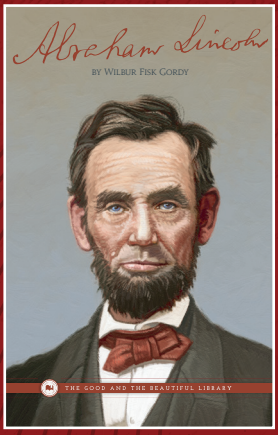
LEVEL EIGHT

BOOK STUDY

ABRAHAM LINCOLN

by Wilbur Fisk Gordy



- Writing
- Spelling
- Grammar, usage, and punctuation
- Geography
- Literature
- Handwriting
- Art

THE GOOD AND THE BEAUTIFUL

About the Book Study

What are book studies?

The Good and the Beautiful Book Studies are student-directed, consumable booklets that accompany select books from The Good and the Beautiful, helping children explore the book while also studying language arts, geography, and art. To complete a book study, the student simply reads and follows the instructions in each lesson. The parent or teacher checks the student's work using the answer key.

What topics does this book study cover?

- Literature
- Writing
- Spelling
- Vocabulary
- Geography
- Art
- Handwriting
- Grammar, Usage, Punctuation

Who are the book studies for?

Rather than replacing the language arts courses, book studies are extra, optional courses. Book studies are especially helpful for summer learning or for children who complete a language arts course in less than a year and need more material to finish off the year.

The Good and the Beautiful curriculum has no Level 8 Language Arts course. The language arts courses go from Level 7 to the high school courses. Level 8 book studies are designed for students who have completed The Good and the Beautiful Level 7 Language Arts course but do not want to start high school courses yet because

1) they finished Level 7 in the middle of a year and want something to work on before starting high school in the upcoming school year.

2) they are not interested in eventually completing high school courses earlier than 12th grade.

3) they are not quite ready for more intense reading or need more review of principles before moving on to high school courses.

4) they are not old enough for books with more mature (but still appropriate) topics and some wholesome romance.

Book studies are optional. Students do not need to complete any book studies between Level 7 and high school.

Level 8 book studies review grammar principles learned through Level 7. Book studies include new literature, spelling, memorization, geography, art, handwriting, and writing assignments.

What materials are needed?

To complete this book study, you will need the following items:

- This book study booklet
- *Abraham Lincoln* by Wilbur Fisk Gordy (published by The Good and the Beautiful)
- *The Good and the Beautiful Grammar and Writing Guide* (This nonconsumable guide is also used for the high school courses.)
- A blank (unlined) notebook for writing and drawing
- Tracing paper and a pencil

How many book studies should be completed and in what order?

- Each book study has a different number of lessons, depending on the length of the book. Each lesson takes an average of 25–35 minutes to complete. It is recommended that a student doing book studies for their sole language arts instruction do 1–2 lessons or more per day.
- The book studies do not go in any order. Students are encouraged to choose the book studies they would like to complete, but they are also encouraged to choose a variety of genres, including biographies.
- There is not a set number of Level 8 book studies that should be completed. These studies are a way to keep children reading good literature, learning new vocabulary, writing, and reviewing principles learned in previous levels until they are ready to begin the high school courses.

AT-A-GLANCE

28 Lessons

This section lists the main topics and principles covered in this book study.

Art

- Ancient Greek art
- Art appreciation
- Simple line drawing practice
- Mediums and styles of Greek artists of the 1800s

Geography Locations/Principles

- Kentucky
- Washington, D.C.
- Greece
- Geography terms and principles

Grammar, Usage, and Punctuation

Review of the following grammar, usage, and punctuation rules from our Levels 4–7 Language Arts courses:

- Abbreviations
- Plural nouns
- Capitalization rules
- Comma Rules 1, 2, 4, 5
- Possessive apostrophes

Handwriting

- Handwriting practice with inspiring quotes by Abraham Lincoln
- Handwriting assignments can be completed in print or cursive

Homophones

altar/alter	bail/bale	hostel/hostile
arc/ark	capital/capitol	

Correlated Literature Studies

- *Two Noble Lives* by Laura E. Richards (This short, full-length book is included in this booklet.)
- "Battle Hymn of the Republic" and other hymns by Julia Ward Howe

Rule Breakers and Commonly Misspelled Words

lasagna	achievement	analyze
mysterious	acquaintance	annual
accidentally	acquire	apparatus
accommodate	amateur	apparent
accumulate	analysis	ascend

Note: Some spelling words from Level 4 are also reviewed briefly.

