

**SCHOOL READING  
BY GRADES: FIFTH  
YEAR**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649698646

School Reading by Grades: Fifth Year by James Baldwin

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

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

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

[www.triestepublishing.com](http://www.triestepublishing.com)

**JAMES BALDWIN**

**SCHOOL READING  
BY GRADES: FIFTH  
YEAR**



# SCHOOL READING BY GRADES

*FIFTH YEAR*

BY

JAMES BALDWIN



NEW YORK ·· CINCINNATI ·· CHICAGO  
AMERICAN BOOK COMPANY

## PREFACE.

---

THE pupil who has read the earlier numbers of this series is now prepared to study with some degree of care the peculiarities of style which distinguish the different selections in the present volume. Hence, while due attention must be given to the study of words merely as words,—that is to spelling, defining, and pronouncing,—considerable time should be occupied in observing and discussing the literary contents, the author's manner of narrating a story, of describing an action or an appearance, of portraying emotion, of producing an impression upon the mind of the reader or the hearer. The pupils should be encouraged to seek for and point out the particular passages or expressions in each selection which are distinguished for their beauty, their truth, or their peculiar adaptability to the purpose in view. The habit should be cultivated of looking for and enjoying the admirable qualities of any literary production, and particularly of such productions as are by common consent recognized as classical.

The lessons in this volume have been selected and arranged with a view towards several ends: to interest the young reader; to cultivate a taste for the best style of literature as regards both thought and expression; to point the way to an acquaintance with good books; to appeal to the pupil's sense of duty, and strengthen his desire to do right; to arouse patriotic feelings and a just pride in the achievements of our countrymen; and incidentally to add somewhat to the learner's knowledge of history and science and art.

The illustrations will prove to be valuable adjuncts to the text. Spelling, defining, and punctuation should continue to receive special attention. Difficult words and idiomatic expressions should be carefully studied with the aid of the dictionary and of the Word List at the end of this volume. Persistent and systematic practice in the pronunciation of these words and of other difficult combinations of sounds will aid in training the pupils' voices to habits of careful articulation and correct enunciation.

While literary biography can be of but little, if any, value in cultivating literary taste, it is desirable that pupils should acquire some knowledge of the writers whose productions are placed before them for study. To assist in the acquisition of this knowledge, and also to serve for ready reference, a few Biographical Notes are inserted towards the end of the volume. The brief suggestions given on page 6 should be read and commented upon at the beginning, and frequently referred to and practically applied in the lessons which follow.

## CONTENTS.

	ADAPTED FROM	PAGE
Something about Books . . . . .	<i>John Ruskin</i> . . . . .	7
Old Chiron's School . . . . .	<i>Charles Kingsley</i> . . . . .	12
The Dog of Montargis . . . . .	<i>Old Legend</i> . . . . .	19
The Old Oaken Bucket . . . . .	<i>Samuel Woodworth</i> . . . . .	20
The Village Blacksmith . . . . .	<i>Henry W. Longfellow</i> . . . . .	30
The Choice of Hercules . . . . .	. . . . .	34
Christmas at the Cratchits' . . . . .	<i>Charles Dickens</i> . . . . .	37
On the Mountain . . . . .	<i>St. Matthew</i> . . . . .	45
Betsey Hull's Wedding . . . . .	<i>Nathaniel Hawthorne</i> . . . . .	48
Ulysses and the Cyclops . . . . .	<i>Homer's "Odyssey"</i> . . . . .	54
The Brook . . . . .	<i>Alfred Tennyson</i> . . . . .	67
The Lady of Shalott . . . . .	<i>Alfred Tennyson</i> . . . . .	70
Lessons from Nature's Book . . . . .	<i>Sir Archibald Geikie</i> . . . . .	79
The Goodman of Ballengiech . . . . .	<i>Sir Walter Scott</i> . . . . .	87
Bugle Song . . . . .	<i>Alfred Tennyson</i> . . . . .	92
Some Experiences at Sea . . . . .	<i>Richard Henry Dana, Jr.</i> . . . . .	98
The King and the Rebel . . . . .	<i>Charles E. A. Gayarré</i> . . . . .	97
Daniel Boone . . . . .	<i>George Bancroft</i> . . . . .	100
Fulton's First Steamboat . . . . .	<i>Robert Fulton</i> . . . . .	108
The Planting of the Apple Tree . . . . .	<i>William Cullen Bryant</i> . . . . .	111
The Corn Song . . . . .	<i>John G. Whittier</i> . . . . .	114
Hunting the Wairus . . . . .	. . . . .	117
The Destruction of Pompeii.		
I. History . . . . .	<i>Charles Kingsley</i> . . . . .	124
II. Romance . . . . .	<i>Sir E. Bulwer Lytton</i> . . . . .	130

