

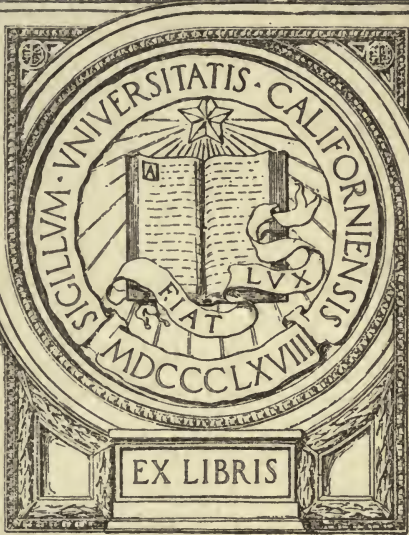
COMMUNITY  
ENGLISH  
FLAGG

UC-NRLF



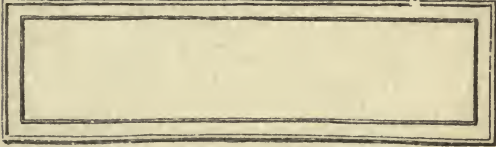
\$B 305 849





EX LIBRIS

EDUCATION DEPT.





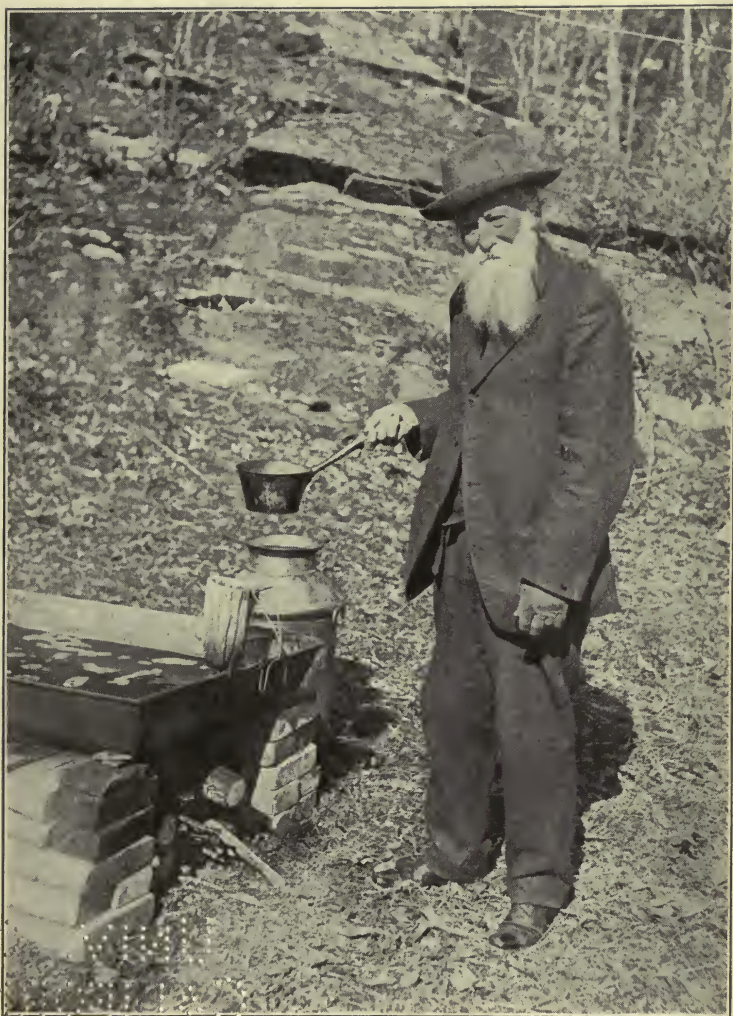


THE MACMILLAN COMPANY  
NEW YORK · BOSTON · CHICAGO · DALLAS  
ATLANTA · SAN FRANCISCO

MACMILLAN & CO., LIMITED  
LONDON · BOMBAY · CALCUTTA  
MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.  
TORONTO





*Photo by "International"*

**JOHN BURROUGHS. AUTHOR AND NATURALIST**  
Making maple sugar on his eighty-third birthday

# COMMUNITY ENGLISH

A BOOK OF UNDERTAKINGS  
FOR BOYS AND GIRLS

MILDRED BUCHANAN FLAGG

New York

THE MACMILLAN COMPANY

1922

*All rights reserved*

PRINTED IN THE UNITED STATES OF AMERICA

LB1631  
F6

COPYRIGHT, 1921,

By THE MACMILLAN COMPANY.

Set up and electrotyped. Published November, 1921.

EDUCATION DEPT.

TO WHOM  
IT MAY COME

Norwood Press

J. S. Cushing Co. — Berwick & Smith Co.

Norwood, Mass., U.S.A.



TO  
JOHN D. BIGELOW  
TEACHER AND  
FRIEND

541216



Digitized by the Internet Archive  
in 2008 with funding from  
Microsoft Corporation

## PREFACE

THIS book aims to be of positive, practical value

1. In helping the pupil to develop within himself the power to understand, use correctly, and appreciate the mother tongue.

2. In contributing, through individual and group investigations and reports of community activities, to the making of sturdy, competent American citizens.

3. In giving the pupil a feeling of self-reliance based upon the knowledge that he has done his own research work and thought questions through for himself.

4. In providing group exercises in which the pupil becomes a critic of his own work and that of his classmates.

5. In drawing little distinction between school and out-of-school activities.

6. In suggesting a sufficient number of purposeful activities to interest every pupil in the class.

7. In making it unnecessary for the teacher to make such a statement as, "It may not appear useful to you now, but it will be extremely valuable to you in after life."

8. In helping the pupil to form proper mental habits by uninterrupted attention to one undertaking at a time.

9. In giving the pupil a more intimate acquaintance with his environment.

10. In providing an incentive for good English outside the schoolroom.

This book is designed for use in the grammar grades and in junior high schools. Each Undertaking is a complete unit in itself and is in the highest possible degree independent of the other Undertakings. In each unit the first activity, in one of its several forms, should be worked out by each pupil. Additional similar projects may be undertaken if interest warrants and time permits.

The method of this book needs little comment or explanation. The book has been written for the pupils and the Undertakings have been presented in simple, concise fashion. The subject matter is organized in nineteen comprehensive units which provide a far greater amount of suggested material than any one teacher or class can possibly use. This freedom of choice affords a variety of work which would otherwise be impossible.

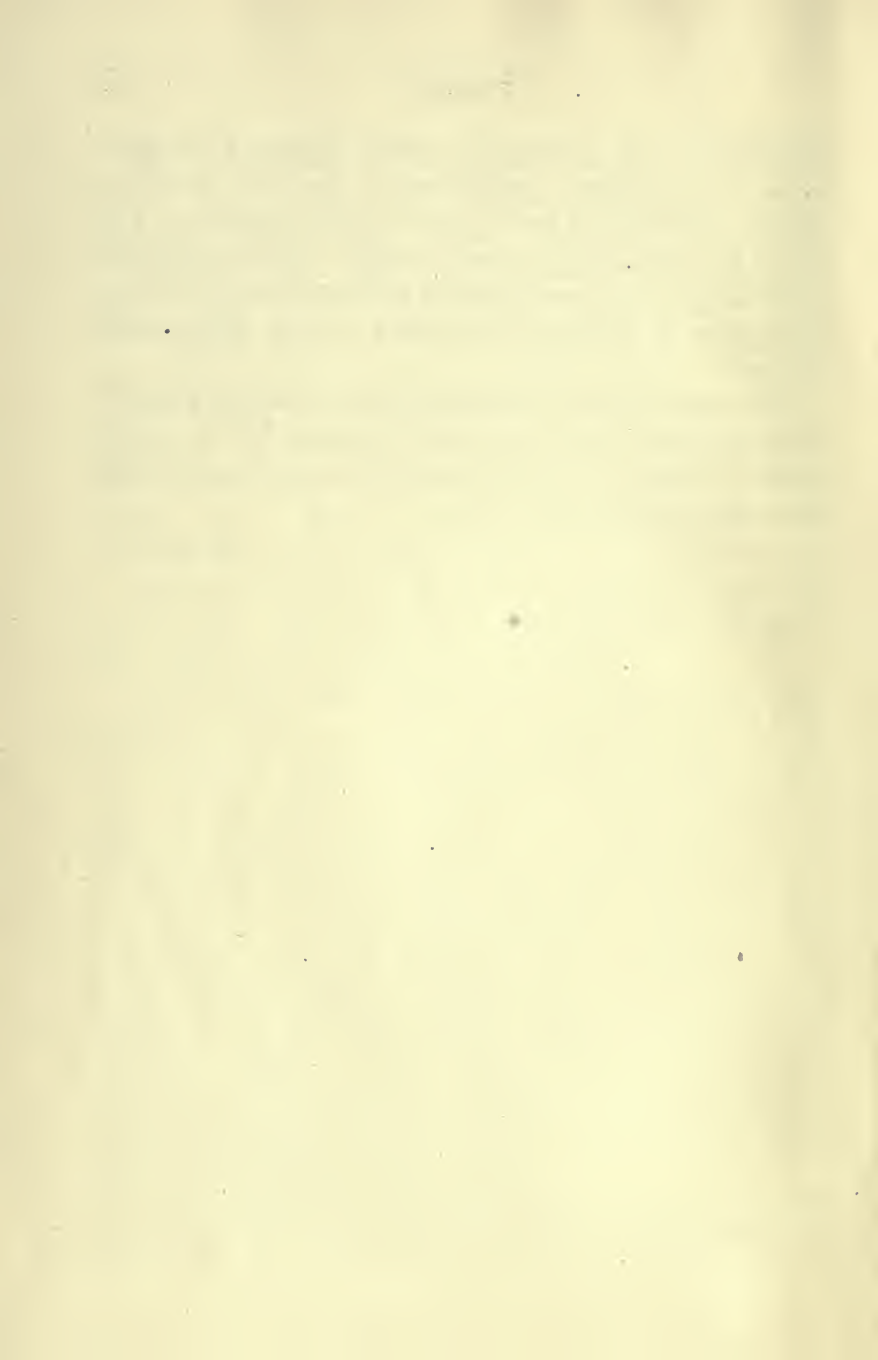
Furthermore, local conditions and experience are emphasized to such an extent that the problem of *what to say* proves no longer troublesome, and undivided attention may be given to *how to say it*. Home industries, home government, public utilities, and local history form the means by which the work of the English class is almost automatically correlated with that in other subjects. Introductory talks and questions serve as guides to the pupil. The play spirit, so large a part of the home and outdoor life of the pupil, is made a salient feature of the classroom activity. Hence there is no lost energy and no mind-wandering. Indeed, in almost every Undertaking the pupil loses sight of the fact that he is gaining knowledge, because of his interest in the results.

The paragraph has been made the subject of special study; and letter-writing, the making of reports, memory

training, the use of reference books, telephone conversations, verse-making, dramatization, and the study of literary masterpieces have received much attention. Provision has been made for only enough technical grammar to furnish a touchstone by which the pupil is able to understand what he reads and to correct his own faulty habits of speech.

This book is the direct outcome of five years of experience in the teaching and supervision of English by the project method. Each of the Undertakings has been tested many times in various English classes.

M. B. F.



## ACKNOWLEDGMENTS

THE author makes grateful acknowledgment to the following publishers and authors for permission to use copyright material: to Henry Holcomb Bennett and *The Youth's Companion* for *The Flag Goes By*; to Katharine Lee Bates and T. Y. Crowell Company for *America the Beautiful*; to Samuel Arthur Derieux and *The American Magazine* for the excerpt from *The Smartest Animals We Know*; to The Macmillan Company for selections from *American History for Grammar Schools* by Marguerite Stockman Dickson, for the play *James Wolfe* from *Historical Plays for Children* by Bird and Starling, and for the letter from Charles Kingsley; to *The Ladies' Home Journal* for the editorial *The Lip-Lazy American*; to Joseph C. Lincoln and D. Appleton & Co. for the extract from *Shavings*; to The Review of Reviews Company for the letter from Phillips Brooks to Canon Farrar; and to various individuals and historical societies for permission to use hitherto unpublished letters.

The selection by Vice-President Calvin Coolidge from *Have Faith in Massachusetts* and the description of the June day from *The Vision of Sir Launfal* by James Russell Lowell are used by permission of and by special arrangement with Houghton Mifflin Company, the authorized publishers of these works. The author is similarly indebted to Rudyard Kipling, to A. P. Watt & Son of

London, and to Doubleday, Page & Co. for *If*; and to Charles Scribner's Sons for *America for Me* by Henry Van Dyke, and for *The Griffin and the Minor Canon* by Frank R. Stockton.

The inaugural address of President A. Lawrence Lowell of Harvard University is reprinted by special permission. Grateful acknowledgment is also due Dr. S. J. Slawson, Superintendent of Schools, Bridgeport, Connecticut, and Miss Mary Rosa for help in the preparation of the first draft of the manuscript; and to Dr. Henry P. Emerson, author of *Modern English* and *English Spoken and Written*, for careful reading of the manuscript and for many helpful suggestions.



## TABLE OF CONTENTS

	PAGE
<b>PART I. LETTER-WRITING</b> . . . . .	I
Friendly letters . . . . .	2
Greetings . . . . .	3
Accompanying gifts . . . . .	5
Travel letters . . . . .	6
Thanks for gifts . . . . .	7
Invitations . . . . .	8
Thanks to hostess . . . . .	9
Letters of sympathy . . . . .	10
Business letters . . . . .	11
Orders . . . . .	14
Receipts . . . . .	15
Complaints . . . . .	15
Adjustments . . . . .	16
Applications . . . . .	16
Answers to advertisements . . . . .	17
Letter of instructions . . . . .	19
Telegrams . . . . .	21
Fast day messages . . . . .	22
Day letters . . . . .	22
Night letters . . . . .	23
Cablegrams . . . . .	23
<b>PART II. THE MAKING OF BOOKLETS</b> . . . . .	37
The individual booklet . . . . .	37
The class booklet . . . . .	51
The class scrapbook . . . . .	51
The class anthology . . . . .	51

	PAGE
PART III. ORAL AND WRITTEN REPORTS . . . . .	53
In <i>paragraph</i> form . . . . .	53
Reports upon public utilities . . . . .	53
Reports upon city government . . . . .	66
In <i>outline</i> form . . . . .	77
Report on subjects looked up in reference books . . . . .	78
Report on material collected for a biographical sketch . . . . .	79
Report on material collected for an historical sketch . . . . .	81
PART IV. THE USE OF REFERENCE BOOKS . . . . .	85
Dictionary . . . . .	86
Encyclopedia . . . . .	89
Table of contents . . . . .	90
Index . . . . .	90
General magazine index . . . . .	90
Gazetteer . . . . .	90
Atlas . . . . .	91
Card catalogue . . . . .	91
Who's Who . . . . .	91
Congressional Directory . . . . .	91
Reference almanac . . . . .	92
PART V. POSTERS AND CHARTS . . . . .	93
PART VI. CLASS PARLIAMENTARY USAGE . . . . .	108
What to do . . . . .	108
How to do it . . . . .	110
PART VII. NOTEBOOKS . . . . .	113
PART VIII. THE BULLETIN BOARD . . . . .	115
PART IX. ORAL AND WRITTEN DRAMATIZATION . . . . .	118
PART X. MEMORY TRAINING . . . . .	134
Memory contests . . . . .	135
Selections to be memorized . . . . .	136
Quotations . . . . .	143
PART XI. GAMES AND CONTESTS . . . . .	148
Grammar baseball . . . . .	149
Spelling contests . . . . .	158
Paragraph archery contest . . . . .	162

# Table of Contents

xv

	PAGE
Essay contest . . . . .	167
Prize speaking contest . . . . .	167
Debates . . . . .	169
American authors . . . . .	173
Word contests . . . . .	88
Booklet contests . . . . .	89
Poster contests . . . . .	99
Memory contests . . . . .	135
<b>PART XII. TELEPHONE CONVERSATIONS . . . . .</b>	<b>177</b>
<b>PART XIII. THE SHORT SPEECH . . . . .</b>	<b>183</b>
Speeches for various occasions . . . . .	184
Speech of introduction . . . . .	184
Speech of presentation . . . . .	185
Speech of acceptance . . . . .	186
Responses to toasts . . . . .	186
Announcements . . . . .	188
Speech of welcome . . . . .	193
Speech of farewell . . . . .	194
<b>PART XIV. THE CLASS MUSEUM . . . . .</b>	<b>199</b>
<b>PART XV. CAMPAIGNS . . . . .</b>	<b>205</b>
Public health . . . . .	206
Protection of birds . . . . .	208
Thrift . . . . .	209
Safety First . . . . .	211
Clean Up . . . . .	212
Victory drive for better English . . . . .	213
<b>PART XVI. VERSE-MAKING . . . . .</b>	<b>216</b>
Illustrated booklet of rhymes . . . . .	217
Class or school song . . . . .	222
Verses for special occasions . . . . .	222
<b>PART XVII. DIARIES . . . . .</b>	<b>223</b>
<b>PART XVIII. THE CLASS PUBLICATION . . . . .</b>	<b>227</b>
Preparation of manuscript . . . . .	230
Correction of proof . . . . .	231

	PAGE
News stories . . . . .	231
The school print shop . . . . .	236
Products of the shop . . . . .	236
Activities of the shop . . . . .	237
<b>PART XIX. THE STUDY OF A LITERARY MASTERPIECE . . . . .</b>	<b>240</b>
Evangeline . . . . .	241
Rip Van Winkle . . . . .	244
The Courtship of Miles Standish . . . . .	246
The Lady of the Lake . . . . .	249

**COMMUNITY ENGLISH**



# COMMUNITY ENGLISH

## PART I. LETTER WRITING

WHAT do you think is the value of learning to write? Only a few of you will ever earn your living by writing stories and magazine articles. To most of you the chief value of learning to express yourself well on paper will be to enable you to write a simple, clear, and interesting letter. In fact, all of us — whatever our age or position in life — have to write letters, and the majority of us never write anything else.

How many letters do you suppose that you have already written? Probably a great many. Yet you may be surprised to learn that four million letters are received and delivered every day in the New York City post office alone, and twelve thousand employees are required to handle its fifteen million pieces of ordinary mail. These stupendous figures will help you to realize how great a part the writing of letters plays in American life.

As you grow older you will be called upon to write letters more and more frequently, and upon the character of these letters many of the important interests of your life will depend. Social relations, business matters, absence from friends, all demand that letters be written with clearness, courtesy, and common sense.

In Part I of this book you will be asked to collect all the correspondence necessary in connection with a long journey

to a place you really wish to visit. After you have collected the letters, notes, and telegrams you are to arrange them in a booklet. Since you are not to show this little book to your teacher until it is finished and since no opportunity will be given you to "do it over," you will wish to have it as nearly correct as possible before you hand it in. For this reason, you may be glad to read over the following suggestions and letters before you begin to plan your journey.

**Suggestions.** — Read the following suggestions carefully; they may help you to write correct and complete letters.

1. Use unlined white paper and black ink.
2. Leave a one inch margin at the left of your paper.
3. Indent the first line of each paragraph.
4. Write neatly, carefully, and plainly. Dot your i's and cross your t's. Avoid making such a remark at the end of your letter as "Excuse this scrawl."
5. Spell correctly. If you are uncertain about the spelling of words, consult the dictionary.
6. Punctuate correctly.
7. Stick to the point in business letters. Omit unnecessary details.
8. In going from page to page of your paper, follow the regular order; first, second, third, etc.
9. Avoid postscripts.
10. Read over your letter carefully before putting it into the envelope.

### Personal Letters

Your first real need for knowing how to write generally comes when you write to your family or friends. Such messages are called either *personal* letters or *friendly* letters.



**Specimen letters.** — There are many different kinds of personal letters, since messages to friends may treat of almost any subject. Some of the most common types of personal letters are given in this chapter.

*A Letter of Greeting*<sup>1</sup>

Here is an interesting letter from a great American naturalist and author, John Burroughs. Give your reasons for believing it to be a friendly letter.

West Park, New York

March 26, 1915

Dear Miss Buchanan,

A good many schools beside yours are reminding me that I am to have a birthday on April third. Of course it is a pleasure for me to be remembered by so many young people and I wish I could say something to them all that would keep them as young as I am, nearing seventy-eight. I am sure I could lead any of them up any mountain in this state this side of the Adirondacks and feel none the worse for it.

The secret of youth in old age is temperance in all things and love for all things that are good and fair, not forgetting your fellow men. If I had used tobacco or alcoholic drinks or even tea and coffee, I am sure my step would not be as elastic as it is now. To use and not abuse the gift of life is the great secret. Good luck to you all.

Very sincerely,

John Burroughs

As you read over the above letter you will note that what it says is of even greater importance than the manner in which it is said. Unfortunately, no one can tell you what

<sup>1</sup> This is a hitherto unpublished letter.

to say; that must grow out of your own heart and mind. In a personal letter, however, anything that interests you is likely to prove of interest to some one else. A chatty letter, full of news, is almost always one which gives pleasure. It is, therefore, a good plan when writing to a friend to think not of yourself but of him. What you do — at home, at school, at play — these are the things which you know most about and which will prove most interesting to your friends. What can you learn of John Burroughs' life from his letter? Did he write about things which especially interested him?

### *A Letter of Christmas Greeting*

Letters of greeting are often written upon special occasions. Here is such a letter from the great American Bishop, Phillips Brooks, to the noted English clergyman and author, Canon Frederic William Farrar. Observe how natural the letter is. Can you not imagine that Bishop Brooks is talking instead of writing?

233 Clarendon Street, Boston  
Tuesday, December 13, 1892

My dear Archdeacon,

It is partly that I want to send you Christmas greeting, and partly that I need your sympathy to-day when I am fifty-seven years old — for these two reasons and a hundred others I am going to fill these four pages with talk with you across the water.

In the midst of a thousand useless things which I do every day there is always coming up the recollection of last summer, and how good you were to me, and what enjoyment I had in those delightful idle days. Never shall I cease to thank you for taking me to Tennyson's, and letting me see the great dear

man again. How good he was that day! Do you remember how he read those two stanzas about "Faith," which he had just written? I can hear his great voice booming in them as I read them over in the new volume which has come since the poet died. . . . And Whittier, too, is gone. He never forgot the visit which you paid him, nor ceased to speak of it whenever I saw him. But how strange it seems, this writing against one friend's name after another that you will see his face no more. I pray you to live, for to come to London and not see you there — what should I care for the old places, St. Margaret's, and the Abbey, and the Dean's Yard, and all the rest?

I hope that you are very well and happy. Do not let the great world trouble you, but be sure that many are rejoicing in your brave work.

Oh, that you were here to-night! With all best Christmas wishes for Mrs. Farrar and you and your children,

I am, affectionately, your friend,

Phillips Brooks

Do you think that the references to people add to the attractiveness of this letter? Name at least three poems written by "the great dear man" mentioned in this letter.

### *A Letter Accompanying a Gift*<sup>1</sup>

In this letter written by the beloved poet, Henry W. Longfellow, the most valuable gifts in the world are described. What are they?

Cambridge, Massachusetts

February 20, 1876

Dear Miss Dalton,

I am much gratified and touched by your kind letter, and hasten to say how much pleasure it has given me.

<sup>1</sup> This is a hitherto unpublished letter.

I do not imagine that any writer can be indifferent to the impression his writings produce on the minds and hearts of his readers. Certainly I am not. It always makes me happy to know that any words of mine have given pleasure and comfort to any one; and I thank you for saying that you have found pleasure and comfort in them.

My publisher has taken a fancy to issue a series of very small volumes, one of which I send you by this post. It is a mere trifle; but I hope you will be kind enough to accept it, with my kind regards and good wishes. I sometimes think that gifts of no value are the most valuable. They show the good will of the giver, which is always the best part of any gift.

When you see the tiny book you will smile at this long preface to it!

With kind regards,

Yours very truly,

H. W. Longfellow

What was Mr. Longfellow's attitude toward Miss Dalton? What can you learn about the author through his discussion of gifts and their value? How many different parts are there in this letter?

### *A Travel Letter*

In this delightful letter from Charles Kingsley to his young son, the author of *Water Babies* and *Westward Ho!* thought not of himself but of his little boy. Why do you think this letter would interest a young child?

Pau

My dear little Man,

I was quite delighted to get a letter from you so nicely written. Yesterday I went by the railway to a most beautiful place where

I am staying now. A town with an old castle, hundreds of years old, where the great King Henry the Fourth of France was born, and his cradle is still there, made of tortoise-shell. Underneath the castle are beautiful walks and woods — all green as if it were summer, and roses and flowers, and birds singing — but different from our English birds. But it is quite summer here because it is so far south. Under the castle, by the river, are frogs that make a noise like a rattle, and frogs that bark like toy-dogs, and frogs that climb up trees, and even up the window-panes — they have suckers on their feet and are quite green like a leaf. Far away, before the castle, are the great mountains, ten thousand feet high, covered with snow, and the clouds crawling about their tops. I am going to see them tomorrow, and when I come back I will tell you. But I have been out to-night, and all the frogs are croaking still and making a horrid noise. Mind and be a good boy and give nurse my love. There is a vulture here in the inn, but he is a little Egyptian vulture, not like the great vulture I saw at Bayonne. Ask mother to show you his picture in the beginning of the bird book. He is called *Neophia Egyptiacus*, and is an ugly fellow, who eats dead horses and sheep. There is his picture.

Your own daddy,

C. Kingsley

Where is Pau? What mountains could be seen from the castle? Why was the weather in Pau warmer than that in England?

*Letter of Thanks*<sup>1</sup>

John Greenleaf Whittier, the Quaker poet, wrote the following letter to a young girl who had thanked him for the pleasure which his poems had given her. Account, if you can, for the great charm of this letter.

<sup>1</sup> This is a hitherto unpublished letter.

Amesbury, Massachusetts

1 Month 5, 1876

My dear friend,

For so, judging by thy letter, I may call thee, I am heartily glad that any words of mine have been blessed to the comforting of thyself and thy father. It is a great happiness to feel that I have not written altogether in vain.

Thou art quite right in thinking that I should have gladly welcomed thee had thy steps been led to this region. Happy would I be if I had, like thy father, a loving daughter. But it is providentially otherwise, and I have many blessings to be thankful for. Dear friends send me their messages of love, almost with every mail, and although in impaired health, I am happier than I deserve to be.

Accept my thanks for thy kind letter, and my best wishes for thy happiness, here and hereafter, and believe me truly and sincerely thy friend,

John G. Whittier

How did Mr. Whittier's method of dating a letter differ from the modern method of writing the date? In what month did he write the letter? What does this letter tell you of the poet's love for children? What are four of his best known poems?

*A Letter of Invitation*<sup>1</sup>

This letter by the author of *Thanatopsis* and many other poems, was written to an old friend. Do you think the writer really wished to see his friend?

<sup>1</sup> This is a hitherto unpublished letter.

New York  
January 28, 1876

My dear friend,

New York is pleasanter than usual this winter. We have had no snow and no ice in the streets, and a good many sunshiny days. Now that the days are growing longer and — I was going to say that there is a chance that the streets may continue free from ice and snow — but who can tell? — will you not be tempted to come to New York and bring your better half? You shall have your old quarters in this house, and take your cigar when in the humor without being in anybody's way, and we will talk over Lucretius when you have nobody else to talk to, or are not running about town after your old friends, who will be for tearing you in pieces when you come, as they always are.

Yours very truly,  
William Cullen Bryant

How does the phrase used in the complimentary ending of this letter differ from the complimentary endings of the preceding letters? In what way was New York unusually pleasant during the winter of 1876?

### *A Letter of Thanks to a Hostess*

After visiting at any one's home it is customary to write a cordial note or letter of thanks to the hostess. Such a letter is frequently referred to as a *bread and butter* letter and should be written as soon as possible after the visit is over. The following letter was written by a young man to his cousin.

New York City  
September 30, 1920

My dear Cousin,

I have waited a disgracefully long time, I know, before writing to tell you what a bright spot in a dull and humdrum existence that week was that I spent at your delightful place by the seashore. The work that piled up at the office while I was playing in the sand and boating on the lagoon has, I am afraid, made me seem forgetful of your many kindnesses. Yet I am not afraid of seeming ungrateful, for I know that you are one of those friendly souls with whom I can begin where I left off in either a letter or a visit.

When next summer comes around, and you invite me out there again (as you always have and I hope always will), I can tell you about the many interesting affairs of the office and the city. Yet I probably shan't, at that, for I am sure that once again the noisy haunts of men will seem remote and unimportant, and the only questions that will interest us will be when the tide is high and what are the prospects of a favoring breeze.

Cordially and gratefully yours,  
Fred

Why do you think the hostess would be glad to receive such a letter? In what way did Fred indicate that he had had a delightful visit?

### *A Letter of Sympathy*

You may be interested to know what Colonel Theodore Roosevelt said of the following letter. "The mother of whom Lincoln wrote stood in one sense on a loftier plane of patriotism than the mighty President himself. Her memory, and the memory of her sons whom she bore for the Union, should be kept green in our minds; for she and



they in life and death, typified all that is best and highest in our national existence. The deed itself, and the words of the great man which commemorate that deed, should form one of those heritages for all Americans which it is of inestimable consequence that America should possess."

Executive Mansion

Washington, Nov. 21, 1864

To Mrs. Bixby, Boston, Mass.

Dear Madam: I have been shown in the files of the War Department a statement of the Adjutant General of Massachusetts, that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any word of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,

A. Lincoln

Give your reasons for believing that this is a friendly or personal letter, although President Lincoln did not know Mrs. Bixby.

### Business Letters

You will remember that in personal letters considerable attention is paid to the form in which the message is written. Business letters need to be worded even more carefully than letters written to relatives and friends, because greater interests are usually at stake. Here the "three C's" —

*clearness, courtesy, and common sense*, are of vital importance. Carelessness in the matter of form produces an unfavorable impression. Custom sanctions several forms of business letters, any one of which is correct. The following diagram sets forth one of these permitted forms:

	67 Adams Street Ida Parkway, Georgia December 10, 1920	Heading
Address	Mr. John Brown 29 Otis Road Warren, Ohio	
Greeting or Salutation	Dear Sir : ----- ----- ----- ----- ----- ----- -----	Body of Letter
	Very truly yours, <i>James Drake</i>	Complimentary Ending Signature

**The superscription.** — The address on the envelope, or the *superscription*, is written in the same way as the address found within the letter. The name of the writer ought also to be indicated. It is generally written in the upper left-hand corner of the envelope. At the New York City post office last year there were 9,696,243 *dead* letters, and 79,000

parcels without any address whatever. Not one of these pieces of mail bore the address of the sender. Moreover, to trace and correct addresses on misdirected mail in New York City alone, the Government spent \$100,000.00. The postmaster of that city says, "Thousands of errors could be avoided if people would address their letters with the name of the town and state as well as the name of the addressee **WRITTEN OUT IN FULL.**" The street and number should also be placed on each letter, as indicated by the following examples:

**Return after Five Days to  
THE YOUTH'S COMPANION  
Boston, Massachusetts**

Miss Helen Merrill  
54 Oak Road  
Buffalo, New York

**THE MACMILLAN COMPANY  
PUBLISHERS  
Huntington Chambers, Copley Square  
Boston 17, Mass.**

Mr. John Brown  
29 Otisville Road  
Cleveland  
Ohio

Does the first line of the address come above or below the middle of the envelope? Is the address centered on the envelope or is it written at one side? Why is there a comma after the word *Buffalo* on the first envelope but no comma after the word *Cleveland* on the second envelope?

**Specimen letters.** — Read over the following business letters and note carefully these points:

1. Are the letters clear?
2. Is the entire heading written upon a single line in any of the letters?
3. Is the appearance of the letter improved by making the right and left hand margins nearly equal?
4. Is it customary to leave as much white space below the letter as at the sides?
5. Are all paragraphs in a letter indented the same distance from the margin?
6. When a letter of complaint is received why is it good business to send a courteous letter of adjustment in reply?

*An Order*

54 Oak Road  
Buffalo, New York  
October 20, 1920

The Youth's Companion  
881 Commonwealth Avenue  
Boston, Massachusetts

Dear Sirs:

Please send the "Youth's Companion" to me for one year, beginning with the January numbers. I am inclosing a postal money order to pay for my subscription.

Very truly yours,  
(Miss) Helen Merrill

*A Receipt*

**THE YOUTH'S COMPANION**  
**Boston, Massachusetts**

November 16, 1920

Miss Helen Merrill  
54 Oak Road  
Buffalo, New York

Dear Madam :

Your letter, inclosing postal money order for subscription to "The Youth's Companion" for one year, has been received. If you do not receive your first copy promptly, kindly inform us of the fact.

Very truly yours,  
The Youth's Companion

*A Letter of Complaint or Claim Letter*

54 Oak Road  
Buffalo, New York  
January 22, 1921

The Youth's Companion  
881 Commonwealth Avenue  
Boston, Mass.

Dear Sirs :

Before me is a letter dated November sixteenth, in which you state that a postal money order to cover my subscription to your magazine for one year has been received. As yet, however, I have not received my first copy.

Will you kindly consult your records to see if some mistake has been made in entering my subscription?

Very truly yours,  
(Miss) Helen Merrill

*A Letter of Adjustment*

THE YOUTH'S COMPANION

Boston, Massachusetts

January 24, 1921

Miss Helen Merrill  
54 Oak Road  
Buffalo, New York

Dear Miss Merrill:

We regret that you have not received any of the January numbers of the "Youth's Companion," and we thank you for calling our attention to the matter.

We have consulted our files and find that your order was promptly entered, but because of an unusual error in our mailing department the magazine was sent to the wrong address. We have ordered, therefore, other copies forwarded to you without delay. If they do not reach you promptly we shall be glad to hear from you.

Very truly yours,

The Youth's Companion

DJY/NP

*Two Letters of Application*

In a letter of application the writer tries to sell his services. If the letter is in proper form, neat in appearance, correct in grammar, punctuation and spelling, it is likely to receive attention. But if a personal interview is to follow the letter, the application itself may sometimes be written in briefest outline. Study carefully the following letter:



Sometimes it is advisable to give in your first letter of application all the information which may influence the employer in your favor. Why do you think the girl who wrote the following letter obtained a position?

279 Victoria Circle  
Wayborne, Michigan  
October 12, 1920

Sales Manager  
The Mack Company  
96 Third Avenue  
San Francisco, California

My dear Sir :

My aunt, Mrs. Donald Darby of Los Angeles, has suggested that there may possibly be an opening in your store for a girl of seventeen, and has promised to write to you in my behalf.

I am intensely interested in salesmanship, and the selling of school books or other school supplies appeals to me particularly. I have a good background for such work, having been brought up in an educational atmosphere. My father was a superintendent of schools for many years and my mother was formerly a teacher. Consequently I believe that if I were given a chance to clerk in the book department of your store, I should be successful.

I was graduated from the Emerson Junior High School of this city with the class of nineteen hundred twenty, and for two summers I have been assistant clerk in the Sterling Book Shop here.

Mother's health is failing rapidly and the doctor recommends a change of climate at once. We are planning to spend the coming winter in San Francisco, and I can not help feeling that while there I ought to be at work.

It has occurred to me that a position in your store would be



especially congenial to me, so I shall appreciate very much any information you may be able to give me regarding the possibility of your employing me in your book department or, in fact, in any other department in your store.

Very truly yours,

(Miss) Evelyn Phillips

### *A Letter of Instructions*<sup>1</sup>

The letter written by a business man to-day is quite different from the business letter of George Washington's time. In what ways is the following letter unlike a modern business letter?

Head Quarters

26th July 1780

Sir:

I have been honored with your favor of the 15th.

The particular and spirited exertions of the State of New Hampshire to fulfil the objects which we have in view cannot but meet the warmest applause of every lover of his country. It has mine in a very high degree, but not more than it has deserved.

I could wish the loan of powder to be forwarded as soon as practicable to Springfield, and lodged there in the public magazine. With regard to the supplies of cattle, the bearer of this carries full instructions from the commissary of purchases for their disposal.

I have the honor to be with great respect, Sir,

Your most obt. and h'ble servt

George Washington

H'n'ble Meshech Weare Esq.

<sup>1</sup> The examples given are hitherto unpublished letters.

*A Report*

Business houses frequently ask their men to make brief reports in the form of letters. Here is such a report written by Benjamin Franklin in 1873. Is it clear?

Passy, March 7, 1783

Dear Sir :

With this I send you a Copy of the last Contract I made with this Court respecting the late Loan of Six Millions, the Terms of the Loan and the Time of Repayment. It was impossible for me to obtain more, and indeed, considering the State of Finances and Expenses here, I wonder I have obtained so much. You will see by the inclosed Gazette, that the Government is obliged to stop Payment for a year of its own Bills of Exchange Drawn in America and the East Indies; yet it has advanced Six Millions to save the Credit of ours. You will I am sure do all in your Power to avoid drawing beyond your funds here for I am absolutely assured that no further Aid for this Year is to be expected, and it will not be strange that they should suffer your Bills to take the same State with their own. You will also see in the Contract fresh marks of the King's Goodness towards us in giving so long a Time for Payment, and forgiving the first Year's Interest. I hope the Ravings of a certain mischevouse Madman against France and its Ministers, which I hear of every Day, will not be regarded in America, so as to diminish in the least the happy Union that has hitherto subsisted between the two Nations; and which is indeed the solid Foundation of our present Importance in Europe. With great Esteem, I am ever

Dear Sir

Your most obedient

and most humble Servant

Benjamin Franklin

Honble R. Morris Esq.

### The Telegram

The telegram is similar in form to a letter, but it is forwarded with greater rapidity. Those of you whose fathers are not closely connected with business houses may think that telegrams are used only in case of important emergencies. This is not the case. Telegrams are in daily use because they help to hurry along the world's business. Their chief drawback is their expense, and for this reason the message must be condensed so as to cost as little as possible. Care must be taken, however, in spite of the need for brevity, that the message be clear. Here are three suggestions which may help you to write brief, clear messages. Omit the words *the* and *and*. Do not attempt to write complete sentences. Use the word *period* to indicate the end of sentences, if the meaning is not clear without such punctuation.

The cost of the message depends upon the number of words used, upon the distance to which it is sent, and upon the class of service desired. Since there are four different kinds of service, the sender is asked to mark an X in the little square opposite the class of service desired. Such a square from the Western Union Telegraph blank looks like this:

CLASS OF SERVICE DESIRED	
Telegram	<input type="checkbox"/>
Day Letter	<input type="checkbox"/>
Night Message	<input type="checkbox"/>
Night Letter	<input type="checkbox"/>
Patrons should mark an X opposite the class of service desired: OTHERWISE THE MESSAGE WILL BE TRANSMITTED AS A FULL-RATE TELEGRAM	

Select one of your classmates to obtain specimens of telegraph blanks for your class. The Western Union or The Postal Telegraph will gladly furnish blanks for fast day messages, for day letters, for night messages, and for night letters. Read the following models and answer the questions following each model.