Writing

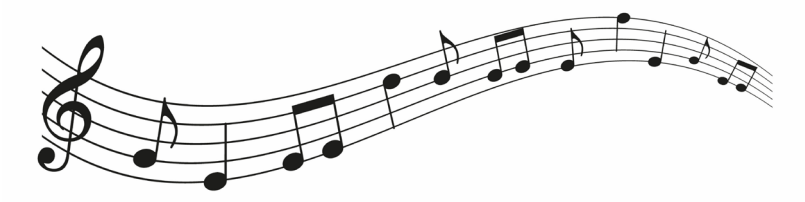
- Writing a response paper
- Short paragraph informative writing
- Effective writing instruction and practice

Memorization

In this course you will work on memorizing verses from "Battle Hymn of the Republic" by Julia Ward Howe, a writer you will study in this course. The course will refer you to this section to complete memorization exercises.

Battle Hymn of the Republic

(Verses 1, 4, and 5)



Mine eyes have seen the glory of the coming of the Lord:
He is trampling out the vintage where the grapes of wrath are stored;
He hath loosed the fateful lightning of his terrible swift sword,
His truth is marching on!

He has sounded forth the trumpet that shall never call retreat;
He is sifting out the hearts of men before his judgment seat;
Oh, be swift, my soul, to answer him, be jubilant, my feet!
Our God is marching on!

In the beauty of the lilies Christ was born across the sea,
With a glory in his bosom that transfigures you and me;
As he died to make men holy, let us die to make men free,
While God is marching on!

Lesson 2

Spelling

☐ Complete the exercises.

LOOK **at it,** SAY **it,** COVER **it,** WRITE **it,** CHECK **it. Complete twice for each word.**

lasagna _____ _____

mysterious _____ _____

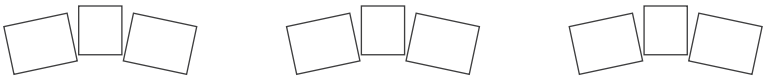
Write the following spelling words in alphabetical order: accumulate, accidentally, accommodate, achievement.

1. _____ 2. _____

3. _____ 4. _____

Write the syllables for each spelling word in the boxes.

ox - y - gen ex - er - cise re - li - gion



Homophones

- **ALTAR:** a platform or table used for worship. (Saul built an altar.)
- **ALTER:** to change (We had to alter our plans. I altered my dress.)

☐ Write a short sentence that uses each word correctly.

altar _____

alter _____

Vocabulary

proponent—a person who argues in favor of something
garner—to gather and store; reap
prominent—widely known; immediately noticeable; jutting outward
assimilate—to take in and incorporate as one's own; absorb
emulate—to strive to equal or become better than; to imitate
allocate—to assign, distribute, or set apart for a special purpose

☐ Fill in the blanks below with a vocabulary word from above.

1. Joseph will _____into the culture quickly.
2. The _____ congressman has a very _____ nose.
3. I want to _____ the famous Sauk athlete, Jim Thorpe.
4. The farmer will _____ an abundance of wheat this year.
5. My company will _____ a large amount of funds for remodeling projects next year.
6. My optimistic sister is a _____ of all that is good in the world.

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud.

Wilbur Fisk Gordy Biography



☐ To your parent or teacher, read the following biography of Wilbur Fisk Gordy, author of *Abraham Lincoln*.

Although little is known about the personal life of Wilbur Fisk Gordy, his values and beliefs are evident in his life's work. Wilbur poured his heart and soul into his efforts as an educator, author, and proponent of peace. His desire to strengthen America's youth by creating curriculum that illustrated lessons learned from history in engaging and enlightening ways, which at the same time emphasized ideals of peace, harmony, and cooperation, provided a firm foundation in a nation that was still struggling to repair the damage done by its own Civil War.

Born in Salisbury, Maryland, on June 14, 1854, to Elijah Melson Gordy and Martha E. Sheppard, Wilbur was to be the middle child, with sister Lavina four years older and brother Vaughn six years younger.

Wilbur graduated from Wesleyan University in 1880 and accepted a position as vice-principal of Middletown Connecticut High School, where he stayed for three years. He then became principal at Henry Barnard School in Hartford, Connecticut, superintendent of schools in Hartford, Connecticut, and later superintendent of schools in Springfield, Massachusetts. Education was his passion, and Wilbur became a leader in his field. He served as president of the New England Teacher's Association and as a member of the Board of Education from 1913 to 1928.

During this time, Wilbur saw what was happening in European countries as they prepared for war, and he feared what could happen if America followed suit. He was determined to call his beloved countrymen to remembrance of the principles and values our nation had been forged

with, and he set to work writing, lecturing, and forming organizations to garner the support and strength needed to effectively instigate a return to our country's founding virtues.

In his lifetime, Wilbur authored 69 literary works and 246 publications. He began by collaborating on the book *Pathfinder in American History*, but he soon took the reins and continued to make American history come to life on his own. His most popular work, *School History of the United States*, has seen over 50 editions. Mindful of his audience, Wilbur recognized that in the early 1900s, half of the nation's students would not continue past sixth grade. It was Wilbur's desire to acquaint all American youth with prominent events and important people in American history. In his own words, "It is without doubt a great mistake to allow half of the pupils to go out from our public schools with almost no knowledge of the moral and material forces which have made this nation what it is today. It is an injustice to the young people themselves; it is also an injury to their country, the vigor of whose life will depend much upon their intelligent and patriotic support."