	ADAPTED FROM	PAGE
The Stranger on the Sill . . . . .	<i>Thomas Buchanan Read</i>	140
Our Country.		
I. What is Our Country? . . . . .	<i>Thomas Grimke</i>	142
II. Liberty and Union . . . . .	<i>Daniel Webster</i>	143
III. The Policy of Peace . . . . .	<i>John C. Calhoun</i>	144
A Legend of Sleepy Hollow . . . . .	<i>Washington Irving</i>	146
The Mariner's Dream . . . . .	<i>William Dimond</i>	166
The Sands o' Dee . . . . .	<i>Charles Kingsley</i>	169
The Invention of Printing . . . . .		170
The Wanderer . . . . .	<i>Eugene Field</i>	183
Lead Thou Me on . . . . .	<i>John Henry Newman</i>	184
The American Indian . . . . .	<i>Charles Sprague</i>	185
The Passing of King Arthur . . . . .	<i>Sir Thomas Malory</i>	187
BIOGRAPHICAL NOTES . . . . .		193
WORD LIST . . . . .		196
PROPER NAMES PRONOUNCED . . . . .		208

---

Acknowledgments are due to Messrs. Charles Scribner's Sons, publishers of the works of Eugene Field, for permission to use the poem entitled "The Wanderer"; to Messrs. Houghton, Mifflin & Co., publishers of the works of H. W. Longfellow and J. G. Whittier, for the use of "The Village Blacksmith" and "The Corn Song"; and to The J. B. Lippincott Company, publishers of the poems of T. Buchanan Read, for the piece entitled "The Stranger on the Sill."



## TO THE LEARNER.

---

A FAMOUS writer has said that the habit of reading is one's pass to the greatest, the purest, the most perfect pleasures that have been prepared for human beings. "But," he continued, "you cannot acquire this habit in your old age; you cannot acquire it in middle age; you must do it now, when you are young. You must learn to read, and to like reading now, or you cannot do so when you are old." Now, no one can derive very great pleasure or very great profit from reading unless he is able to read well. The boy or girl who stumbles over every hard word, or who is at a loss to know the meaning of this or that expression, is not likely to find much enjoyment in books. To read well to one's self, one must be able to read aloud in such a manner as to interest and delight those who listen to him: and this is the chief reason why we have so many reading books at school, and why your teachers are so careful that you should acquire the ability to enunciate every sound distinctly, pronounce every word properly, and read every sentence readily and with a clear understanding of its meaning.

Is the reading exercise a task to you? Try to make it a pleasure. Ask yourself: What is there in this lesson that teaches me something which I did not know before? What is there in this lesson that is beautiful, or grand, or inspiring? Has the writer said anything in a manner that is particularly pleasing—in a manner that perhaps no one else would have thought to say it? What particular thought or saying, in this lesson, is so good and true that it is worth learning by heart and remembering always. Does the selection as a whole teach anything that will tend to make me wiser, or better, or stronger than before? Or is it merely a source of temporary amusement to be soon forgotten and as though it had never been? Or does it, like fine music or a noble picture, not only give present pleasure, but enlarge my capacity for enjoyment and enable me to discover and appreciate beautiful things in literature and art and nature which I would otherwise never have known?

When you have asked yourself all these questions about any selection, and have studied it carefully to find answers to them, you will be prepared to read it aloud to your teacher and your classmates; and you will be surprised to notice how much better you have read it than would have been the case had you attempted it merely as a task or as an exercise in the pronouncing of words. It is by thus always seeking to discover things instructive and beautiful and enjoyable in books, that one acquires that right habit of reading which has been spoken of as the pass to the greatest, the purest, the most perfect of pleasures.

# SCHOOL READING.

## FIFTH YEAR.

### SOMETHING ABOUT BOOKS.

A beautiful book, and one profitable to those who read it carefully, is "Sesame and Lilies" by John Ruskin. It is beautiful because of the pleasant language and  
5 choice words in which it is written; for, of all our later writers, no one is the master of a style more pure and more delightful in its sim-  
10 plicity than Mr. Ruskin's. It is profitable because of the lessons which it teaches; for it was written "to show  
15 ciousness of good books, and to awaken in the minds of young people some thought of the purposes of the life into which they are entering, and the nature of the world they have to conquer." The follow-



John Ruskin.

ing pertinent words concerning the choice of books have been taken mainly from its pages :

All books may be divided into two classes, — books of the hour, and books of all time. Yet it is not merely the bad book that does not last, and the good one that does. There are good books for the hour and good ones for all time ; bad books for the hour and bad ones for all time.

The good book of the hour, — I do not speak of the bad ones, — is simply the useful or pleasant talk of some person printed for you. Very useful often, telling you what you need to know ; very pleasant often, as a sensible friend's present talk would be.

These bright accounts of travels, good-humored and witty discussions of questions, lively or pathetic story-telling in the form of novel : all these are books of the hour and are the peculiar possession of the present age. We ought to be entirely thankful for them, and entirely ashamed of ourselves if we make no good use of them. But we make the worst possible use, if we allow them to usurp the place of true books ; for, strictly speaking, they are not books at all, but merely letters or newspapers in good print. 25

Our friend's letter may be delightful, or necessary,