*Fast Day Message*

CHICAGO ILLINOIS

APRIL 7 1920

JAMES A TUTTLE

46 EAST GENESEE STREET

AUBURN FLORIDA

COME AT ONCE MOTHER VERY ILL WIRE TIME OF  
ARRIVAL

JOHN MANCHESTER

Is the word *period* necessary in this message to make the meaning clear? Is any charge made for sending the name and address of the writer? What is the rate for a fast day message to be sent to a place within a short radius of your city?

*Day Letter*

MR R H ALVORD

16 GRAND STREET

GRAND RAPIDS WIS

MILWAUKEE WIS AUG 8 1920

WILL YOU FAVOR US WITH YOUR ORDER FOR LAW  
SUPPLEMENTS WE HAVE MADE YOU QUOTATIONS  
WHICH WE ARE CERTAIN ARE AS LOW AS ANY YOU  
WILL RECEIVE PERIOD WE WILL GIVE PROMPT  
SERVICE AND WILL APPRECIATE YOUR BUSINESS  
PERIOD PLEASE ADVISE US IF ORDER IS COMING  
SMITH AND BROWN

What is the rate for sending day letters? May more than fifty words be sent at this rate? Since day letters are sent as deferred service, what advantage is there in sending a day letter instead of a fast day message?

*Night Letter*

OGDEN UTAH JUNE 5 1920

DONALD AND BARTLETT

RED OAK IOWA

CAN WE BE OF SERVICE TO YOU BY SHIPPING SHOES TOMORROW LAST DAY BEFORE ADVANCE SHOES ARE NOW PACKED FOR IMMEDIATE SHIPMENT PERIOD WIRE ORDER OUR EXPENSE

JENNINGS AND SON

What is the difference in cost of a fifty word day letter and a fifty word night letter? Which is sent the more quickly, a day letter or a night letter? May night letters be sent in code or must they be in plain English?

*Cablegram*

The following cablegram was sent by Queen Victoria to the great explorer Henry M. Stanley on the completion of his famous journey across Africa.

WINDSOR DEC 10 1889

STANLEY ZANZIBAR

MY THOUGHTS ARE OFTEN WITH YOU AND YOUR BRAVE FOLLOWERS WHOSE DANGERS AND HARDSHIPS ARE NOW AT AN END ONCE MORE I HEARTILY CONGRATULATE YOU ALL

V. R.

What does V.R. stand for? Are the address and the signature counted in addition to the words of the message?

Now that you have studied in some detail the different forms of letter writing, you are ready for your first

### UNDERTAKING.

*To make an illustrated booklet containing all the correspondence necessary in connection with a long journey. You may choose, for example, a trip to the home of Evangeline, Miles Standish, Washington Irving, Theodore Roosevelt, Bret Harte, Mark Twain, Booth Tarkington; or to Niagara Falls, Palm Beach, New York City, San Francisco, or Alaska.*

#### Instructions. —

1. Consult maps, railway time-tables, ticket agents, steamship folders, geographies, and histories, as well as your teacher, when making the plans for your trip.
2. Make a booklet of any plain, heavy paper. Bind it securely and decorate the cover. Special directions for booklet making will be found at the beginning of Part II of this book.
3. Include in this booklet each of the exercises called for by your Undertaking.
4. Use telegraph blanks, postal money order forms, and pictures cut from magazines or original sketches to help make this imaginary journey seem as real as possible.
5. At the end of the time set by your teacher for the completion of this Undertaking, hand in your booklet, but do not show it to any one until it is finished.

6. Remember to make your exercises as nearly correct and complete as possible the first time. There will be no opportunity to "do them over."

7. If you wish, you may ask your teacher to make this a Booklet contest.

**Items to be included.** — As you work out your Undertaking, plan to enter in your booklet the following exercises :

1. Write a letter and send it to a railroad or steamship company asking for time-tables and folders which will help you in planning your imaginary trip. You will find many such folders advertised in the daily papers and in magazines. Enter a copy of your letter in your booklet.

2. If you receive an answer to your request, you may also enter that in your booklet.

3. Write again to the railroad or steamship company (this letter you will not send) making the necessary reservations. Mention time of departure of train or ship. In-  
close a check to cover cost of ticket.

4. Write to the William Hengerer Company, Buffalo, New York, ordering a brown leather suit case — catalogue number 18,956, price \$12.00. Mention postal money order inclosed in payment.

5. Although a suit case from the Hengerer Company reaches you safely, it is not the case you ordered. Write a letter of complaint to the company asking them to correct their error.

6. Write the Hengerer Company's letter of adjustment to you.

7. When you checked your baggage at the home station you were in such haste to catch the train that you left your

pocketbook lying on the baggage agent's desk. As soon as you discover your loss, telegraph the baggage agent, describing the purse and asking that he forward it to you.

8. On the way you miss train connections and are forced to spend the night with an old friend. Telegraph the people who expected to meet you. State what caused the delay, where you are, and when you expect to reach your destination.

9. The next morning you again start on your journey. Write your friend's mother a note of thanks for her hospitality. Tell her how much you appreciate her kindness to you and mention some of the incidents of your journey.

10. Finally you reach your destination only to discover that somewhere between the station and your hotel you have lost your suit case. Write an advertisement for the "Lost and Found" column of one of the local papers. Describe your case and mention a reward.

11. After you have spent a week in sight-seeing, write a travel letter to your mother or chum

*a.* telling her incidents of your journey and arrival,  
*b.* describing the landscape, the houses, and the people,  
*c.* discussing what has interested you most because of its unusualness.

12. Send a night letter to your father telling him when you expect to reach home.

13. After arriving home and telling your relatives and friends about your trip, you decide to go to work. Write a letter applying for a position as office helper, clerk, mother's helper, or whatever you choose. Mention your age, education, references, and experience, if any.



**SIMILAR UNDERTAKINGS**

*I. Imagine that you are the business manager of the football team. In an illustrated booklet, arrange all the correspondence necessary in connection with booking and playing the Thanksgiving game with a rival team from out of town. For the word "football" you may substitute, if you wish, the word "baseball" or "basketball" or "debate."*

1. Write a letter to the manager of the other team trying to arrange the game.
2. Write his answer to you.
3. Telegraph for train reservations for your team.
4. Write to the hotel for accommodations for the night of the game.
5. Write a letter of complaint to the manager of the rival team about some unsatisfactory arrangement.
6. Write his letter of adjustment to you.
7. Write a letter to your chum telling about the game and describing events of particular interest.
8. Write a note of thanks to the woman who gave a dinner for members of your team after the game.
9. Write any other letter that suggests itself to you in this connection.

*II. Imagine that you are to be a guest at a farm in Vermont when maple sugar is made. In an illustrated booklet arrange all the correspondence necessary in connection with the trip. For the word "maple sugar" you may substitute, if you wish, one of the following, and omit the words "farm in Vermont": coal mine, lead mine, sugar plantation, automobile factory, copper mine, zinc mine, orange grove, or cotton plantation.*

1. Write your Vermont friend's invitation to you.
2. Write your reply. State definitely your plans for length of stay, time of arrival, etc.
3. Write a letter to a merchant ordering a rain coat for use on the trip.
4. Telegraph for railroad reservations.
5. Write an advertisement for the "Lost and Found" column of a local paper for your umbrella lost on the way to the train.
6. Send a night letter to your mother telling of your safe arrival.
7. Write to a friend telling of your visit and describing in some detail the process of making maple sugar.
8. Write a note of thanks to the mother of your Vermont friend for her courtesy to you while you were a guest in her house.
9. Write a letter applying for a job as a helper at a maple sugar grove during the next spring vacation.
10. Write a letter of complaint to the merchant from whom you ordered the rain coat, stating that a coat much smaller in size than that ordered has been received, though the style is the same. You need the coat at once. Ask to have the matter made right.
11. Write the merchant's letter of adjustment to you.

*III. Make a booklet containing the correspondence necessary in getting a job.*

1. From the daily paper copy into your booklet an advertisement of "Boy Wanted" or "Girl Wanted."
2. Write to Dr. William Jones, 87 Pine Street, Richmond,

Virginia, asking permission to use his name as reference when applying for a position for the summer.

3. Answer the advertisement, applying for the position and stating your qualifications. Before you begin writing this letter, make a brief outline of what you wish to say. Perhaps you may wish to include the following items in your letter: (1) how you know a boy or girl is wanted; by advertisement in a newspaper, or by advice of a friend; (2) a statement of your qualification; age, nationality, education — including your grade and record at school, — experience, and references.

4. Write a reply to your letter of application, offering you the job. This letter tells you definitely what your work is to be, states what wages you may expect, and sets the time for you to enter upon your new duties.

This Undertaking may be made a contest called "Getting a Job." Your teacher will act as employer. Upon the blackboard she will write a "Help Wanted" advertisement. Each pupil in the class may apply in writing for the position. The best letter of application will win the job.

*IV. Organize a Class Post Office for the exchange of class letters. A postmaster may be chosen and two mail carriers appointed. To each pupil in the class is assigned an official title. Your classmates may write to you, but all letters addressed to you must be answered. The letters are corrected in class for spelling, punctuation, and neatness.*

The following directions are merely suggestive:

1. Write to the Governor, asking him to speak at your county fair.

2. Write to the President, urging him to accept your prize turkey for his Thanksgiving dinner.
3. Write to the Secretary of State, asking him to work for better automobile laws.
4. Write to the Superintendent of Schools, applying for a position as helper in the school booth at the county fair.
5. Write to the college Registrar, asking him for a catalogue.
6. Write to the president of a large manufacturing company, applying for a position as office boy.

*V. Pretend that you are the business manager of your class. Dictate a series of letters to one of your classmates, who will act as your stenographer. Do not write out your letters before you begin dictation. As soon as you have finished dictating, you may act as stenographer for your classmate. Dictate any three of the letters suggested below:*

1. Write a letter to the Principal of your school, asking him to act as judge in a debate conducted by your class.
2. Write a letter thanking him for doing so.
3. Write a letter to a merchant, ordering a dozen tennis balls.
4. Write the reply of the merchant, stating that he is sending you the balls ordered in your letter. Inclose a bill.
5. Write a letter to the merchant, inclosing a check in payment.
6. Write a letter to a friend who is planning to visit you. Give him very definite instructions how to get to your house from the station.
7. Write a letter to a friend who is attending school in some other state. Ask him to complete arrangements for

the visit of your class to a point of interest in his neighborhood.

8. Write a letter to a piano manufacturer. Ask him for the lowest price for a piano for your school, the easiest method of payment, the amount of installments, etc. State clearly that the pupils are attempting to raise the money by school entertainments, and mention the sum already raised which can be given as first payment.

9. Write a letter to the editor of your school paper, urging him to help your class form a school bird club. Ask him to write an editorial setting forth the advantage of the study of birds. Substitute if you wish, one of the following for *bird club*: *corn club*, *pig club*, *canning club*, *poultry club*.

10. Imagine yourself to be the story or literary editor of your school paper. Write a letter to your teacher, asking her to announce a Prize Essay Contest to be conducted by your department during December for the Christmas number of your paper. Give details covering the nature of the prize, the conditions of the contest, the length of the story, and the judges of the contest.

*VI. Pretend that you are a Spanish sailor writing a letter home to your mother, telling her of your first voyage with Columbus across the "Sea of Darkness."*

**Suggestive questions. —**

1. When did you start on your voyage?
2. From what port did you sail?
3. How many other sailors were in the crew?
4. What was the name of the ship? Describe it.
5. Why did Columbus make this voyage?
6. Were you anxious to go with Columbus?

7. Why were some of the sailors released from prison in order to make the trip?

8. What was your feeling toward Columbus when he would not turn back?

9. What was Columbus' attitude toward you?

10. What were the first signs of land you saw?

11. How many days were you on the ocean?

12. What did you do when you finally reached the shore?

13. What name did Columbus give to this land? What did the name mean?

14. To whom did he say the land belonged?

15. What was the appearance of the island?

16. In what way did the natives seem strange to you?

17. Did you return home immediately?

18. What other land did you see?

19. Did you find the golden treasure you were seeking?

20. How many sailors were left in the fort at Hispaniola?

*VII. Imagine yourself to be a Spanish soldier under the command of De Soto. Write a letter to one of your friends in Spain telling of your voyage of discovery. Describe the boat on which you sailed; mention the weather and the food; speak of the landing, of the disappointments, of the four years' wandering, and finally describe your joy at beholding the majestic river; describe the death and burial of De Soto.*

*VIII. Imagine yourself to be a young girl sent over by the London Company to the colony of Virginia. Write a letter to your mother in England telling about your voyage, your new home, your husband, the first crop of tobacco which he*

successfully raised, your Indian neighbors, your black slaves, and mention several of the hardships you had to meet.

IX. Imagine yourself to be a companion of Captain Miles Standish as he sailed on the "Mayflower" to Plymouth. Write a letter to your father stating the purpose of the voyage, describing the ship, the weather, the building of the one new house, your Indian neighbors, the meeting with Massasoit, and the first Thanksgiving day.

X. Imagine yourself to be a Dutch sailor under the command of Henry Hudson. Write a letter to one of the officials of your home town in Holland telling why Hudson was sent out on the voyage, the appearance of the ship on which you sailed, the first sight of land, trading with the Indians, and the discovery of a river.

XI. Imagine yourself to be one of La Salle's captains on his journey of exploration through the great waterways of New France. Write a letter to your brother telling of the voyage from France to Canada, of your journey down the Illinois and the Mississippi rivers to the gulf, of the vines and fruit trees and forests, of the wild animals and their furs, and finally of the naming of the whole region — Louisiana.

XII. Imagine yourself to be an English soldier under the leadership of General James Wolfe on his expedition to capture Quebec. Write a letter to a soldier cousin telling of the journey up the St. Lawrence, of your nine thousand companions, of the coming to anchor below Quebec, of the booming of the cannon, of the shelling of the lower town, of your repulse, of the discovery of a path, of the great battle on the plains of Abraham, and finally of the death of your gallant leader.

XIII. Imagine yourself to be a friend of Paul Revere. Write a letter to your mother telling of the intense excitement

*in Boston when the British soldiers started for Concord, of the signal flashing from the lanterns in the old North Church, of Revere's wild ride ahead of the soldiers, of his cries arousing the people, of the assembling of the Minute Men, of the firing of the "shot heard 'round the world," and finally of the retreat of the British to Charlestown.*

XIV. *Pretend that you are a sailor on the flagship "Bonhomme Richard" under the command of John Paul Jones. Write a letter to your mother telling of the appearance of the ship, of the voyage along the English coast, of the strange crew, of the sighting of the merchant fleet, of the chase, of the attack on the "Serapis," of the great bravery of your commander, and of the result of the fight.*

XV. *Imagine yourself to be a backwoods volunteer of Virginia under the leadership of George Rogers Clark. Write a letter to your father telling of your expedition to capture the British posts along the Ohio River. Mention the small body of soldiers, the journey down the Ohio to the Mississippi, the taking of Kaskaskia, and the capture of Vincennes — without a blow.*

XVI. *Pretend that you are a visitor to New York during the first inauguration of Washington. Write a letter to your people at home telling of the glorious spring sunshine, the joyful city, the booming guns, the ringing bells, the military music, the grand processions, and finally of the appearance of the first President of the United States of America — George Washington.*

XVII. *Imagine yourself to be a friend of Alexander Hamilton. Write a letter to a friend of his telling of the wonderful work of the first Secretary of the Treasury. Mention two of Hamilton's opponents, and state four ways in*



which Hamilton "smote the rock of the national resources," so that "abundant streams of revenue gushed forth."

XVIII. Imagine yourself to be one of the brave adventurers who went with Lewis and Clark on their expedition into the unexplored wilderness. Write a letter to your mother telling of your companions, of the reason for sending out the exploring party, by whom it was sent, where the money came from to pay the expenses, of your journey up the Missouri River, of the boat itself, of your danger from hostile Indians, of the hardships of your journey over the Rocky Mountains, of your meeting with the Indian girl, Sacajawea, and of your journey down the Columbia River to the Pacific.

XIX. Imagine yourself to be one of the pioneers who went with Daniel Boone into Kentucky. Write a letter to your wife telling her of the advantages of the new country, of the buffalo and deer, of the warning given to Boone by the Indians, of the beauty of the journey through the Cumberland Gap, and of the desire that she be ready to move with you into Kentucky.

XX. Imagine that you are a passenger on the trial trip of the "Clermont" up the Hudson River. Write a letter to your sister telling her of the appearance of the boat, of its astonishing noise and speed, of the beauty of the scenery, of your companions, of the inventor of the boat, of his personal appearance, and of his intense interest in the trial trip of his boat.

XXI. Imagine that you are a passenger on the first train sent over the Baltimore and Ohio Railroad. Write a letter to your brother telling him of the exciting ride, the great speed of the train, the appearance of the car, the passengers, and the length of time it took to complete the fourteen mile journey.

XXII. Imagine yourself to be a friend of Elias Howe. Write a letter to your mother telling of the struggle of a poverty-

*stricken man to make a machine which would sew. Tell her of the trials of Howe and of his final success. Describe the sewing machine and tell her how much can be accomplished with it.*

*XXIII. Imagine that you are one of the emigrants who took the long overland journey to seek gold in California. Write a letter to your mother telling her of the preparations you made for the journey, of the emigrant wagon, of your companions, of the long and weary journey, of the mining camps, and of finding gold while "panning" gravel.*

*XXIV. Imagine yourself a sailor who journeyed with the United States fleet around the world in 1908. Write a letter to your mother at the end of the voyage, telling her of the fleet of sixteen battleships, of your companions, of the food, of your duties, of the ports at which you stopped, of the attitude of the people toward the sailors, and of the great purpose of the voyage.*

*XXV. Imagine yourself an engineer at work on the construction of the Panama Canal. Write a letter to your father telling him of the climate, of the conditions under which you live, of your companions, of your work, of the great locks, of the Culebra cut, and of the slides into the channel.*

## PART II. THE MAKING OF BOOKLETS

WHEN you have written an unusually good composition you probably hate to throw it away as soon as your mistakes have been pointed out — it seems such a waste of effort. In many schools the pupils give permanent value to their written work by binding their compositions into a booklet. How would you like to make such a booklet containing an illustrated composition on some subject in which you are especially interested? There are several ways of illustrating your compositions and of binding them into book form, so the following suggestions may help you as you begin the work of your second

### UNDERTAKING

*To make a booklet containing an illustrated composition entitled "Choosing a Vocation." With the consent of your teacher you may substitute any one of the subjects based upon geography, history, agriculture, household arts, community civics, literature, or natural history, listed at the end of this Undertaking.*

Instructions for making the booklet. —

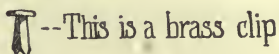
1. Make the covers of your booklet of any heavy mounting paper such as ingrain wall paper, brown kraft paper, drawing paper, bogus paper, which is excellent and inexpen-

sive; or tailors' pattern paper, which comes in several soft colors, is inexpensive, and answers every purpose.

2. Make the inside pages of your booklet of the same material as the covers, if you wish. You will find, however, that one of the lighter weight papers will be more satisfactory. Choose either unruled essay paper, typewriter paper, or any other plain paper of good quality.

3. Cut the inside pages of your booklet 6 inches wide by 9 inches long and make the outside covers a little larger, perhaps 7 inches wide by 10 inches long.

4. You may fasten your booklet either with heavy cord or with paper clips like this:



Such brass fasteners are much easier to use than the cord but much more expensive and far less decorative and satisfactory.

5. If you decide to fasten the booklet with the cord, punch three holes in the long side of the booklet about one-half inch from the outer edge. With the front cover uppermost, thread a heavy cord through the center hole, through the lower end hole, back through the upper end hole, then back through the middle hole, and tie in a bow knot in the center.

6. Decorate the cover in any way you wish with water color, ink, colored crayon, snapshots, or pictures cut from folders or magazines. You will do well to remember that the simplest decoration is often the most effective. Do not hesitate to consult your drawing teacher about this Undertaking, as she will be glad to talk it over with you.

7. When you have completed your booklet it may look something like this:



8. For additional information in regard to the making of booklets you may consult *Primary Handwork* by Ella V. Dobbs, or *Illustrative Handwork* by the same author.

#### **Instructions for preparing the composition. —**

1. Try to select a subject which seems worth while. Choose some business you would like to enter when you are old enough. You may wish to be a lawyer, a doctor, a teacher, a professional ball player, a policeman, an electrician, a missionary, a home maker, a business man; in fact, you may select any occupation which interests you most.

2. Make your composition as accurate as possible. Find out all you can about the business you choose. What are the qualifications necessary to enter it? What are its most important duties? What advantages does the profession offer and what are some of its disadvantages? Interview, if you can, a person who is already in your chosen profession.

Get first hand information before you begin to write your article, but do not forget to consult books also.

3. The ideas in your composition should be expressed according to a definite plan, so you will be helped by making an outline of what you wish to say before you begin. Unless your booklet indicates that you know how to collect and arrange material properly, it has little value in this Undertaking.

4. Make your booklet as attractive as you can. On one of the front pages of your little book copy the outline which you made before writing your composition, then include your composition. From old newspapers, advertisements, or magazines, cut pictures to illustrate your theme, or make little sketches if you prefer. Application blanks, government instructions, or telegraph blanks may be included as illustrative material if you choose. You will be sure that the book is your book and that the ideas in it are your ideas if you write the composition, arrange the illustrations, and add an attractive cover before you hand it to your teacher.

**Specimen compositions.** — Read carefully the following compositions before you write your own composition in order that you may answer these questions :

1. How many totally unrelated subjects are discussed in any one composition?
2. How many parts of a subject are discussed in any one paragraph?
3. Where does the first line of each paragraph begin?
4. When is a paragraph ended and a new paragraph begun?

5. Where is the main idea of the paragraph usually stated?
6. What is another important position for the main idea?
7. Out of what sentence do all the other sentences of a paragraph grow?
8. What other name might be given to the topic sentence?
9. How are the sentences of a composition cemented or glued together?
10. Can you plan an outline for each of the following compositions?

#### WHY A BABY ELEPHANT WAS SPANKED

It is not believed that any animal has a sense of humor such as human beings have; yet here is an authenticated story: A mother elephant was dragging an extraordinarily heavy timber, which she had been unable to pick up, from one spot to another in a shipyard. Two chains were fastened to her collar and joined to a device like a huge ice hook which was fastened into the end of the log. As she toiled along with her burden, her half-grown baby elephant walked beside her.

She came to an incline where she had to exert her entire strength to drag the log up; and while she was leaning forward, the baby elephant suddenly dropped back, caught one of the hooks with his trunk, and yanked it out of the log, with the result that the old elephant was thrown forward on her head, her heels up in the air. The little elephant made straightway for the woods near by, as hard as he could gallop.

The mother got herself together quickly, looked all around, and took after the youngster, her trunk upraised. She caught up with him in the woods; and the men working about the ship-

yard heard his squeals as her trunk descended on him again and again. Finally the two of them reappeared, the little elephant walking dejectedly at his mother's heels holding to her tail.

SAMUEL ARTHUR DERIEUX: *The Smartest Animals We Know*

### A JAPANESE BABY

Almost every Japanese girl has a baby brother or sister strapped on her back, for babies are never carried in the arms in Japan except by the nurses of very wealthy people. The baby is fastened on its mother's or its sister's shoulders by a shawl, and that serves it for both cot and cradle. The little girl does not lose a single scrap of her play because of the baby. She runs here and there, striking with her battledore, or racing after her friends, and the baby swings to and fro on her shoulders, its little head wobbling from side to side as if it were going to tumble off. But it is perfectly content, and either watches the game with its little black eyes, or goes calmly off to sleep.

But the Japanese baby must learn many things. He is taught how to walk, how to bow, how to kneel, and touch the floor with his forehead in the presence of a superior, and how to get up again; and all is done in the most graceful manner and without disturbing a single fold of his kimono. One writer speaks of going into a Japanese shop to buy some articles he wanted. The master, the mistress, the children, all bent down before him. There was a two-year-old baby asleep on his sister's back, and he, too, was awakened and called upon to pay his respects to the foreign gentleman. He woke without a start or cry, understood at once what was required of him, was set on his feet, and then proceeded to make his bows and to touch the ground with his little forehead, just as exactly as his elder relatives. This done, he was restored once more to the shawl, and was asleep again in a moment.

JOHN FINNEMORE: *Japan*. Adapted.



## CHOOSING A VOCATION

What would you do with a million dollars if it were given you to-day to invest wisely? Perhaps, you would consult bankers and brokers whose judgment you valued, as well as a lawyer or two, and doubtless you would discuss the investment with your friends. Fortunately, a legacy far more valuable than a million dollars has been given to you to invest as you wish. For your *life* you would not take a million dollars, would you? Yet you are probably giving almost no thought at all to the manner in which you invest it day by day.

Nevertheless, this matter of life-investment or choice of vocation is one of the most vital problems you are compelled to meet. No person can make life mean much, either to himself or to his fellow men, if he does not meet his daily task with eagerness. If in his work he does not find full scope and expression, he cannot work efficiently. The constant friction of "working against the grain" prevents his ever attaining complete joy and happiness. If, however, a person is enthusiastic in his work, he does it well and successfully and is bound, therefore, to be a vital force in his community.

Are *you* thinking about what *your* vocation is to be? Are you reasonably sure that you are fitted by nature and education to do the thing you want to do? Have you consulted older and wiser people to obtain advice and help in this matter of how you shall spend your life? If you have not yet begun to study *yourself*, it is time that you found out what your inclinations and wishes are, and for what vocation these interests and abilities and ambitions best adapt you.

## A CHERRY-TREE FESTIVAL

A curious custom is observed in the German city of Hamburg. It is a festival for the children, who march in procession through

the streets waving cherry-tree branches, laden with fruit. This festival has been held for more than 400 years, and serves to remind the people of a grand victory that was won by none but little children over an army of fierce men.

In the year 1432 Hamburg was besieged by a great army. The war had been raging for many years and on both sides it had become very bitter and cruel. The people of Hamburg were terribly afraid, for they knew they could not hold out much longer against such superior numbers. A council of the chief citizens was held to consider what was to be done, and after much discussion some one suggested that they should send out the little children who might so melt the hearts of the soldiers that they would do no harm to the town.

Then all the children were gathered together from their homes, the city gate was opened and they were told to march out to the army. The soldiers lying outside, who had come to destroy the city and murder all who were in it, were surprised to see the gate swing open, and little children all in pure white robes come forth. When the little ones drew timidly up to their tents, the eyes of the rough soldiers began to fill with tears, and—as there were cherry orchards all about—they threw down their weapons and gathered beautiful branches off the cherry trees and sent back the children to their parents with messages of peace.

NESFIELD: *Junior Course of English Composition*

**Optional composition subjects.**—With the consent of your teacher, any of the following subjects may be substituted for “Choosing a Vocation” as the title of your booklet.

1. Subjects based upon history:

Indian Tools, Weapons, or Food

A Method of Travel in Colonial Times

- Dress of the Colonists
- Dress of Colonial Children
- A Colonial School Book
- A Colonial Newspaper
- A Colonial Kitchen
- Food in Colonial Days
- A Colonial Church
- A Dutch Home or School or Church
- A Pioneer Home
- One Day in a Pioneer School
- My Hero (Any historical character)
- Comparison of Uniforms Worn during the Civil War and the Great War
- An Important Event in the History of My State
- An Interesting Item of Local History
- An Example of Courage from Local History
- One of the Liberty Loans
- Civil Service
- Enfranchisement of Women
- An Important Battle of the Great War
- The Story of Our Army or Navy
- The Development of any School or College in Your State
- An American Inventor
- A Famous American Poet
- Early Days in My Community (The first store-keeper, tavern-keeper, school teacher, newspaper, or church)
- One of Our Presidents
- A Famous American Author
- A Famous American Artist

## 2. Subjects based upon agriculture :

Several Varieties of Apples (Any other fruit may be substituted for apples.)

A Model Dairy

How Plants Get Their Food from the Soil

How Seeds are Scattered

Raising Corn (Wheat, oats, or barley may be substituted for corn.)

Raising Sheep (Pigs, horses, or cows may be substituted for sheep.)

Making Maple Sugar

Soil Improvement of the Farm

## 3. Subjects based upon household arts :

One Method of House Decoration

House Furnishing

Laundering

Sewing

Cooking

Making Hats

## 4. Subjects based upon natural history :

Bird Notes (A study of birds in your community)

Native Plants

Native Flowers

Native Animals

Weeds in My Town or County

Fish in the Streams or Lakes of My County

Minerals of My County

Varieties of Fruit Grown in My Locality

The Honey Bee

## 5. Subjects based upon literature :

Hiawatha

The Pied Piper of Hamelin

The Courtship of Miles Standish

Evangeline

Rip Van Winkle

The Legend of Sleepy Hollow

Treasure Island

The Jungle Books (Especially the Mowgli Stories)

Little Women *or* Little Men

Hans Brinker

The Wreck of the Hesperus

The Great Stone Face

Stories of King Arthur

Lamb's " Tales from Shakespeare "

Barbara Frietchie

About Ben Adhem

The Bell of Atri

The Diverting History of John Gilpin

King Robert of Sicily

Hervé Riel

Paul Revere's Ride

The King of the Golden River

Horatius at the Bridge

The Last of the Mohicans

David Copperfield

Tom Sawyer

The Call of the Wild

A Watcher in the Woods

The Man Without a Country

Christmas Carol

## Alhambra

Mrs. Wiggs of the Cabbage Patch

Rebecca of Sunnybrook Farm

Franklin's Autobiography

## 6. Subjects based upon geography :

The Most Important Industry in My City

The Plant Life of North America (Any other country may be substituted.)

The Products of Illinois (Any other state may be substituted.)

Food in Eskimo Land (China, Japan, or India may be substituted.)

Typical Houses of California (Any state or country may be substituted for California.)

Typical Home Life in any Foreign Country (In this composition you may discuss foreign houses, food, dress, entertainment, customs, etc.)

The Capital City of This State

The Panama Canal

The Chief Physical Features of This State

Iowa (Substitute any other state for Iowa and discuss its noted people, its important buildings, its chief industries, and other important items of interest.)

## 7. Subjects based upon community civics :

For the first three subjects in the following list special questions have been suggested. You may use them or not as you wish. Remember, however, to substitute the words *town* or *village* for the word *city* in case you do not live in the city.

### Street Advertising

Why is the appearance of a street often spoiled by signs?

What effect upon real estate have several large tumble-down billboards?

Can you do anything, as a class, to remove objectionable billboards from your community?

Are any of the advertisements artistic? Do they add to the beauty of the street?

Does your city regulate street advertising in any way?

Have you ever heard of a city where no large billboards were permitted?

In what part of your city are billboards especially objectionable?

### The Post Office

What is the appearance of the post office in your city?

Who is the postmaster? Who is postmaster-general?

Is the post office controlled by the city, by the state, or by the United States?

What is the meaning of special delivery, parcels post, registered letter, insured package, money order, and postal savings bank?

What are some of the advantages of free delivery?

Are the letter carriers compelled to take and pass civil service examinations?

How does the post office department in your city speed the delivery of mail?

What special effort is made at the local office to handle the Christmas rush?

### School Gardens

What is the meaning of school garden?

How many such gardens were there in your city last year?

Why are these gardens of special value to city children?

Have you ever been a school gardener? What success did you have?

Do you know of a vacant lot in your locality which might be used for a school garden?

Who furnishes the seeds and fertilizer for school gardens?

What becomes of the crops which are raised?

Is school credit given for school garden work?

Can you think of any improvements which might be made in the school gardens next year?

Why I Am Loyal to My City

The Smoke Nuisance in Our City

Social Settlement Work in This City

Industrial Development in This City

The Architecture of Our Public Buildings

Better Housing

What It Means to Be a Good Citizen

The Chamber of Commerce in This City

Associated Charities in This City

Character and Variety of Industries in This City

Medical Inspection in the Schools

United States Money

The Society for the Prevention of Cruelty to Animals

Labor Conditions in This City

Americanization Work in This City

Advantages of This City as a Commercial Center

Boy Scouts or Girl Scouts or Campfire Girls



**SIMILAR UNDERTAKINGS***I. To make a class booklet.*

**Instructions.** — In itself the class booklet differs in no way from the individual booklet — except possibly in size. As soon as the subject has been chosen for the booklet by the class, however, two captains are appointed by the teacher. The class is then divided into groups under the leadership of the captains and each group works out one part of the subject. Your special duty is to provide a single page for the booklet. A committee, chosen by the class, binds the leaves together with a heavy cord and also provides the cover decoration. After the booklet has been displayed upon the bulletin board for a given length of time, it is placed in the school library for the use of other English classes.

*II. To make a class scrapbook.*

**Instructions.** — The class scrapbook is like the class booklet except that it usually contains the class work of several different Undertakings as well as such illustrative material as the following: photographs, newspaper items, maps, charts, accounts of visits to local industrial plants, and bulletins of local information.

*III. To make a class anthology.*

**Instructions.** — After looking up the meaning of *anthology* in the dictionary, choose from the daily paper the poem you like best, but limit your subject to poems of nature, poems of war, or poems of heroism. Prepare to read the poem before your class, which is a board of censorship. If your classmates and teacher approve your choice of poem,

you may paste it upon a sheet of unruled paper 8"×11" in size. At the bottom of the page write these words: Poem submitted by ..... (sign your name). File the poem with those submitted by your classmates. As soon as twenty or more poems have been collected, you may select a committee of three from your class to arrange the sheets in booklet form. Upon the cover of the little book should be printed neatly: Anthology of Poetry, collected by class ....., date.

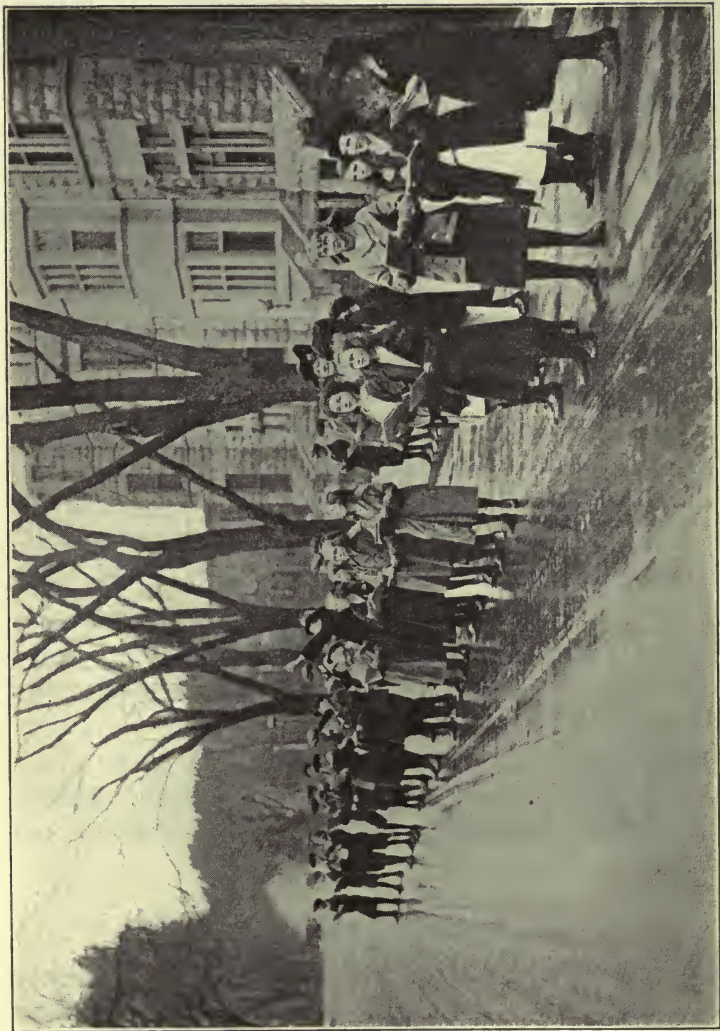
## PART III: ORAL AND WRITTEN REPORTS

Do you remember how hopeless Rebecca of Sunnybrook Farm felt when she was asked to write a composition about "Cloud Pictures" or some other subject of which she knew nothing? If you do, you will recall how dismayed her teacher was when the composition was handed in. Doubtless, you sympathized with Rebecca, who longed for English lessons — "just a little more interesting"; and you will be glad that this Undertaking deals with your own life in your own community and is, therefore, sure to prove of interest. As a reporter, or "bearer of news" to your classmates, you are to make an investigation of some local public utility. They in turn will bring reports to you.

Since there are several ways in which to gather material for these reports, it will be well for you to decide which of the following methods you will undertake: each pupil may investigate a different subject; or the entire class may make a thorough investigation of just one subject; or the teacher may divide the class into as many different groups as there are public utilities and each group may investigate a different subject. In case you decide upon group activity, each group should be headed by a captain. Having decided upon your subject and the manner of finding out about it, you are ready for your third

### UNDERTAKING

*To investigate one of the public utilities in your community and to give a short report of your investigation.*



*Photo by "International"*

GATHERING MATERIAL FOR A REPORT

You may be interested to know that the public utilities which are usually supplied to the city by corporations are the following: water, gas, electricity, telephone, and transportation. The public utilities which ordinarily a city supplies for itself are: parks, libraries, schools, museums, hospitals, playgrounds, and markets.

As you make your investigation you will come across material which is of no special value to you but which may greatly help a classmate in his report. Do you not think that it would be courteous, and helpful to the work of the class, to pass along such material?

**Instructions.** —

1. Decide upon the public utility you wish to investigate and announce your decision to your teacher.
2. Plan a trip to observe and investigate the utility chosen.
3. Make arrangements with some official of the company for your visit.
4. While going through the plant or office, conduct yourself as a self-respecting American citizen. Be quiet, courteous, and respectful.
5. Jot down in a notebook the most important information you receive.
6. Find out all you can about your subject in books and papers, and discuss your Undertaking with your parents and older people.
7. Before giving your report in class you will probably wish to write out what you are going to say. From the notes jotted down, arrange your material, according to topics, in paragraph form. Write this first draft just as

well as you can, then read it over carefully and make corrections. If information is obtained from books, magazines, or newspapers, be sure to give the source of your authority. Give name of book or magazine, date of publication, and pages where information is obtained.

8. Bring to class interesting pictures, clippings, or photographs for display upon the bulletin board.

9. In class make a short report of your investigation. If your teacher wishes, you may be limited to five minutes.

10. Remember to stand erect, speak distinctly, use simple words, and leave out all unimportant details. It is absolutely essential that your report be *true*, that it be *clear*, and that it be *complete*.

11. When called upon by your teacher, be ready to discuss the report of any other pupil in regard to English, sentence structure, manner of presentation, and distinctness.