A quick glance at the titles of some of Wilbur's most popular works clearly demonstrates how committed Wilbur was to sharing America's legacy with its schoolchildren. *American Leaders and Heroes*, *Elementary History of the United States*, *Stories of American Explorers*, *Colonial Days*, *American Beginnings in Europe*, *Stories of Early American History*, *Stories of Later American History,* and *Abraham Lincoln* were just a few of his works, created in the hope that the nation's youth would see that cooperation and interdependence lead to progression in society and improvement of life for everyone.

Wilbur's goal was to present "the dramatic, the picturesque, the concrete, the personal" details of history to capture the attention of his readers. By invoking their imaginations and stirring sympathy in their hearts, he believed the content would be assimilated and students would seek to emulate those of noble character among our nation's heroes.

In many of his publications, Wilbur credits his wife, Isabel Drummond Hunter, for her criticism and feedback throughout the writing process.

The couple had no children of their own, but their tireless efforts blessed the lives of generations of schoolchildren with an understanding of and deep love for their country.

Although American history was riddled with war, Gordy proposed that Americans should not allocate their time and resources to preparations for war, but should unite in brotherhood and grow together in industry and civility. He believed that "our supreme business as a people is not the frightening of rivals but the making of friends." And that "to put this ideal into practice, we must live up to the motto that justice and righteousness are the keystone of national greatness." His strong convictions led him to join and become a board member of the American School Peace League—to promote "international justice and fraternity" through public education. A publication from the league in 1909 explained how the organization hoped to "further the work of developing a peace loving spirit among school children" by teaching the "destructive effects of war," including the loss of men—the moral wealth of the country—and the financial devastation it causes. Wilbur also served as president of the Connecticut Peace Society.

Although much of his life's work centered around education, Wilbur was a concerned citizen who sought to be involved in public life in his community. He, along with four other Hartford residents, founded the 1892 Club. This exclusive group of professionals met five times a year to discuss educational, social, and religious topics they deemed relevant to their lives or to worldwide welfare. Membership was by invitation only, and members took turns presenting at meetings. Remarkably, the club continues to operate to this day.

Wilbur's hard work and service did not go unnoticed. He received an honorary Masters of Arts degree from Marietta College as well as a Doctor of Humane Letters degree from Wesleyan University.

Wilbur Fisk Gordy passed away December 23, 1929, at the age 75, but many of his works are still in circulation today and touching the hearts of American schoolchildren generations later.

Grammar, Usage, Punctuation

☐ Read the following rules. Then, title a section in your notebook "Some of My Favorite Songs" and list three or more song titles, remembering to put them in quotation marks.

- Titles of books are put in italics or all capital letters, for example, *Little Men* or LITTLE MEN.
- Titles of songs are put in quotation marks, for example, "Amazing Grace."

Handwriting

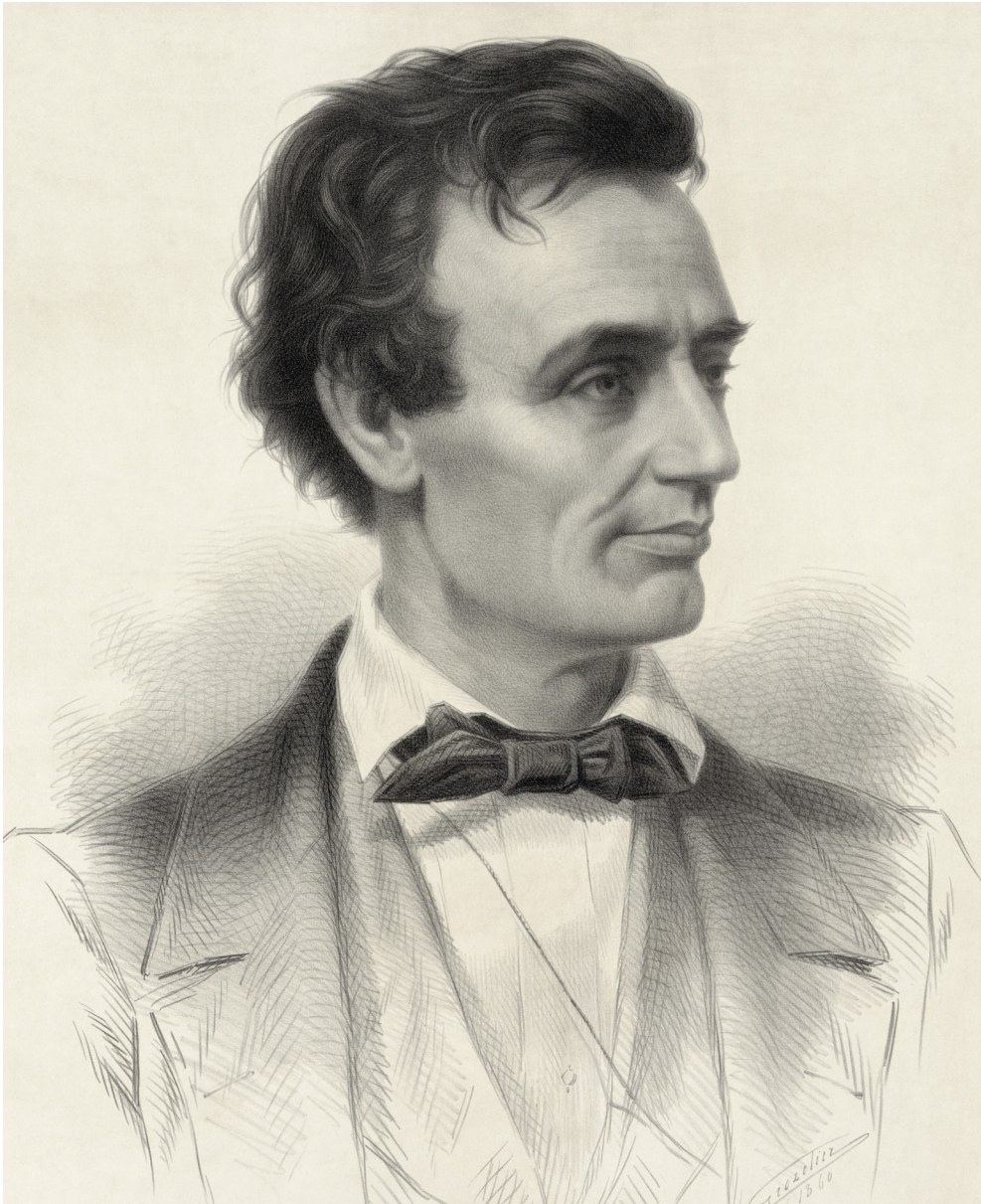
☐ Copy the following quote by Abraham Lincoln.

