4	38
<u>Girls</u>					
1	33	120	4.5	4.0	33
2	34	110	5.2	4.3	38
3	25	110	3.4	3.3	36
4	31	122	4.7	4.9	35
5	19	107	3.5	3.2	20
6	29	131	3.5	3.4	40
7	26	89	3.8	3.5	28
8	29	114	4.1	3.9	34
9	29	101	4.3	4.7	37
10	29	117	4.3	4.4	37
11	12	115	3.0	3.4	26
12	26	117	3.8	4.3	36
13	30	103	2.9	3.1	31
14	19	106	3.5	3.3	21
15	29	110	3.5	3.8	40

CONTROL GRADE FOUR RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	27	125	5.0	4.9	26
2	12	100	3.7	3.4	21
3	32	126	5.7	7.7	41
4	32	110	4.1	4.7	40
5	37	127	7.1	7.9	44
6	27	118	5.4	4.0	39
7	17	110	3.7	3.0	29
8	19	109	3.1	2.8	28
9	21	97	3.5	2.8	24
10	29	117	4.8	4.9	35
11	21	113	4.7	4.0	25
12	21	114	5.2	4.2	37
<u>Girls</u>					
1	29	125	5.0	7.9	41
2	33	107	5.2	4.4	36
3	26	120	4.8	4.4	36
4	35	124	5.2	3.7	30
5	35	120	6.1	6.8	42
6	22	119	5.4	5.3	37
7	32	108	5.7	7.2	43
8	26	131	5.7	5.7	37
9	25	108	4.3	3.4	32
10	24	118	5.2	4.7	37
11	26	108	4.3	4.3	36
12	21	99	4.7	4.4	33

CONTROL GRADE FIVE RAW SCORES

Subj.	Pre-experimental Tests				Post Test
	Fig Lang.	IQ	Vocab.	Read.	Fig Lang.
<u>Boys</u>					
1	26	115	5.1	6.1	40
2	34	129	9.2	10.0	41
3	16	102	5.3	5.7	25
4	9	107	4.7	3.0	23
5	33	133	6.9	6.3	37
6	19	92	4.7	4.4	22
7	25	87	4.0	4.2	28
8	34	102	6.4	7.1	37
9	25	98	5.1	5.3	28
10	34	116	6.6	7.3	40
11	32	112	7.1	5.7	37
12	28	120	4.7	5.1	40
13	19	114	7.4	8.7	36
14	28	93	3.3	3.8	31
15	29	110	7.1	10.0	43
16	33	110	9.8	8.7	43
17	17	98	9.8	4.4	32
<u>Girls</u>					
1	23	92	6.2	6.6	37
2	15	84	4.2	4.4	21
3	26	106	6.4	6.3	31
4	20	103	5.3	4.2	27
5	27	97	4.7	4.4	35
6	23	118	4.9	3.7	26
7	11	96	4.9	4.7	30
8	25	109	4.2	7.1	40
9	21	113	5.5	6.1	30
10	21	106	4.2	5.7	25