12. The best report may be published in the school paper or in any local paper.

13. Written reports may be filed in the class scrapbook.

**Suggestive questions.** — Under each public utility listed in this Undertaking there are certain questions to help you in your investigation. Do not limit yourself to these questions, however, for you will find out many things not listed here.

1. *Water Works*

Describe the water works building and plant.

Where does the water supply come from — springs, lakes, or rivers?

How is water pressure secured?

How is the water stored, in a standpipe or in a reservoir?

Is the water system owned by the community or is it privately controlled?

How much money does this corporation pay to the city each year?

Is the water pure or are you asked to boil it before drinking it?

How much does your family pay for the water it uses?

What is a water meter? If there is a meter in your house, can you read it?

What is a water filter? How is the water for your city filtered?

Is the water pressure great enough to afford protection against fires?

Why is it wrong to leave a faucet open or to waste water in any way?

Have you seen any person in your community wasting the water supply of the city?

If the water works plant is not attractive in appearance, what can you suggest to beautify it?

## 2. *Gas*

Is gas used in your community for street lighting purposes?

Is it also used in your city for heating purposes?

Is it natural or artificial gas?

Can you read the gas meter in your house?

How much does it cost your family a month for gas?

Is the supply of gas sufficient for the community or are there times when the gas supply is very low?

Are the pavements often torn up so that the gas mains can be repaired?

How much does the company pay to the city for the privilege of using the streets?

Is the gas office an attractive building? Could it be made more beautiful by the addition of vines, trees, or shrubs?

### 3. *Telephones*

Who invented the telephone?

When was the first telephone message sent?

How many telephone exchanges are there in your city?

How many operators are employed?

How many miles of wire are used?

Are the wires above the street or are they underground?

Are the poles for the wires unsightly, or are they decorative in design?

Is your telephone service satisfactory?

How long do the telephone girls work each day?

How much are they paid?

Is the telephone building attractive? Would it look better with more shrubbery and vines about it?

How is the telephone service regulated?

What is a switchboard, receiver, transmitter, party line?

### 4. *Transportation*

What relation is there between transportation and the well-being of the community?



Who controls the street railways in your city or town?

How much money does the street car company pay to your city for the privilege of using the streets?

How long does it take you to come to school? Do you walk, use the elevated, subway, or surface cars, or do you come by the steam road?

Are there elevated roads or subways in your community?

Which gives the better service?

Why were the elevated and subways built?

Are there many accidents at grade crossings in your locality?

How many were there last year?

Has any effort been made to do away with grade crossings?

When were the first street cars used in your city?

Describe the first cars. Explain how they were different from those in use to-day.

Does the company provide seats for all who pay or do many have to stand during the rush hours?

Are the railroad and electric stations attractive?

What do you think could be done to beautify them?

Do you know of any city which operates its own street railway system? Is the service in that city better than the service in yours?

Are there any "jitney busses" in your city? If so, how are they regulated and what kind of service do they give?

Why is overcrowding in the tenement districts

directly caused by the lack of transportation facilities?

5. *Electricity*

Does your city own its own electric light plant?

If not, who furnishes the light for the streets and the houses?

Are there many unsightly electric poles in the streets? Are the company's men permitted to cut off branches of beautiful trees to make room for electric wires?

Is it possible to place electric wires underground in pipes or conduits?

Are the streets sufficiently lighted to afford protection on a dark night?

Do you use electricity for any other purpose than light in your house?

Can you read the electric meter? Read the meter this month and check up the bill sent by the electric light company.

Which is the cleaner and safer to use, electricity or gas?

Which is better for street lighting purposes, electricity or gas?

What is the meaning of kilowatt hour, dynamo?

What power drives the dynamo in the electric light plant? Is a gas engine, gasoline engine, steam engine, or water power used?

Name three electric cooking appliances and three electric heating appliances.

Does the appearance of your electric light plant and electric light office add to the beauty of your city?

If not, can you suggest some way to make the place more attractive?

6. *Parks*

Why are parks especially needed to protect the health of people, particularly of children?

Why are many small parks particularly necessary in the crowded tenement districts?

How many parks are there in your city? How far do you live from a park?

Where does the money come from which keeps up the parks?

Who is the park commissioner?

What is the chief purpose of a park — use or beauty?

Are there "Keep off the grass" signs in the parks of your city? Are the signs observed?

What opportunities for recreation are provided by the park commissioners? Are there opportunities for golf, tennis, baseball, and football?

Are free motion pictures regularly shown in any of the parks?

Are band concerts provided by the city?

Has any effort been made to connect the parks by beautiful boulevards or roadways?

Are refreshments or lunches sold by the city at any of the parks?

What can you say of the financial value of real estate near the parks?

Are the parks used in winter?

Which is of greater value to the city — one large park or several small ones?

Are the parks littered with paper? What can you do to help improve the appearance of the parks?

Is there a section of your city which needs a park but which has none?

How do parks help create a higher standard of citizenship?

### 7. *Municipal Playgrounds*

How many public playgrounds are there in your city?

When and how were they established?

How far do you live from a playground?

Why are playgrounds especially necessary for children who ordinarily have to play in the dirty streets or alleys?

Are the city playgrounds in charge of athletic instructors?

How many seesaws, sand boxes, swings, slides, swimming pools, and bathhouses are provided for use?

Has any provision been made for baseball and basket ball?

Is the playground flooded in winter for skating purposes?

Where does the money come from to maintain these playgrounds?

Are seats and benches provided for the use of mothers and other onlookers?

Are there "Keep off the grass" signs? Why do you think they should or should not be observed?

Is the purpose of the playground beauty or usefulness?

Is there any dumping place in your city which could be used to advantage as a municipal playground?

Is there any land containing tumble-down buildings which could be used as a small park or playground?

#### 8. *Public Library*

How does a public library help to make better citizens?

When was a public library first established in your community?

What, in brief, is the history of the library in your city?

How is the library maintained? Who pays the taxes?

How is the building lighted? How is it ventilated?

Is the library centrally located?

How many seats are there in the reading room?

Who is the librarian? What are his duties?

Is the library building ever used for any other purpose than as a library — for example, is it used for club meetings, art gallery, or lecture hall?

Is the library building attractive? Can you think of any improvement which would add to its appearance?

How many books are there in the library?

How many books were drawn out last year?

Who chooses the books?

Who engages the librarian and his assistants?

Who owns the books? Why should the books be used carefully?

Are you permitted to go into the shelf room to select your book?

Has the library a separate department for children?

How many branch libraries are maintained?

Are special talks given by your teachers on how to use the library?

Does the public library loan books to your school library?

Why are the trustees of the library anxious that the books be used?

Why is it necessary and proper for the library to demand a fine when a book has been misused?

What is a Carnegie library?

What is the meaning of: reference books, traveling library, circulating library, card catalogue, periodicals, and card index?

### 9. *Hospital*

Is there a public hospital in your city?

When was it established?

Who is at the head of the hospital?

Where does the money come from which maintains it?

How many cases were treated last year?

Describe the building or buildings.

Are the surroundings attractive?

Are there special wards for special cases?

What conveniences are provided for the patients?

Has a special home been provided for the nurses?

When are visitors admitted?

How large is this year's class of student nurses?

What is a hospital clinic?

Is a clinic maintained in your city?

What is the meaning of city nurse, emergency aid, ambulance, visiting physician, and city dispensary?

10. *Public Schools*

How many public schools are there in your city?

How many teachers are employed? How many men, how many women?

How many pupils were in attendance last year?

How much money did it cost to maintain the schools last year?

Where did the money come from?

About how many hours are the buildings used each day?

Are the schools in your city ever used as social centers?

How are the rooms lighted, heated, ventilated?

Where are the school playgrounds? How are they equipped?

When was the first school established in your city?

If possible, describe how one day was spent in that old-time school.

How many weeks are the schools in session each year?

What are the qualifications of the teachers?

How is the course of study planned?

Do the schools of your city get any state money?

If so, how much?

Are textbooks free in your school?

Who is Superintendent of Schools in your city?

What are his duties?

Are you required to go to school until you are sixteen years of age?

How much money does your city have to pay to educate a pupil from kindergarten through high school?

Of how many members is the board of education composed?

What is meant by the following: vocational school, technical school, elementary school, secondary school, parent-teachers association?

Are there any night schools in your city?

Why is free education of boys and girls a good investment for the community?

## 11. *Municipal Markets*

Is there a municipal market in your city?

Is the market centrally located?

Why does your city maintain this market?

Describe the market building.

Can you suggest any method of making the building more attractive?

When was the market opened?

By whom is it managed?

Do all classes of people buy at this market?

Is it operated at a gain for the city?

Is the market clean and sanitary?

Mention several different kinds of foods sold in the market.

Do you know any one who is opposed to the municipal market?



Has the price of food in your city been reduced since the opening of the market?

How does the market benefit the producer of the food?

What is the meaning of middleman?

### SIMILAR UNDERTAKINGS

*I. To make an investigation of the government of your community and to give a short report of the investigation.*

**Suggestions.** — There are three departments of government in every city or town. The *legislative* department is composed of the *law makers*, the *executive* department is composed of the *law enforcers*, and the *judicial* department is composed of the *law explainers* who are usually called *judges*.

Your community may not be governed by the officials mentioned in the questions suggested in this Undertaking, but you are governed by law makers, by law enforcers, and by law explainers. The investigation, therefore, of the government of your community should prove as interesting as the Undertaking described in detail here.

Before you complete your work you should plan an excursion to the court house or city hall, but do not go unless you are chaperoned by your teacher or some older person, and be sure that all arrangements for your visit are made in advance.

You may substitute the word *town* or *village* for the word *city* in this Undertaking.

**Suggestive questions.** — The following questions are based upon the work of the various departments of govern-

ment. They are merely suggestive in nature and may be omitted or used as you choose.

1. *Legislative Department*

What are the law makers of your city called? How are they chosen?

How many law makers are there in your city? Do they represent districts or wards or the whole city?

What are the qualifications of a law maker? What is his term of office?

What salary does he receive?

When do the law makers meet for conference?

What are their chief duties? Why do they have a right to tax the people of your city?

What is the meaning of city charter and city budget?

When was a charter granted to your city?

2. *Executive Department*

Who is the mayor of your city? If your city has no mayor, who is the city manager? How was he elected or appointed? What is his term of office?

What salary does he receive and where does the money come from with which to pay the salary?

What are the most important duties of the mayor?

Has he the right to veto a bill or the power to appoint men to assist him in his work?

Do appointments by the mayor have to be approved by the law makers?

Who are some of the other law enforcers in your city?

Make a list of the different boards or committees or departments.

Who is city auditor? What are his duties, his salary, and his term of office?

A. Civil Service Commission

What is the meaning of civil service?

Has your city a civil service commission?

What is meant by a civil service examination?

How often are such examinations held in your city?

Who may take these examinations?

Of what advantage is civil service to an employee?

B. Health Department

Who are your local health officers?

Mention several health laws in force in your city.

What is the death rate in your city?

What is the meaning of vaccination, quarantine, epidemic?

Why does the health department emphasize the importance of fresh air, wise eating, and cleanliness?

What is the work of the health department when a contagious disease appears?

Has this department ever carried on a "Swat the fly" campaign?

Are there any laws regulating the sale of pure drugs in your city?

What are the duties of the milk inspector?

Why is a carload of meat sometimes condemned by the food inspector?

Why do food inspectors examine both fresh and canned goods?

### C. Police Department

In your city are policemen elected or appointed?

Are they controlled by the city or by the state?

Who is the chief or superintendent of police?

What are his most important duties?

What is meant by police regulation?

What are the duties of police magistrates?

Why are policemen often called the city's soldiers?

How do policemen regulate traffic?

What is the meaning of each of the following:

patrolmen, roundsmen, sergeant, harbor police, mounted police, and motor cycle squad?

What are the chief qualifications of a good policeman?

What is the duty of a policeman when he finds a lost child?

### D. Public Service Department

#### a. Garbage disposal

How often does the cartman come to your house to collect garbage and rubbish?

Do you put the garbage in one can, the ashes in another, and the refuse in still another?

Why?

How much does it cost your city each year to dispose of its garbage?

Is garbage collection in the hands of a private concern which sells its service to the city?

Do you know of any vacant lots which are used as a dumping ground for refuse?

Does your city make an effort to sell part of the waste material collected?

Has your city a garbage disposal plant?

Are ashes used by the city for grading streets?

b. Street cleaning

How does the cleanliness of your city depend upon the work of the street cleaning department?

Why is it important that the streets of a city be well paved?

What methods of street cleaning are used in your locality? Which of the following methods is most sanitary: hand sweeping, rotary broom sweeping, or flushing?

How much does it cost your city yearly to keep the streets clean? Where does the money come from to maintain this department?

Has the health officer anything to do with the work of the street cleaning department?

How is the work of the street department managed?

Are the streets sprinkled during the summer?

What is done with a heavy fall of snow?

Are there city laws against throwing refuse into the streets?

What is your part in keeping the city's streets clean?

E. Fire Department

What, in brief, is the history of the fire department in your city? When was it organized, and when was the first engine purchased?

What is the most common cause of fires in your locality?

- Why should the doors of all public buildings open outward?
- Are all the public buildings in your city provided with fire escapes?
- Why should every theater have a fire curtain?
- What salary are the firemen in your city paid?  
Where does the money come from to maintain this department?
- Do the firemen receive pensions for long and faithful service?
- Why is it wrong to throw a lighted match into a pile of dry leaves, or to throw a match into a waste basket?
- Do you know how to use the fire escape on your school building?
- Do you know how to ring in an alarm of fire?
- In case of fire in a motion picture theater, what would you do?
- What is a chemical engine, a steam fire engine, a hook and ladder automobile truck, a water tower, a life net?
- Can you suggest any method of improving the appearance of an engine house in your community?

*F.* Department of City Streets

- Why are the building and care of city streets important?
- Under whose direction is this work carried on in your city?
- Where does the money come from to pay for the street paving?

Why should the man in charge of this work be an expert in road building?

Why are paved streets of importance to the farmer, to the automobilist, to the merchant, to the church, and to the school?

How do well paved streets increase the value of real estate in a city?

How many kinds of paving materials are used in your city?

Are the pavements in the business section of the same material as those in the residential section?

Are the streets of your city lined with beautiful trees?

### 3. *Judicial Department*

Who are your city judges? How many are there? How are they selected or appointed? What is their term of office?

What is the meaning of "petty crimes and misdemeanors"?

How do the juvenile courts try to prevent boys and girls from becoming criminals? In what way is a juvenile court unlike an ordinary court?

What is the meaning of each of the following: arrest, warrant, bail?

What is the difference between a police court and a criminal court?

Why are the police courts not classed under judicial department courts?

What is the meaning of each of the following: probation officer, house of correction?

*II. To give an oral report of a current event.*

Are you interested in up-to-date items of interest? Where are such items usually reported? Are you in the habit of reading one good newspaper regularly? Do you talk over news items with your parents and older people? Do you discuss them with boys and girls of your own age? How would you like to have a regular day for discussing these up-to-date, or current events, in class?

In many schools, current event day is the most interesting day of the week. Clippings and pictures describing and illustrating the items of interest are brought into class and displayed upon the bulletin board, and one section of the class scrapbook is set aside as a permanent record for the most important clippings. At first, current events may be reported which are not worth discussing, but both class and teacher act as a board of censors for each event reported.

Should you decide to conduct a regular current event day, you may be helped by studying the following instructions:

**Instructions. —**

1. You may choose any current event which interests you.
2. Be prepared to tell your classmates about this event.
3. You will be limited by timekeepers to two minutes for your discussion.
4. After choosing your event, ask yourself this question: "Will all my classmates be interested in this event?"
5. At first, you may speak from an outline if you wish.
6. At the beginning of your summary, state the source of your information. Say for example, "In the St. Louis



*Globe-Democrat* of October fifteenth, I read an interesting account of an air voyage from London to New York. . . . .  
 . . . . .”

7. While giving your summary, be sure that you remember to stand erect, to face the class, and to speak slowly and distinctly enough for all to hear.

8. If the topic you have prepared is discussed before you are called upon, arise, state that fact, but state also the source of your information and add any other items of interest.

*III. To investigate and report on one of the important industries in your community.*

**Suggestions.** — Doubtless there are one or more important industries in your community of which you can make an investigation. It is well to remember, however, that a visit must not be made to any industry until arrangements have been made with some official of the company. Your teacher will accompany you upon your visit. The following list of industries is intended to be merely suggestive of some industry in your own locality. You may choose any of these: a furniture factory, a printing establishment, a paper mill, a shoe factory, a banking house, a department store, a restaurant, a stone quarry, an ice manufacturing plant, a meat market, a model dairy, a meat packing establishment, a large farm, or a telephone exchange.

*IV. To give a brief report of an interview with some successful person in your community.*

**Suggestions.** — Perhaps some of the following questions may help you as you plan your interview:

What work does he do?

What decided him to do this kind of work?

What are his pleasures?

Why is his work successful?

What service does he render to his fellow men?

Has he a favorite motto or rule of conduct?

Has he a special message for you to carry to your classmates?

*V. To make a report on a job in shop work or manual training.*

**Suggestive questions.** —

What was the job? For whom was it done?

What materials were used?

Were there any trimmings?

What tools or machines were used?

*VI. To investigate and make a report on the development of the telephone.*

**Suggestions.** — For the *development of the telephone* you may substitute any of the following subjects:

The development of the lumber industry in the United States

The agricultural development of the United States

The development in methods of printing

The development of the motion picture

The evolution of methods of travel

The development of the automobile

The development of the aluminum industry

Improvements in farm machinery

The development of the oil industry

The development of the iron and steel industry

The development of the textile industries (woolen and cotton goods)

The development of methods of communication

The development in methods of lighting or heating

The development of commerce or industry in your community

Evolution in food products (canned foods, etc.)

*VII. To give a report of work undertaken in connection with any home project in agriculture. For the words **any home project in agriculture** you may substitute any of the following: any experiment performed in the laboratory, any work undertaken in domestic science or household arts, or any lecture or musical entertainment attended by you.*

*VIII. To make a report on any book read outside of class, or to report on the outside reading you have done during the month.*

**Suggestions. —**

1. Keep a record of each book read.
2. Outline your record in the following manner, but when your report is given state your answers in complete sentences.

TITLE OF BOOK	AUTHOR'S NAME	SETTING	CHIEF CHARACTERS	MAIN IDEA OF BOOK	OPINIONS
		Historical background			

3. Under the heading "setting" state time and place of action.

4. Under the heading "opinions" give your reasons for liking or disliking the story. Be sure to state your own ideas. They are of far more importance in your report than the opinions of any other person.

5. If possible, arrange to have one or more shelves in your classroom devoted to a *class circulating library*.

6. Give each pupil a chance to bring a book for this shelf.

7. Each book must be approved by the teacher.

8. Arrange to have a different pupil in charge of these books during the several periods of the day.

9. If you are chosen to act as librarian during one of these periods, take especial pains to record neatly in a notebook the name of the book borrowed, the date, and the name of the borrower.

10. Draw up such other rules and regulations as your class thinks necessary.

11. At the end of the term you may take your book home or you may leave it to form the basis of a permanent library.

12. Remember that your book may be lost. You must take the responsibility of loaning your book to your classmates.

*IX. To look up any of the following subjects in an encyclopedia and to make an outline report of the material given: Hudson Tube, aëroplane, subway, submarine, gyroscope, cyclometer, nitroglycerine, artificial ice making, Panama Canal Locks, or the Erie Barge Canal.*

**Suggestions.** — After reading through the article carefully, jot down notes of the main points to be remembered. Then arrange your notes in the form of an outline or plan. From the great mass of material given it is sometimes difficult to select the important facts, so it is well to read the article several times before you complete your report.

*X. To make a report in outline form of material collected for a biographical sketch.*

**Suggestions.** — Before you begin the work of this Undertaking, look up the meaning of the word *biography*. What is the difference between a biography and an autobiography?

1. Choose your subject from the following list :

A biography of your father or your mother . . .

A biography of Christopher Columbus

John Smith

George Washington

Samuel Adams

Henry Clay

Thomas Jefferson

Benjamin Franklin

Patrick Henry

Alexander Hamilton

Daniel Webster

Elias Howe

Eli Whitney

Robert Fulton

Nathaniel Hawthorne

Washington Irving

John Greenleaf Whittier

John Paul Jones  
Theodore Roosevelt  
Thomas A. Edison  
Henry W. Longfellow  
S. F. B. Morse  
Susan B. Anthony  
Eugene Field  
Henry Hudson  
Roger Williams  
Peter Stuyvesant  
Helen Keller  
William Penn  
Frances E. Willard

2. Find out all you can about your subject.
3. In a small book, jot down notes indicating the most important facts to remember. Expand your notes to form your permanent outline.
4. Ask yourself these questions: what were the main ideas, and what were the less important ideas? Mention these ideas in their proper order.
5. Consider which thoughts belong together and arrange them according to this connection.
6. Number each of the main headings with a Roman numeral I, II, III, IV. These numerals generally represent paragraphs.
7. The word or words directly following the numerals tell what the paragraph is about.
8. Underneath the main headings and farther to the right, place the details which explain the headings. Indicate these details or subdivisions by letters, A, B, C, etc.

9. Observe the rules of indentation and capitalization and make your outline as brief as is consistent with clearness.

10. When arranging your material you may use the following general outline :

**Plan for biographical sketch.** — No biographical sketch can be made to fit exactly this plan, but as a guide to arrangement of material you will find it helpful :

*Introduction.* — Name of person, why famous.

*Discussion.* — When and where he lived. The education, the favorite occupations, and the habits of the boy.

The chief events of his life as a citizen, given in the order of their occurrence.

Chief characteristics.

Death, when and where.

*Conclusion.* — Results of his life upon his own development.

Service to others.

Read over the following outline carefully ; it may serve as a guide for you when preparing your biographical sketch :

#### THE STORY OF LOUISA MAY ALCOTT

**Introduction.** — American author popular with old and young for more than forty years.

**Birth and Infancy.** — Germantown, Pennsylvania, November, 1832 ; moved to Boston, 1834 ; moved to Concord, 1840 ; poverty ; father was philosophical writer and educator.

**Childhood and Youth.** — Educated by father ; fondness for reading, writing, and composition ; favorite occupations — running, jumping fences, climbing trees, and acting plays in barn ; a tomboy in habits.

**Chief Events of Life.**—Seven happy years at “Hillside”; continued poverty; apparent failure of stories; various occupations—school teacher, seamstress, companion, household servant; final success of *Little Men*, *Little Women*, *An Old-Fashioned Girl*, and hundreds of short stories published in *St. Nicholas* and *The Youth's Companion*.

**Death.**—At Boston, Massachusetts, March 6, 1888; mourned by thousands.

**Conclusion.**—Characteristics and personal appearance; money obtained from sale of books used in adding to comfort and happiness of many people.

*XI. To make a report in outline form of material collected for a historical sketch.*

**Suggestions.**—After selecting your subject and gathering information about it, arrange your material in the same manner as suggested in the Undertaking just preceding. You may choose any of the following subjects:

- An Outline for the History of Your Own Community
- The Landing of the Pilgrims
- The Boston Tea Party
- The Battle of Lexington
- The Building of the Erie Canal
- The Search by Americans for the North Pole
- The Panama Canal
- The Growth of a Great City (New York, Chicago, etc.)
- Life on a Virginia Plantation
- The Burgoyne Campaign
- The Louisiana Purchase
- The Story of the Building of a Railroad



Life on a Western Wheat Farm  
The Pittsburgh Steel Industry  
Shipbuilding at Fore River  
The Journey of Lewis and Clark  
America's Part in the World War  
America and the League of Nations  
Early-Day Amusements  
The Struggle of American Women for the Ballot

**Plan for historical sketch.** — You may arrange your topics according to the following plan, if you wish, using exact, expressive words :

*Introduction.* — Your subject, why important.

*Discussion.* — What led to the subject discussed? Principal characters in the event. Details, given in order of occurrence.

*Conclusion.* — Effect produced — upon the life of the time and upon the future history of the country.

Before writing your historical sketch, read carefully the following outline :

#### BURGOYNE'S INVASION

**Introduction.** — Important event of Revolution. Its influence on the result.

**Purpose.** — To divide the country Burgoyne went south to meet Clinton, who went north from New York City.

**Time and Place.** June–October, 1777. Canada; New York; Vermont.

**Principal Characters.** — Stark, Gates, Schuyler; Burgoyne, St. Nege, Baum. Duty of each.

**Details.** — Eight thousand men, English, Hessians, Indian Allies; route by way of Lake Champlain and the Hudson River; capture of Forts Ticonderoga, Crown Point, and Edward. Battles of Saratoga. Surrender of army.

**Conclusion.** Americans encouraged; France acknowledged independence. Victory was greatest influence in ending Revolution.

**A class sketchbook.** — If, after making your outlines for biographical and historical sketches, you write the sketches, they may be arranged and filed in a *class sketchbook*. Such a book is in form like the class booklet and is made by a group of pupils from the class chosen to do this work.

## PART IV. THE USE OF REFERENCE BOOKS

IF you are to become a well-informed instead of an ignorant person, you will need to become skillful in handling the tools you have to use; for not until then will you be able to undertake new tasks alone. You must know how to use letters, words, sentences, paragraphs, and books. The dictionary, encyclopedia, atlas, index, and gazetteer are treasure houses of valuable information. Indeed, so valuable a tool is the dictionary that you will need to use it almost every day. Does it not seem worth while, therefore, to learn how to use it efficiently? Fortunately, you will find that learning how to use the dictionary and other books of reference is not a difficult task, but like piano playing it requires practice. Many boys and girls have greatly enjoyed doing the work suggested in this your fourth

### UNDERTAKING

*To collect data from reference books: the dictionary, the encyclopedia, the gazetteer, the atlas, the card catalogue, the dictionary of quotations, a general magazine index, a book index, a table of contents, Who's Who, and World Almanac.*

Suggestive questions. — Be prepared to answer the following questions :



THE SCHOOL LIBRARY

Consulting the card index, the encyclopedia, and the dictionary

1. What is a dictionary? Name three large dictionaries you have used.
2. What five things about a word can you find out by looking it up in a dictionary?
3. What does the word vocabulary mean?
4. What are dictionary guide words? How do they help you locate a word?
5. What do these marks mean when they are placed above a word, ('), (")?
6. Is the accent mark used with words of one syllable?
7. In a dictionary, the first letter of each word is arranged alphabetically; how are the second, the third, and the fourth letters arranged?
8. What is the correct pronunciation of the following: inquiry, address, allies, acclimated, apparatus, parochial, architect, ordeal, illustrate, accent, magazine, government, recess, municipal, conduit, and oleomargarine?
9. Which of the following words are written as one word with a hyphen, which are written as a compound word without a hyphen, and which are written as two separate words: post office, post master, air ship, base ball, basket ball, note book, scrap book, dress maker, to day, to morrow, sun beam, head ache, horse power, all right, work shop, every day, and rail road?
10. What do these marks mean (-), (~), when placed above a vowel, in words?
11. What is a word called which has almost the same meaning as another word? Give ten examples of such words.
12. What is a word called which has the same sound as another word, but is different in meaning?

**Word contests.** — At least once a month, be prepared to take part in one or another of these word contests. You will win the contests more easily if you learn to open the dictionary as nearly as possible to the first letter of the word pronounced, and then turn the leaves rapidly to the right or left. Use either hand and turn the pages with the index fingers.

The first contest may be conducted in the following manner :

1. Upon the teacher's desk at the front of the room, place a large dictionary.
2. Ask your teacher to pronounce a list of simple words — such as boy, dog, horse, cow.
3. Await your turn to go to the dictionary, but as soon as called upon, go quickly.
4. When you say, " ready," the teacher will pronounce a word.
5. Find that word in the shortest possible time.
6. Two of your classmates will act as timekeepers. Each must be provided with a watch having a second hand.
7. As soon as you have found the word assigned to you, one of the timekeepers will write your name upon the blackboard, and after your name will write the number of seconds or minutes that it takes you to find the word.
8. The pupil who requires the fewest seconds in which to locate a word, wins the contest.
9. In every contest your teacher will act as referee.

The second contest is almost as interesting as the first :

1. Try to arrange alphabetically, before any of your classmates can do so, a list of words written upon the

blackboard by your teacher. The words may be taken from the dictionary or the telephone directory and time-keepers will keep the score as in the former contest.

2. There may be several different kinds of lists of words, for example :

- a.* When the first letters are not alike
- b.* When only the first letters are alike
- c.* When the first two letters are alike
- d.* When all letters are alike until the ninth or tenth, as entertaining, entertainment

The third word contest is simple in nature :

1. Try to write the greatest number of synonyms for each word in a list of words, placed upon the blackboard by your teacher.

**Additional suggestions.** — In a notebook keep a New Word List. Write down at least one new word every day. Use this word in your conversation and in your written work until you have made it your own. For one week, make a list of the words you hear mispronounced. Bring this list to class and, as you read the list, correct the mistakes. Be prepared to give reasons for your corrections.

**Instructions for use of encyclopedias.** —

1. Go to any library and ask to see an encyclopedia. Glance at several pages to see what kind of book it is. Be prepared to answer the following questions concerning it :

- a.* What is an encyclopedia?
- b.* Is it one book or more than one?
- c.* How are the articles arranged?
- d.* Can you find a subject easily?

- e. Are the articles longer or shorter than those in a dictionary?
- f. Do the articles explain one word or one subject?
- g. Are many pictures used in illustration?

2. Read over any one article which interests you. Write down, in not more than two sentences, the most important fact or truth in the article.

3. In class announce the subject of the article you read and state the important fact about it. State the name of the encyclopedia you used.

4. Remember that it is easy to locate a subject in an encyclopedia but that it is difficult to select the most important fact about that subject.

#### Questions on other reference books. —

1. What is an index? Is it found at the front or at the back of a book?

2. Does every book have an index? How is an index arranged?

3. How is a table of contents different from an index? Why do many books have both?

4. If you wish to locate a fact very quickly, which do you consult first, table of contents or index?

5. Examine any two magazines. Do they have index and table of contents?

6. What is a general magazine index? Of what use is it in helping to locate some definite magazine article, for example, a discussion of wireless telephones?

7. What is a gazetteer? Where is it found in the dictionary, at the front or at the back? Is it a separate part of the dictionary?



8. What is an atlas?
9. What three questions about a book does a card catalogue answer for you?
10. Suppose you wish to know the area and population of Alaska. Where can you obtain the information?
11. Suppose you are fond of a certain quotation but do not know who wrote it. How can you find out the name of the author?
12. Imagine that, while preparing for a debate, it becomes necessary for you to know the names of the Secretary of State, the Secretary of War, and the Chief Justice of the Supreme Court. Of what service would a Congressional Directory be in helping you to obtain the desired information?
13. Pretend that your class wishes to stage a pageant written by Percy MacKaye. It is necessary for you to obtain Mr. MacKaye's permission. How can *Who's Who* help you to obtain Mr. MacKaye's correct address? What other interesting information about Mr. MacKaye can you obtain from *Who's Who*?
14. Look up the words *reference books* in the index of this book; then look up the same words in its table of contents. Note where you found the words more easily.
15. Find the name of your own city or town in an atlas.
16. Ask your teacher to take your class to a library and there give you a talk on the use of reference books. If you wish, you may choose a committee from your class to request the librarian to give this talk.
17. Be prepared to look up in reference books, certain questions assigned by your teacher. Keep a record of the time required to locate the references assigned.

18. If your teacher wishes, you may help her make a collection of interesting pictures and clippings for class reference. This work should be done in connection with your bulletin board Undertaking, but should be indexed and arranged as is a library book.

19. Look up any three subjects in the *World Almanac*, then assign the same three subjects to one of your classmates and ask him to report to you the length of time required for him to find them.

## PART V. POSTERS AND CHARTS

HAVE you ever stood before a store window or great billboard and gazed with keenest interest at the pictured description of a circus? If you have, you know that such wordless descriptions can give a great deal of information about

“All the sights at the animal show,  
Where lions and bears sit on dining room chairs,  
Where a camel is able to stand on the table,  
Where monkeys and seals all travel on wheels,  
And a Zulu baboon rides a baby balloon.”

Perhaps, more recently, you have read a poster announcing the latest Motion Picture. At any rate, you know that a poster is a large bill or placard displayed in some public place.

Doubtless you would enjoy making posters similar to these: of your favorite house, or of Uncle Sam, or of Hiawatha. Possibly you would like better to help your classmates make a series of posters descriptive of the fur-bearing animals of North America or of the production of maple sugar in your own community. Indeed, you will have no difficulty in choosing a subject which interests you, and the making of the poster will prove interesting work, but to write the paragraph of description, which each poster must contain, may prove a more difficult task. In order that you may know how to write your paragraph it will be

necessary to read carefully the following selections and to answer certain questions concerning them :

**Specimen paragraphs. —**

**JAPANESE BOOKS**

Japanese Books are very odd-looking affairs to us. Not only are they printed in very large characters, but they seem quite upside down. To find the first page you turn to the end of the book, and you read it backwards to the front page. Again you do not read from left to right, as in our fashion, but from right to left. Nor is this all: for the lines do not run across the page, but up and down. Altogether, a Japanese book is at first a very puzzling affair. When the writing lesson comes, the children have no pens; they use brushes instead. They dip their brushes in the ink, and paint the words one under the other, beginning at the top right-hand corner and finishing at the bottom left-hand corner. If they have an address to write on the envelope, they turn that upside down and begin with the name of the country and finish with the name of the person, — England, London, Brown John Mr.

JOHN FINNEMORE: *Japan*

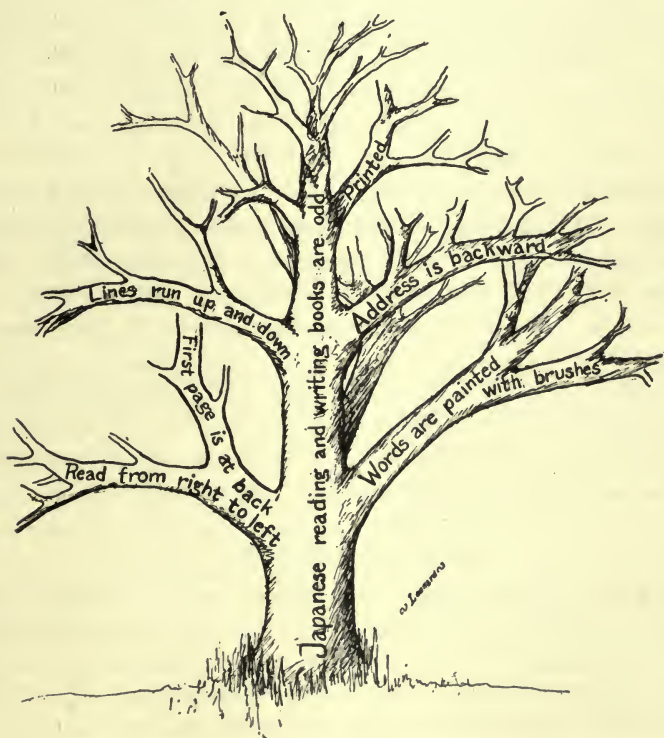
When the author wrote this paragraph, he arranged his ideas according to a plan, like this :

**Japanese Books**

1. Reading books are odd, for,
  - a. They are printed in large characters
  - b. The front page is at the back of the book
  - c. They read from left to right
  - d. Their lines run up and down

2. Their writing books are odd, for,
  - a. The words are painted instead of written
  - b. The address is written backward

You will also note that in form this paragraph is like a tree. It has one main idea as the tree has one trunk, and all of the sentences grow out of that idea, as the branches grow from the trunk of a tree. If you were to draw a diagram of this paragraph your sketch might look like this:



## AN ORDERLY SCHOOL

Never was seen such an orderly school. Not a boy or girl moved, or uttered a whisper. The Griffin climbed into the master's seat, his wide wings spread on each side of him, because he could not lean back in his chair while they stuck out behind, and his great tail coiled around, in front of the desk, the barbed end sticking up, ready to rap any boy or girl who might misbehave. The Griffin now addressed the scholars, telling them that he intended to teach them while their master was away. In speaking he endeavored to imitate, as far as possible, the mild and gentle tones of the Minor Canon, but it must be admitted that in this he was not very successful. He had paid a good deal of attention to the studies of the school, and he determined not to teach them anything new, but to review them in what they had been studying; so he called up the various classes, and questioned them upon their previous lessons. The children racked their brains to remember what they had learned. They were so afraid of the Griffin's displeasure that they recited as they had never recited before.

FRANK R. STOCKTON: *The Griffin and the Minor Canon*

Is this a paragraph? Where can you find a definition of paragraph? In the model given, underscore the topic sentence. Is this sentence at the beginning, middle, or end? Do all other sentences grow out of the topic sentence?

## THE FIRST SCHOOLHOUSES

The first schoolhouses in the Middle colonies were of logs almost exclusively. The earlier ones had a rough wooden floor, if they had any floor at all. Often there was only the bare earth which the children's feet soon rendered very dusty. On occasion the youngsters would purposely stir up this dust in clouds to annoy the teacher and amuse their fellows. Sticks

were inserted between the logs around the sides of the room at a convenient height, and boards were nailed on them to serve as desks. Roofs were of bark, and at one end of the building was a chimney of short logs laid up cobhouse fashion and daubed with clay. Many of the schoolhouses had no glass in their windows. But the paper that served instead was greased with lard to make it transparent and less easily affected by water.

CLIFTON JOHNSON: *Old Time Schools and School Books*

Draw some sort of diagram to show that all the sentences in this paragraph grow out of just one idea. Where is the topic sentence in this paragraph? What other name might be given to the topic sentence?

#### A SCENE ON CAPE COD

The little toy windmill was one of a dozen, all fastened to the top rail of the fence and all whirling. Behind the fence, on posts, were other and larger windmills; behind these, others larger still. Interspersed among the mills were little wooden sailors swinging paddles; weather vanes in the shapes of wooden whales, swordfish, ducks, crows, seagulls; circles of little wooden profile sailboats made to chase each other round and round a central post. All of these were painted in gay colors, or in black and white, and all were in motion. The mills spun, the boats sailed round and round, the sailors did vigorous Indian club exercises with their paddles. The grass in the little yard and the tall hollyhocks in the beds at its sides swayed and bowed and nodded. Beyond, seen over the edge of the bluff and stretching to the horizon, the blue and white waves leaped and danced and sparkled. As a picture of movement and color and joyful bustle the scene was inspiring; children, viewing it for the first time, almost invariably danced and waved their arms in sympathy. Summer visitors, loitering idly by, suddenly

became fired with the desire to set about doing something, something energetic.

At the rear of the little yard, and situated perhaps fifty feet from the edge of the high sand bluff leading down precipitously to the beach, was a shingled building, whitewashed, and with a door, painted green, and four windows on the side toward the road. A clamshell walk led from the gate to the doors. Over the door was a sign, very neatly lettered, as follows: "J. EDGAR W. WINSLOW. MILLS FOR SALE." In the lot next to that, where the little shop stood, was a small, old-fashioned story-and-a-half Cape Cod house, painted a speckless white, with vivid green blinds. The blinds were shut now, for the house was unoccupied. House and shop and both yards were neat and clean as a New England kitchen.