"Resolve to be honest in all events; and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer."

"Resolve to be honest in all events; and, if in your own judgment you cannot be an honest lawyer, resolve to be honest without being a lawyer."

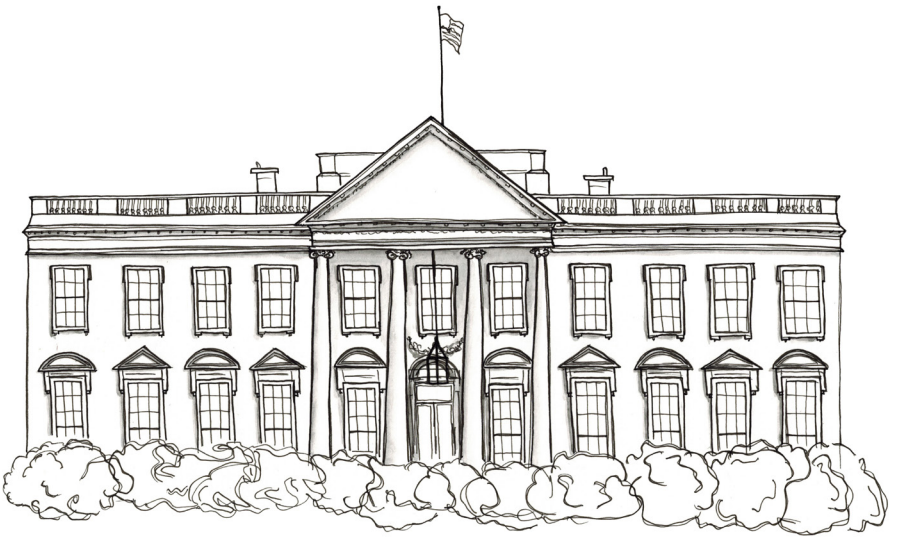
image is a water-repelling substance, while the negative image is water-retaining. When a certain type of ink is put on the plate, the ink will adhere to the positive part only. The plate is then pressed on the paper.

Below is a lithograph created by lithographer Leopold Grozelier (1830–1865) from the painting by Thomas Hicks (1823–1890). This image was created in 1860, before Lincoln grew his iconic beard.



Lesson 10

Geography



☐ Read the following facts about Abraham Lincoln's family and the White House:

1. President Abraham Lincoln, his wife Mary, and their sons Willie and Tad moved into the White House in March of 1861. Lincoln was the first president to set up family and official sides of the White House.

2. About a year after becoming president, Abraham Lincoln started living in a large summer cottage (on 250 acres of land) three miles from the White House from June to November. This allowed the Lincolns to escape the stresses of the city for part of the year.