JOSEPH C. LINCOLN: *Shavings*

Why is this description of a Cape Cod scene especially interesting? Does the author change his point of view when he describes the rear yard? What are the topic sentences of these paragraphs? Where are they? Where else might they be and still be in emphatic positions?

Having read carefully the preceding model paragraphs and having answered the questions based upon them, you are now ready for your fifth

### UNDERTAKING

*To make an illustrated poster of a person which shall contain a descriptive paragraph.*

Instructions for making the poster. —

1. Upon a sheet of plain, heavy paper about 18 × 22 inches in size, arrange the illustrations, diagrams, written paragraphs, and notes which make up your exhibit.



2. This paper may be any heavy mounting paper such as wrapping paper, ingrain wall paper, bogus paper, kraft paper, or tailors' pattern paper.

3. Illustrate your subject with pictures cut from old magazines, folders — automobile, steamship, or railroad — newspapers, and advertisements.

4. Prepare a neat, well-written paragraph describing or explaining your illustrations. Be sure that you begin the first line of the paragraph about an inch to the right of the margin. This is called *Indentation*.

5. Arrange your exhibit as neatly and artistically as possible. Consult your drawing teacher about this if you wish.

6. Do not show your poster to your teacher or your classmates until it is finished. Before you hand it in, make sure that it is your best work. The posters will be displayed upon the walls of the classroom and there will be no opportunity to make corrections.

7. Be prepared to discuss the posters submitted by your classmates for paragraph form, point of view, clearness, neatness, and attractiveness.

#### **Instructions for making the paragraph. —**

1. Choose from the following list of subjects a title for your poster :

a. Subjects based upon literature

Ichabod Crane

Evangeline

Brom Bones

Hiawatha

Katrina Van Tassel

The Pied Piper

John Alden

Horatius

Priscilla

The Village Blacksmith

Miles Standish

Ivanhoe

b. Subjects based upon history

Daniel Boone	George Washington
Henry W. Longfellow	Abraham Lincoln
John Greenleaf Whittier	Theodore Roosevelt
Nathaniel Hawthorne	William McKinley
Julia Ward Howe	Ulysses S. Grant
Frances E. Willard	Philip Sheridan
John J. Pershing	Robert E. Lee
Alexander Hamilton	Herbert Hoover

c. Subjects based upon geography

An Eskimo	A Frenchman
An Indian	A Belgian Woman
A Japanese	An Italian Child
A Chinaman	A Filipino

d. General subjects

A Mischievous Boy	An American Soldier or Sailor
A Boy Scout	Santa Claus
The Postman	John Bull
An Organ Grinder	Uncle Sam
The Baby	

2. Jot down the most important characteristics of the appearance of the person you are to describe.

3. Give the general impression first, then state the details.

4. Arrange the details in some natural order, from foot to head or from head to foot.

5. Try to make your description true to life.

6. Use very simple, definite words.

7. Read the following paragraphs and notice whether

the authors mention all these characteristics or only the most important :

age, coloring, size, eyes, clothing, actions, hair.

### Descriptive paragraphs. —

There were over a dozen children before the footlights. The smallest of them was a very, very little girl with long auburn hair and black eyes; such a very little girl that every one in the house looked at her first, and then looked at no one else. She had big gentle eyes and wonderful dimples, and in the excitement of the dancing and the singing, her eyes laughed and flashed, and the dimples deepened and disappeared and reappeared again.

RICHARD HARDING DAVIS: *Van Bibber and Others*

Buddy was about twelve years old, and his eyes shone from a dirty face like two blue patches of summer sky through shower-promising clouds. One of his shoes was intended for a male person and the other, from which he had removed the high heel, had been made for a female. His coat had been cut for a man.

JOHN A. MOROSO: *Buddy and Waffles*

He is hatless and coatless, and his tumbled snow-white hair and beard are like a halo about his head. The sun, peeping over the mountain top, seems to caress him. Its rays fall upon him like a benediction.

ELBERT HUBBARD: *John Burroughs*

The door which moved with difficulty on its creaking and rusty hinges, being forced quite open, a square and sturdy little urchin became apparent, with cheeks as red as an apple. He was clad in a blue apron, very wide and short trousers, shoes somewhat out at the toes, and a straw hat with his curly hair stick-

ing through its crevices. A book and a small slate under his arm indicated that he was on his way to school.

NATHANIEL HAWTHORNE: *The House of Seven Gables*

Henry Chatillon, our guide and hunter, rode ahead, mounted on a hardy Wyandot pony. He wore a white blanket-coat, a broad hat of felt, moccasins, and trousers of deer-skin, ornamented along the seams with rows of long fringes. His knife was stuck in his belt; his bullet-pouch and powder-horn hung at his side, and his rifle lay before him, resting against the high pommel of his saddle.

FRANCIS PARKMAN: *The Oregon Trail*

It was the most extraordinary-looking little gentleman he had ever seen in his life. He had a very large nose, slightly brass-colored; his cheeks were very round, and very red, his eyes twinkled merrily through the long silken lashes, his mustaches curled twice around like a corkscrew on each side of his mouth, and his hair, of a curious mixed pepper-and-salt color, descended far over his shoulders.

JOHN RUSKIN: *The King of the Golden River*

## SIMILAR UNDERTAKING

### I. To make an illustrated poster of a building.

#### Instructions. —

1. Pretend that you are a photographer and take a trip through your village or city.
2. When you have found the building that interests you most — the following list of subjects may help you decide — jot down its most interesting features, but **DO NOT MOVE YOUR CAMERA**, that is, do not change your point of view. Your *point of view* is the place where you stand when you see the building.

## List of Subjects:

My Favorite House	A Haunted House
An Attractive Garage	The City Hall
A Beautiful School Building	The Court House
Our Church	The Public Library
A Business Block	The Art Gallery
The Fire Station	The Gymnasium
The Old Cabin	The City Club House
A Vine-Covered Cottage	The Light House
A Modern Hotel	A New Factory Building
The Old Tavern	A Deserted Home

3. Remember that every building has a roof and walls and windows and doors. If you mention only these things, you will not describe the building at all. Try to pick out the features which make the building you are describing different from other buildings.

4. Ask yourself these questions when you are ready to write your paragraph: How am I going to begin? What am I going to say? How am I going to stop?

5. Read over the following selections very carefully to find out how many of these features are mentioned in each paragraph: location, shape, color, size, material of which building is made, beauty, and surroundings.

Buck lived at a big house in the sun-kissed Santa Clara valley. Judge Miller's place, it was called. It stood back from the road, half hidden among the trees, through which glimpses could be caught of the wide cool veranda that ran around its four sides. The house was approached by gravelled driveways which wound about through wide-spreading lawns and under the interlacing boughs of tall poplars.

JACK LONDON: *The Call of the Wild*

Just in the edge of the village, on a four-acre plot of rich level ground, stood an old two-story frame cottage. It was not beautiful but it was sheltered on the south by three enormous maples and its gate fronted upon a double row of New England elms whose branches almost arched the wide street. Its gardens, rich in grape vines, asparagus beds, plums, raspberries and other fruiting shrubs, appealed with especial power to my mother who had lived so long on the sun-baked plains that the sight of green things growing was very precious in her eyes.

HAMLIN GARLAND: *A Son of the Middle Border*

A little back from the road, seated directly on the green sod, rose a plain wooden building, two stories in front with a long roof sloping backwards to within a few feet of the ground. The walls were unpainted, but turned by the action of the sun and air to a quiet dove or slate color.

OLIVER WENDELL HOLMES: *Elsie Venner*

Past the grey church and down the hill, at the edge of the great green meadow, and a bit apart from the village, I found our house, with its wooden shutters and its white door closed, a quaint brick cottage, waiting for life to come to it again. It has a brick front walk, and a brick wall stands about it, save at the back, where the stream that skirts the meadow flows at the very garden edge. Can you see it, the wistaria, the woodbine, the honeysuckle over the wee porch, the climbing, drooping, straggling vines that make the whole house look oddly like a Skye terrier?

MARGARET SHERWOOD: *The Worn Doorstep*

II. To make a chart or poster dealing with one of the important natural resources of the United States.

**Instructions.** —

1. In this Undertaking you will give a short talk to explain your poster but you need not write the paragraph of explanation.

2. Choose as the subject of your poster any important natural resource of the United States. The following list is merely suggestive. You may use it, or not, as you wish.

*a.* Mining

salt	silver	tin
coal	sulphur	copper
lead	iron	gold

*b.* Lumbering

hardwood	yellow pine
white pine	spruce
red wood	

*c.* Grazing

cattle	sheep
horses	swine

*d.* Fishing and hunting

cod	oysters
salmon	fur-bearing animals

*e.* Manufacturing

cotton goods	farm implements
boots and shoes	iron and steel
silk goods	jewelry
woolen goods	machinery

*f.* Agriculture

hay	corn
rice	sugar

wheat  
fruit  
tobacco

market gardening  
farm products  
cotton

3. Find out from your Geography and other books of reference all you can about your subject.

4. Choose which division of the subject you prefer to illustrate. In this Undertaking the class will be divided into groups and each group will work under the leadership of a captain. For example, if your class chooses the subject of agriculture, your group might illustrate farm products.

*III. To make a poster of characteristic houses of any country.*

*IV. To make a poster of typical occupations of any country.*

*V. To make a poster of characteristic costumes of any people.*

*VI. To make a poster of typical scenes of any country.*

*VII. To make a poster describing an animal.*

### Suggestions. —

A Crouching Lion  
My Horse  
An Intelligent Dog  
A Mischievous Cat  
Jim Crow  
A Wounded Robin  
An Ugly Crocodile

A Performing Bear  
The Elephant at the Zoo  
The Blue Bird  
An Industrious Beaver  
A Prize Cow  
A Beautiful Butterfly  
A Sly Fox

*VIII. To make a poster describing any view or scene.*



**Suggestions. —**

The Road Through the Woods	A Sunny Morning at the
After a Snow Storm	Bridge
A City Street	An Attractive Garden

*IX. To make a chart containing a bill, a receipt, and a check.*

**Suggestions. —**

1. Help organize a temporary class bank. Deposit a few cents in this bank; you will be permitted to withdraw the money by check.
2. Upon a large sheet of any plain, heavy paper arrange the following:
  - a bill for at least five items of goods sold to you
  - a check drawn on your school bank in payment of the bill
  - a receipt given you by the store when you paid your bill
3. Do not show this chart to your teacher until it is complete.
4. Remember that every itemized bill should contain: place, date of sale, name of buyer, name of seller, quantity of goods, and price.
5. Ask your teacher to select a committee who shall obtain for the class, blank bank checks and blank forms on which to make out bills.
6. Remember that a check should contain the date, the sum of money to be paid, the name of the person to whom it is paid, and the name of the person who draws the check. The amount of money to be paid should be written twice — once in figures and once in words.

## PART VI. CLASS PARLIAMENTARY USAGE

HAVE you ever attended a business meeting conducted by older people? How was the meeting opened? What was the presiding officer called? Was an effort made to keep track of the various events and discussions? If so, who kept such a record? Why were several people not permitted to talk at once? What words or phrases, used by the leader of the meeting, sounded strange to you?

If possible, plan to attend such a meeting and notice carefully everything which seems unusual. Talk about business meetings with your father, or any other older person, and find out why such meetings are necessary. Give reasons for and against the plan of conducting your class recitations as business meetings. Boys and girls about your age are enthusiastic over the opportunity of acting as presiding officer of a meeting or as class secretary. If your class and teacher decide to conduct the class recitation as a business meeting you will find the following suggestions helpful when it is your turn to act either as class secretary or as chairman of the meeting.

### UNDERTAKING

*To conduct the class recitation as a business meeting.*

**Suggestions.** — At first, these suggestions may seem very formal to you, but the conduct of a business meeting is a

formal matter. Fortunately, after the first two or three meetings you will become accustomed to the form of the meeting and it will seem the natural way to conduct the work of the class. At this time it will be well for you to decide whether every recitation shall be conducted as a business meeting or whether only one or two recitations a week shall be conducted in this manner.

1. The class will be conducted as a business meeting by each pupil in alphabetic order. Begin with the A's, then the B's, etc.

2. The minutes of the meeting will be written by each pupil in alphabetic order. Begin with the Z's, then the Y's, then the X's, etc.

3. The pupil who conducts the meeting is called the *chairman*.

4. The pupil who writes the minutes of the meeting is called the *secretary*.

5. You will be called the chairman *pro tem.* or the secretary *pro tem.* because you act as chairman or secretary for one day only. The word *pro tem.* comes from the Latin *pro tempore* which means *for the time*.

6. The minutes of your class meeting must always contain the teacher's exact words in assigning the advance lesson.

7. At the close of each recitation the minutes of the last meeting shall be placed in a loose leaf notebook on the teacher's desk where they may be consulted at any time.

8. Whenever a pupil wishes to speak during the course of the meeting, he must stand, say "Mr. Chairman," or "Miss Chairman," and wait until the chairman calls him by name. Then he may speak but not until then.

**Instructions for Chairman. —**

1. Stand behind the teacher's desk.
2. As soon as the class comes together say, "The meeting will please come to order."
3. When the room is quiet say, "The Secretary will read the minutes of the last meeting."
4. As soon as the Secretary has finished say, "Are there any corrections?" Should any one notice an error in the minutes he may state it at this time. If a mistake has been made you should ask the Secretary to make the correction and then say, "If there is no objection the minutes will stand approved as corrected."
5. If there are no corrections, say, "The minutes will stand approved as read."
6. Then you may call upon the teacher to assign the next lesson. She will take whatever time she wishes for the regular work of the class.
7. Upon current event day you will call upon your classmates to recite.
8. When the class work is over for the day, a pupil says, "Mr. Chairman, I move that we adjourn"; another pupil says, "I second the motion"; then say, "Those in favor will say 'Aye.'" All vote "aye"; then say, "This meeting stands adjourned."
9. If you are not able to be present in class when it is your turn to act as Chairman or as Secretary, you must arrange with some other pupil to take your place. Then when his turn comes, you must serve.
10. Occasionally a question will arise for discussion and it will be necessary for you to "put the question to vote." For example, a pupil stands and says, "Mr. Chairman,

I move that . . . . .” Another pupil stands and says, “ Mr. Chairman, I second the motion.” Then you should say, “ It has been moved and seconded that . . . . . (state the motion). . . . . All those in favor say “ aye,” those opposed say “ no.”

If more of your classmates say “ aye ” than “ no,” you should say, “ The motion is carried.” If more say “ no ” than “ aye,” you should say, “ The motion is lost.”

#### Instructions for Secretary. —

1. Sit at the teacher’s desk, near the Chairman.
2. When called upon by the Chairman, stand and read the minutes of the last meeting.
3. It is well to keep a very accurate and complete report of what is done during the recitation. This written report is called the *Minutes of the Meeting*.
4. Do not keep a record of the exact words of any speeches.
5. Never make in the Minutes any comment favorable or otherwise upon anything said or done during the meeting.
6. After class make a neat, well-written copy of the Minutes and give this copy to the pupil who is to be the next Secretary *pro tem*.

**Appearance of the Minutes.** — The completed minutes may look like this:

Rand School  
Red Oak, Iowa  
April 16, 1921

The regular meeting of the eighth grade English class was called to order in the English room, April 15, 1921, by June Brown, Chairman *pro tem*. After the minutes of the last meet-

ing had been read and approved the assignment for the next lesson was made by our teacher, as follows: "Write a short composition on one of the following topics: The benefits of good roads or How our playgrounds may be improved."

The Chairman then called for current topics. George K. spoke briefly on "Crossing the Atlantic in an Airplane." Ernest G. told of "Speaking by Wireless around the World.".....

.....  
 The class adjourned.

Hazel M. Boyden

Secretary *pro tem.*

**Contents of Minutes.** — You will note that in the minutes the following points were mentioned :

1. The kind of meeting (regular or special)
2. The place
3. The date
4. The name of the chairman *pro tem.*
5. The statement that the minutes of the last meeting were read and approved
6. All other events of the meeting were mentioned in order.
7. The name of the secretary *pro tem.* was signed.

**References.** — *Robert's Rules of Order Revised* is perhaps the best book of reference for all questions of parliamentary usage. It is a small book published by Doubleday, Page and Company and should be upon the shelves of your classroom circulating library.

## PART VII. NOTEBOOKS

IN almost all classes in English the boys and girls have found that a notebook in which records, diagrams, maps, pictures, outlines, charts, etc. are placed is a very handy tool for ready reference. Doubtless you, too, will wish to keep such a record of your daily work. About once a month such books are brought to class, upon a regular day appointed by the teacher. There the books are exchanged and the initials of the pupil examining the book as well as the date are placed on the inside cover. Misspelled words are underscored and other mistakes are marked according to the suggestions given in Part XVIII on Correcting Proof. The books are then handed to the teacher.

It is not at all necessary to copy in ink the material placed in the notebook or to spend a great deal of time in making it attractive, but it is well to remember that neatness and accuracy are of importance. Clean, shiny tools are the mark of good workmanship and a shabby notebook is not a usable tool.

### *YOUR UNDERTAKING*

*To keep a notebook in connection with your English work.*

**Suggestions. —**

1. Buy a loose leaf notebook, opening at the side, about 8×11 inches in size.

2. Paste on the cover of the book a slip of white paper  $2 \times 4$  inches in size.

3. Upon this slip of white paper write the name of the school, the name of the teacher, the name of the subject, and your own name. The completed slip may then look like this:

PASADENA GRAMMAR SCHOOL

Name of Pupil.....

Name of Teacher.....

Name of Subject .....

4. Leave the first three pages blank for your index. At the end of each month, as a review exercise, you will make your index up-to-date. It will be well to remember that your index will be unlike the index in any other notebook.

5. In your notebook you may place the following material: memory passages, lists of words which are commonly mispronounced, new word lists, outlines of stories studied in class, names of books read outside of class for which the teacher has given you credit, names of all stories and poems read by the teacher in class, or by the pupils to each other, pictures to illustrate the poems and stories read or studied, outline maps upon which places associated with authors of works read may be located, and charts as well as diagrams.

6. Write in ink, if possible.



## PART VIII. THE BULLETIN BOARD

PERHAPS you are already more or less familiar with the bulletin board and its uses. Nevertheless, in order to make your work in English as efficient as possible you may be glad to pay special attention to these suggestions which may help you to a greater use of the bulletin board than you now have.

### *YOUR UNDERTAKING*

#### *To use the bulletin efficiently.*

##### Suggestions. —

1. A *bulletin board* is a board upon which are posted clippings, illustrations, announcements of lessons, of lectures, of class trips, of investigations, etc.

2. The board is often 4 × 5 feet in size and is frequently made of basswood, pine, or any other soft white wood. Sometimes it is a board covered with green burlap upon which the clippings and illustrations are pinned.

3. If there is no bulletin board in your school which can be used for the English classroom, a group of boys may be chosen by your class to construct such a board.

4. One half of the board belongs to the teacher for the notices she may wish to give, the other half belongs to you and your classmates. Upon your half you may post any material of which your teacher approves.

5. Make a practice of consulting the bulletin board each day. First read very carefully the notices and announcements posted by your teacher; then glance over the clippings and illustrations posted on your side of the board.

6. Examine the class scrapbook, the class posters, and the class booklets which may be displayed. Is any of your work considered worthy of display?

7. In each of your class tests or examinations there will be one or more optional questions based upon the material posted upon the bulletin board.

8. If you are interested in the work of your class, you will bring material for display upon the bulletin board. An empty board always indicates an uninterested class.

9. After the illustrations and clippings have been displayed for several days, you may help take them down for classification. The material is filed, under proper headings, so it may be available for reference either in your own or in some other class.

10. Classify, if you wish, the clippings according to the following headings: Good Paragraphs, Letters, American Authors, Community Interests, Outlines, Subjects for Debate, and the Class Paper.

11. Newspaper clippings may be mounted on cheap mimeograph paper  $8\frac{1}{2} \times 11$  inches in size, and then filed in manila envelopes or folders  $9 \times 11\frac{1}{2}$  inches in size. These envelopes may be alphabetically arranged in a vertical file or drawer according to the heading written upon the upper left-hand corner of each envelope.

12. Clippings from magazines may be bound in covers like class booklets or they may be fastened in Gaylord

pamphlet binders (Gaylord Brothers, Syracuse, New York), or they may be covered with manila paper like the biology folders used in high schools.

13. These clippings may be lent for home use as library books are.

14. Pictures, mounted or unmounted, may be secured at very little expense (costing usually but a cent or so) from any of the following companies: The E. A. Perry Picture Company, Malden, Massachusetts; The Brown Picture Company, Beverly, Massachusetts; or the Cosmos Picture Company, 119 West 25th Street, New York City. The Copley Prints may be obtained from art dealers throughout the country or from Messrs. Curtis and Cameron, 12 Harcourt St., Boston, Massachusetts.

## PART IX. ORAL AND WRITTEN DRAMATIZATION

HAVE you ever "played Indian" or taken part in a make-believe circus? If you have, you know how much more fun it is to *live* a story than it is to *read* it. "Let's pretend" is your fairy dower, so it doubtless isn't very difficult for you to imagine yourself

A pirate bold on the Spanish Main,  
Or a princess fair with a golden train.

How would you like, therefore, to make up and to take part in little class plays? Some boys and girls have used the money obtained from such plays to buy pictures for the school auditorium or books for the school library. Perhaps you could find a similar use for money earned from your class play. Or perhaps you would enjoy giving a play simply for the fun of it, as did the boys and girls of the Junior High School of Winchester, Massachusetts, who presented a play in five scenes, entitled "Your Town and Mine."

The principal character in their play was Tony Russo, an Italian gardener, whose lessons in American government took the form of visits to the local officials and the departments of the town government. Somehow Tony Russo aided the boys and girls of Winchester to understand how their town helped the people who lived in it and they had such a good time staging their play that they wanted to give it several times.

## YOUR UNDERTAKING

*To help write and to take part in a class play based upon local history.*

**Suggestion.** — Before beginning to write your play it will be well for you to read over the following stories and to work out the instructions which follow each story.

### THE LOSS AND RECOVERY OF A HORSE

A man was much vexed at having lost his horse; and he did not know whether the animal had been stolen or whether it had strayed. Not being able to find it, he went into the market-place and offered a reward to any one who could find it and bring it back. Not long afterwards a man was seen leading a horse by a halter into the market-place. The owner was much pleased, and at once gave him the reward that had been promised. "But how," said the owner, "did you find the horse so easily?" "I asked myself," said the man, "to what place I would go, if I were a horse: so I went to a grassy field that had an open gate, and there he was, grazing to his heart's content."

Now, imagine that you are the owner of the horse and that one of your classmates finds it for you. Without again reading the story, make inquiries for your horse using your own words. Offer a reward. When the horse is returned to you, thank the finder, pay the reward, and then make inquiries as to how the horse was so easily found. Your classmate will answer your questions in his own words.

After several pupils have acted out the story select the group which appeared most natural and write down their conversation somewhat in this way:

## THE LOSS AND RECOVERY OF A HORSE

## PERSONS IN THE PLAY

*The owner of the horse**The finder of the horse**Townspople*SCENE: *A market-place*

*The owner of the horse (enters the market-place slowly, talking to himself).* What a state I am in! Before I lost my horse I was content, for I depended on him. But now that he is gone, goodness knows where, I certainly am worried. I wonder if some one stole him or if he only strayed away when I left him there by the gate. I believe I'll make inquiries of those men over there by the fruit stall. (*Walks forward rapidly.*) Good morning, men, have any of you seen a lost horse?

*Keeper of stall.* What color was he?

*Owner.* Black with white markings.

*Keeper.* When did you first miss him?

*Owner.* About an hour ago. I stopped on my way to market to pay a bill at the doctor's and left my horse at his gate. When I returned a few minutes later he had disappeared. He is such a valuable horse that I will gladly pay a large reward to any one who returns him to me.

*Townspople.* We will help you search for him.

(*The search among the various stalls has scarcely begun when a man is seen leading a horse by a halter into the market-place. All rush toward him.*)

*The owner.* That's my horse all right and here's the money I promised as a reward. But, friend, I should be glad indeed to know how you found the horse so easily.

*The finder.* It was not at all difficult. I asked myself to what place I would go if I were a horse: so I went to a grassy

field that had an open gate, and there he was grazing to his heart's content.

END.

Rewrite one of the following stories in the form of a play. Introduce conversation and little descriptive touches. Make your actors think out loud if by so doing they help the reader to understand the story. Before beginning to write ask yourself these questions:

- a. Who are the characters in the story?
- b. Does the story fall naturally into one, two, or more scenes?
- c. Where are the scenes laid?
- d. Is it necessary to use quotation marks in writing the speeches in a play?

After your play is written you may ask some of your classmates to help you produce it for the class.

#### KING FREDERICK AND THE PAGE

Frederick, King of Prussia, once rung his bell and, nobody answering, opened the door where his servant was usually in waiting, and found him fast asleep on the sofa. He was about to wake him, when he perceived the end of a letter hanging out of his pocket. Curious to know its contents, he took it and read it. He found that the letter was from the young man's mother, thanking him for having sent her a part of his wages to assist her in her distress, and concluding with beseeching God to bless him for his filial attention to her wants.

Returning to his room, the king took a roll of ducats and slipped them with the letter into the page's pocket. A little later he rang so violently that the page awoke, opened the door, and entered. "You have slept well," said the king. The page

made apology and, in his embarrassment, happened to put his hand into his pocket, and felt with astonishment the roll. He drew it forth, turned pale, burst into tears without being able to say a word.

“What is the matter?” asked the king. “What ails you?”

“Ah, sire,” said the young man, throwing himself at the king’s feet, “some one has wished to ruin me. I know not how I came by this money in my pocket.”

“My friend,” said Frederick, “God often sends us good in our sleep. Send this money to your mother, salute her in my name, and assure her that I shall take care of her and of you.”

*The National Preceptor*

How can you let your audience know what the letter contains?

### THE HOUSE-DOG AND THE WOLF

A lean, hungry wolf chanced one moonshiny night to fall in with a plump, well-fed house-dog. After the first compliments were passed between them, the wolf said, “How is it, my friend, that you look so sleek? How well your food agrees with you! And here am I striving for a living day and night, and can barely save myself from starving.”

“Well,” said the dog, “if you would fare like me you have only to do as I do.”

“Indeed,” said he, “and what is that?”

“Why, just guard the master’s house and keep off thieves at night.”

“With all my heart,” said the wolf; “for at present I have but a sorry time of it. This woodland life, with its frosts and rains, is sharp work for me. To have a warm roof over my head and plenty of victuals always at hand will, methinks, be no bad exchange.”



“True,” replied the dog; “therefore you have nothing to do but follow me.” Now as they were jogging along together, the wolf spied a mark on the dog’s neck, and having a curiosity, could not forbear asking what it meant.

“Pooh! nothing at all,” said the dog.

“Nay, but pray —”

“Oh, a mere trifle; perhaps the collar to which my chain is fastened —”

“Chain,” interrupted the wolf in surprise; “you don’t mean that you cannot rove when and where you please?”

“Why, not exactly that, perhaps. You see I am looked upon as rather fierce; so they sometimes tie me up in the daytime. But I assure you that I have perfect liberty at night; and my master feeds me off his own plate, and the servants give me their titbits, and I am such a favorite, and — But what is the matter? Where are you going?”

“Oh, good night to you,” said the wolf. “You are welcome to your dainties; but as for me, a dry crust with liberty, against a king’s luxury with a chain.”

ÆSOP

**Instructions.** — After dramatizing the little stories and fables told above, you are ready to begin work on your class play.

1. Each pupil in the class will have some part in the play.

2. The class will be divided into three or four groups, corresponding to the three or four important divisions of the play. Each group will choose the part of the story which it wishes to prepare, and will then write out the conversation and directions necessary for the development of its own part of the story. A captain should be chosen to direct the work of each group.

3. The best worked-out scene submitted by the various pupils in each group will be selected for the play.

4. A committee chosen by the class will put the scenes together to form the completed play.

5. When making final arrangements for the staging of your play you will be greatly helped by consulting your domestic science teacher about your costumes, your manual training teacher about the necessary stage properties, your drawing teacher about the decorations, and your geography teacher about the proper settings for the scenes. Your history books and history teacher may give you very valuable aid in preparing the play itself, while your music teacher will help you with the musical numbers.

6. Choose an important event in the history of your city or town as the basis of your play. Find out all you can about the event. Go to the grandfathers and grandmothers in your community for information and ideas. Find out about the event from old newspapers and from local histories.

7. Study pictures to get ideas for scenery, clothes, and properties.

8. Make a list of characters necessary for the development of the play.

9. Talk over the matter in class and decide how the play shall be divided into acts and scenes. Make a list of the important events in each scene. The best ideas will be chosen from each outline for the play.

10. Working with the other pupils in your group, write out the conversation. Try to make it natural and true to life. Use simple words and keep your sentences clear.

11. Be ready to offer suggestions to every other pupil in your group.

12. Plan to present your play for the pupils of another grade. In order that they may understand what you say, speak slowly and distinctly, with your face turned toward the audience, when possible.

13. Read carefully the following historical account of the capture of Quebec and the play based upon it. The play may be far more elaborate than the play produced by your class, but such a play as this may help you in writing your own.

#### THE CAPTURE OF QUEBEC

In the spring of 1759 nine thousand men were placed on ship-board to sail up the St. Lawrence to Quebec. Their leader was General James Wolfe, a man but little over thirty years of age. He had already proved himself a gallant soldier, however, and he gladly undertook the capture of the French stronghold. In the early summer, 1759, the English vessels came to anchor in the river below Quebec. Soon all was in readiness, and the English cannon began to boom forth a summons to the French to give up Quebec. But the citadel — the strong old fortress — showed no sign of giving up.

It was resolved to move the camp to a place on the river above the city, and to try there to find some way up the steep cliff, thus gaining the plains behind the town. The bank of the river was searched for a pathway, and at last it was found. Careful preparations were made. On a dark night in September the men were silently rowed to the place selected, and still more silently led up the narrow, dangerous path. There were French guards at the top, but they were easily overpowered. And when the pale light of morning broke over the citadel, it fell on the

red-coated English soldiers, drawn up in battle line on the plains outside the town.

There was great excitement in the fortress. Montcalm hastened to make ready for battle. His soldiers were poorly equipped — indeed, it had been almost impossible for Montcalm to obtain any supplies. But he had done all he could, and he entered upon the battle with a brave heart.

It proved impossible, however, to drive the English back. Wolfe led the charge, and his men carried everything before them. The French broke into confusion. Montcalm did his best to stop their flight, and received a mortal wound. Wolfe, too, was struck, and again, and yet again! Both of these valiant commanders were to die — the one victorious, — happy, as he said when dying, because he could know that the French were “flying everywhere”; the other sad, though he had done his duty nobly, and thanking God that he should not live to see the surrender of Quebec.

MARGUERITE STOCKMAN DICKSON:  
*American History for Grammar Schools*

## JAMES WOLFE

### SCENE I

*Cabin of a British Ship on the St. Lawrence River*

#### CHARACTERS

*Wolfe and his Aide-de-camp*

*Two French Pilots*

*A British Officer*

*(Wolfe is drawing plans at a table. The Aide-de-camp enters and salutes. Wolfe looks up.)*

*Aide-de-camp.* The soldiers have captured two French pilots, and are treating them very roughly. The prisoners are badly frightened. What do you wish done?

*Wolfe.* No better luck could have befallen us. Bring them in. I will speak with them.

*(Aide salutes and goes out.)*

*Officer (entering with two prisoners).* We have taken these men but we do not wish to hang them without your orders.

*Wolfe (to the pilots).* What have you to say for yourselves? Why are you prowling around here?

*First Pilot.* We meant no harm. If you will rescue us from these uncivil soldiers, and spare our lives, we are at your bidding.

*Second Pilot.* Do not kill us, good general. We were only trying to catch fish in the river.

*Wolfe.* I will spare your lives on one condition. If you will not accept our terms, I will not answer for the consequences.

*First Pilot.* We will do whatever you command.

*Second Pilot.* Yes, anything.

*Wolfe.* Can you steer our ships up the river, near the city? That is the only service we shall ask of you. Accomplish this, and you are free.

*First Pilot.* Yes, I know every inch of the river. That is not at all difficult to do.

*Wolfe.* Your people have blocked the river with logs. Some of them are under water, and the trip is perilous.

*Second Pilot.* We know the location of every log, for we helped to place them in the river.

*Wolfe.* Very well. You shall pilot us to-night. If one vessel runs aground, you will both be hanged. Do you understand?

*First Pilot.* We will do as you say, and we will stake our lives on our success.

*Second Pilot.* Indeed, we will; and we thank you for your kindness to us.

*Wolfe.* If you steer us safely, you shall go free. You may rely on that.

*First Pilot (to Second Pilot).* To-morrow we shall be free to return home to our anxious wives and children.

*Wolfe.* Yes, just as soon as we need you no longer, we will give you permission to go back.

*Second Pilot.* You may depend on us.

*(Soldier takes the prisoners out. General Wolfe follows.)*

## SCENE II

### *Montcalm's Headquarters in the City of Quebec*

#### CHARACTERS

*Montcalm*

*The French Governor of Quebec*

*(Montcalm is writing at a table. The Governor enters.)*

*Montcalm.* Good evening, Governor. It has been a warm day for this part of the world.

*Governor.* Yes, but there is a delightful breeze stirring on the river now.

*Montcalm.* What new things have the English been doing to-day?

*Governor.* Only prowling around as usual. Their movements are always mysterious.

*Montcalm.* Their provisions cannot last much longer. *(He folds the letter he has written and seals it in the envelope.)* No supplies are coming in; they cannot live on air.

*Governor.* It is only September. They will not begin to suffer until the cold weather. Now they are living on fish, fruit, and game; but when the frost comes their ships will be fastened tightly in the ice. Then they will not fare so well.

*Montcalm.* I believe they will go home soon. They must be tired of waiting, with no success ahead of them.

*Governor.* It may be possible that they will attack the citadel before long. No doubt that is what they are planning to do.

*Montcalm.* I scarcely believe so. They cannot land there. The cliffs are too steep; and our guards are always on the lookout for scouts. This high bluff cannot be carried if there is a skillful defence on the crest.

*Governor.* Perhaps they will enter at some other point. They doubtless know every inch of the river for a long distance on every side.

*Montcalm.* There is no place unfortified within seven or eight miles on each side of the city. They would be seen marching back and would be intercepted if they should land so far away. Moreover, they are sure to go away soon. They have already remained here two and a half months, you know.

*Governor (raising his finger).* Listen!

*Montcalm.* What is the matter, man? Are you nervous? I hear nothing but the steps of the sentry.

*Governor.* I hear shots and confused noises. Something is wrong.

*(As they listen, a French soldier enters, stands at attention, and salutes.)*

*Soldier (showing suppressed excitement).* The British are attacking the citadel, sir.

*Montcalm (hurriedly putting on his sword).* Where are they?

*Soldier.* They seem to be coming from every direction. One detachment has passed the guards and climbed the steep banks beyond the city to the plains of Abraham.

*Montcalm.* Then they have found the weak side of that wretched garrison, but we must fight and crush them. If I had been in the citadel I might have prevented this attack. Let us hasten. There is no time to waste.

## SCENE III

*The Citadel — a Room in the Fort*

## CHARACTERS

*Four British Officers**Colonel**Captain**Major**Lieutenant*

*Colonel.* How did you manage to pass the French guards last night?

*Lieutenant.* It was very dark. We spoke to them in the French language, and they thought we were Frenchmen. We learned the countersign from a French deserter. "Halt! Who goes there?" shouted a French sentinel.

"France," I replied.

*Major.* At the foot of the precipice, led by the Highlanders, we started to climb the bank. Then you followed us while the rest pretended to attack the intrenchments below the city.

*Captain.* It is a glorious victory; but I cannot forget the price that we have paid for it. General Wolfe, our brave commander, is dead.

*Colonel.* What did he say to you before he died?

*Captain.* He was wounded in both the wrist and the side. Another shot struck him in the breast.

"Support me. Let not my brave fellows see me fall," he cried. Then he sank to the ground.

"See, they run!" I shouted.

"Who run?" he asked.

"The French," I answered.

"Thank God! I die happy," were his last words.

*Colonel.* Ah, he was a brave man. Where shall we ever find another commander to equal him?

*Lieutenant.* Montcalm, the French general, is mortally wounded, too. He, also, is a valiant soldier.



(*A soldier enters, stands at attention, and salutes.*)

*Soldier.* Montcalm is dead.

(*They all stand silent for a moment.*)

*Lieutenant.* Now the French will lose their courage, and we will vanquish them.

*Colonel.* Montcalm was a gallant general. No one can fill his place.

*Soldier.* He said that he would rather die than see the capture of Quebec; but it consoled him to be conquered by so great and generous an enemy.

*Colonel.* None but a noble soul could feel that.

*Captain.* We have won, but we have paid dearly for our victory. War is the curse of the world.

*Colonel.* Well said! Let us go now to the battlefield and care for the wounded.

(*They all go out.*)

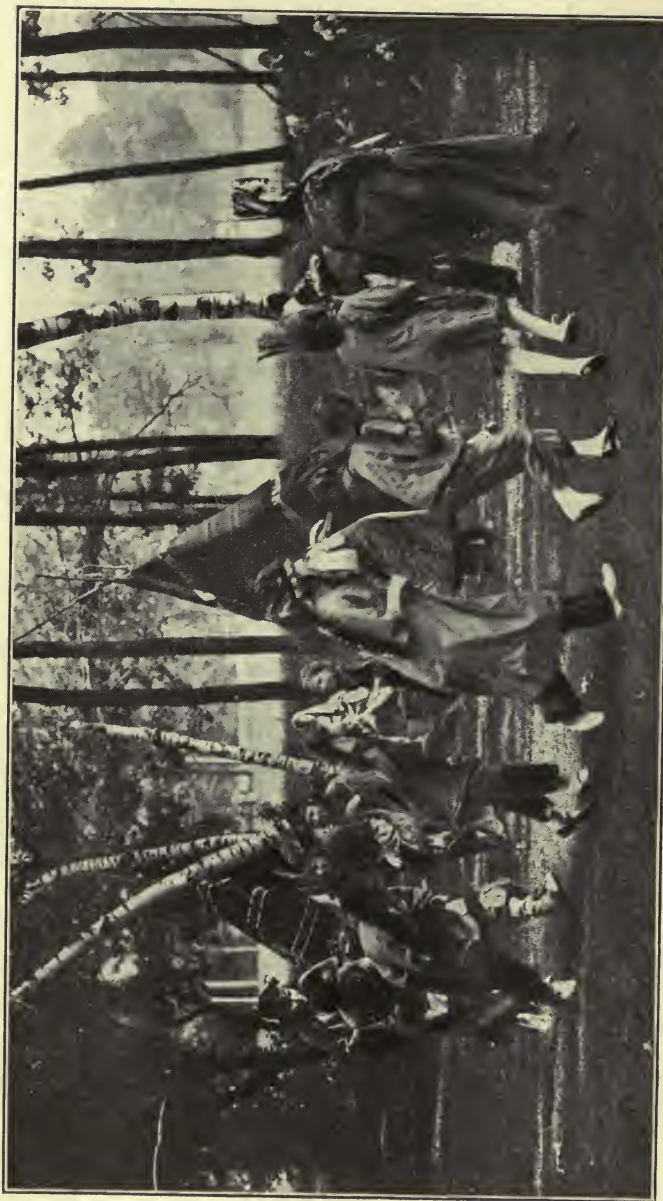
END.

BIRD AND STARLING: *Historical Plays for Children*

## SIMILAR UNDERTAKINGS

I. To help dramatize and take part in the *Bird's Christmas Carol*. For the *Christmas Carol* any of the following may be substituted: *Rip Van Winkle*, *The King of the Golden River*, *The Pied Piper of Hamelin*, *The Courtship of Miles Standish*, *Evangeline*, *Hiawatha*, *The Story of the Flag*, *The First Thanksgiving*, *the Webster-Hayne Debate*, any important incidents in the life of *Washington*, *Lincoln*, or *Daniel Boone*.

II. To help write and to take part in a little play based upon geography. This dramatization of geography may take the form of a pageant or outdoor procession instead of a play.



*Courtesy of Lasell Seminary*

THE CLASS PLAY  
Dramatizing *Hiawatha*

Suggestions. —

1. Uncle Sam's children bring him tribute from the fields and mines and rivers and forests. Each state is represented by a group of children. Miss Columbia helps Uncle Sam receive his gifts. Finally, all children pledge allegiance to him and to the flag.

2. The school children of the world come to Mother Earth to ask for a longer vacation.

3. A Japanese Tea Party.

4. A day in a European schoolroom.

5. Santa Claus' Party. (Attended by children in native costume.)

6. Peeps at Many Lands.

7. America's Children from Other Lands.

8. The Animals' Breakfast Party.

9. Thanksgiving Day in a Lumber Camp.

10. Dame Nature's Corner Cupboard. (The children of all lands bring food for the family cupboard.)

## PART X. MEMORY TRAINING

THERE are, as you know, storehouses of many kinds — grain, provision, merchandise, — but most of them have one defect; they are not burglar proof. Do you know of any storehouse that is absolutely burglar proof? Have you ever planned to build a Memory Storehouse of Literary Treasures? What would be the value to you of such a Treasury? How would it provide for your future as well as for your present enjoyment?

If you have had difficulty in “learning it by heart” you will be glad to know that you can memorize a poem easily, if you go about it in the right way.

### UNDERTAKING

#### *To memorize a short selection.*

**Instructions.** — In these instructions the word *poem* has been used in connection with the training of the memory, but the method for memorizing a *prose* selection is very similar.

1. Listen intently while your teacher reads the poem to you.
2. Without hearing the poem a second time, try to tell what it is about.
3. Open your book and read the whole poem through carefully from beginning to end. Discuss it with your teacher and classmates.

4. At a given signal, read the poem in concert, several times.

5. Get the swing of the verse but try not to sing it.

6. Suit the action to the word; that is, act it out, if that helps you to remember.

7. Above all things do not try to learn one line at a time.

8. Put your whole attention upon the poem to be memorized. Time yourself to see how long it takes you.

9. Make the author's thought your own in this way: hear it, read it, study it, say it, write it.

10. Be ready to discuss the manner in which your classmates give the poem from memory. While each is reciting ask yourself these questions: does he enunciate clearly, does he recite with proper expression?

**Memory contest.** — About once a month you will enjoy taking part in a memory contest which is usually conducted in the following manner:

When your teacher calls upon you for a quotation you rise and recite from memory until some one catches you in a mistake. The pupil making the correction then continues until he makes a mistake. In each case the first pupil noting the error and properly correcting it may recite. That pupil wins the test who recites the greatest number of lines without an error.

**Memory training.** — Remembering the preceding instructions, time yourself to see how long it takes you to memorize the following lines:

And what is so rare as a day in June?

Then, if ever, come perfect days;

Then Heaven tries the earth if it be in tune,

And over it softly her warm ear lays:

Whether we look, or whether we listen,  
 We hear life murmur, or see it glisten;  
 Every clod feels a stir of might,  
     An instinct within it that reaches and towers,  
 And, groping blindly above it for light,  
     Climbs to a soul in grass and flowers.

JAMES RUSSELL LOWELL: *The Vision of Sir Launfal*

What are some of the various things which together make up this beautiful June day in New England? What musical instrument has the poet in mind? We may shut our eyes on such a day but we cannot help knowing certain things. What are they? Give illustrations of the "glisten." What is a clod? In what way can it climb to a soul? What and where are the figures of speech in these verses?

**Class short poem recital.** — Read over the following memory selections; choose the one you like best; learn it. In class compare the time which it took you to memorize the selection with the records of your classmates who learned the same selection. Read your selection from memory to the class during a short poem recital to which some other English class is invited.

#### AMERICA FOR ME

'Tis fine to see the Old World, and travel up and down  
 Among the famous palaces and cities of renown,  
 To admire the crumbly castles and the statues of the kings, —  
 But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!  
 My heart is turning home again, and there I long to be,  
 In the land of youth and freedom beyond the ocean bars,  
 Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air ;  
And Paris is a woman's town, with flowers in her hair ;  
And it's sweet to dream in Venice, and it's great to study Rome ;  
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled ;  
I like the gardens of Versailles with flashing fountains filled ;  
But, oh, to take your hand, my dear, and ramble for a day  
In the friendly western woodland where Nature has her way !

I know that Europe's wonderful, yet something seems to lack :  
The Past is too much with her, and the people looking back.  
But the glory of the Present is to make the Future free, —  
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me !  
I want a ship that's westward bound to plough the rolling sea,  
To the blessed Land of Room Enough beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

HENRY VAN DYKE

#### BREATHES THERE THE MAN WITH SOUL SO DEAD

Breathes there the man with soul so dead,  
Who never to himself hath said,  
"This is my own, my native land" ?  
Whose heart hath ne'er within him burn'd,  
As home his footsteps he hath turn'd  
From wandering on a foreign strand ?  
If such there breathe, go, mark him well ;  
For him no minstrel raptures swell ;  
High though his titles, proud his name,  
Boundless his wealth as wish can claim, —  
Despite those titles, power, and pelf,  
The wretch, concentered all in self,

Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonor'd, and unsung.

SIR WALTER SCOTT: *The Lay of the Last Minstrel*

### THE FLAG GOES BY

Hats off!

Along the street there comes  
 A blare of bugles, a ruffle of drums,  
 A flash of color beneath the sky:

Hats off!

The flag is passing by!

Blue and crimson and white it shines  
 Over the steel-tipped, ordered lines.

Hats off!

The colors before us fly;  
 But more than the flag is passing by.

Sea fights and land fights, grim and great,  
 Fought to make and save the State;  
 Weary marches and sinking ships;  
 Cheers of victory on dying lips;

Days of plenty and years of peace;  
 March of a strong land's swift increase;  
 Equal justice, right, and law,  
 Stately honor and revered awe;

Sign of a nation, great and strong  
 To ward her people from foreign wrong;  
 Pride and glory and honor, — all  
 Live in the colors to stand or fall.



Hats off !

Along the street there comes  
A blare of bugles, a ruffle of drums ;  
And loyal hearts are beating high :

Hats off !

The flag is passing by.

HENRY HOLCOMB BENNETT

### I AM THE CAPTAIN OF MY SOUL

Out of the night that covers me,  
Black as the Pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeonings of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,  
I am the master of my fate :  
I am the captain of my soul.

WILLIAM ERNEST HENLEY

### AMERICA THE BEAUTIFUL

O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain !

## Community English

America! America!  
God shed His grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

O beautiful for pilgrim feet,  
Whose stern, impassioned stress  
A thoroughfare for freedom beat  
Across the wilderness!  
America! America!  
God mend thy every flaw,  
Confirm thy soul in self-control,  
Thy liberty in law!

O beautiful for heroes proved  
In liberating strife,  
Who more than self their country loved,  
And mercy more than life!  
America! America!  
May God thy gold refine  
Till all success be nobleness  
And every gain divine!

O beautiful for patriot dream  
That sees beyond the years  
Thine alabaster cities gleam  
Undimmed by human tears!  
America! America!  
God shed His grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

KATHARINE LEE BATES

## THE NATIONAL FLAG

There is the national flag! He must be cold, indeed, who can look upon its folds rippling in the breeze without pride of country. If he be in a foreign land, the flag is companionship and country itself, with all its endearments. It has been called a "floating piece of poetry," and yet I know not if it have greater beauty than other ensigns. Its highest beauty is in what it symbolizes. It is because it represents all, that all gaze at it with delight and reverence. It is a piece of bunting lifted in the air, but it speaks sublimely, and every part has a voice. Its stripes of alternate red and white proclaim the original union of thirteen States to maintain the Declaration of Independence. Its stars of white on a field of blue proclaim that union of States constituting our national constellation, which receives a new star with every new State. The two together signify union, past and present. The very colors have a language which was officially recognized by our fathers. White is for purity, red for valor, blue for justice; and all together, bunting, stars, stripes, and colors, blazing in the sky, make the flag of our country — to be cherished by all our hearts, to be upheld by all our hands.

CHARLES SUMNER

## IF

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too;  
If you can wait and not be tired by waiting,  
Or being lied about, don't deal in lies,  
Or being hated don't give way to hating,  
And yet don't look too good, nor talk too wise :

If you can dream — and not make dreams your master ;  
If you can think — and not make thoughts your aim,  
If you can meet with Triumph and Disaster  
And treat those two imposters just the same ;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the thing you gave your life to, broken,  
And stoop and build 'em up with worn-out tools :

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss ;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them : "Hold on !"

If you can talk with crowds and keep your virtue,  
Or walk with Kings — nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much ;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And — which is more — you'll be a Man, my son !

RUDYARD KIPLING

Some boys and girls have taken pride in memorizing a short quotation each day. They generally choose the verse for that day written by their teacher upon the blackboard. If you wish you may use the following quotations as a foundation for your memory storehouse. Try to add at least one new quotation each week.

*Quotations*

Speak clearly, if you speak at all,  
Carve every word before you let it fall.

O. W. HOLMES

Be strong!  
We are not here to play, to dream, to drift.  
We have hard work to do, and loads to lift.  
Shun not the struggle; face it. 'Tis God's gift.

MALTBIE BABCOCK

Do noble things, not dream them all day long;  
And so make life, death, and that vast forever  
One grand, sweet song.

CHARLES KINGSLEY

The heights by great men reached and kept  
Were not attained by sudden flight,  
But they, while their companions slept,  
Were toiling upward in the night.

H. W. LONGFELLOW

Reading is to the mind what exercise is to the body.

OLIVER GOLDSMITH

## OPPORTUNITY

They do me wrong who say I come no more,  
When once I knock and fail to find you in;  
For every day I stand outside your door,  
And bid you wake, and rise to fight and win.

MALONE

We should accustom the mind to the best company by introducing it only to the best books.

SYDNEY SMITH

## NOBILITY

True worth is in being, not seeming,  
 In doing each day that goes by  
 Some little good — not in dreaming  
 Of great things to do by and by;  
 For whatever men say in blindness,  
 And spite of the fancies of youth,  
 There's nothing so kingly as kindness,  
 There's nothing so royal as truth.

ALICE CARY

Work for some good, be it ever so slowly!  
 Cherish some flower, be it ever so lowly!  
 Labor! All labor is noble and holy;  
 Let thy great deed be thy prayer to thy God.

FANNIE S. OSGOOD

The year's at the spring,  
 And day's at the morn;  
 Morning's at seven;  
 The hillside's dew pearled;  
 The lark's on the wing;  
 The snail's on the thorn;  
 God's in his heaven —  
 All's right with the world!

ROBERT BROWNING

Honor and shame from no condition rise;  
 Act well your part, there all the honor lies.

ALEXANDER POPE

Our greatest glory consists not in never falling, but in rising  
 every time we fall.

OLIVER GOLDSMITH

Howe'er it be, it seems to me,  
'Tis only noble to be good ;  
Kind hearts are more than coronets,  
And simple faith than Norman blood.

ALFRED, LORD TENNYSON

There is a tide in the affairs of men,  
Which, taken at the flood, leads on to fortune.

WILLIAM SHAKESPEARE

Let us have faith that right makes might, and in that faith  
let us do our duty as we understand it.

ABRAHAM LINCOLN

Did you tackle the trouble that came your way  
With a resolute heart and cheerful?  
Or hide your face from the light of day  
With a craven soul and fearful?  
Oh, a trouble's a ton, or a trouble's an ounce,  
Or a trouble is what you make it ;  
And it isn't the fact that you're hurt that counts,  
But only, *How did you take it?*

EDMUND VANCE COOKE

They are slaves who dare not be  
In the right with two or three.

JAMES RUSSELL LOWELL

It is well to think well ; it is divine to act well.

HORACE MANN

This world is not so bad a world  
As some would like to make it ;  
Though whether good or whether bad  
Depends on how we take it.

UNKNOWN

Laugh and the world laughs with you,  
 Weep and you weep alone;  
 For this sad old Earth must borrow its mirth —  
 It has troubles enough of its own.

ELLA WHEELER WILCOX

Serene, I fold my hands and wait,  
 Whate'er the storms of life may be,  
 Faith guides me up to heaven's gate,  
 And love will bring my own to me.

JOHN BURROUGHS

Somebody said that it couldn't be done,  
 But he with a chuckle replied  
 That maybe "it couldn't," but he would be one  
 Who wouldn't say so till he'd tried.  
 So he buckled right in with a trace of a grin  
 On his face. If he worried, he hid it.  
 He started to sing as he tackled the thing  
 That couldn't be done, and he did it.

EDGAR A. GUEST

Let me live in my house by the side of the road,  
 Where the race of men go by,  
 They are good, they are bad, they are weak, they are strong,  
 Wise, foolish: so am I.  
 Then why should I sit in the scorner's seat,  
 Or hurl the cynic's ban?  
 Let me live in my house by the side of the road,  
 And be a friend of man.

SAM WALTER FOSS

Home's not merely four square walls,  
 Though with pictures hung and gilded;  
*Home* is where affection calls —  
 Where its shrine the heart has builded.



Whatsoever things are true, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.

*Bible*

If you would live with ease,  
Do what you ought, not what you please.

BENJAMIN FRANKLIN

Be noble! and the nobleness that lies  
In other men, sleeping but never dead,  
Will rise in majesty to meet thine own.

JAMES RUSSELL LOWELL

Be just and fear not;  
Let all the ends thou aimest at be thy country's,  
Thy God's, and truth's.

WILLIAM SHAKESPEARE

## PART XI. GAMES AND CONTESTS

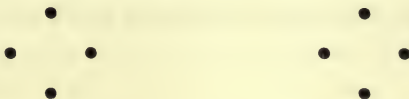
MORE prominent in boys than in girls, but present to some degree in every one, is the instinct to fight — the desire not to be overcome, but to win. Usually, we think of contests and games as belonging to the playground, but where victories of the intellect may be substituted for victories of physical skill, contests may take place in the classroom as well as in the gymnasium or on the playground.

Within the last few years there has grown up a series of games suitable for use in the English classroom. Grammar Baseball, Paragraph Archery, Authors, Spelling Contests, and Debates are but a few of these games for which boys and girls have either followed the simple directions suggested here, or for which they have made their own rules.

It is well to remember in connection with these games, however, that sportsmanship is as important a requisite in games in the classroom as in games on the playground. Team work, self-restraint, and fair play are absolutely necessary if you are to play these games successfully. "You must not lose courage when the other side gets ahead. You are to play just as hard when the score is ten to nothing as when it is five to five. No one can tell what may happen in the last inning. If the final score is ten to nothing, you must not go off with your head down, or say that the opposing team didn't win fairly. Say instead that next time the result will be different."

**YOUR GAME****To play grammar baseball.****What to do. —**

1. Divide the class into two equal parts, called teams.
2. Each team chooses a captain.
3. The two captains choose a scorekeeper.
4. Upon the blackboard the scorekeeper draws two figures of four bases each, one for each team.

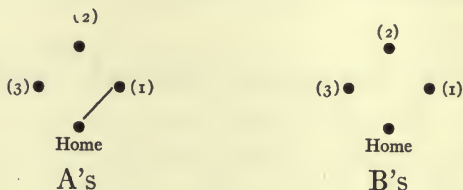


5. The teacher acts as umpire. The umpire is authority on all disputed questions.
6. The questions are announced by the teacher or by one of the captains.
7. Any fair question which deals with reading, writing, spelling, grammar, or literature may be asked.
8. No pupil shall be called by name until after the question has been announced. If a pupil answers without being called upon, he has made an *error* and his team is penalized for one base.
9. That team which has the most runs to its credit wins the game.

**How to do it. —**

1. The questioner calls first upon one side then upon the other, but the pupils are not called upon in any regular order.

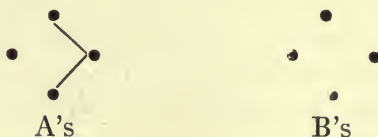
2. If the first question has been correctly answered by the A's, the scorekeeper draws a line to first base on A's diamond, thus:



3. The B's are given a chance. If the question is answered correctly, the scorekeeper gives them credit for first base also.

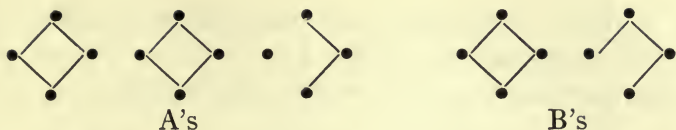


4. If the B's fail to answer correctly, and the A's are able to reply correctly, the score is marked in this way:



5. This method of scoring is continued until the end of the recitation period, when the final result is announced.

6. When a player reaches the home base, the scorekeeper prepares another figure of four bases, in order that an exact record may be kept. Therefore, at the end of the contest the score may look something like this when the final result is in favor of the A's, two to one.



7. The answers to many of the questions should be written upon the blackboard. Sometimes several pupils are sent to the board, the question is announced, and the pupil who first answers it correctly wins the credit.

8. Frequently, in the opinion of the teacher the question will be worth two bases instead of one. After she announces this decision, the pupils are sent to the board, the question is announced, and the first to answer correctly wins the credit.

9. When preparing for a grammar baseball game, the pupils may write out questions to be given to their own captain. He may ask the questions of the rival team.

10. Any question is fair which is based upon work already covered in class. The following suggestive questions are not meant to be exhaustive. Your own list may be much more helpful.

**Suggestive questions. —**

1. What are four different kinds of sentences?
2. What are the eight parts of speech?
3. What is the difference between a common and a proper noun?
4. What is a pronoun?
5. Give a sentence containing a transitive verb.
6. What is an intransitive verb?
7. What are the principal parts of a letter?
8. Write the address for an envelope on the blackboard.

9. Write a synopsis of the verb *hear* in all tenses, first person singular active indicative.
10. Name two adverbs and two prepositions.
11. What is a dependent clause?
12. How many genders are there?
13. Give the past tense of *sit, read, write*.
14. Compare the adverb *well*.
15. Write a sentence containing an infinitive.
16. Decline the pronoun *he*.
17. What is the meaning of each of the following abbreviations :

C.O.D.	chap.	M.D.	Ave.
Anon.	qt.	bu.	R.R.
D.D.	St.	bbl.	P.S.
LL.D.	lb.	doz.	Supt.
f.o.b.	oz.	sq.	Treas.
mdse.	ft.	S.	Hon.
O.K.	in.	N.	Inc.
Y.M.C.A.	gal.	E.	Dr.
U.S.A.	ans.	W.	Prof.
R.S.V.P.	A.D.	A.B.	etc.
fig.	D.C.	D.S.	P.O.
lat.	A.A.A.	Ed.	Sec.
long.	Ltd.	ff.	Rev.
B.C.	G.A.R.	M.C.	Jr.
recd.	I.W.W.	h.p.	Sr.
acct.	V.C.	pro tem.	Co.
Messrs.	inst.	U.S.N.	Cr.
amt.	prox.	ult.	Mr.
bal.	pk.	pp.	Mrs.

18. Write on the board an imperative sentence, an interrogative sentence, and a declarative sentence.

19. Make each of the following sentences ask a question :

*a.* Mary went home.

*b.* The bear growled and bit angrily at the hornets' nest.

*c.* It was almost all rock, this little island.

*d.* At a great pace the bear went toward the sound.

*e.* Every few seconds the seal would slip into the water.

20. What is the subject and predicate in each of the following sentences :

*a.* Listen to the nightingale.

*b.* Read me the story.

*c.* Please close the door.

*d.* Hitch your wagon to a star.

21. Change these questions to declarative sentences :

*a.* Did his mother call him?

*b.* Did he have big, faded blue eyes?

*c.* Have you a knife?

*d.* Has he gone home?

*e.* Could you read the letter?

*f.* May I go home?

22. Pick out all the nouns in the following paragraph. Which are names of things, which are names of persons?

23. Pick out all the adverbs in the following paragraph.

24. Pick out all the adjectives in the following paragraph.

His mother named him Harold, and named him better than she knew. He was just such a boy as one would expect to see bearing a heroic name. He had big, faded blue eyes, a nubbin

of a chin, wide, wondering ears, and freckles — such brown blotches of freckles on his face and neck and hands, such a milky way of them across the bridge of his snub nose, that the boys called him “Mealy.”

WILLIAM ALLEN WHITE : *The Court of Boyville*

25. Select from the above paragraph, a definite article, an indefinite article.

26. How many verbs are there in the selection above?

27. Are they active or passive verbs? How many are transitive? How many are intransitive?

28. Is an intransitive verb ever passive in form?

29. What is a copulative verb?

30. How is the word *stone* used in the following sentence?  
The boy threw a stone.

31. Pick out the direct object in each of these sentences :

a. The bear chased the hunter.

b. He wore a long, black coat.

c. Harry ate three oranges.

d. The dog has a new blanket.

32. What is the meaning of antonym; of synonym?  
Give two illustrations of each.

33. What is the plural of each of the following words :

tree

pencil

boy

sailor

house

hand

cat

monkey

day

play

plain

key

branch

brush

glass

box



cry	fly
army	lady
duty	city
half	calf
wolf	wife
thief	life
leaf	knife
gulf	scarf
dwarf	proof
wharf	roof
mouse	tooth
woman	foot
man	goose
potato	buffalo
hero	cargo
negro	echo
dozen	sheep
fish	deer

34. Compare the following adjectives : small, loud, deep, great, light, thick.

35. Compare : thin, glad, wet, big, hot.

36. Compare : white, brave, true, wise, large, fine.

37. Compare : gay, dry, happy.

38. Compare : good, bad, little, much or many, old, late.

39. Compare the following adverbs : fast, hard, near, long, early, well.

40. Change the following sentences from active to passive voice :

a. Our fathers brought forth upon this continent a new nation.

b. Love conquers all things.

c. Manners make the man.

d. You cannot teach old dogs new tricks.

e. Anger manages everything badly.

f. April showers bring forth May flowers.

41. Select the correct word for each of these sentences and give the reason for your choice:

a. My sister looks like (me, I).

b. Do it (as, like) I do it.

c. Do it (as, like) me.

d. Give it to Jack and (I, me).

e. He is taller than (I, me).

f. She is shorter than (he, him).

42. Select the correct word for each of the following sentences and in each case give the reason for your choice:

a. Neither of the girls (has, have) it.

b. Who is going, you or (I, me)?

c. (Who, whom) did this come from?

d. (May, can) I have a drink?

e. I am (most, almost) ready.

f. The child ran (in, into) the pantry.

g. Divide it (among, between) you two.

h. My dress is different (from, to, than) yours.

i. Here are invitations for you and (her, she).

43. Use the word *below* as an adverb and as a preposition. Use the word *but* as a preposition, as a conjunction, and as an adverb.

44. Put into plural number each of the following sentences :

- a.* My book is lost.
- b.* The box is here.
- c.* The kitten is playing with a ball.
- d.* The bird is building a nest.
- e.* The child was tired.
- f.* The pony was stolen.
- g.* The dog has run away.
- h.* The doll has been broken.
- i.* I have finished the story.
- j.* I do not like tomatoes.
- k.* The boy does his work well.

45. Give the principal parts of the following verbs :

come	rise	sing
is	go	teach
march	take	lie
drink	bring	set

46. What is the difference in meaning between :

eldest and oldest  
farther and further  
later and latter  
nearest and next

47. Write sentences containing :

- a.* a noun clause used as subject of a sentence
- b.* a noun clause used as direct object of a sentence
- c.* an infinitive phrase used as subject of a sentence
- d.* an infinitive phrase used as direct object of a verb

48. State six common rules of punctuation.

49. In the following sentences change each infinitive phrase to a clause:

- a. I decided to go to Chicago to-morrow.
- ¶ b. He was delighted to find his purse.
- c. I must go now to hear him lecture.
- d. She was glad to see the play.

50. Continue your review by making out your own list of questions. The foregoing examples may suggest other questions to you.

### YOUR GAME

#### *To conduct a spelling contest.*

**First method.** — If you wish, you may challenge the pupils of another class to compete with you in this contest.

1. Ask your teacher to divide your class into two equal groups.
2. Choose a captain for each side.
3. While the captains are distributing paper to each pupil, be sure that your pen is in good condition and that you have plenty of ink.
4. Upon the sheet of paper given to you, be prepared to write the sentences read aloud by the teacher. Try to spell correctly each word pronounced.
5. As soon as all the sentences have been pronounced, ask your captains to collect the papers and deliver them to your teacher.
6. Make it a rule of this contest that all papers shall be looked over by the two captains and the teacher.
7. That side wins which has the smaller total number of misspelled words.

**Second method.** —

1. Ask your teacher to appoint two captains.
2. Let each captain choose sides until every pupil in class is chosen.
3. Then stand and try to spell correctly every word pronounced to you by the teacher. If you spell the word incorrectly, take your seat.
4. If you spell a word out of turn you must also take your seat.
5. That side wins which has the greater number of pupils standing when the contest is over.

**Third method.** — The following method has been adopted by the boys and girls of a school in Pennsylvania and has been called the Baseball System :

The schoolroom is the diamond, the corners being used for the bases. The teacher is the "pitcher," the pupils are the "players." A pupil "at bat" advances to the corner of the room designated as the "plate" and the teacher pronounces three words. If all are correctly spelled the "player" moves to first base, having made a "hit." Each succeeding "player" who makes a "hit" advances him a base until he is "scored." As each succeeding "player" makes a "safe" hit he goes to first base, and the "runs scored" count for the side the players represent. When the player fails to spell a word correctly he is declared "out" and goes to his seat, which is the "player's bench."

**Practice list.** — Here is a list of two-hundred-fifty troublesome words. For practice you may aim to spell each of these words correctly :

all right	agreeable	column
already	apparatus	choose
athletics		could
absence	benefited	county
appearance	bouquet	country
altogether	bulletin	committee
attendance	banana	clothes
anxiety	biscuit	changeable
article	been	coming
agreeable	buy	
accidentally	business	dissatisfy
abbreviate	breath	description
audience	breathe	definite
accept	believe	descendant
accommodate	beginning	does
accumulate	blossom	don't
accompany	boundary	done
affect	balance	development
always	beneficial	doctor
argument	busy	describe
angle		different
any	coast	dining
awning	curiosity	dinner
avenue	commodity	disappear
assistance	commemorate	disappoint
assistants	color	destroy
academy	character	despair
advantage	convenient	decide
annually	calendar	divide
acknowledgment	chauffeur	definition
acquaintance	conscience	decent

equal	generally	loose
excel	garage	laboratory
effect	grammar	lightning
enough		lieutenant
early	heard	
every	height	marvelous
easy	holiday	moreover
eighth	having	medicine
experience	hoping	memorize
exaggerate	humorous	milliner
excellent		making
extraordinary	its	misspelled
embarrass	imagine	mischievous
especially	immediately	miscellaneous
exceedingly	information	
	illustrate	ninetieth
February	icicle	noticeable
familiar		necessary
foreign	just	ninety
fulfill	January	niece
finally	judgment	none
fourth		
fifth	kindly	oblige
four	knew	obliging
forty	know	opposite
friend		occurred
feel	led	occasion
	laid	often
guess	lead	obstacle
gasoline	losing	opinion
governor	lose	officer

please	referred	till
piece	reference	threw
pencil		together
perform	separate	toward
possession	superintendent	though
peaceable	stationary	thorough
physician	stationery	there
practical	sincerely	their
planned	succeed	truly
preparation	source	typical
principal	surprise	two
principle	straight	too
privilege	siege	
professor	sugar	village
prejudice	some	villain
parallel	seize	vegetable
	similar	
quiet	stopped	women
quite	several	weather
	studying	written
religion		Wednesday
relative	treasure	whole
recommend	through	would
receive	thought	which

### YOUR GAME

*To take part in a paragraph archery contest.*

Instructions. —

1. Ask your teacher to act as referee of the game.
2. Choose two of your classmates to act as captains of



the teams. Each captain will choose sides until all pupils are chosen.

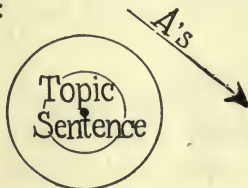
3. Select a scorekeeper who shall keep a record of the game upon the blackboard. As soon as he is selected, let him draw a paragraph target within which is written the topic sentence announced by the teacher.



4. As soon as you are called upon by the referee, be prepared to give a sentence which will hit the mark and help build up the paragraph. If your sentence adds to the thought of the topic sentence, the scorekeeper will mark it thus :

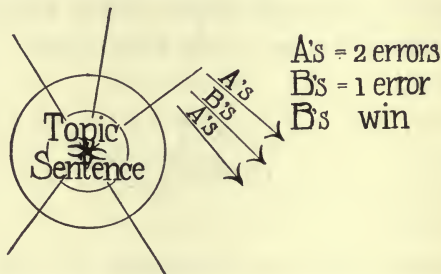


If your sentence fails to hit the mark the score is marked in this way :



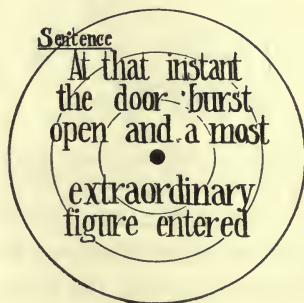
5. The captains of the opposing teams are called upon first. After that other pupils are called upon but not in regular order. Any one answering out of turn is penalized and one credit is deducted from the score of his team.

6. As many different targets may be used as there are different topic sentences announced by the referee.
7. The side having the smaller number of errors wins.
8. The final score may look like this:

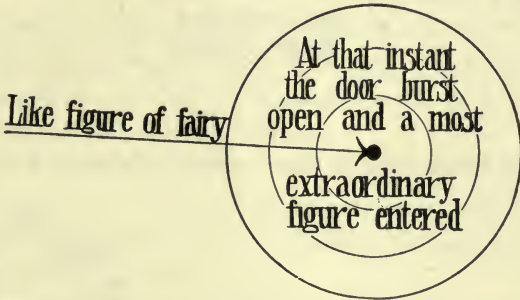


**How the game was played.** — After reading over the instructions given above, you may think that the game of paragraph archery is too difficult to play often, but if you read the following account of how some Minnesota boys and girls played archery you may have a clearer understanding of just what to do.

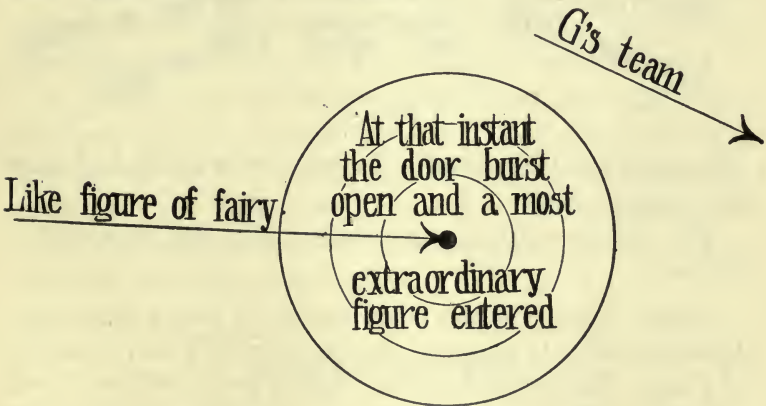
Tom was chosen captain of one team and George was made captain of the other. Sarah, the scorekeeper, wrote upon the blackboard the topic sentence announced by the referee. The target then looked like this:



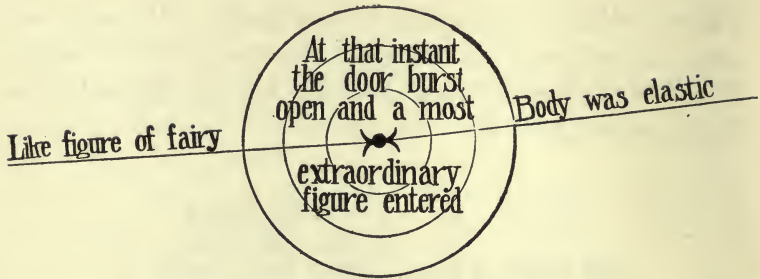
The referee called upon Tom for a sentence. He arose and said, "It was more like the figure of a fairy than of a man." The class decided that the sentence had hit the mark, so Sarah marked it thus:



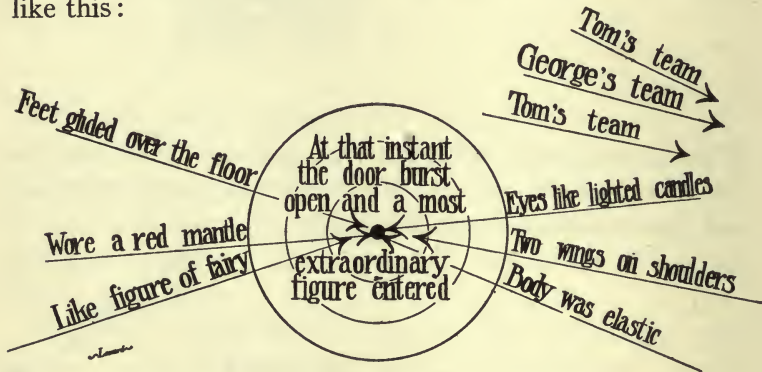
When George was called upon he replied, "The windows shook and the doors rattled." "Error," voted the class and Sarah indicated it in this way:



Then Tom's first assistant said, "His body could bend itself in every direction, it was so elastic." "Scored," declared the class and Sarah wrote:



When the game was finished, the blackboard score looked like this:



The game had been won by George's team which had made but a single error.

The completed paragraph, built up by the class read as follows:

At that instant the door burst open and a most extraordinary figure entered. It was more like the figure of a fairy than that of a man. His body could bend itself in every direction, it was so elastic. He wore a red mantle and two huge silvery wings fluttered from his shoulders. But his strangest and most remarkable characteristic were his eyes which glistened like lighted candles as his feet glided over the floor.

## YOUR GAME

*To take part in an essay contest.*

Instructions. —

1. Discuss in class a plan for displaying ten of the most interesting compositions written during the month.

2. Choose a committee of three to work with the teacher in selecting these ten compositions.

3. Select another group of three to make an album or portfolio in which the compositions selected shall be placed. Upon the cover of this album should be lettered the words: *Best Compositions of the Month.*

4. Place the album, containing these compositions, upon a table in the classroom, in the study hall or in the school library.

5. At the end of four weeks remove these compositions and carefully file them for future reference. Put the ten best compositions for the next month in their place.

6. Arrange to have a prize given to the pupil who during the year has the greatest number of best compositions on exhibition. Such a prize may be donated by some friend of the school. Letters may be written by each member of the class, asking some one to offer a prize for this contest and the best letter will be sent.

## YOUR CONTEST

*To take part in a prize speaking contest.*

Did you ever attend a Prize Speaking Contest? Why were you especially interested in the result? How many

prizes were awarded? Were the speakers allowed to have special training for the contest? Was this training given by the teachers or by some one outside the school? How were the speakers chosen? Why would you like or dislike to take part in such a contest? Give reasons to prove that a contest of this kind raises the standard of oral English in the school. Debate informally the question, *Resolved*: That this class shall conduct a prize speaking contest. Read the following suggestions before completing your plans for the contest.

**Suggestions. —**

1. With your teacher and classmates discuss plans for a class prize speaking contest.
2. Select three prominent people in your community to act as judges.
3. Choose a committee of two or three from your class to invite these distinguished people to act.
4. Ask your teacher to preside as chairman of the contest or choose one of your classmates to do so.
5. If your teacher approves, you may invite your friends to this contest.
6. If there is extra money in the class treasury, you may use it to buy two prizes of books, one for a boy and one for a girl.
7. Prepare for the contest in this way: choose a favorite short selection of prose or poetry, read it aloud several times at home, then read it to your teacher. After your teacher approves of your selection you may memorize it; for the least you can do toward winning the prize is to learn the words.

8. Make it a rule of this contest that there shall be no prompting.

9. Be sure that every member of the class takes part in the contest.

10. Remember on the day of the contest that it is important for you to be a good listener as well as a good speaker.

11. On the day of the contest, when your name is called, try to remember these suggestions :

*a.* Be quiet and natural in manner.

*b.* Speak clearly, and pronounce each word carefully.

*c.* Do not think about gestures but try to make your audience understand the meaning of the selection you are reading.

*d.* Keep in mind this quotation, " Straight from the mighty bow this truth is driven ; they fail and they alone, who have not striven."

12. As soon as the contest is over and the chairman of judges has announced the decision, ask your Principal to award the prizes.

## YOUR CONTEST

### *To take part in a debate.*

Frequently a question arises which has two sides worth discussing. How would you like to take the side of the question you believe to be right and give reasons for your opinion? If a classmate argues for his opinion which differs from yours, you will be debating the question. Usually more than two people take part in a debate. It is always well to remember that although you are sure your opinion

is right still your opponents may have such good arguments that you will wish to change your opinion.

If you have had no practice in debating it will be wise to arrange class debates until you become familiar with the manner in which a debate is conducted. Then interclass, and even school debates, may be conducted. To these latter debates you may invite your friends if your teacher has no objection. Write informal notes of invitation. Talk over the question chosen with older people and study the following suggestions :

**Suggestions. —**

1. Whenever you give reasons for or against any question, trying to make some one else believe what you believe, you use Argument.