3. Congressman Isaac Arnold, friend to Lincoln, wrote: "It will interest those who did not see him at the White House . . . to know something of his life and habits while he lived in the Executive Mansion. At Springfield, his home was a small, modest, comfortable, wooden cottage, such as is found everywhere in the villages of our country. Here he lived in a quiet unostentatious [not flashy] manner, without

any pretension, and dispensed to his personal friends and members of the bar and judges, a cordial but very simple hospitality. At the White House, he was compelled by custom and usage to have large receptions, to give dinners, and to adopt a life of conventional form and ceremony, to which it was not easy for him to conform, and which was far less agreeable than the simple and easy life he had led before."

☐ Read the following information about Washington, D.C.

Washington, D.C., with a total area of just over 60 square miles, is the capital city of the United States. It is not a state; it's a federal district.

When George Washington became the first president of the United States, the capital city of the country was New York. In those days there were only 13 states, and they were all along the East Coast. People wanted a capital city that was not too far north or south. George Washington chose a spot for the capital right in the middle of the 13 states. The city of Washington was named for George Washington, and the District of Columbia was named for explorer Christopher Columbus.

Because it was feared that people living in Washington, D.C. might unfairly influence Congress, residents of the District of Columbia pay full taxes but do not have representatives in the U.S. Congress. They can vote for the president of the United States, however. The federal government maintains jurisdiction over the city. Over 600,000 people currently live in Washington, D.C., and over 16 million people visit the area every year, enjoying the monuments and museums.

Important government buildings in Washington, D.C. include the U.S. Capitol Building (where Congress meets), the Supreme Court building, and the White House. The area also includes the Washington Monument, the Thomas Jefferson Memorial, and the Lincoln Memorial.

Interesting Facts

- The city was nearly destroyed during the War of 1812 against Great Britain.
- President George Washington never lived in the White House because it was not completed until a year after he died. John Adams was the first president to live in the White House.

- In 1912, Japan gave 3,000 cherry trees to the city as a show of friendship. They are especially beautiful when they blossom in the spring.



- Miles and miles of tunnels in Washington, D.C. are used by Congress.
- The huge Potomac River makes up a border of Washington, D.C. Several islands on the river have fantastic walking trails.
- The Library of Congress in Washington, D.C. is the largest library in the world. It houses more than 160,000,000 objects. If you were to set all the bookshelves side by side, they would extend for more than five hundred miles. The Library contains more than 6,000 books that were owned by Thomas Jefferson.
- "The district's population is among the most educated in the entire United States. Nearly half of all adults have at least a bachelor's degree. That's because Washington draws to it many of the nation's most ambitious young people, who come seeking opportunity in public service and politics." (common.usembassy.gov/wp-content/uploads/sites/70/2022/05/washington-dc.pdf)

Reading

☐ Read Chapter 8 of *Abraham Lincoln*. Remember to take notes in the section of your notebook you titled "Noble Character Traits of Abraham Lincoln."

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud. Then, on page 10 complete the "Practice 1" activity by reading the song out loud and filling in the blanks verbally.

Lesson 22

Challenging Pronunciation Vocabulary

☐ Read the following words and definitions **to your parent or teacher.**

1. ***Porous*** [POUR–us]: full of pores; permeable by liquid or water
2. ***Iconic*** [i–CON–ic] : 1) widely recognized and well-established, like an iconic brand name; 2) widely known and acknowledged, especially for distinctive excellence, like an iconic author
3. ***Antithesis*** [an–TITH–ih–sis]: exact opposite
4. ***Dingy*** [DIN–gee]: shabby, dirty; lacking brightness and freshness
5. ***Anomaly*** [uh–NOM–uh–lee]: something that deviates from what is standard, normal, or expected
6. ***Eminent*** [EM–uh–nunt]: distinguished, noteworthy; lofty, high
7. ***Piazza*** [pee–ATZ–uh]: an open square or public place in a city or town
8. ***Secession*** [sih–SESH–un]: the act of seceding [SIH–seed–ing] (formally withdrawing from an alliance, political group, organization, etc.)
9. ***Coercion*** [koh–UR–shun]: compelling through force or threats
10. ***Cordial*** [CORE–jewl]: warm and friendly
11. ***Pallor*** [PAL–er]: paleness, as from fear, ill health, or death
12. ***Preceding*** [pree–SEE–ding]: previous, coming before

☐ Fill in the blanks with the appropriate vocabulary word from above.

1. We managed to clear the town _____ without the use of _____.
2. The _____ countertop seemed to absorb everything that touched it.
3. After years of hard work, his bakery had finally become _____ to the town.

4. Although they were disappointed following his _____ from the organization, the members were still _____.
5. With the _____ of a ghost, I stood before the crowd and sang my first solo.
6. It was a wonderful surprise to find that there would be a dinner _____ the play.
7. The _____ home was an _____ in the neighborhood.
8. Dr. Hansen, an _____ surgeon, completed the challenging procedure in record time.
9. The cheery disposition of the nanny was a welcome _____ to the previous babysitter.

Memorization

☐ Read the "Battle Hymn of the Republic" on page 9 two times out loud. Then, on page 11 complete the "Practice 3" activity by reading the song out loud and filling in the blanks verbally.