2. A *debate* is an argument carried on according to fixed rules by two chosen sides.

3. The subject of a debate is given as a statement ; for example,

*Resolved*: That dogs have intelligence.

*Resolved*: That baseball is a better game than football.

4. When you are in favor of the question, you are on the *Affirmative* side of the question. If you oppose the question you are on the *Negative* side.

5. Each side chooses a captain or leader.

6. The leader of the affirmative side speaks first, the leader of the negative side speaks second. The second speaker for the affirmative side speaks third, and is followed by the second speaker for the negative side. The debaters speak alternately until all have spoken. Usually the



negative side sums up first and the affirmative leader speaks last.

7. When you destroy or overthrow your opponents' arguments, you *refute* them.

8. Judges may be chosen to decide the debate or a class vote may decide the question.

9. Having arranged a debate between two teams from your own class or having challenged some other class to debate with you, choose your subject and find out all you can about both sides of the question.

10. Make a list of clear statements about the facts and give this list to the captain of your team. He, as well as each member of his team, should have a written outline of the most important points to be debated. This outline may be written upon slips of paper or pieces of cardboard about three inches by five inches in size. The notes should be written upon one side only of the paper and the paragraph divisions should be indicated clearly.

11. As you debate, remember to pick out your most important arguments and stick to those arguments.

12. *Because* is not a sufficient reason. Every statement must be based on fact. Be careful to have your proof ready in case it is called for.

13. Before your time is up, sum up your most important arguments.

14. Play fair. Do not lose your temper. Be courteous. Remember that you are not attacking your opponent, you are attacking his arguments.

**Subjects suggested for debate.** — The suggested subjects listed below may help you to think of others far more satis-

factory than any mentioned here. For still greater variety in subjects, consult the index of this book, your teacher, and the school librarian. Much valuable printed matter containing lists of subjects for debate may be obtained free, or at little cost, from the Superintendent of Documents, United States Bureau of Education, Washington, D.C.

1. *Resolved*: That military training should be compulsory in this school.

2. *Resolved*: That Lincoln was a greater man than Washington.

3. *Resolved*: That motion pictures have a bad influence upon boys and girls.

4. *Resolved*: That English is the most important subject in the grammar school.

5. *Resolved*: That this class should issue a class magazine at least twice a year.

6. *Resolved*: That clocks should be set ahead an hour the last Sunday in March.

7. *Resolved*: That every boy should become a Boy Scout.

8. *Resolved*: That textbooks should be free to the pupils in this school.

9. *Resolved*: That every girl should be required to study cooking and sewing.

10. *Resolved*: That basket ball provides better exercise than tennis.

11. *Resolved*: That Theodore Roosevelt was our greatest President.

12. *Resolved*: That Roderick Dhu was a more worthy suitor for the hand of Ellen than was Malcolm Graeme.

13. *Resolved*: That the piano offers more advantage as a source of pleasure in the home than does the phonograph.

14. *Resolved*: That the telegraph is more useful to man than is the telephone.

15. *Resolved*: That life in the Virginia colony was more enjoyable than life in the Plymouth colony.

16. *Resolved*: That baseball is a better game than football.

17. *Resolved*: That manual training should be taught in this school.

18. *Resolved*: That the raising of Jersey cows is more profitable than the raising of Holsteins.

19. *Resolved*: That capital punishment should be abolished.

20. *Resolved*: That the Pied Piper did right in leading away the children.

21. *Resolved*: That the treatment of the Acadians in the story of *Evangeline* was unjust.

22. *Resolved*: That the public library should be open on Sundays.

23. *Resolved*: That grammar school pupils should receive training in debating.

24. *Resolved*: That interclass football promotes the best interests of this school.

25. *Resolved*: That Rebecca is the heroine of *Ivanhoe*.

### YOUR GAME

*To take part in a contest about American authors.*

**Instructions.** --- Quite unlike the game of *Authors* that you may have played at home, when a child, is this game

of American Authors. Boys and girls in other English classes have worked out these rules and instructions, but perhaps you can think of still other rules to make the game even more interesting.

1. Play this game at least once a month, if possible.
2. Let each pupil in the class stand.
3. As the teacher reads from this list, either the name of the book or the author of the book, the pupil responds with the name of the author or the name of one of his works. For instance, if your teacher reads from the list the name of Henry W. Longfellow, you should give the name of any of his writings, *Evangeline*, *Hiawatha*, *The Courtship of Miles Standish*, etc. If, however, the teacher announces the name *Hiawatha*, you should reply, Henry W. Longfellow.
4. If the pupil called upon fails to respond with the correct name, he must take his seat.
5. The pupil who remains standing longest wins the game.
6. Frequently the teacher writes the name of an author at the top of a small card. Under the author's name she places a list of his writings. These cards are convenient to handle rapidly. Sometimes this contest is made a written exercise. Then, the pupil having the greatest number of correct answers wins.

**Reference list of authors and books.**<sup>1</sup> — No attempt has been made to make this a complete list of worthy American

<sup>1</sup> For further reference see:

Cairns — American Literature for Secondary Schools.

Page — Chief American Poets.

Painter — Introduction to American Literature.

Tisdell — A Brief Survey of English and American Literature.

Wendell — Literary History of America.

authors. Only the most important authors and titles have been named. You will think of many other writers and many other titles which should be added to the list used in your contests.

- |                           |                                  |
|---------------------------|----------------------------------|
| 1. BENJAMIN FRANKLIN      | Hiawatha                         |
| Autobiography             | Courtship of Miles Standish      |
| Poor Richard's Almanac    | The Children's Hour              |
| 2. WASHINGTON IRVING      | The Wreck of the <i>Hesperus</i> |
| Sketch Book               | The Village Blacksmith           |
| Alhambra                  | A Psalm of Life                  |
| 3. JAMES FENIMORE COOPER  | The Building of the Ship         |
| The Deerslayer            | 13. JAMES RUSSELL LOWELL         |
| The Spy                   | The Vision of Sir Launfal        |
| The Last of the Mohicans  | The Courtin'                     |
| The Pilot                 | 14. JOHN GREENLEAF WHITTIER      |
| 4. NATHANIEL HAWTHORNE    | Snow Bound                       |
| Twice Told Tales          | The Barefoot Boy                 |
| The Wonder Book           | 15. OLIVER WENDELL HOLMES        |
| Tanglewood Tales          | The One Hoss Shay                |
| The House of Seven Gables | Elsie Venner                     |
| The Scarlet Letter        | 16. EDGAR ALLAN POE              |
| 5. HARRIET BEECHER STOWE  | Annabel Lee                      |
| Uncle Tom's Cabin         | The Bells                        |
| 6. FRANCIS SCOTT KEY      | The Raven                        |
| The Star Spangled Banner  | The Gold Bug                     |
| 7. SAMUEL WOODWORTH       | 17. HENRY DAVID THOREAU          |
| The Old Oaken Bucket      | Walden                           |
| 8. JOHN HOWARD PAYNE      | 18. FRANCIS PARKMAN              |
| Home Sweet Home           | Oregon Trail                     |
| 9. WILLIAM CULLEN BRYANT  | 19. WALT WHITMAN                 |
| Thanatopsis               | O Captain! my Captain!           |
| Many other poems          | 20. HELEN HUNT JACKSON           |
| 10. RALPH WALDO EMERSON   | Ramona                           |
| Essays                    | 21. MARK TWAIN                   |
| 11. ABRAHAM LINCOLN       | Tom Sawyer                       |
| The Gettysburg Address    | Huckleberry Finn                 |
| 12. HENRY W. LONGFELLOW   | The Prince and the Pauper        |
| Evangeline                |                                  |

- |                              |                                 |
|------------------------------|---------------------------------|
| 22. HENRY SYDNOR HARRISON    | Options                         |
| Queed                        | Rolling Stones                  |
| 23. BRET HARTE               | 37. WILLIAM ALLEN WHITE         |
| The Luck of Roaring Camp     | The King of Boyville            |
| The Outcasts of Poker Flat   | The Martial Adventures of       |
| Poems                        | Henry and Me                    |
| 24. EDWARD EVERETT HALE      | 38. F. HOPKINSON SMITH          |
| The Man Without a Country    | Colonel Carter of Cartersville  |
| 25. LEWIS WALLACE            | 39. FRANK R. STOCKTON           |
| Ben Hur: A Tale of the       | The Griffin and the Minor Canon |
| Christ                       | Rudder Grange                   |
| 26. JOHN BURROUGHS           | 40. SARAH MCLEAN GREENE         |
| Sharp Eyes                   | Cape Cod Folks                  |
| 27. LOUISA M. ALCOTT         | Vesty of the Basin              |
| Little Men                   | 41. BOOTH TARKINGTON            |
| Little Women                 | The Gentleman from Indiana      |
| 28. JAMES WHITCOMB RILEY     | Penrod                          |
| Child Rhymes                 | Seventeen                       |
| 29. HAMLIN GARLAND           | 42. MARY E. WALLER              |
| A Son of the Middle Border   | The Wood Carver of 'Lympus      |
| 30. JACK LONDON              | 43. JOHN FOX, JR.               |
| The Call of the Wild         | The Little Shepherd of Kingdom  |
| 31. WINSTON CHURCHILL        | Come                            |
| The Crisis                   | 44. MARY JOHNSTON               |
| Richard Carvel               | Audrey                          |
| 32. EUGENE FIELD             | 45. EDWARD EGGLESTON            |
| Poems                        | The Hoosier Schoolboy           |
| 33. THEODORE ROOSEVELT       | The Hoosier Schoolmaster        |
| The Winning of the West      | 46. KATE DOUGLAS WIGGIN         |
| Autobiography                | Rebecca of Sunnybrook Farm      |
| Game Trails of Africa        | 47. HAMILTON WRIGHT MABIE       |
| Letters to His Children      | Heroes Every Child Should       |
| 34. JULIA WARD HOWE          | Know                            |
| The Battle Hymn of the Re-   | Norse Stories                   |
| public                       | 48. JOEL CHANDLER HARRIS        |
| 35. HENRY VAN DYKE           | Uncle Remus                     |
| The Blue Flower              | 49. HELEN KELLER                |
| Poems                        | The Story of My Life            |
| 36. O. HENRY (WILLIAM SIDNEY | 50. OWEN WISTER                 |
| PORTER)                      | The Virginian                   |

## PART XII. TELEPHONE CONVERSATIONS

FRANCE has not so many telephones as Chicago. Greece has not as many telephones as some of the largest American office buildings. In this country there is one telephone to every nine persons, and two thirds of the telephoning of the world is over the twenty-four million miles of wire in the Bell system. Because, therefore, of the great importance of the telephone in modern business and social life, you will wish to know how to use it effectively. In what three ways can you deliver most quickly a message to some one at a distance? Which method insures the speediest answer?

Since the average American is never seen to greater disadvantage than when telephoning, you may be glad to know that you can learn how to use the telephone without any great amount of trouble.

### *YOUR UNDERTAKING*

*To carry on a series of telephone conversations.*

Suggestions. —

1. Think over what you wish to say just as you would if you were to write a letter. Make a note of the items of special importance. Have a pad and pencil ready to jot down important information obtained.

2. Remove the receiver from the hook and give the number to the operator in response to her, "Number, please?"

3. Call the number in this manner: "Bryant three,

four, one, six, for "Bryant 3416"; or "North two, seven, o, four, party W, for "North 2704—W."

4. When the operator repeats the number you should say, "Correct" or "No." If she has made a mistake she will then correct it.

5. As soon as the connection has been made, say, "Agnes Brown speaking." Such an introduction is not only a matter of courtesy but it is also necessary in order that the person at the other end of the wire may know who is speaking. Unsigned letters receive no attention, neither should telephone conversations which begin like this: "Hello, guess who this is."

6. If you are either giving or receiving information, be definite in your answers or questions.

7. Listen carefully to the person speaking at the other end of the wire. Never try to talk to some one at your side while you are telephoning.

8. "If you please," and "I thank you" do not take very much time and yet they are important in telephone conversations.

9. If your telephone conversation is in the nature of a social call, try to have something of real interest to say. Do not gossip so long that important messages may be delayed.

10. Always verify an important telephoned order by repeating the message.

11. When making a long distance call, ask the operator for "Long Distance" or "Toll Operator," in reply to her question, "Number, please?"

12. When you wish to telephone a telegram, call "Western Union" or "Postal Telegraph."



13. In case of fire, call "Fire Department, Emergency."

14. In case of burglars, call "Police Department, Emergency."

15. If you wish to call a certain department of a large firm you may follow this routine:

*Operator* . . . . . "Number, please?"

*You* . . . . . "Main six, four, one, o."

*Operator* . . . . . "Main six, eight, one, o."

*You* . . . . . "No, six, four, one, o."

*Operator* . . . . . "Main, six, four, one, o."

*You* . . . . . "Correct."

Pause for connection.

*Private operator* . . . "Lord and Taylor's."

*You* . . . . . "Give me the shoe department, please."

Pause for connection.

*Clerk in shoe department* . . . "Lord and Taylor's Shoe Department."

*You* . . . . . "This is John Jones. . . ." (state your message).

**Telephone assignments.** — Let the following assignments suggest to you a series of telephone conversations which you may carry on over a real telephone or which you may carry on over an imaginary telephone in your classroom. A classmate may take the part of the person to whom you are talking by wire. Remember always to be clear, to be brief, to be courteous, and to be distinct.

1. Carry on all the telephone communication necessary in connection with the arrangements for your class supper.

*a.* Telephone the Principal of your school and ask his permission to hold the supper. Describe your plans in detail.



3. Telephone the mother of your chum, that he has been hurt in an automobile accident.

4. Telephone a ticket agent in your town, asking him to make reservations for you on the " Empire."

5. Telephone your plumber of a leaking hot water pipe in your house. Explain what has happened and ask for immediate help.

6. Call up your music teacher and cancel your appointment for a lesson.

7. Telephone the " Lost and Found " department of the Electric railroad and make inquiries for a lost umbrella.

8. Call up the manager of a large department store and ask him for an advertisement for your school paper.

9. Call up the manager of a factory in your locality and make arrangements for a visit of inspection by your class.

10. Telephone the local ticket office and make inquiries about a trip to Washington, D.C.

11. Telephone an order to your grocer. Explain that you have decided to open a charge account at his store and give him several references.

12. Telephone a friend, accepting an informal invitation to dinner.

13. Telephone to an old friend in the city, telling him of your life in the country and mentioning several of its advantages.

14. At Christmas time your class has collected a number of gifts for the less fortunate ones of your city. Telephone the Charities Aid Association and ask for the addresses of some families whom your gifts might help.

15. Telephone the postmaster and make inquiries about

a Special Delivery letter which has not been delivered. Tell him who you are and state your address.

16. Telephone a friend about a visit you have just made to the home of some well-known American.

17. Your father has promised to take you and some of your friends for a sail on the river next Saturday if the weather is suitable. Telephone two or three friends, asking them to join you.

## PART XIII. THE SHORT SPEECH

“ IN a democracy where each citizen has a voice and a vote in the government, he should be able to use the privilege of free speech to the best advantage.”

“ The manner in which one speaks his mother tongue is looked upon as showing more clearly than any other one thing what his culture is and what his associations have been.”

What are your reasons for believing that both the preceding quotations are true? How do you judge a stranger, by his clothes or his speech? Give at least four reasons for the necessity of forming correct speech habits. Show that to each of the persons mentioned below, correct speech has a money value :

A doctor, a teacher, an office boy, a salesman, a sales-girl, a minister, a business man or woman, a nurse, a reporter, a lawyer, an insurance agent, a business manager.

Mention, if you can, one person who does not need to speak well. The next time you listen to a public speaker, ask yourself these questions: Does he speak distinctly? Are his sentences monotonous because he fails to use emphasis? Does he make his subject interesting to his audience? What suggestions can I get from this speaker which will help me to improve my English? Perhaps, as yet, you have never been called upon to speak in public, but the time is surely coming when you will be glad to

know how to express your ideas to a group of people. In order that you may give your entire attention to a clear, forceful, and dignified expression of your thought and that you may not be puzzled by *how* to go about it, this Undertaking has been suggested.

At first, the form of the short speech may seem strange to you, but with practice you will find that the form has slipped into the background and unconsciously you have become *right* in your manner of speaking upon formal occasions. Do you not think that you would enjoy acting as toastmaster at your class supper? Perhaps, you would like better to introduce the speaker of the evening, or to present to the school a beautiful picture — the gift of your class. It is just possible that you may have to thank the class for a farewell gift given to you. Surely you wish to know what to do under any or all of these circumstances.

## YOUR UNDERTAKING

### *To make a speech of introduction.*

**Suggestions.** — Imagine that you are the presiding officer at a class meeting. Make a short speech introducing a person of prominence in your community who is to address your class upon a subject connected with your English work: “The Value of Good English from the Business Man’s Point of View,” or “Why Correct English is of Importance to a Girl,” or “Slang.”

1. Speak of your pleasure at having the opportunity of introducing such a distinguished guest.
2. Mention the reason for the prominence of your guest.

Tell of his work, or of his life, of his interests, or of his public services.

3. State the subject to be discussed by the speaker.
4. Announce the speaker's name in full.
5. Having decided upon what you wish to say, you may make an outline of your most important points upon a small card or slip of paper.
6. Remember to stand up straight, to speak clearly and distinctly enough for all to hear, and to pronounce all words correctly.
7. Be natural and earnest. Do not strive for effect and remember that your audience is in sympathy with you.
8. Read carefully the model speeches of introduction given at the end of this chapter, they may suggest helpful ideas to you.

### ***SIMILAR UNDERTAKINGS***

#### *I. Make a short speech of presentation.*

**Suggestions.** — Imagine that your class wishes to make a gift of a beautiful silk flag to the school. You may substitute for the *flag* any of the following: a curtain for the school stage, books for the school library, a picture for your classroom, a gift to your teacher at Christmas time, or a farewell gift to any classmate.

1. Address the chairman of the meeting and your classmates.
2. Mention the class in whose name you present the flag.
3. Speak of your pleasure at having this opportunity.
4. State the name of the school which is to receive the flag.

5. Speak of some of the ideals for which the flag stands.  
6. Observe the suggestions given in the preceding Undertaking.

7. Read carefully the model speeches of presentation given at the end of this chapter.

*II. Make a short speech of acceptance.*

**Suggestions.** — Imagine that you have been chosen by your school to receive the gift of the silk flag.

1. As in the former Undertaking, address the chairman and your friends.

2. Mention your happiness at having been chosen to receive such a beautiful gift in the name of your school.

3. Thank the class which gave the flag.

4. Tell how the pupils of your school intend to live up to the ideals of Americanism for which the flag stands.

*III. To respond to a toast.*

**Suggestions.** — Imagine that you are present at a class supper or banquet where the toastmaster calls upon you to make a few remarks. This reply to a sentiment proposed by the toastmaster is called the response to a *toast*. Sometimes, in connection with the school work in domestic science, the English class is asked to attend a simple dinner served at the school.

1. Do all your “fixing” of hair, necktie, etc., *before* you begin.

2. Use clear, simple, and forceful words. Avoid flowery language.

3. Be original. Dare to think your own thoughts.





**THE SHORT SPEECH**

**The presentation of a flag and its acceptance**

4. If you wish, you may use stories and quotations as illustrations.

5. If you would do credit to yourself

Have something you wish to say,  
Say it as well as you can,  
Stop.

6. At the beginning of your speech, address the toastmaster in these words: "Mr. Toastmaster, and — here you may add the words — "friends," or "classmates."

7. Read carefully the toasts given at the end of this chapter. Note the form of the toast as well as the subject discussed by the speaker.

*IV. Plan a short talk to be given at exercises held in your school on any of the following days: Washington's Birthday, Memorial Day, Thanksgiving Day, or Lincoln's Birthday.*

*V. Give a talk to accompany pictures thrown on a screen from a lantern.*

*VI. Make a brief announcement of a postponed club meeting, of an athletic contest, or of a debate.*

*VII. Imagine that you are the captain of the football team. Make a short speech urging more loyal support of the team.*

*VIII. Imagine that you have been asked by the school bird club to speak at the next meeting upon the "Methods of Protecting Birds." Plan the speech.*

*IX. Imagine that you are the employer of a large number of men. Give a talk to the men and tell them about your business plans for the coming year.*

*X. Imagine that you are the chairman of a school debate. Announce the subject, mention the judges by name, and state the names of the speakers.*

XI. Preach a short funeral sermon for Poor English.

XII. Make a two minute speech before the members of another class in favor of a Thrift Campaign.

XIII. Make a short speech to the members of the board of education in favor of a new school playground.

XIV. Make a short speech urging the importance of work in the Junior Red Cross.

XV. Give a short talk to which a toastmaster could give the title, "Critical Moments in the Life of Thomas A. Edison." For the name of Mr. Edison you may substitute one of the following :

Colonel George Goethals

Alice Freeman Palmer

Jane Addams

Lillian Nordica

Paul Lawrence Dunbar

Helen Gould Shepard

Martin Luther

Helen Keller

David Lloyd-George

Luther Burbank

Florence Nightingale

Lewis Carroll

Hans Andersen

Frances E. Willard

Henry van Dyke

Susan B. Anthony

Robert Burns

Andrew Carnegie

Alexis Carrel

Rosa Bonheur

XVI. Imagine that you have been chosen by your class to give the address of welcome at the commencement exercises. Give the speech.

XVII. The Parents' Association of the school joins with your class in the celebration of Lincoln's Birthday. Make a short speech in which you bid your guests welcome.

XVIII. Imagine that you are the chairman of a great school mass meeting. In a brief speech, welcome home the members of your victorious football team.

*XIX. Imagine that you have been chosen by your class to respond to the address of welcome given by the president of the Alumni Association. Give your speech.*

**Speeches of Introduction.** — The first two speeches were made by Vice-President Calvin Coolidge at the Lodge-Lowell debate held in Boston, March 19, 1919.

1. We are gathered here to-night as the representatives of a great people to hear the discussion of a great question by great men. All America desires that the peace which our brave soldiers have won with the sword should be made secure by fact and by parchment. That is a duty that we owe alike to the living and to the dead. Fortunate is Massachusetts that it has two citizens so eminently fitted to discuss for us this question, for wherever statesmen gather, wherever men love letters, the discussion of this evening will be read and pondered. Of these two great sons of Massachusetts the one is the senior senator of the Commonwealth, the other a president of a university established under our Constitution. The first to address you is a senator preëminent in Massachusetts, honored here and famous abroad — HENRY CABOT LODGE.

2. The next to address you is the President of Harvard University, an educator renowned throughout the world, a profound student of government and the science of statesmanship, truly a master of arts, eminently a doctor of laws, fitted to represent the Massachusetts domain of letters — ABBOTT LAWRENCE LOWELL.

3. Mr. Chairman and Friends: Although the speaker of the afternoon is a figure of great prominence in the industrial world, the story of his life is not very well known. He was but six years old when his father died. At considerable sacrifice his mother kept her son in school until he was fourteen; then he took a "job" as an office boy in an insurance office. At the

age of twenty he became bookkeeper in a savings bank, and it was while thus employed that he worked out the process which later led to his invention of a photographic roll film — the film that made the kodak possible. Gradually, by continued inventions and by buying up other formulas and patents, his business has developed until he now controls one of the largest photographic supply houses in the world.

It gives me great pleasure, therefore, to introduce to you the speaker of the afternoon, Mr. George Eastman of Rochester, New York, who will speak to you upon the subject, "The Romance of the Kodak." MR. EASTMAN.

### Speeches of Presentation. —

#### 1. Mr. Chairman and Classmates:

Because of exceptional bravery in his rescue of a boy companion at Owasco Lake last summer, Wayne Joy has been judged a hero. The rescue was one of the most thrilling in the history of Central New York and most of you already know its story. You will remember that while bathing with companions on July 4, Wayne, at that time only ten years old, was attracted by the cries of David Darby, an Auburn lad some twelve years of age. Wayne jumped from the pier and, although of much slighter build, managed to support Darby until assistance came. Darby was practically unconscious when Wayne reached him.

Therefore, in behalf of the Carnegie Memorial Society, I am very happy to-day to award this beautiful gold medal and a substantial sum of money to one of my own classmates — WAYNE R. JOY of the Groton Grammar School.

2. Mr. President and Friends: You have been requested to assemble here to meet J. P. Chandler because this is one of the most important events in his life. Fifty years ago he entered the employ of this company. During all these years he has given to the firm loyal, valuable, and efficient service, sparing

neither time nor effort for its success, and always giving the best that there was in him. But more than all this he has endeared himself in the heart and affection of every one of us.

I think you will agree with me that frequently when you were anxious and troubled, he has straightened things out; and by his wise counsel, sympathy, and understanding has sent you away happy and contented. We congratulate him heartily upon his reaching this fiftieth anniversary and sincerely hope that his present good health will continue for many years.

To commemorate the event and as a symbol of our high regard, affection and esteem for him the firm takes great pleasure in presenting this loving cup on which is inscribed the following:

“In appreciation of fifty years’ Loyal  
Faithful, and Efficient Service.”

### Speeches of Acceptance. —

1. This is part of a speech delivered at Christiania, Norway, May 5, 1910, by Colonel Theodore Roosevelt:

It is with peculiar pleasure that I stand here to-day to express the deep appreciation I feel of the high honor conferred upon me by the presentation of the Nobel Peace Prize. The gold medal, which formed part of the prize, I shall always keep, and I shall hand it on to my children as a precious heirloom.

2. When President Lowell was inaugurated as President of Harvard University he replied in these words:

It is with a deep sense of responsibility that I receive at your hands these insignia of the office to which the governing boards have chosen me. You have charged me with a great trust, second in importance to no other, for the education of American youth, and therefore for the intellectual and moral welfare of our country.

I pray that I may be granted the wisdom, the strength, and the patience which are needed in no common measure; that Harvard may stand in the future, as she has stood under the long line of my predecessors, for the development of true manhood and for the advancement of sound learning, and that her sons may go forth with a chivalrous resolve that the world shall be better for the years they have spent within these walls.

3. Upon William Cullen Bryant's seventieth birthday a group of artists gave him a beautiful portfolio. He accepted it with these words:

Allow me through you, as one of their representatives, to return to the artists of the "Century" my best acknowledgments for the superb gift they have made me. I have no title to it but their generosity, yet I rejoice to possess it, and shall endeavor to preserve it as long as I live.

Among the artists of the country are some of my oldest and best friends. In their conversation I have taken great delight, and derived from it much instruction. In them the love and the study of nature tend to preserve the native simplicity of character, to make them frank and ingenuous, and divert their attention from selfish interests. I shall prize this gift, therefore, not only as a memorial of the genius of our artists, in which respect alone it possesses a high value, but also as a token of the goodwill of a class of men for whom I cherish a particular regard and esteem.

#### Speeches of Welcome. —

1. The following greeting is part of an address of welcome by Senator Henry Cabot Lodge to Southern veterans visiting Boston:

We welcome you soldiers of Virginia to New England. We welcome you to old Massachusetts. We welcome you to Boston

and to Faneuil Hall. In your presence here, and at the sound of your voices beneath this historic roof, the years roll back, and we see the figure and hear again the ringing tones of your great orator, Patrick Henry, declaring to the first Continental Congress, "The distinctions between Virginians, Pennsylvanians, New Yorkers, and New Englanders are no more. I am not a Virginian, but an American."

\* \* \* \* \*

So I say that the sentiment manifested by your presence here, brethren of Virginia, sitting side by side with those who wore the blue, \* \* \* is fraught with tidings of peace on earth, and you may read its meaning in the words on yonder picture, "Liberty and union, now and forever, one and inseparable!"

2. When Yale University was two hundred years old, President Hadley began his address of welcome to Yale's guests in this way:

Of all the pleasures and the duties which a birthday brings with it, the most welcome duty and the most exalted pleasure is found in the opportunity which it affords of seeing, united under one roof, the fellow-members of a family who are often far separated. On this two-hundredth birthday of Yale University, it is our chief pride to have with us the representatives of that brotherhood of learning which knows no bounds of time or place, of profession or creed.

### Speeches of Farewell. —

1. When Abraham Lincoln left his Illinois home to go to the White House, he said good-by to his friends and neighbors in these words:

My Friends:—

No one not in my situation can appreciate my feeling of sadness at this parting. To this place, and the kindness of this



people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried.

I now leave, not knowing when or whether ever I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him, I cannot succeed. With that assistance, I cannot fail.

Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

2. This is Robert E. Lee's speech of farewell to the army of northern Virginia, delivered at Appomattox Court House, April 10, 1865 :

After four years of arduous service, marked by unsurpassed courage and fortitude, the army of northern Virginia has been compelled to yield to overwhelming numbers and resources. I need not tell the survivors of so many hard-fought battles, who have remained steadfast to the last, that I have consented to this result from no distrust of them; but feeling that valor and devotion could accomplish nothing that would compensate for the loss that would have attended the continuation of the contest, I have determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen.

By the terms of the agreement, officers and men can return to their homes, and remain there until exchanged. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed; and I earnestly pray that a merciful God will extend to you his blessing and protection.

With an unceasing admiration for your constancy and de-

votion to your country, and a grateful remembrance of your kind and generous consideration of myself, I bid you an affectionate farewell.

### After-dinner Speeches and Toasts. —

1. Here is an introduction to a toast by Joseph H. Choate :

I came here to-night with some notes for a speech in my pocket, but I have been sitting next to General Butler, and in the course of the evening, they have mysteriously disappeared. The consequence is, gentlemen, that you may expect a very good speech from him and a very poor one from me. When I read this toast which you have just etc., etc.

2. This is the introduction to a toast by Henry E. Howland :

Mr. Toastmaster and Friends, —

We are assembled to crown with honors those who, on land and sea, with unparalleled courage and devotion, have borne their flag to victory in desperate encounters. Gentlemen of the bat, the oar, the racquet, the cinder path, and the leather sphere, never were conquerors more welcome guests, in palace or in hall, at the tables of their friends than you are here. You come with your laurels fresh from the fields you have won, to receive the praise which is your due and which we so gladly bestow. Your self-denial, devotion, skill, and courage have brought honor to your University, and for it we honor you.

3. The following words are from a speech by Senator George Graham Vest :

The one absolutely unselfish friend a man may have in this selfish world is the dog. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep

on the cold ground, where the wintry winds blow and snow drives fiercely, if only he may be near his master's side. He will kiss the hand that has no food to offer, he will lick the wounds and sores that come in encounters with the roughness of the world. He guards the sleep of his pauper master as if he were a prince. When all other friends desert, he remains. When riches take wings and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast into the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him. When the last scene of all comes, no matter if all other friends pursue their way, there by his grave-side will the noble dog be found, his head between his paws, his eyes sad but open in alert watchfulness, faithful and true even unto death. ]

### Speeches for Various Occasions. —

I. Here is Logan's speech to Lord Dunmore, Governor of Virginia :

I appeal to any white man to say if ever he entered Logan's cabin hungry, and he gave him not meat ; if ever he came cold and naked, and he clothed him not. During the course of the last long and bloody war Logan remained idle in his cabin, an advocate for peace. Such was my love for the whites that my countrymen pointed at me as they passed, and said : "Logan is the friend of the white men."

I had even thought to have lived with you, but for the injuries of one man. Colonel Cresap, the last spring, in cold blood and unprovoked, murdered all the relations of Logan, not sparing even my women and children. There runs not a drop of my blood in the veins of any living creature.

This called on me for revenge. I have sought it. I have killed many. For my country, I rejoice at the beams of peace.

But do not think that mine is the joy of fear. Logan will not turn on his heel to save his life. Who is there to mourn for Logan? Not one!

2. The following speech is the famous Gettysburg address given by President Lincoln at the dedication of the National Cemetery, November 19, 1863:

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate — we cannot consecrate — we cannot hallow — this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us — that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth.

## PART XIV. THE CLASS MUSEUM

HAVE you ever visited a museum? What exhibit did you like best? Have you made a collection of butterflies or stamps or coins or shells or anything else which might make an interesting exhibit if displayed in your English classroom? Would you enjoy bringing your collection to school and telling your classmates about it? Do you think you would enjoy listening to the annual lecture by some great explorer or scientist — the guest of your class? The following extract from a letter of a Massachusetts school boy indicates what such lectures meant to him:

Do you think I would have been to the frozen north with Peary and Stefansson or to the hot equator with Akeley if it had not been for our class museum Undertaking? I believe the best I would have been able to say was that I had read of them in the silent pages of a book.

### *YOUR UNDERTAKING*

*To give short talks illustrated by exhibits in your class museum.*

Suggestions. —

1. Discuss with your teacher and classmates the possibility of working out this Undertaking. Is there room for a display of exhibits? Is the principal of your school willing for you to have such an exhibit? Choose a committee from your class to lay the matter before him.

Are there shelves or cases in which such an exhibit might be displayed?

2. If your teacher and principal approve of your working out this Undertaking, you may write a letter to some one interested in the affairs of the school, asking for the loan of glass cases or book cases without glass, to hold your specimens. The best letter written will be sent.

3. If you wish, you may offer for display in the class museum any collection which you have already made. The following list merely suggests other exhibits which have been displayed in class museums :

Shells

Mounted animals

Birds

Minerals

Odd specimens of flowers, twigs, and shrubs

Butterflies

Moths

Insects

Turtles

Curios from foreign lands

Stamp collections

Collections of coins

Indian relics (blankets, costumes, weapons, instruments, etc.)

Collections of various kinds of furs or pictures of fur-bearing animals

Copies of old newspapers, magazines, documents, etc.

Industrial exhibits, showing the development of such fabrics as cotton from the raw stage to the finished product

Textiles

Sugar

Spices

Baking powder

Leather

Rubber

Oil products

Pictures of American industries

4. Large sheets of cardboard fitted with elastic bands often serve to hold small bottles containing specimens.

5. Frequently, the manufacturers of products are willing to give classes sample exhibits of their products. Through the courtesy of the American Sugar Refining Company, one English class has in its museum an exhibition of thirty-six bottles of sugar and its various sirups. Thirteen of these show the 'steps in refining, and twenty-three show different kinds of sugar in use by various trades.

6. In this Undertaking, the talk which accompanies the display of exhibits is of greatest importance. Be prepared to give a short talk upon any exhibit which interests you. Plan out the things you wish to say. Remember to stand up straight, facing the class. Speak slowly and distinctly, using simple words and complete sentences. If your classmates do not understand what you say, they have no chance to go back over your words to puzzle out the meaning.

7. Be ready to criticize the talks given by your classmates. Always mention the good points of the discussion first.

*a.* Was the talk interesting?

*b.* Did he "stick to the point"?

*c.* Did he speak distinctly?

- d.* Were there any mistakes in pronunciation?
- e.* Were any important details omitted?
- f.* What suggestions can you give him to help him make his oral English more effective?
- g.* What hints can you get from him which will help you to improve your own oral English?

8. If possible, arrange for the visit of a noted explorer or scientist who shall be the guest of your class. Questions concerning his transportation, fees, and entertainment may be discussed in class, for all arrangements rest with you.

9. Listen carefully to such a talk or lecture. Pretend that you are a newspaper reporter and write up the talk for your class paper or magazine. The best report will be printed.

10. Discuss these questions:

- a.* How would the bird talks given in class help prepare boys for the nature test given for first class Scouts?
- b.* How would Girl Scouts be helped in winning merit badges by the talks about birds, flowers, and trees, given in connection with this Undertaking?

11. At the end of the year you may take away your own specimens if you wish, or you may give them to the school to help start a permanent collection.

12. The following titles were chosen as the subjects for talks by the boys and girls of one English class:

What It Means to Work like a Beaver  
How Nature Prepares Trees for Winter  
Building Materials in Everyday Use  
Trees That Make Winter Beautiful



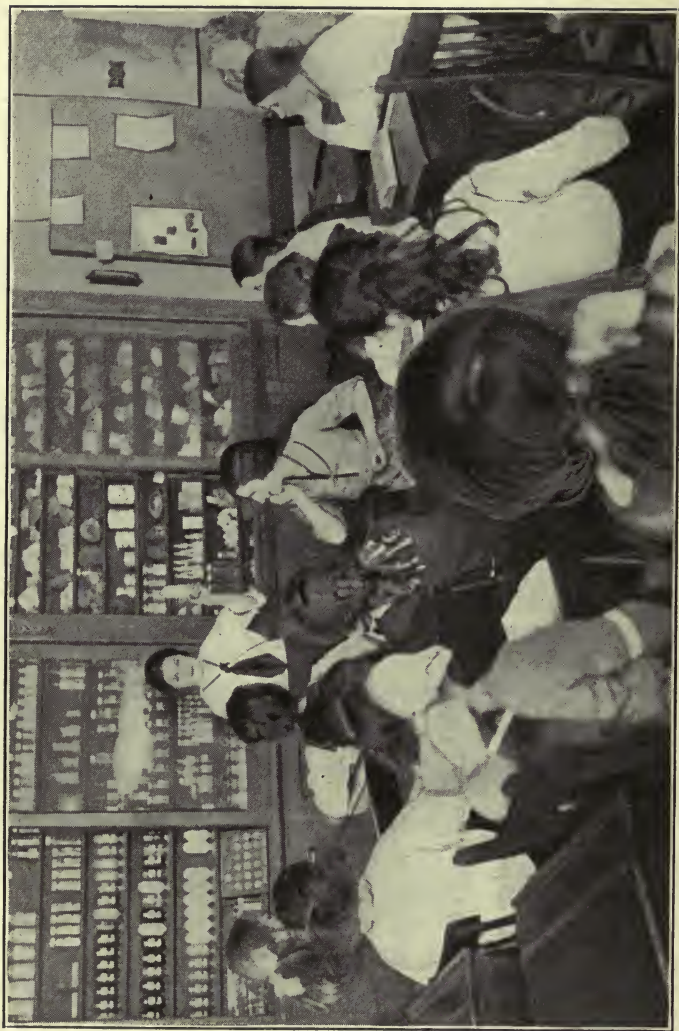
- The Fishing Industry (Each group of pupils discussed a different part of the subject)
- Opera Singers in Birdland
- Plants Used in Medicine
- How Grandfather Traveled
- May Flowers
- My Collection of Coins
- The Story of the Honey Makers
- The Larch Tree — a Favorite with Birds and Children
- Indian Weapons
- The Sugar Exhibit

**The Sugar Exhibit.** — The girl who gave this talk introduced her subject in this way :

Although to-day we seem to consider sugar one of the great necessities of life, all of us may not be aware that its use as a common article of food is only about three hundred years old. The cultivation of sugar was carried on before that in India along the Ganges River and the natives there knew how to boil the cane juice and obtain sugar from it. The Egyptians, the Chinese, and the natives of the East Indies also cultivated the cane in those early days. The Arabs probably carried it into Southern Europe at the time of the Arab invasion of that part of the world.

Spanish explorers of the early fifteenth century brought the cultivation of cane sugar across the Atlantic Ocean to the West Indies, with the result that one of these islands — Cuba — has become the greatest source of cane sugar in the world for the United States.

Sugar comes to the refineries in the raw state. The very interesting exhibit before us shows the process this raw sugar passes through before it comes to our tables.



THE CLASS MUSEUM

## PART XV. CAMPAIGNS

IN the days of chivalry, mail-clad knights, armed with shield and spear, rode through the land to defend the right and to punish the wrong. To-day there are thousands of American boys and girls who are as truly knights, campaigners, and crusaders. Look up the word *campaign* in the dictionary. Does it always represent political or military activities? Is a campaign a crusade? Ask some one to tell you, or find out for yourself, about the Children's Crusade of 1212. Perhaps, you have already taken part in a campaign called a *drive*. A Junior Red Cross drive, a health campaign, a week devoted to morals and manners, and a campaign for better English are but a few of the campaigns which have been conducted by boys and girls about your age in connection with their English work.

Such an Undertaking as this calls for much originality and thought and common sense on your part, but it is sure to prove interesting. Many people in the community will wish to know about your plans, so you must give publicity to the campaign. Letters to the mayor, editorials in your school paper, and talks before your classmates or groups of people in your neighborhood, all help to make the campaign successful.

**YOUR UNDERTAKING**

*To help arrange and carry on a public health campaign.*

**Instructions. —**

1. Discuss with your teacher and classmates the advantages to your school and to the community of such a campaign.

2. Write upon the blackboard a list of the plans you hope to carry out.

3. Choose a committee to lay this Undertaking before the principal of your school, and let another committee discuss your plans with teachers in your building, asking them to coöperate with you.

4. Write to a person of prominence in your community, asking him to speak to your class upon a subject of importance in the campaign. Each pupil will write a letter and the best letter will be sent. Make arrangements for one of your classmates to introduce the speaker.

5. Be prepared to make short campaign speeches — not over two minutes — before other classes or groups of your townspeople.

6. If possible, arrange to give a short play in which your plans and purposes for the campaign are clearly set forth.

7. Make streamers, banners, and posters to help you advertise your campaign. The posters may be 28 inches by 22 inches in size and each should bear an illustrated slogan. Display such posters as effectively as possible upon the walls of your classroom or of the halls. Sometimes a reward is offered for the best poster.

8. Write to the editor of one of your local papers, calling attention to your campaign.

9. Write jingles and parodies about the campaign.

10. When giving your talks during the campaign, pay special attention to the pronunciation of your consonants in such words as hearing, seeing, doing, and the like. Remember that a word spoken indistinctly denotes carelessness and that a word mispronounced denotes ignorance.

11. Try to make the expression of your thought effective by the use of simple figures of speech.

12. Write up the results of your campaign for the school paper. Perhaps, the local papers will be glad to have you act as reporter for them during the campaign.

13. Study carefully these special suggestions:

*a.* Discuss the value of modern knighthood. Compare dragons of old with disease dragons of to-day.

*b.* Choose one of the following subjects to investigate and report upon in class:

Why school children should be tested for defects of eye, ear, nose, and throat.

Conditions in your community which are menaces to public health.

The duties of public health officers in your community. In what way can you coöperate with these officers?

How pure food laws have benefited the community. What danger lies in the use of patent medicines?

The effect of open-air schools upon the health of teachers and pupils. How does the air

breathed out differ from that breathed in? From the standpoint of health, why is a sleeping porch one of the most profitable investments that can be made?

State laws in regard to common drinking cups and roller towels.

- c. Arrange a debate upon one of the following subjects:

Vaccination of school children should be compulsory.

The fly is more dangerous to public health than is the mosquito.

Medical inspection of school children should be controlled by the school board and not by the local board of health.

- d. Form a league of Modern Health Crusaders. Write to the National Tuberculosis Association, 370 Seventh Avenue, New York City, for definite information as to how such a league may be formed. Free circulars will be sent you upon receipt of your request.

### ***SIMILAR UNDERTAKING***

- 1. To conduct a campaign for the protection of birds.*

#### **Instructions. —**

1. Follow the instructions given in the preceding Undertaking on how to conduct a campaign.
2. The protection of birds may be best brought about by the formation of a Bird Club. Such a club, composed of all the pupils of the class, may be called the Audubon

Club. Write a letter to the National Association of Audubon Societies, 1974 Broadway, New York City, asking that details and suggestions for forming such a club be forwarded to you. The society will gladly send you circulars.

3. Ask your school librarian to devote a shelf to books about your feathered friends.

4. Keep a record of the work your club accomplishes, so that your final report in class may be accurate.

5. Be prepared to give a short speech before the pupils of another class upon the subject: "How to Protect the Birds Found in This Vicinity."

6. Keep a record or bird diary in which you note: food habits of birds, bird enemies, methods for attracting birds, number of bird houses, feeding places and fountains constructed because of your campaign, characteristics of the different birds, how birds benefit your community.

7. Read pages 129-136 of Baynes' *Wild Bird Guests* for valuable suggestions about your bird conservation campaign.

## *II. To help plan and carry on a Thrift campaign.*

### **Instructions. —**

1. Ask the pupils in the various grades of your school to compete with you in a stamp sale contest. Each Friday at the close of school, give your teacher a record of the thrift stamps purchased by you during the week. The room having the largest average number of thrift stamps for each pupil will have the honor of hanging the Thrift banner upon its walls for the following week.

2. Set a definite sum for your class to save and remember

that the ideas of Thrift week should last throughout the year.

3. Write to a person prominent in your community asking him to speak to your class about the value of "A Penny Saved," or "Wise and Careful Buying."

4. Write to another friend of the school asking him to donate a Thrift banner.

5. The following account was written by a pupil in the eighth grade :

Thrift week resulted in the sale of stamps to the amount of \$187.51. The third grade holds the record for the week, \$37.00. Twenty-two different pupils took part. The second grade holds the second place with \$29.13. The seventh grade is the first to report 100 per cent participation. Other classes are approaching the goal.

6. Here is part of a letter sent out by the Secretary of the Treasury urging cultivation of habits of thrift and economy :

To the School Boys and School Girls of America :

In addressing the twenty million or more school boys and girls of this country, I am addressing the citizenship — the business and professional men and women, the producers and consumers and the home makers of only a few years hence. The responsibility of all the problems of our country will ultimately fall upon you.

\* \* \* \* \*

The habit of earning and saving money is a most interesting and happy one. I am sure that this habit has become so fascinating to you that you will continue to earn and to save through all the months and years to come and keep investing what you save in government securities.



It is my personal hope that the lessons of thrift that are being taught in your school may help you to develop in your life permanent habits of saving and thereby lay a foundation for your personal happiness and usefulness and ultimately for a bigger and better America.

Sincerely yours,

Carter Glass

*III. To help arrange and carry on a Safety First campaign.*

**Instructions.** —

1. The aids used in your Safety First campaign may include the following:

Safety First buttons, posters for bulletin boards, talks by prominent persons about subjects connected with the campaign, short speeches by each member of the class, first aid talks and demonstrations by Boy Scouts or Camp Fire Girls, and motion pictures which show safety first devices.

2. Discuss with your teacher and classmates recent accidents in your community, their causes, and the ways to prevent them. Find out how many automobile, railroad, and electric car accidents there were in your city last year. How many industrial accidents were there? Why is the matter of Safety First of such importance?

3. Arrange a class debate with this as a subject:

The White Cross (the national organization for the safety of industrial workers) is a greater rescuer from constant peril than is the Red Cross.

4. The watchword of the Red Cross is, "The prevention of accidents and the prevention of infection." How does this slogan apply to you?

5. The class may be divided into groups which will investigate and report upon your state laws for Safety First in regulating railroads, mines, automobiles, factories, large corporations, and foods.

6. Write for suggestions in regard to safety methods and appliances to The National Council of Industrial Safety, New York City, or to The National First Aid Association of America, Arlington, Massachusetts.

*IV. To help carry on a Clean Up campaign.*

**Instructions.** —

1. Be prepared to discuss the following questions:
  - a. What part can I play in the Clean Up campaign?
  - b. In what way does the beauty of the community as a whole depend upon the care which I take not to litter the streets and parks with paper and other refuse?
  - c. Why ought I not to deface walls and fences?
  - d. Is it possible for my class to coöperate with other community agencies during Clean Up week?

2. Make a list of at least five rules for your campaign. Let each pupil suggest one rule and give his reasons for believing that rule of importance.

The few rules mentioned below may suggest many other rules to you.

Keep the yards clean.

Take care not to litter the streets, parks, vacant lots, school yards, or alleys with paper, garbage, or other refuse.

Swat the fly.

Obey anti-spitting laws.

3. Explain in class one thing that you did to help clean up. Be accurate. Give exact names, figures, and locations. During your talk you may use photographs taken before and after your campaign.

*V. To conduct a crusade against the fly.*

*VI. To conduct a campaign for better school playgrounds.*

*VII. To conduct a campaign for a new school building.*

*VIII. To arrange and take part in a Morals and Manners campaign.*

*IX. To arrange and conduct a drive for the Junior Red Cross.*

*X. To plan and take part in a campaign for Americanization.*

*XI. To arrange and carry on a Victory drive for Better English.*

### Instructions. —

1. Study carefully the general suggestions for conducting a campaign, given in the first part of this chapter.

2. Arrange with the teachers of your school to give fifty per cent credit to subject matter and fifty per cent credit to English, during the week. In each class express every answer in a complete sentence.

3. Write jingles and parodies and make posters containing illustrated slogans. The following slogans were written by boys and girls:

*a. Honor thy father and thy mother and thy mother tongue.*

*b. Good speech is better than fine clothes.*

c. Be 100% Americans. Speak English.

d. The golden key to success — Good English.

4. Make tags bearing the words *Better Speech Week*, the date, and the name of your school. Tie a tag upon each pupil who makes a mistake in the use of English. Collect from the pupil a fine of one cent for each mistake. Turn all fines over to the class treasurer to buy a prize for the pupil who makes the fewest mistakes during the week.

5. If you wish, you may provide a Blunder Box instead. When you make a blunder in the use of English you must write out your mistake with its correction and deposit both in the box.

6. Sometimes it is more convenient to jot down in a notebook all the mistakes in English heard during the day. During the last fifteen minutes of the afternoon session you will be given a chance to read your list and to correct the mistakes. Be prepared to give the reasons for your corrections.

7. Arrange for a Better English composition contest.

8. Hold a funeral service for Poor English. The grave may be made by arranging dictionaries and encyclopedias in a hollow square.

9. Make bad speech bugs. These bugs or imaginary animals represent the common mistakes in the use of English and are labeled *haint* and *becuz* and *hadn't ought to*, etc. When such bugs are cut from black and red or yellow paper, the effect is startling. Displayed upon the walls of the classroom, the bugs will remind you of mistakes to be avoided.

10. Write a little play or dialogue to aid the Better Speech cause. Perhaps the following characters will assist

you: Mother Tongue, Miss Pelling, Mr. English, Miss E. Ficiency, Miss Take, and Private Slang.

11. For the month following Better Speech week, arrange to have a reporter in each class who will make a note of mistakes in English. Each pupil will act as reporter for one recitation period. Be prepared to indicate mistakes when it is your turn.

## PART XVI. VERSE-MAKING

How would you like to receive a letter like this which the great Bishop Phillips Brooks wrote to one of his little nieces?

Little Mistress Josephine,  
Tell me, have you ever seen  
Children half as queer as these  
Babies from across the seas?  
See their funny little fists,  
See the rings upon their wrists;  
One has very little clothes,  
One has jewels in her nose;  
And they all have silver bangles  
On their little heathen ankles.

\* \* \* \* \*

Do you want to know their names?  
One is called Jee Fingee Hames,  
One Buddhanda Arrich Bas,  
One Teehundee Hanki Sas.

\* \* \* \* \*

Aren't you glad then, little Queen,  
That your name is Josephine?  
That you live in Springfield, or  
Not at least in old Jeypore?

Perhaps, you have seen in one of the arithmetic scrap-books which Abraham Lincoln kept as a boy, and which is

still in existence, the following verse which he wrote underneath one of his tables of weights and measures :

Abraham Lincoln  
his hand and pen  
he will be good but  
god knows When.

Although he made mistakes in writing it he did make a rhyme. How would you like to write a rhymed letter or a verse of invitation or a new class song? You say you "cannot write poetry." Of course not. To write real poetry is out of the reach of most of us, but surely we may aim to know how to write a verse occasionally.

### YOUR UNDERTAKING

*To make an illustrated booklet of rhymes for a sick child.*

Suggestions. —

1. Your class booklet may contain an illustrated rhymed alphabet. For example, you might use "At the Zoo" for your title, then the rhymes might be something like this :

A is Armadillo, from tail tip to nose  
In armor that's sure to bring terror to foes.  
B are the Beavers who hunger appease  
By nibbling gently the bark from the trees.

Or for a booklet entitled "Our Class" your verses might begin like this :

A is for Anna — a timid young Miss  
Who says she can never write verses like this.

B is for Bob — a mischievous elf  
Who vows that he never hid mice on the shelf.

In this exercise, each pupil may represent one letter of the alphabet and write a verse corresponding to his letter, or each pupil may try to write a rhyme for each letter of the alphabet. As soon as all the pages of verse have been read in class and illustrated they may be bound into a booklet for the child by a class committee chosen for the purpose.

2. Your booklet may contain an illustrated rhymed letter.

3. Your booklet may contain verses upon any subject in which you are particularly interested: an athletic contest, trees, animals, birds, flowers, daily tasks, or winter pleasures.

4. While preparing the illustrated booklet, discuss with your teacher and classmates the meaning of each of these: verse, rhyme, stanza, and foot. Where can you find the meaning and illustration of each word? It may help you to note that the word *rhythm* means "a flowing," the word *verse* means "a turning," and the word *meter* means "a measure."

5. Read aloud the following verses to see if you can tell why the sounds flow so easily from your lips:

a. THE SEAL'S LULLABY

Where billow meets billow, there soft be thy pillow;  
Ah, weary wee flippering, curl at thy ease!  
The storm shall not wake thee, nor shark overtake thee,  
Asleep in the arms of the slow-swinging seas.

R. KIPLING



b. THE UNSEEN PLAYMATE

When children are playing alone on the green,  
 In comes the playmate that never was seen.  
 When children are happy and lonely and good,  
 The Friend of the Children comes out of the wood.

R. L. STEVENSON

- c. O bright flag, O brave flag, O flag to lead the free!  
 The hand of God thy colors blent,  
 And heaven to earth thy glory lent,  
 To shield the weak, and guide the strong  
 To make an end of human wrong,  
 And draw a countless human host to follow after thee!

H. VAN DYKE

6. If you "beat time" to a verse of poetry and mark each accented syllable thus (/) you will find that you have emphasized your words like this:

He pray/eth best,/ who lov/eth best/  
 All things/ both great/ and small./

S. T. COLERIDGE

I saw/ you toss/ the kites/ on high/  
 And blow/ the birds/ about/ the sky;/  
 And all/ around/ I hear/ you pass,/  
 Like lad/ies' skirts/ across/ the grass./

R. L. STEVENSON

7. Read aloud the following verses and mark the syllables you emphasize:

Go down to Kew in lilac-time, in lilac-time, in lilac-time;  
 Go down to Kew in lilac-time (it isn't far from London!)

And you shall wander hand in hand with love in summer's  
wonderland ;

Go down to Kew in lilac-time (it isn't far from London !)

ALFRED NOYES

Home they brought her warrior dead ;

She nor swooned nor uttered cry.

All her maidens, watching, said,

“She must weep or she will die.”

ALFRED, LORD TENNYSON

Tell you what I like the best —

'Long about knee-deep in June,

'Bout the time strawberries melts

On the vine, — some afternoon

Like to jes' git out and rest,

And not work at nothin' else !

JAMES WHITCOMB RILEY

Ye who believe in affection that hopes, and endures, and is  
patient,

Ye who believe in the beauty and strength of woman's devotion,  
List to the mournful tradition still sung by the pines of the  
forest ;

List to a Tale of Love in Acadie, home of the happy.

H. W. LONGFELLOW

As I drew in my head, and was turning around,

Down the chimney St. Nicholas came with a bound.

He was dressed all in fur from his head to his foot,

And his clothes were all tarnished with ashes and soot.

CLEMENT C. MOORE

Then the little Hiawatha

Learned of every bird its language,

Learned their names and all their secrets,

How they built their nests in summer,

Where they hid themselves in winter,  
 Talked with them when'er he met them,  
 Called them "Hiawatha's Chickens."

HENRY W. LONGFELLOW

For the angel of Death spread his wings on the blast,  
 And breathed in the face of the foe as he passed.

BYRON

8. Are any of the preceding stanzas alike in the way they flow along; that is, are they alike in their rhythm? How many different kinds of verses are illustrated above? Bring to class a poem from a current magazine or newspaper in which the rhythm is like any one of these.

### SIMILAR UNDERTAKINGS

*I. To compose short, simple rhymes for one of the following: birthday greeting cards, Easter cards, Christmas cards, New Year's greetings, rhymes for Valentine Day, or verses to be sent with May-baskets.*

*II. To compose simple verses for special occasions: any class celebration, a school festival, Memorial Day, Washington's Birthday, Flag Day, Fourth of July, or Labor Day.*

*III. To write a rhymed letter to a friend.*

*IV. To put one of Æsop's fables into verse.*

*V. To write verses for an illustrated calendar.*

*VI. To write verses descriptive of some athletic contest.*

*VII. To write verses of invitation to the pupils of another class. Ask them to attend a class debate, a picnic, a straw ride.*

*VIII. To make an illustrated booklet for a sick classmate.*

*IX. To write verses to be used in a book of "snapshots."*

*X. To write a class or school song.*

**Instructions.** —

1. Use the music of some popular song or the words of one of your favorite short poems as a model.
2. Do not try to write a long song. Two or three stanzas are enough.
3. Your verses may be humorous or serious, as you wish.
4. Remember that every line of verse begins with a capital letter. Write neatly, punctuate correctly, and give your song a title.

## PART XVII. DIARIES

A DIARY is not unlike a little letter to yourself, jotted down in a book at the end of each day. For a *diary* is a record of daily events. What you do, what you see, what you think, what you feel, — any or all of these things may be written in your diary. Some people write in their diaries mostly about the weather, but there are many other interesting subjects to write about. If you have never seen a little record book or diary you will be helped in this Undertaking by asking to see one at any book store. Some pupils about your own age have greatly enjoyed pretending that they were birds, dogs, horses, and flowers, so that they might keep the diary of something other than themselves. For example, one eighth grade girl wrote the following entry in Mrs. Robin's diary :

June 20, 1921

I arose early this morning to find worms. I had fairly good luck but the children were so hungry and their mouths were open so wide that I almost despaired of filling them. I found a few ripe cherries in Farmer Jones's garden but some curious, flapping white rags startled me a good deal. Mr. Robin's voice seems to be improving. His song this evening was very sweet and clear and I think that it helped lull the babies to sleep. Three times since I went to bed, however, I have had to get up and sing to them myself, "Cheep, cheep, go to sleep." I hope that to-morrow will be a restful day.

*YOUR UNDERTAKING*

*To keep a record in a diary.*

Instructions. —

1. Imagine that you are a pupil in some foreign country. In a diary, keep a record of the five most interesting days of last summer. You may choose any five days — vacation days, school days, Sundays, holidays, or work days.

2. Consult your geography, the encyclopedia, or any other book of reference, to find out about the daily life of the boy or girl you have chosen to impersonate.

3. As you jot down the record of each day, show why the day was a little different from any other day in your life.

4. Date the entry. Give month, day, and year.

5. Be careful to abbreviate and punctuate correctly. Do not omit the subjects of sentences. Use the most interesting words you can think of, to describe the events of the day. Make pencil sketches, or cut pictures from old magazines or books to illustrate your diary.

6. Use any of the suggestions given below that you wish, in writing your entries. Describe

*a.* The appearance of your home — outside or inside

*b.* Your clothes

*c.* Your games

*d.* Your playmates or playground

*e.* Your work

*f.* Your school — building or studies

*g.* The streets of your town

*h.* In fact, mention any item of information which might interest an American boy or girl.

7. The following list is merely suggestive but you may choose any subject mentioned here :

- Imagine yourself to be a boy or girl from Japan
- A French or Spanish boy or girl
- A boy from any country in South America
- A boy from South Africa or a girl from Northern Africa
- A girl from Korea
- A Chinese school boy
- A school pupil in the Panama Canal Zone
- A boy whose home is in the Alps
- A Russian school girl
- A pupil in Norway or Sweden

8. You may imagine that your home is in any of the following places :

- |                   |            |
|-------------------|------------|
| The British Isles | Porto Rico |
| Eskimo Land       | Holland    |
| Australia         | Mexico     |
| Belgium           | Turkey     |
| Italy             | Cuba       |

### **SIMILAR UNDERTAKINGS**

*I. To keep a travel diary for one week.*

**Suggestions.** — Imagine that you are taking a trip through any foreign country. Write down for each day an interesting account of your experiences.

*II. To keep a diary for your favorite animal.*

**Suggestions.** — Imagine that you are a bird. Keep a diary for one week. Mention any or all of the following topics in your daily entries :

Nest or home  
Food  
Care of young  
Color  
Size  
Shape  
Enemies

*III. To keep a diary.*

**Suggestions.** — Imagine that for one week you are your favorite historical character. In your diary, record events of greatest interest to you. Instead of the words *historical character* in the above suggestion you may substitute one of the following: hero, poet, author, artist.



## PART XVIII. THE CLASS PUBLICATION

WHEN the Pilgrims came to America to establish a republic of ideas they may be said to have considered the printing press a far more formidable weapon than their old bell-mouthed fowling pieces. In 1638 the first press was brought over and set up at Harvard College. Two years later the *Bay Psalm Book* was published. To-day there are mechanisms of many kinds for the rapid printing of the smallest label or the largest sheet in black or many colors; machines for folding, sewing, and binding books, as well as the arts of stereotype, electrotpe, and photo-engraving. The total yearly circulation of periodicals of all classes, including daily papers, is more than 14,041,921,066 copies. The idea of the Pilgrims has been gloriously vindicated.

Have you ever seen a paper or magazine published by boys and girls? What type of paper was it? What features did it contain? Why would you enjoy helping edit such a school paper? Find out if you can, whether the papers issued by other schools are printed upon school printing presses or are published in some other way. Debate informally one of the following questions: *The English work of this school will be helped by a school printing press, or, The best work in written composition should be published in a school magazine.*

**YOUR UNDERTAKING***To help publish a school paper or magazine.*

**Suggestions.** — Several methods for publishing a school paper are suggested here. Read the suggestions carefully but do not let these hints limit you in your Undertaking.

1. Talk over with your teacher and classmates the possibility of publishing a class newspaper or magazine.

2. Select a name for your paper.

3. Write letters to other schools, asking for copies of their school or class papers.

4. Vote upon one of the following ways of publishing your paper :

*a.* Publish it once a month by having it read aloud in class. Each reporter reads his own contribution.

*b.* Publish it by having the copies mimeographed.

*c.* Publish it as a magazine, two or three times a year. Perhaps you can obtain money enough from subscriptions and advertisements to have a Christmas and a Commencement number printed and illustrated.

5. Choose an editor-in-chief and several assistant editors. This board of editors will collect the material and arrange it.

6. Choose a business manager. If the paper is to be printed, he will have charge of subscriptions and advertising.

7. With the two or three other pupils in your group, be ready to act as reporter for some one department.

8. Choose which of these departments you wish to work for. After discussion by the teacher and the class, any department listed here may be omitted :

*a.* School News

This department takes care of personal items, morning exercises, speakers, lectures, and parents' meetings.

*b.* Stories

*c.* Poems

*d.* Editorials

*e.* Clippings

*f.* Reports

This department deals with all reports of trips, excursions, visits to industrial plants, offices, etc.

*g.* Jokes

For this department no extra credit is given.

Every pupil in the class may send in material if he wishes.

*h.* Sports or Athletics

*i.* Articles contributed by the Faculty

*j.* Alumni News

9. Arrange a trip of inspection to some printing plant near your school. Do not go unless arrangements for the trip have been made with some official of the company. Be sure that your teacher accompanies you on the trip.

10. After all the material for a given number of the paper has been handed to the editor-in-chief, he will return portions of it to you and your classmates for correction. Upon the back of the paper, note all mistakes in spelling, grammar, capitalization, punctuation, paragraphing.

11. Return the paper to the editor who will give it to your teacher for final revision.

12. Drawings or photographs, intended for illustration, should be handed in on separate sheets of paper.

**Writing news items.** — When writing news items you may find it helpful to ask yourself the following questions as you write the story :

What happened?

To whom did it happen?

When did it happen?

Where did it happen?

Why did it happen?

How did it happen?

Perhaps, you will find it less difficult to remember the proper questions if you memorize this verse of Kipling's.

I keep six honest serving men

(They taught me all I know)

Their names are What, and Why, and When,

And How, and Where, and Who.

**Preparation of manuscript.** — Prepare your manuscript for the editor in this way :

1. Use unruled white paper.
2. Write on one side only of the paper.
3. Leave a margin at the left of the page.
4. Indent the first line of each paragraph.
5. Spell correctly.
6. Number the pages in consecutive order.
7. Do not crowd the words on a page.
8. Use clear, simple, vivid words.

9. Place the title about two inches from the top and about one inch above the first line of your story.

10. Typewrite your work, if you can.

11. Black ink should be used for handwriting.

12. Hand in all manuscript *flat*. Do not fold or roll it.

**Correction of proof.** — If your paper is to be printed, the printer will return to you proof for correction. The following hints may make your work of revision more workmanlike in appearance.

1. Make corrections in ink.

2. Make corrections in the margin — never between the lines.

3. Use these proof reader's marks :

¶ = New paragraph,

∧ = Insert (put in whatever has been omitted),

δ = Omit,

*sp.* = Spelling,

□ = Change the order of the sentence, example,  
Fred's book [ there ] is.

*cap.* = Capital letter,

*l. c.* = Lower case,

∧ = Comma,

∨ = Apostrophe,

“ ” = Quotation marks,

No ¶ = No paragraph,

⊙ = Period,

*Qy.* = Is this correct?

**Specimen News Stories.** — Read over the following news stories to see if each answers the questions: What? When? Where? Why? How?

# 3 KILLED, 2 HURT BY ROCK SLIDE IN CAVE OF WINDS AT NIAGARA

## TOURISTS ON BRIDGE SWEEP AWAY BY SHALE

Guide Averts Panic—Men  
from Maid of Mist  
Recover Bodies

## ANOTHER PARTY WITNESSES TRAGEDY

NIAGARA FALLS, N. Y., Sept. 6—Three persons were killed and two injured this afternoon when a slide of shale rock forced out the fourth bridge leading to the old Biddle stairway at the cave of the winds, on Goat island.

The dead are: A. Hartman of Brooklyn, Louise Hartman, his wife, and Clara M. Faust of Pittsburgh.

### Two Seriously Injured

T. W. Lee of Pittsburgh and Frank R. Haehling of Detroit are at a local hospital,

where they are suffering from serious injuries.

The dead and injured were members of a party of tourists and were just completing the circuit of the four bridges in the cave when the slide began. Mr. and Mrs. Hartman were in the middle of the bridge; Rufus Robinson, a guide, was leading the way up the stairway, followed closely by Haehling and his wife and Lee. Miss Faust had hold of one of Lee's hands. Mrs. Haehling was uninjured, but suffered from shock.

The noise of the falling rock was drowned by the roar of the cataract, and the first intimation that Robinson had of the accident was when Lee cried out as Miss Faust was torn from his grasp by the falling rock. Mr. and Mrs. Hartman were almost buried by the rock and dirt.

Another group of tourists, led by Edward Perry, a guide, stood terrified as they saw the slide force out the bridge. For a moment panic reigned, but Perry commanded the tourists to retrace their steps over the way they had come, and they were brought safely around the circuit to the main stairway and up from the cave.

The bodies of the dead were recovered by men from the steamer Maid of the Mist, who made their way in a row boat into the back of the falls. The bodies were carried to the landing on the American side.

# CHELSEA BOY, 2, CLINGS TO 'OLD GLORY' ALTHOUGH LOST

## Missing Polish Lad Waves Flag to Keep Up His Lagging Courage as Wintry Blasts Chill Him

Little Steve was lost—hopelessly lost in Bellingham square, Chelsea. Trolley cars clanged by, automobiles honked, and grown-up persons hurried along with hardly a glance at the boy who stood alone near the curb.

Steve was lost but he didn't seem to care. He had his flag, which he waved at intervals to keep up his lagging courage. The flag, with the stripes somewhat soiled, was as large as Steve, but when the wind swept around the corner and attempted to wrest it from his grasp, he clung to it valiantly.

The tot's face was blue with cold and he had no cap to cover his yellow thatched head. His blue suit was of little protection against the chill blasts. Steve was as true blue as his blue eyes for he whimpered not; he just stood there on the corner and waved his flag.

### Takes Waif to Station

When a large man in a blue uniform with brass buttons came along and stopped beside him, Steve just looked at him inquiringly, and even when the large man asked him his name and where he lived he waved the flag.

He was not surprised when the blue-coated person picked him up in his arms and carried him down the street. Then passers-by stopped to look, for the tot's face was wreathed with smiles and the flag waved vigorously.

When Officer Bradley reached the police station with his find he deposited

him in a nice, big chair near a radiator and then purchased a large, red apple at a nearby stand.

"Keep him from squalling," he explained, somewhat sheepishly. Steve munched the apple with evident approbation and made friends with all the policemen who came in from their beats.

"Best kid we ever saw," was the opinion of all. At one time Steve started to fill up with tears, but he choked back his sobs and took another bite of the apple.

Then his mother appeared at the station. Alas, little Steve, the brave, showed that he was just a very small boy, indeed, and that he had been just dying for mother's arms and mother's words. He burst into tears, and truth be it, howled miserably when his mother lifted him to her bosom.

### Steve "Some Patriot"

The lad is Stephen Krovalski. He is 2 years old and lives at 140 Poplar street. Ever since Armistice day, when he saw the soldiers parade, he has insisted on having "old glory" with him all the time.

Mrs. Krovalski was busy in the rear of the house yesterday and Steve was marching up and down on the front sidewalk. In his enthusiasm he marched too far from home and lost his way.

Steve is of Polish descent, but he has proven already that he will make a good American citizen. As one policeman said, "He is sure some patriot."

BOSTON EVENING RECORD, THURSDAY, JANUARY 15

*Patsy's Home Again;  
Blind Owner Happy  
To Regain Her 'Eyes'*

LYNN.—"Patsy" is home again, and blind Mrs. Olive Ingraham, 70, and helpless without him, is happy again.

Patsy is just a wee bit ashamed and repentant, but he's forgiven for playing truant.

Maybe it was just plain wanderlust—maybe the scent of a particularly luscious bone some other carefree pup was taking home—but the fact remained that Patsy forgot he was charged with being the "eyes" of his blinded owner. So he broke his leash and ran away.

When Lynn school children heard of his defection, they instituted a 12,000 boy-and-girl search for Patsy. Finally the stray was found tied in the home of a tender-hearted youngster who had found him shivering in the streets.

But Patsy's home again and all's well.

## THE LIP-LAZY AMERICAN

### AN EDITORIAL

The average American is lip-lazy. Thousands of us speak back of our teeth, or through our noses, or behind our lips. We do not open our mouths when we speak; or if we do we yell or scream. A well-modulated voice is the exception; clear enunciation is exceeding rare.

I was very forcibly impressed with this fact at the Americanization Conference held in Washington last spring. Here was gathered a company largely made up of pedagogues; of men and women high in positions of public instruction or education, who, in their places, were recognized as authorities in teaching;



whom their communities had raised to positions where what they said counted for much in the direction of public training. Yet one could only in the exceptional instance understand what was said. During the four days of the conference I heard over one hundred persons speak from the platform and the floor. Of all these speakers only eight, by actual count, opened their lips and clearly enunciated their words. In a number of instances the speakers could not be understood within twenty feet of where they were speaking. The majority could not be heard at the back of the small auditorium.

Note in any gathering in which you find yourself within the next few days, public or private, and watch how many persons open their lips and speak distinctly, and the result will be surprising and humiliating.

“I do not expect ever to speak in public. Why trouble?” is a favorite argument in defense of lip-laziness. But it is not a question of whether one is destined to speak in public or not. How often do we find ourselves in a position where something that we know or have to tell — some experience — is of interest to a home company or to a small group. Those of us who teach in classroom or in Sunday school, or who speak in small meetings of club, guild or what not, who appear in plays or entertainments, or whose vocations in life depend on the use of the voice in explaining or selling — the necessity for clear speech is vital to thousands. In business matters it is almost indispensable to man or woman. No matter how thoroughly conversant we may be with a subject, if the capacity is not there to express that knowledge clearly, if the proper use of the lips or the voice is foreign to us, we are placed at a decided disadvantage. A clear enunciation, a knowledge of the emphasis on the right words, the capacity to make the lips express what the mind knows, are absolutely vital and may mean the difference between getting our message “over” or not.

Our children should be taught, not alone to learn the English language, but also how to speak it. There is no earthly reason why the American should go on with his present slovenly method of speech—his lip-laziness. One can learn to speak distinctly as easily as one drifts into speaking unintelligibly.

There are some things in our American life that we should *not* carry on, and one of them is our universal habit of lip-laziness.

### SIMILAR UNDERTAKING

#### *I. To make adequate use of the school printing press.*

**Suggestions.** — When making arrangements for the publication of a school paper, you discussed the benefits resulting from a school printing press. If your school already has such a press, you will find this Undertaking very interesting.

1. The products of the school printing press include the following:

Spelling lists for various grades

Bulletins

Entertainment literature (including programs, notices, and tickets)

Outlines for class use

School songs

Posters

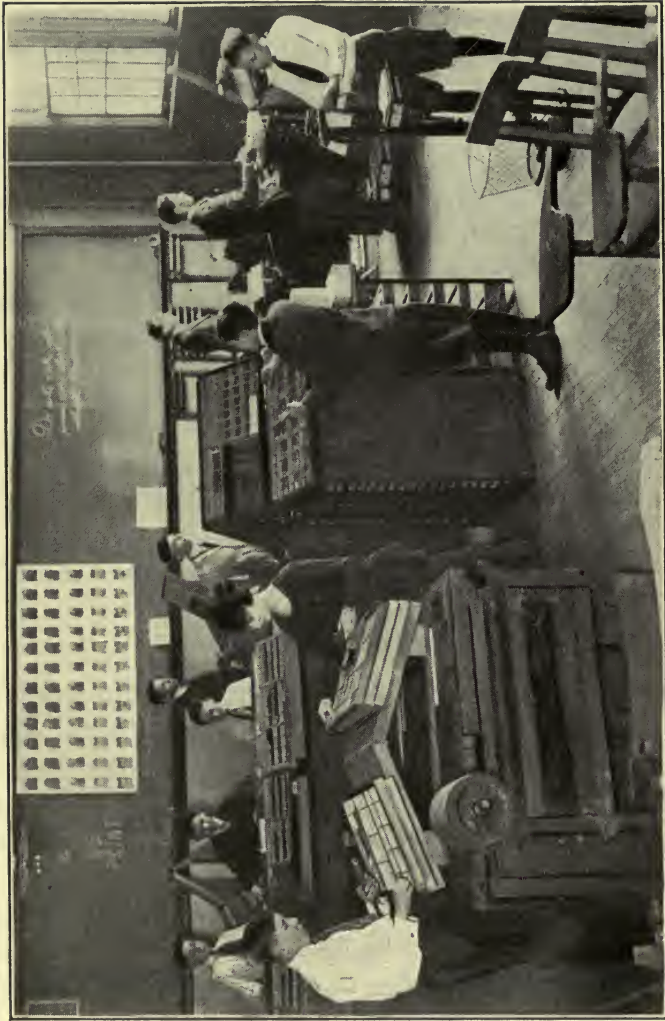
Memory gems

Report cards

Best work in English

School paper

The entire responsibility for getting out the paper — the composition, typing, proof reading, printing, and binding — rests with the pupils of your class.



*Courtesy of American Type Founders Association*

**THE SCHOOL PRINT SHOP**

2. Study the directions for correcting proof found in the preceding Undertaking. When it is your turn to set up proof, aim to make as few mistakes as possible. Pay especial attention to spelling, paragraphing, punctuation, capitalization, and spacing.

3. Once a week the recitation may be set up in type. A different group of pupils from your class will prepare each exercise. The group will pull proof for the entire class; each pupil is given one proof to read and correct.

4. The following composition subjects will prove of unusual interest if you have time to investigate them :

The Invention of Printing by Gutenberg

Cuneiform Writing of the Assyrians

Hieroglyphic Writing of the Egyptians

A Study of Bookbinding

The Manufacture of Paper

For *Paper* you may substitute any other material used in the school print shop.

The Value of Illustration in Printing

5. In all your work with the printing press you should remember that you must have ideas to express before your work can be worth any effort. Nevertheless, the form in which you express your ideas is very important if you are to do skillful work. Work must be careful and accurate or it is a failure.

6. Letters may be written to the head of a printing shop in your city, asking him to give a talk to your class on "Printing." Each member of the class will write a letter and the best letter will be sent.

7. If possible, obtain lantern slides showing the "History

of Printing” and “The Making of a Magazine.” Such slides are frequently supplied to schools by the state department of education.

8. Requests for information about the use of the school printing press may be addressed to the American Type Founders Company (Education Department), 300 Communipaw Avenue, Jersey City, New Jersey.

## PART XIX. THE STUDY OF A LITERARY MASTERPIECE

How many times in your life have you said, "I wish I had something good to read"? By *good* you probably meant something which would prove interesting to you. So in order that you may be helped in your selection of "something good to read" this Undertaking has been suggested. Several of the literary masterpieces mentioned have been analyzed in some detail but many others have been merely named. Probably, you will not care to read even one half the books and poems suggested, but if the list given here is posted both in the school and in the public library, you will enjoy choosing some of the stories to read and talk over at home and at school. Stories of adventure and romance and tales of heroism and daring, and travel and exploration await you. Which will you choose first?

### YOUR UNDERTAKING

*To study one or more of the following literary masterpieces: Evangeline, Rip Van Winkle, The Courtship of Miles Standish, or The Lady of the Lake.*

**Instructions.** — Instructions will be given here which will apply to the study of any literary masterpiece. After these general instructions you will find special suggestions for the study of each particular masterpiece suggested.

1. Read the story through rapidly. Your teacher will set the time limit in which you are to complete your reading.

2. As soon as you have finished your reading, discuss the story in class. State three reasons why you did or did not enjoy it.

3. Arrange, if possible, to have a motion picture of the story shown at school or in a local theater. Excellent films of many of these masterpieces have been made and managers are usually glad to present them if requested to do so by schools. Accompanied by their teachers, classes often attend such performances in a body.