Reading

☐ Read Chapter 1 of *Two Noble Lives*.

Two Noble Lives

Samuel Gridley Howe and Julia Ward Howe

By Their Daughter, Laura E. Richards

First published in 1893

Chapter I: The Hero

My father, Samuel Gridley Howe, was born in Boston, Massachusetts, November 10, 1801. He came of good Colonial stock on both sides, his grandfather, Edward Compston Howe, having been one of the "Indians" of the Boston Tea Party, while his mother's uncle, Richard Gridley, was a gallant soldier and engineer who served at Louisburg in 1745, fortified Bunker Hill the night before the battle, and, under Washington's orders, aided in preparing the siege-works which finally drove the British from Boston.

Sam Howe, as my father was called, was a handsome boy with dark hair, rosy cheeks, and bright blue eyes—full of fun and mischief.

His father was a maker of ropes and cordage, and had a large "rope walk" on Charles Street. Sam was very fond of playing about the rope-walk and on the shore close by; for in those days the Back Bay was really a bay, and the water flowed up to the Charles Street houses, and stood deep over the spot where now the Public Garden blossoms. In winter the broad sheet was a clear surface of ice where there was fine skating and sliding. In spring, when the ice was breaking up, there was another sport, exciting but not at all safe, in which little Sam Howe delighted; and he spent much of his play time in "running tiddledies," which means jumping from one floating ice-cake to another. Once, while doing this, he fell in and was fished out and brought to his father's office, which was nearby, dripping with ice-cold water.

"Go home," said Grandfather Howe, "and tell your mother to whip you!"

"I went home," my father used to say, "but my mother did not whip me."

Sam went through the Boston Latin School. Then came the question, "What next?" There were three boys, Joseph, Samuel, and Edward. Their father was not rich and could not send them all to college. He called them round him one day and opened the big family Bible.

"Do you each read me a chapter!" he said. "The one who reads best shall go to college."

Sam read very much the best, so he was sent to Brown University in Providence, Rhode Island. Here he stayed for four years, studying a good deal, but sometimes playing naughty pranks. But the spirit of adventure which led him into mischief was soon to lead him to far different things.

On leaving college, Sam Howe went through the Harvard Medical School and received his diploma as Doctor of Medicine.

At that time the Greek War of Independence was going on. Greece had for centuries been under the cruel rule of Turkey, but now the Greeks had resolved to be free and had taken up arms against their oppressors. They were a brave and gallant people, and many young men of other countries went to help them in their struggle for freedom. Among these was my father (as I shall call him from now on). He had always loved Greek history; he greatly admired the poetry of Lord Byron, who had recently given his services to Greece; and he determined to do likewise and join the band of Philhellenes, or lovers of Greece.

In 1824, being then twenty-three years of age, he sailed for Greece and offered his services as surgeon to the Greek government. They

were accepted, and for six years he remained in Greece, first with the army and later as surgeon-in-chief to the Greek fleet. He fought in many a battle, side by side with the hardy Greek mountaineers; dressed like them in the "snowy camise and the shaggy capote;" he shared their toils and their hardships; and slept rolled in his cloak, with a stone for his pillow, under the open stars. Often for months at a time he tasted no flesh save that of mountain snails or roasted wasps. For weeks he went without bread, and sometimes for days together without food of any kind.

I remember asking him once, long years after, whether roasted wasps were not "horrid!"

"Not at all," he replied. "Roasted to a crisp and strung on a straw like dried cherries, they were not at all bad. I was often thankful enough to get them!"

The Greek chieftains loved him and called him "the beautiful youth." You have read in Whittier's ballad how he once saved the life of a wounded Greek, putting him on his own horse, with the Turkish soldiers close at hand, and barely escaping on foot with his own life. This man became his faithful servant and followed him like a dog, sleeping at his feet at night, and unwilling to lose sight of him even for an hour.

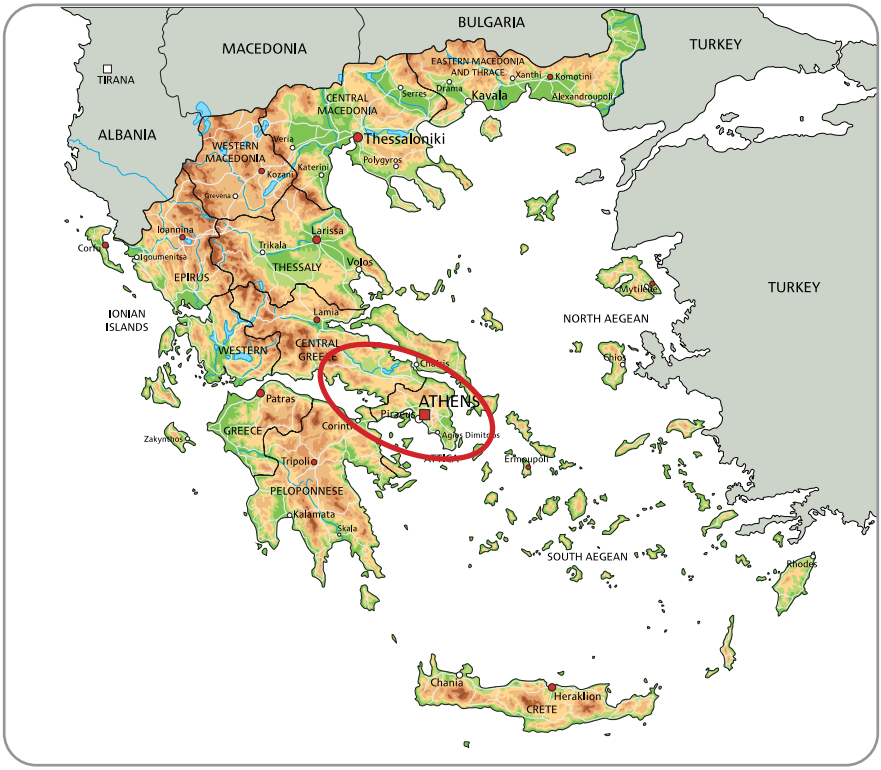
An officer who served with him said afterward that the only fault found with him was that he always would be in the fight and was only a surgeon when the battle was over.

My father kept a journal during the Greek Revolution, as this war was called. I have it now, a little sheepskin volume, small enough to carry in the pocket, the pages covered with very fine, crabbed writing in faded ink, which is now hard to read. In this book, by the light of the campfire or the smoky lamp in a village hut, he would jot down the


BLACK SEA
MACEDONIA
BULGARIA
ALBANIA
TIRANE
Istanbul
MARMARA DENIZI
TURKEY
Izmir
Samothraki
Thassos
Lemnos
Lesbos
Chios
Psara
Skyros
Thessaloniki
Chalkidiki
Mount Olympus
Larissa
GREECE
AEGEAN SEA
Euboea
ATHENS
Piraeus
Andros
Tinos
Mikonos
Ikaria
Samos
Patmos
Leros
Kos
Rhodes
Kea
Kithnos
Syros
Paros
Naxos
Amorgos
Astipalea
Sifnos
Serifos
Ios
Milos
Santorini
Kithira
Peloponnesus
Patra
Heraklion
Crete
Carpathos
SEA OF CRETE
MEDITERRANEAN SEA
IONIAN SEA
Lefkada
Ithaki
Kefalonia
Zakinthos
Kerkira
0
50
100
150 km
0
50
100
150 mi

☐ Read and complete.

Athens, the capital city of Greece, is the largest city in Greece, with a population of about 3.5 million people. Athens lies on a long ***peninsula***, a piece of land almost surrounded by water or projecting out into a body of water.



Athens has a mild, gentle climate. The winters are cool, without frost or snow. The summers are very warm and dry, often with light, pleasant breezes and cool nights. This lovely climate affects the architecture of the city.



Memorization

☐ On page 11 complete the "Practice 3" activity by reading the song out loud and filling in the blanks verbally.

Editing

☐ Edit the following sentences from *Two Noble Lives*. Use editing marks as shown on page 4 of your *Grammar and Writing Guide*. There are 15 mistakes that deal with these rules in your *Grammar and Writing Guide*: page 13—apostrophes, page 18—Rules 1 and 2, page 19—Rules 4 and 5.

1) My father, Samuel Gridley Howe, was born in Boston massachusetts November 10 1801.

2) They were a brave and gallant people and many young men of other countries went to help them in there struggle for freedom.

3) He found some little blind children took them home to his fathers house and taught them to read and write.

4) He gave them all clothing, and they set to work at once under his orders

5) My father was now an old man but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in boston told them the sad story of the brave cretans and called on them for aid.



"The Waiting," an iconic 1900 painting by Nikiforos Lytras (1832–1904), was one of his most well-known depictions of Greek life. Using a large variety of color, artists like Lytras created works that made life look idealistic.

First Steps (1893)

Georgios Jakobides (1853–1932), another member of the Munich School, loved to paint scenes of infants and children. During the academic realism era, landscape painting became less common and most art depicted portraits or scenes of everyday life with realistic details that helped tell a story.



Lesson 27

Reading

☐ Read Chapter 7 of *Two Noble Lives*, the final chapter of the book.

Chapter 7: Afternoon and Evening

In the year 1867, my father had the happiness of going once more to Greece on an errand of mercy. When Greece won her freedom, the island of Crete had been left under Turkish rule; but now the islanders, a brave and hardy race, had risen against their tyrants and made a gallant struggle to win their freedom too.

As in the case of Greece so many years before, there was great suffering among the women and children. My father was now an old man, but he felt that he could not let them suffer while he had strength to help. He called a meeting of kind people in Boston, told them the sad story of the brave Cretans, and called on them for aid. It was generously given, and once more he sailed for Greece, carrying food for the hungry and clothing for the naked.

My mother went with him, as did my sister Julia and I, and we all helped in giving out the clothes, many of which had been made by Boston school girls. It was a delightful time for all of us. The Turks were angry and forbade my father to go to Crete, setting a price on his head, but he went all the same and came back safe.

Once, indeed, he came very near shipwreck. He was in a wretched little steamboat, the machinery of which broke down, leaving the vessel helpless. They drifted about all night at the mercy of the waves. With the morning a breeze sprang up, but the captain and crew of the tug (for it was nothing more) were only the more frightened and wept

and wailed, calling on the saints to help them. My father, however, tore down a piece of the awning and, with the help of a passenger, held it up by way of a sail, and so brought the vessel safe into port.

The brave Cretans did not succeed in winning their freedom that year, though they fought hard for it, but now they have their own government and are prosperous and thriving.

So long as he lived, my father never ceased to work for the good of others. He has been called "the Servant of Humanity," because he gave his whole life for the service of his fellow men.

In the year 1876, this great and good life ended.

My mother had still many long years before her, and she continued to fill them full of good and lovely and helpful deeds. She did not give up her studies, but she added to them all kinds of other work. We children were now grown up and married, so she had much more time at her disposal. She felt that the women of our country and of all countries might make their lives fuller and freer and broader than they had been. So she founded or helped to found many clubs and associations of women, some for work and some for study, all based upon the idea of helping women to help themselves. She felt that women should have the right to vote, and worked ardently in this cause. She wrote many essays and lectures, and went about the country delivering them. And wherever she went, she was gladly welcomed, as the author of the famous Battle Hymn, and as an earnest lover of her kind. The words of wisdom and cheer that she spoke gave help and comfort and strength to very many people, and her name became more and more beloved.

She felt that war was one of the most terrible evils, and that women ought to fight against it with the weapons of peace. So, for this cause too she spoke, often and well, and for it she wrote more than one poem.

My mother's poems fill several volumes, and some of them have

become household words. Here is one which I have always specially loved.

THE PARABLE

"I sent a child of mine today;
I hope you used him well."
"Now, Lord, no visitor of yours
Has waited at my bell.

The children of the Millionaire
Run up and down our street;
I glory in their well-combed hair,
Their dress and trim complete.

But yours would in a chariot come,
With thoroughbreds so gay;
And little merry men and maids
To cheer him on his way."

"Stood, then, no child before your door?"
The Lord, persistent, said.
"Only a ragged beggar-boy,
With rough and frowzy head.

The dirt was crusted on his skin,
His muddy feet were bare;
The cook gave victuals from within;
I cursed his coming there."

What sorrow, silvered with a smile,
Slides o'er the face divine?
What tenderest whisper thrills rebuke?
"The beggar-boy was mine!"

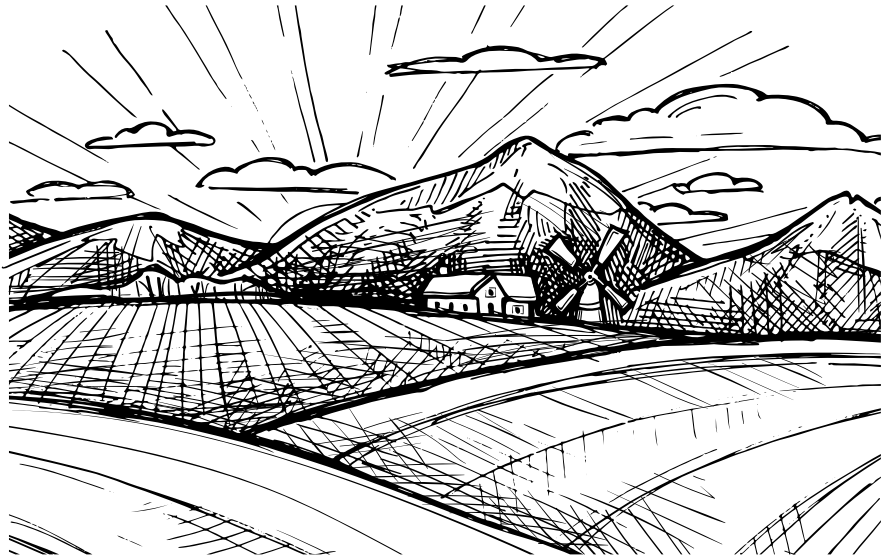
Lesson 28

Art and Writing

☐ Complete the assignment.

Laura Richards uses the beautiful imagery of a golden sunset to describe the end of her parents' lives. In your notebook, draw the sunset scene below or your own variation of the scene.

Then, in your notebook or on a computer, write your thoughts about this question: "What do I want to accomplish in my life so that the end of my life could be described as a beautiful sunset, bathing the world around it in glory?"



Memorization

☐ Recite to a small or large group the verses of "Battle Hymn of the Republic" that you memorized in this course.