4. Dramatize in class the most important scenes in the story. Do not attempt to memorize the lines but with the book in one hand, try to bring out the author's meaning by means of facial expression, voice, and gesture.

5. Make an outline of the story for your notebook following this general order :

*a.* Name of story

*b.* Author's name

His nationality

Time of his birth and death

*c.* Setting of the story

When and where the action takes place

*d.* Important characters

*e.* Source of the story

*f.* Most important scenes in the story

*g.* Main idea of the story

**Study of *Evangeline*.** — As you read this beautiful story of love, try to find out: Who was arrested? Was any one sent to jail or was a more terrible punishment imposed?

Why were all the houses burned? What killed Evangeline's father? How did the long search end?

1. Follow the general directions for the study of a literary masterpiece.

2. Make a list of the new words — not proper nouns — which the study of this poem has added to your vocabulary. Record this list in your notebook and try to use at least two of these words every day for a week.

3. Select four figures of speech which you think add to the beauty of the poem.

4. What is the meaning of each of the following words? Look them up if you do not already know.

primeval

Druids

dower

angelus

wains

draughtboard

missal

Dryads

Normandy

Sunshine of Saint Eulalie

Scorpion

Titan-like

5. Describe one of the following:

*a.* The home of Benedict Bellefontaine, stating some reasons for his happiness and showing how his happiness was destroyed.

*b.* The village of Grand-Pré, giving an account of the life and customs of its inhabitants.

*c.* The Feast of Betrothal.

*d.* Evening on the Beach.

*e.* The Burial of Benedict.

*f.* The Prairie Home of Basil in Louisiana.

*g.* The Ozark Foothills.



6. Locate on the map :

Nova Scotia	Atchafalaya River
Gaspereau River	Adayes
Gulf of Minas	Wachita River
Grand-Pré	Natchitoches

7. Memorize *one* of the following :

- a. Father Felician's speech in the church, lines 466-482, Part I.
- b. Evangeline on the prairie, lines 1027-1059, Part II.

8. Write all the correspondence necessary in connection with a trip to the home of Evangeline. See special instructions in the beginning of this book, Part I.

9. Discuss the following questions :

If you had been in Evangeline's place what would you have done?

What was the meaning of the robber-bird story?

What led to the driving out of the Acadians?

Is this poem historically true?

What is the key-note or theme of the poem? It is stated in the prologue. Try to find it.

Why do you think Longfellow liked *Evangeline* best of all his poems?

On what two occasions did Michael the fiddler play for the pleasure of the Acadians? Describe one of these occasions.

What was the effect upon Evangeline of the stories told her by the Shawnee woman?

Why did Evangeline remain so long at the mission?

What lesson did her life of sorrow and trial teach her?

Henry W. Longfellow has been the most popular of all our American poets. Can you give any reasons for this?

10. Imagine yourself to be one of the following:

a. Father Leblanc

Tell the story of the necklace and its recovery.

b. The Commander of the English Soldiers

Address the Acadians, declaring them prisoners.

c. Gabriel

Tell the Black Robe chief at the Mission of your separation from Evangeline and of your search for her.

d. Evangeline

In after years tell of your happy childhood in Acadie.

e. An Attendant Nurse

Tell of Evangeline's work among the sick of Philadelphia and of her meeting with Gabriel.

**Study of *Rip Van Winkle*. —**

1. Read the story through rapidly.

2. Follow the general directions for the study of a masterpiece.

3. Pick out from this story fifteen vividly descriptive words.

4. What is the meaning of each of the following allusions?

Diedrick Knickerbocker

Stony Point

Woden

Anthony's Nose

Waterloo Medal

Hendrick Hudson

Queen Anne's Farthing

Frederick der Rothbart

Peter Stuyvesant

Babylonish jargon

5. Answer the following questions :

In what way did the houses in Grand-Pré differ from the Dutch houses in this story?

Why was Rip a favorite with the women of the neighborhood?

Why did children like him?

What is the significance of the fact that dogs never barked at him?

What were Rip's favorite pastimes?

What was Rip's chief characteristic?

How were the "odd-looking personages playing at ninepins" dressed?

What was the significance of the changed sign at the Inn?

What was Rip's attitude toward his new ruler, Washington?

Why was Irving one of the most important of American writers? What name is frequently given to him?

6. Imagine yourself to be one of the following :

a. Rip Van Winkle

Tell why it was useless to work your farm.

Describe your view from the Knoll in the Kaatskills.

Describe your feeling when you awakened from your long sleep.

Give an account of your reception as you approached the village.

b. Wolf

State your opinion of Dame Van Winkle.

## c. Nicholas Vedder

Describe the events of any afternoon when Dame Van Winkle appeared.

## d. Dame Van Winkle

Give an account of your trials with your shiftless husband.

## e. A Tavern Politician

Describe the sensation caused by the appearance of Rip followed by an "army of women and children."

## f. Judith Gardenier

Give an account of the reunion with your father and of his return to your home.

7. Imagine that you have been asleep for twenty years and have just awakened. Describe several of the great changes that have occurred in the United States in the past twenty years.

**Study of *The Courtship of Miles Standish*. —**

1. Read the story through rapidly.
2. Follow the general instructions given for the study of a literary masterpiece.
3. Dramatize several of the more important scenes. Do not attempt to memorize the lines.
4. Answer the following questions:

In what way does *The Courtship of Miles Standish* give a good picture of conditions in the Plymouth Colony?

Why are the references to the *Bible* of special importance?

Is this story true or fictitious?

What is the difference between rhyme and rhythm?

Give illustrations from this poem.

When did "friendship prevail over love"?

What was the story of "Bertha, the spinner"?

5. Contrast the conclusion of this story with the conclusion of *Evangeline*. Contrast John Alden and Miles Standish in regard to personal appearance. Contrast or compare Priscilla and Evangeline. Contrast life in Grand-Pré with life in the Plymouth Colony.

6. Describe one of the following:

a. The letter-writing scene between Miles Standish and John Alden, Part I.

b. The scene in which John gives Priscilla's message to Miles Standish.

c. The interview between John and Priscilla immediately after the departure of the *Mayflower*.

d. The house built by John Alden.

The descendants of John and Priscilla still live in the old homestead built on the site of this first house.

e. Give an account of the scene at Priscilla's house when word is brought of Miles Standish's death.

f. Describe the effect produced by Standish's return.

7. Imagine yourself to be one of the following:

a. Priscilla. Write a letter to a friend giving an account of John's wooing for Miles Standish.

b. John Alden. Give a report to Miles Standish of your interview with Priscilla.

c. Miles Standish. Describe the meeting of the council to decide on peace or war.

- d. Hobomok. Give an account of the meeting of Miles Standish with Wattawamat and Pecksuot.
  - e. The Captain of the *Mayflower*. Give an account of the events just prior to the sailing of your boat.
8. Explain the meaning of the italicized words in the following:
- a. This is the sword of *Damascus* I fought with in *Flanders*.
  - b. Truly the maxim is good, and I do not mean to *gainsay* it.
  - c. As in a floundering ship, with every roll of the vessel,  
Washes the *bitter* sea.
  - d. Gayly, with joyous laugh, Priscilla mounted her *palfrey*.  
“Nothing is wanting now,” he said with a smile,  
“but the *distaff*.”
  - e. Like a picture it seemed of the *primitive*, pastoral ages.
  - f. Straightway the captain paused, and without further question or *parley*,  
Took from the nail on the wall his sword with its *scabbard* of iron.
  - g. I have fought ten battles and *sacked* and demolished a city.
  - h. Meanwhile the *choleric* captain strode wrathful away to the council.
9. Explain the circumstances under which the following was uttered:

Let not him that putteth his hand to the plough look backwards ;  
Though the ploughshare cut through the flowers of life to its  
fountains,  
Though it pass o'er the graves of the dead and the hearths of  
the living,  
It is the will of the Lord ; and his mercy endureth forever !

Study of *The Lady of the Lake*. —

1. This is a charming story of a king in disguise and of his acquaintance with Ellen, daughter of the banished Douglas. Read each canto through for its story and discuss the events of the canto in class. Re-read the important sections of each canto and study in detail.

2. Arrange for some person in your community to give an illustrated talk to your class about the Trosachs. The *Trosachs* is the general term for the country about Loch Katrine. Choose one of your classmates to introduce the speaker, and invite other English classes to be your guests.

3. Make a collection of photographs, post cards, and magazine illustrations of the Trosachs. Display these pictures in your classroom.

4. Draw upon the blackboard an enlarged map of the Highlands of Western Perthshire, between Sterling Castle and Loch Lomond.

5. Locate upon this map, places mentioned in the story.

6. Pay special attention to the following descriptions :

The Glen at Sunset, Canto I

Ellen Douglas, Canto I

The Preparation of the Fiery Cross, Canto III

The Parting of Roderick Dhu and James Fitz-James

The Sports at Sterling, Canto V

7. Upon the blackboard make a list of descriptive pictures that might form a series of paintings. Under each heading, make a list of the details which go to make up the picture.

8. No two of the songs are alike. By what means does the author carry out the feeling of the singer?

9. Memorize your favorite selection of not less than twenty lines.

10. Dramatize important scenes.

11. The motion picture of this story is especially worth seeing. Arrange for its production in your city, if possible.

12. Describe and characterize the most important persons in this story. Make illustrated posters of them, if you wish.

13. Debate informally these questions:

*Resolved:* That Roderick Dhu was a more worthy suitor for the hand of Ellen than was Malcolm Graeme.

*Resolved:* *The Lady of the Lake* is a more interesting story than is *Evangeline*.

14. Lines 741 ff., Stanza 27, Canto VI are considered the most beautiful simile in the poem. Give your reasons for believing that this is or is not true. Select from the poem four other figures of speech.

15. Contrast the opening and the closing stanzas of this poem.

16. Write a report in outline form for a biographical sketch of the life of Sir Walter Scott.

17. Make an outline of the poem. Be sure that you do not leave out any important detail but do not include unimportant material.



18. Answer the following questions:

Why was the author willing to sell this masterpiece for about ten dollars, in our money?

Who is the hero of the poem?

What was the significance of Ellen's *Snood*?

Ellen and Roderick were own cousins. Could they have been legally married?

Is the Douglas of this poem a historical character or a fictitious one?

Which was the more beautiful, Ellen or Evangeline? Defend your opinion.

How long a time does each canto represent?

What proofs did Fitz-James have that Ellen was a chieftain's daughter in Canto I?

How did Ellen secure the respect of the soldiers at Sterling?

19. You may use the following suggestions for your work in oral and written composition:

The Adventures of a Hunter.

Give an account of the day of the chase up to the time of the meeting of Fitz-James and Ellen.

A Highland Welcome.

Let James V describe his first visit to the island retreat of Douglas.

Omens of Evil.

Give an account of the falling of the sword when Fitz-James entered Roderick's home and of the disturbing dreams that came to the guest.

The Fatal Symbol.

Describe the gathering of the clan, showing how the fiery cross interrupted a wedding and a funeral.

#### A Blighted Life.

Relate the story of Blanche of Devan's life and show how she was avenged.

#### Malcolm's Encounter with Roderick.

Describe the circumstances that led to the combat between Malcolm and Roderick.

#### The Taghairm.

Describe the augury practiced by Brian to discover what would be the outcome of the war. Show how the prophecy made by him was fulfilled.

#### The Goblin Cave.

Describe the hiding place of Ellen and Douglas and explain in detail why they were there.

#### A Worthy Foe.

Relate instances that show Roderick's generosity to Malcolm Graeme and to James Fitz-James.

#### The Story of the King's Signet Ring.

Explain the circumstances under which Fitz-James gave Ellen the ring and show how it fulfilled its mission.

#### At Coilantogle's Ford.

Describe the combat between Fitz-James and Roderick Dhu.

#### An Outlawed Earl.

Let Ellen tell the story of the adventures of Douglas.

#### The Battle of Beal' an Duine.

Give an account of the battle between Clan-Alpine and the Saxon forces as described by Allan Bane.

The Victor of the Day.

Let Douglas describe to Ellen his arrival at Sterling Castle and the part he took in the sports.

A Tale of Loyalty.

Let King James tell of the loyalty to Douglas shown by the people on the day of the burghers' sports, and of Douglas's loyalty to him.

A Monarch's Generosity.

Let Ellen describe the scene in the presence chamber when King James pardoned Douglas and Malcolm Graeme.

## SIMILAR UNDERTAKINGS

### SUGGESTIVE LISTS OF BOOKS FOR STUDY AND GENERAL READING

#### GRADE VII

#### A. Titles from which selection for class work may be made.

1. LONGFELLOW: *The Skeleton in Armor, The Wreck of the Hesperus, Excelsior, The Arsenal at Springfield, The Bridge, The Day is Done, Walter von der Vogelweid, The Old Clock on the Stairs, The Arrow and the Song, The Building of the Ship, Sir Humphrey Gilbert, Pegasus in Pound, The Phantom Ship, The Emperor's Bird's Nest, Santa Filomena, Daybreak, Sandalphon, Maiden and Weathercock, The Three Kings, The Leap of Roushan Beg.*
2. WHITTIER: *The Vaudois Teacher, Cassandra Southwick, The Shoemakers, The Fishermen, The Huskers, The Angels of Buena Vista, The Lakeside, The Poor Voter on Election Day, Maud Muller, The Barefoot Boy, Skipper Ireson's Ride, The Pipes at Lucknow, Telling the Bees, The Cable Hymn, My Playmate, Barbara Frietchie, Adam Davenport, The Three Bells, In School Days, Marguerite, The Trailing Arbutus, Our Autocrat, The Poet and the Children.*
3. LONGFELLOW: *Miles Standish; Evangeline.*
4. *Arabian Nights* (expurgated selections).
5. *The Seven Champions of Christendom* (an Elizabethan prose romance of chivalry and necromancy).
6. HAWTHORNE: *The Great Stone Face.*
7. IRVING: *Rip Van Winkle; The Legend of Sleepy Hollow.*
8. LAMB: *Tales from Shakespeare.*
9. KIPLING: *The Jungle Books* (The Mowgli Stories especially).
10. STEVENSON: *Treasure Island.*
11. STEVENS and ALLEN: *Stories of King Arthur.*
12. Myths, classic and northern. For this reading the following texts are suggested: BALDWIN, *Hero Tales Told in School, The Golden Fleece, The Story of Siegfried, The Story of Roland, Stories of the King*; BAKER, *Stories of Old Greece and Rome, Stories from the*

## Books for Study and General Reading 255

*Old Norse Myths*; HUTCHINSON, *The Golden Porch (A Book of Greek Fairy Tales)*, *The Sunset of the Heroes (Last Adventures of the Takers of Troy)*, *Orpheus with His Lute (Stories of the World's Springtime)*; MABIE, *Norse Stories, Retold from the Eddas*.

### B. Titles from which selections for individual reading may be made.

1. ALCOTT: *Little Women, Little Men, Jo's Boys, Eight Cousins, Rose in Bloom*.
2. BROWN: *Rab and His Friends*.
3. BARRIE: *Peter and Wendy*.
4. DIX: *Merrylips*.
5. DODGE: *Hans Brinker*.
6. EWING: *Jan of the Wind-Mill; A Flat Iron for a Farthing*.
7. FIELD: *Christmas Tales and Christmas Verse*.
8. GRISWOLD: *Deering of Deal*.
9. GOSS: *A Life of Grant for Boys*.
10. HASBROUCK: *The Boy's Parkman*.
11. HAWTHORNE: *Grandfather's Chair*.
12. HERBERTSON: *Heroic Legends*.
13. HULST: *Indian Sketches*.
14. JORDAN: *The Story of Matka: A Tale of the Mist-Islands*.
15. LANG: *The Story of Joan of Arc*.
16. LEE: *A Quaker Girl of Nantucket*.
17. LUCAS: *Slow Coach*.
18. MOORE: *Deeds of Daring Done by Girls*.
19. NICOLAY: *The Boy's Life of Abraham Lincoln*.
20. OLLIVANT: *Bob, Son of Battle*.
21. PYLE: *Otto of the Silver Hand; The Merry Adventures of Robin Hood*.
22. RAMEE: *The Nurnberg Stove*.
23. RICHARDS: *Captain January*.
24. SEAWELL: *A Virginia Cavalier*.
25. SOUTHEY: *The Life of Lord Nelson*.
26. SPYRI: *Heidi; Heimatlos*.
27. SWIFT: *Gulliver's Travels (expurgated)*.
28. TAPPAN: *In the Days of Queen Victoria*.
29. THOMPSON-SETON: *The Biography of a Grizzly; The Trail of the Sandhill Stag; Two Little Savages*.
30. TROWBRIDGE: *Cudjo's Cave*.
31. WIGGIN: *The Birds' Christmas Carol; Polly Oliver's Problem*.
32. WRIGHT: *Gray Lady and the Birds*.

## GRADE VIII

## A. Titles from which selection for class work may be made.

1. An anthology of American poems, compiled especially for eighth-year use and including numbers such as BRYANT'S *To a Water Fowl*, LOWELL'S *Yussouf*, LANIER'S *Song of the Chattahoochee*, and some of the best of RILEY and FIELD, as well as material from LONGFELLOW, HOLMES, and WHITTIER of the type above quoted.
2. HOLMES: *Old Ironsides*, *The Last Leaf*, *My Aunt*, *The Height of the Ridiculous*, *Lexington*, *The Steamboat*, *The Voiceless*, *The Boys*, *All Here*, *Our Banker*, *The Chambered Nautilus*, *Album Verses (When Eve Had Led Her Lord Away)*, *Contentment*, *The Deacon's Masterpiece*, *Aunt Tabitha*, *An Old-Year Song*, *Dorothy Q*, *A Ballad of the Boston Tea Party*, *Union and Liberty*, *Grandmother's Story of Bunker Hill*, *How the Old Horse Won the Bet*, *The First Fan*, *My Aviary*, *The Broomstick Train*.
3. COOPER: *The Last of the Mohicans*.
4. SCOTT: *The Lay of the Last Minstrel*.
5. MACAULAY: *Horatius*.
6. WARNER: *A-Hunting of the Deer*, *How I Killed a Bear*, *Camping Out (from In the Wilderness)*.
7. HALE: *The Man Without a Country*.
8. DICKENS: *Christmas Carol*; *The Cricket on the Hearth*.
9. VAN DYKE: *The Story of the Other Wise Man*.
10. LONGFELLOW: *Selections from Tales of a Wayside Inn (King Robert of Sicily, Parts of the Saga of King Olaf, Ballad of Carmilhan, Legend Beautiful, Charlemagne, The Mother's Ghost, Falcon of Ser Federigo, Bell of Atri, etc.)*.
11. SWEETSER: *Ten Boys and Girls from Dickens*; *Boys and Girls from Thackeray*.
12. MIMS: *The Van Dyke Book*.
13. KIPLING: *Captains Courageous*.
14. TENNYSON: *Gareth and Lynette*.
15. STEVENSON: *Kidnapped*.
16. WHITTIER: *Snow-Bound*.

## B. Titles from which selections for individual reading may be made.

1. BULLEN: *The Cruise of the Cachalot*.
2. BURNETT: *The Secret Garden*.
3. COOPER: *The Deerslayer*; *The Pilot*.
4. CLEMENS: *The Prince and the Pauper*.

5. DAVIS: *Stories for Boys.*
6. DE AMICIS: *An Italian School Boy's Journal.*
7. DIX: *Soldier Rigdale.*
8. DOUBLEDAY: *Stories of Invention.*
9. DOYLE: *Micah Clarke.*
10. DUNCAN: *Adventures of Billy Topsail.*
11. EASTMAN: *An Indian Boyhood.*
12. EGGLESTON: *The Hoosier Schoolmaster.*
13. FOUQUE: *Undine.*
14. HALE: *A New England Boyhood.*
15. HALSEY: *The Old New York Frontier.*
16. HARRIS: *Nights with Uncle Remus.*
17. KING: *Cadet Days, a story of West Point.*
18. LONDON: *The Call of the Wild.*
19. LANG: *The Book of Romance.*
20. LAURIE, ANDRE: *School Days in Italy; School Days in France* (translated by Kendall).
21. LILIENCRAINTZ: *The Thrall of Lief the Lucky.*
22. MADDEN: *Emmy Lou.*
23. MONTGOMERY: *Anne of Green Gables; Anne of Avonlea.*
24. MORRIS: *The Sundering Flood.*
25. LINCOLN: *A Pretty Tory.*
26. PARKMAN: *Montcalm and Wolfe.*
27. PYLE: *The Story of King Arthur and His Knights; The Story of the Champions of the Round Table; The Story of Sir Launcelot and His Companions.*
28. RICE: *Mrs. Wiggs of the Cabbage Patch.*
29. SCOTT: *Rob Roy.*
30. SEAMAN: *Jacqueline of the Carrier Pigeons.*
31. SHARP: *A Watcher in the Woods.*
32. WARNER: *Being a Boy.*
33. WIGGIN: *Rebecca of Sunnybrook Farm.*

GRADE IX

A. Titles from which selections for class work may be made.

- i. Narrative poems such as COWPER'S *John Gilpin's Ride*, BURNS'S *Tam O'Shanter*, SCOTT'S *Lochinvar*, WORDSWORTH'S *Michael*, BYRON'S *The Prisoner of Chillon*, BROWNING'S *How They Brought the Good News from Ghent to Aix*, HERVÉ RIEL, ROSSETTI'S *The White Ship*, MORRIS'S *Atalanta's Race*, LOWELL'S *The Courtin'*.

2. Lyric poems such as SHELLEY'S *To a Skylark*, WORDSWORTH'S *Reaper*, BROWNING'S *Home Thoughts from Abroad*, EMERSON'S *Concord Hymn*, BURNS'S *A Man's a Man for a' That*, ROSSETTI'S *Up-Hill*, KEATS'S *On First Looking into Chapman's Homer*, BYRON'S *On the Castle of Chillon*, TENNYSON'S *The Merman*, WHITMAN'S *O Captain! My Captain!* GARLAND'S *The Wind in the Pines*, POE'S *To Helen*, BEECHING'S *Bicycling Song*.
  3. Short stories such as POE'S *The Gold Bug*, HAWTHORNE'S *The Ambitious Guest*, HARDY'S *The Three Strangers*, BROWN'S *Farmer Eli's Vacation*, WILKINS-FREEMAN'S *The Revolt of Mother*, O. HENRY'S *The Chaparral Prince*, DAVIS'S *Gallegher*.
  4. BATES: *A Ballad Book*.
  5. HALE: *Ballads and Ballad Poetry*.
  6. SCOTT: *The Lady of the Lake*.
  7. HOMER: *The Odyssey* (Palmer's trans.); *The Iliad* (Bryant's trans. in part).
  8. DICKENS: *David Copperfield*.
  9. SCOTT: *The Talisman; Quentin Durward*.
  10. KIPLING: *Kim*.
  11. SHAKESPEARE: *Julius Caesar*.
  12. FRANKLIN: *Autobiography*.
  13. Informal studies of current literature, plays, photoplays, etc.
- B. Titles from which selections for individual reading may be made.
1. ANTIN: *The Promised Land*.
  2. BATES: *The Story of the Canterbury Pilgrims*.
  3. CHURCHILL: *The Crisis*.
  4. CLEMENS: *The Adventures of Tom Sawyer; The Adventures of Huckleberry Finn*.
  5. COOPER: *The Spy*.
  6. CRADDOCK: *The Prophet of the Great Smoky Mountains*.
  7. DANA: *Two Years Before the Mast*.
  8. DEFOE: *Robinson Crusoe*.
  9. DELAND: *Old Chester Tales; Doctor Lavendar's People*.
  10. DICKENS: *Oliver Twist; The Old Curiosity Shop*.
  11. DOYLE: *The Adventures of Sherlock Holmes*.
  12. FOX: *The Little Shepherd of Kingdom Come*.
  13. HOMER: *The Iliad* (as done into English by Butcher and Lang).
  14. HUGHES: *Tom Brown's School Days*.
  15. IRVING: *Tales of a Traveler*.
  16. KELLER: *The Story of My Life*.



17. KINGSLEY: *Westward Ho!*
18. KIPLING: *Selections from the Day's Work and Phantom Rickshaw.*
19. MITCHELL: *Hugh Wynne.*
20. MONTGOMERY: *Tales of Avonlea.*
21. MARSHALL: *English Literature for Boys and Girls* (selections to be made by teacher).
22. MOORE: *Stories of Tennessee.*
23. PARKMAN: *The Oregon Trail.*
24. PORTER: *Freckles; Laddie; A Girl of the Limberlost.*
25. RIDEING: *The Boyhood of Famous Authors.*
26. ROLFE: *Shakespeare, the Boy.*
27. SCOTT: *Guy Mannering, Woodstock.*
28. SMITH: *Caleb West.*
29. STEVENSON: *The Black Arrow.*
30. STOCKTON: *Jolly Fellowship; Captain Chap.*
31. THOMPSON-SETON: *Wild Animals I Have Known.*
32. VERGIL: *Æneid* (in a good translation).
33. WALLACE: *Ben Hur.*
34. Books contained in seventh and eighth year class reading lists but not actually read in class.



## INDEX

- Abbreviations, 152; initials, 152; titles, 152
- Acceptance, speech of, 1861; 192-193
- A Cherry-Tree Festival*, quotation, 43
- Addresses, on envelopes, 13, 14
- Adjectives, 153; comparison of, 155
- Adjustment, letter of, 14, 16
- Adverbs, 153
- Advertisements, 26, 28, 29
- Æsop, 119, 123
- Affirmative, 170
- A Japanese Baby*, quotation, 42
- Alcott, Louisa M., 176
- America for Me*, 136-137
- America the Beautiful*, 139-140
- American authors contest, 173-176;  
how to play, 173-174; list of titles  
and authors, 175-176
- Anthology, class, 51
- Antonyms, 154
- Applying for a position, 16, 17, 18, 19, 26
- Argumentation. *See* Debate
- Atlas, 91
- Audubon club, 208-209
- Bates, Katharine Lee, quotation from, 139-140
- Bay Psalm Book*, 227
- Bennett, H. H., quotation from, 138-139
- Bill, or statement, 107
- Biographical sketches, 79-82, 250
- Bird diary, 223, 225
- Bixby, Mrs., letter from A. Lincoln, 11
- Body of a letter, 12
- Book index, 90
- Book reports, 77-78
- Booklet, 2, 24, 37-51; how to make  
booklets, 37, 39, 40, 217-218
- Boy Scouts, 202, 211
- Bread and butter letter, 9
- Breathes There the Man*, quotation, 137-138
- Brooks, Phillips, letter of greeting, 5;  
quotation from rhymed letter, 216-217
- Bryant, William Cullen, 9, 175; quotation from, 193
- Byron, Lord, 221
- Buddy and Waffles*, quotation from, 101
- Bulletin board, 115-117; how to use, 115; filing material displayed, 116
- Burroughs, John, letter of greeting, 3;  
description of, 101; quoted, 146;  
works, 176
- Business forms, 12
- Business letters, 11
- Business meetings, 108-112
- Cablegram, 23
- Call of the Wild, The*, quotation from, 103
- Campaigns, 205-215; Public Health, 206-208; Protection of Birds, 208-209; Thrift, 209-211; Safety First, 211-212; Clean Up, 212; Fly Swatting, 213; Junior Red Cross drive, 123; Americanization, 213; Victory Drive for better English, 213-215
- Card catalogue, 91
- Chairman of meeting, 109; instructions for, 110
- Charts, 93, 104; how to make, 105; subjects for, 105-106
- Check, 107
- Chelsea boy clings to Old Glory, 233
- Choosing a Vocation*, 37; quotation from, 43
- Churchill, Winston, 176
- Circulating library, class, 78

- Civil Service Commission, 69  
 Claim letter, 15  
 Class activities, post office, 29; book-  
 let, 51, 217; scrapbook, 51, 56;  
 sketch book, 84; bank, 107; anthol-  
 ogy, 51; circulating library, 78;  
 museum, 199-203; class publication,  
 227-239; campaigns, 205-215; class  
 play, 119, 123; short poem recital,  
 136; games and contests, 148-176;  
 business meetings, 108-112  
 Clean Up campaign, 212-213  
 Clubs, bird, 31, 208-209; corn, 31;  
 pig, 31; canning, 31; poultry, 31  
 Community civics, subjects based upon,  
 48, 49, 50  
 Comparison, adjectives and adverbs,  
 155  
 Complaint, letter of, 15  
 Complimentary endings, 9, 12  
 Composition writing, 39; specimen  
 compositions, 41, 42, 43, 44; optional  
 subjects, 44-50; subjects based upon  
 history, 31-36, 44-46; upon geog-  
 raphy, 48; upon literature, 47,  
 48; upon agriculture, 46; upon com-  
 munity civics, 48-50; upon house-  
 hold arts, 46; essay contest, 167  
 Compositions, oral, 105, 106, 107, 183-  
 198, 199-203; list of subjects, 202-203  
 Congressional Directory, 91  
 Contests, getting a job, 29; memory,  
 135; booklet, 51, 148-176; grammar  
 baseball, 149-158; spelling, 158-159;  
 paragraph archery, 162-166; essay,  
 167; prize speaking, 167-169;  
 debate, 169-173; American authors,  
 173-176; stamp sale, 209  
 Conversations, telephone, 177-182  
 Coolidge, Calvin, 190  
 Cooper, James F., 175  
 Correction of proof, 231  
*Courtship of Mules Standish*, 174, 175  
 Current events, 74; current event  
 day, 110  
 Davis, Richard Harding, quotation from,  
 101  
 Day letter, 22  
 Debates, 169-173; definitions, 170;  
 how to conduct, 170-171; subject  
 for, 171-173  
 Descriptions, 98; how to write, 99-101,  
 103; model paragraphs, 101-102,  
 103-104; subjects for, 99-100, 103,  
 245, 247, 249  
 Diaries, 209, 223-226; definition, 223;  
 extract from, 223; what to do, 224-  
 225; subjects for, 225-226; travel  
 diary, 225  
 Dictation, 30  
 Dictionary, use of, 86, 87, 88, 89  
 Dictionary guide words, 87  
 Dramatization, oral and written, 118-  
 133; questions on, 121; suggestion  
 for, 123-125; subjects for, 131,  
 133; better speech play, 214; dram-  
 atization of literary masterpieces,  
 241, 246, 250  
 Editorial, 234-235  
 Eggleston, Edward, 176  
 Electricity, 60  
*Elsie Venner*, quotation from, 104  
 Emerson, Ralph Waldo, 175  
 Encyclopedia, 78, 89, 90  
 Essay contest, 167  
*Evangeline*, 24, 173, 174, 241-244  
 Executive department, 68  
 Exercises in letter writing, 24-36  
 Exhibits to accompany short talks,  
 200-201  
 Farrar, Canon Frederic William, 4  
 Field, Eugene, 176  
 Figures of speech, 136, 242  
 Finemore, John, quotation from, 94  
 Fire department, 71  
*First Schoolhouses*, quotation, 96, 97  
 Fox, John, Jr., 176  
 Franklin, Benjamin, 20, 175  
 Games and contests, 148-176  
 Garbage disposal, 70  
 Garland, Hamlin, quotation from, 104;  
 works, 176  
 Gas, 57  
 Geography, subjects based upon, 48  
 Girl Scouts, 200, 211  
 Glass, Carter, letter to pupils, 210, 211

- Government, 67  
 Grammar, baseball, 149-158; what to do, 149; how to do it, 149-151  
 Greene, Sarah McLean, 176  
 Greeting in letters, 12  
*Griffin and the Minor Canon*, quotation from, 96  
 Group activities, 29, 31, 51
- Hale, Edward Everett, 176  
 Harris, Joel Chandler, 176  
 Harrison, Henry S., 176  
 Harte, Bret, 24, 176  
 Hawthorne, Nathaniel, quotation from, 101-102, 175, 254, 255  
 Heading in letters, 12  
 Health department, 69  
 Henley, W. E., quotation from, 139  
 Henry, O., 176  
 History, subjects based upon, 31-36, 44, 45, 46  
 Holmes, Oliver Wendell, quotation from, 104, 175  
 Home project in agriculture, 77  
 Homonyms, 87  
 Hospitals, 64  
*House of Seven Gables*, quotation from, 101-102  
 Household arts, subjects based upon, 46  
 Howe, Julia Ward, 176  
 Hubbard, Elbert, quotation from, 101
- I Am the Captain of My Soul*, quotation from, 139  
*If*, 141, 142  
 Illustrated booklets, 2, 24, 37-51, 217-218  
 Indentation, 99  
 Index, book, 90  
 Industries, local, 75  
 Instruction, letter of, 19  
 Introduction, speeches of, 184, 190-191  
 Invitation, 8  
 Irving, Washington, 24, 175; study of *Rip Van Winkle*, 244-246, 254, 258  
*Ivanhoe*, 173
- Jackson, Helen Hunt, 175  
*Japan*, quotation from, 94  
*Japanese Books*, quotation, 94; paragraph plan, 94, 95
- Johnson, Clifton, quoted, 97  
 Judicial Department, 73
- Keller, Helen, 176  
 Key, Francis Scott, 175  
*King Frederick and the Page*, quotation, 121, 122  
*King of the Golden River, The*, quotation from, 102  
 Kingsley, Charles, 6  
 Kipling, Rudyard, quotation from, 141-142, 218
- Lamb, Charles, 254  
 Lantern slides, 238-239, 241  
 Lee, Robert E. quotation from 195  
 Legislative department, 68  
 Letter writing, value, 1: how to write correct letters, 2, 3, 4; personal letters, 2, 3; greeting, 3, 5; letter with gift, 5; thanks, 7; invitation, 8; complimentary endings, 9, 12; letter to hostess (bread and butter), 9; sympathy, 10, 11; business letters, 11; form of, 12; address, 12, 14; heading, 12, 14; greeting, 12; body, 12; signature, 12; superscription, 12; examples of, 13; specimen letters, complaint, 14; adjustment, 14, 16; receipt, 15; order, 14; claim, 15; application, 16, 17, 18, 19; instruction, letter of, 19; telegrams, 21; day letter, 22; night letter, 23; dictation, 30; practice exercises in letter writing, 24-36; rhymed letters, 216-219
- Library, public, 63  
 Lincoln, Abraham, letter to Mrs. Bixby, 11, 175; quotation from, 194-195, 217, 243, 247  
 Lincoln, Joseph C., quotation from, 98  
 Lists of spelling words, 160-162; subjects for oral compositions, 202-203; Subjects for diaries, 225-226; books for reading and study, 254-259  
 Literature, composition subjects based upon, 47, 48  
 Lodge, Henry Cabot, quotations from, 190, 193-194

- London, Jack, quotation from, 103; works, 176
- Longfellow, Henry W., 5, 6, 174, 175, 220, 221; study of *Evangeline*, 241-244; study of *The Courtship of Miles Standish*, 246-249, 254
- Loss and Recovery of a Horse*, quotation, 119; dramatized, 120-121
- Lowell, Abbott Lawrence, 190; quoted, 192-193
- Lowell, James Russell, quotation from, 135-136, 145, 175
- Mabie, Hamilton Wright, 176
- Magazine, class or school. *See* class publication
- Making of booklets, 2, 24, 37-51
- Manuscript, preparation of, 230-231
- Margins, in a letter, 14
- Markets, municipal, 66
- Memory contest, 135
- Memory training, 134-147; how to memorize, 134-135; speaking contest, 167-169; memory storehouse, 243
- Meter, definition of, 218
- Minutes of the meeting, 109; definition, 111; appearance of, 111-112; contents of, 112
- Modern health crusaders, 208
- Moore, Clement C., quotation from, 220
- Moroso, John A., quotation from, 101
- Motions, how to put, 110-111
- Motion pictures, 238-239, 241
- Municipal playgrounds, 62; markets, 66; water works, 56; gas, 57; telephones, 58; transportation, 58; parks, 61; library, 63; hospital, 64; schools, 65; government, 67-73
- Museum, class, 199-203
- Narration, news stories, 232-234, 238, 244, 247, 248, 251, 252-253
- Negative of question, 170
- News items, 230, 232-234
- Night letter, 23
- Notebooks, 113-114; appearance, 113; contents of, 114, 214, 241
- Noyes, Alfred, quotation from, 220
- Old Time Schools and School Books*, quotation from, 97
- Optional composition subjects, 44-50
- Oral reports, 54-84
- Orderly school, quotation, 96
- Oregon Trail*, quotation from, 102
- Paragraph study, 14, 93-99; plan, 94, 95; diagram, 95; paragraph writing, 99-101, 105-106; archery contest, 162-166; description paragraphs, 101-102; subjects, 103, 106, 107
- Parkman, Francis, quotation from, 102, 175
- Parks, 61
- Parliamentary usage, 108-112
- Parts of speech, 151
- Patsy's Home Again*, 234
- Pau, 6, 7
- Payne, John Howard, 175
- Personal interviews, 75
- Pictures, John Burroughs, frontispiece, Gathering Material for a Report, 54; The School Library, 86; Dramatizing Hiawatha, 132; The Short Speech, 187
- Pied Piper of Hamelin*, 173
- Plan for biographical sketch, 81; for historical sketch, 82
- Playgrounds, 62
- Play writing, 118-133; questions on, 121; how to write, 123, 124, 125; subjects for plays, 131, 133
- Plural forms, 154-155, 157
- Poe, Edgar Allan, 175
- Police department, 70
- Point of view, 98, 99; definition, 102
- Post office, class, 29, 49
- Postal telegraph, 22
- Posters and charts, 93-107; how to make a poster, 98; poster of a building, 102; posters for campaigns, 206, 208, 211, 213
- Practice list of spelling words, 160-162; list of American authors, 175-176
- Preparation of manuscript, 230-231
- Presentation, speech of, 185, 191-192
- Printing press, school, 236-239; products, 236; suggestions, 238; subjects for study, 238-239

- Prize speaking contest, 167-169  
 Proof, correction of, 231  
 Protection of birds, 208-209  
 Publication, class, 227-239; what to do, 228-229; writing news items, 230; preparation of manuscript, 230-231; correction of proof, 231; specimen news stories, 231-234; model editorial, 234-236  
 Public health campaign, 206-208; what to do, 206-207  
 Public service department, 70; garbage disposal, 70; street cleaning, 71; fire department, 71; city streets, 72  
 Public utilities reports, 54-74  
 Punctuation, 157
- Quaker Poet, 7  
 Questions for grammar review, 151-158  
 Quotations to be memorized, 143-147
- Receipt, 107  
 Red Cross, 205, 211, 213  
 Reference books, how to use, 85-92; World Almanac, 92; Congressional Directory, 91; table of contents, 90; Who's Who, 91; general magazine index, 90; book index, 90; dictionary, 87, 88, 89; encyclopedia, 89, 90; gazetteer, 90; atlas, 91; card catalogue, 91; dictionary of quotations, 91  
 Refutation, 171  
 Reports, 20, 54-74; current events, 74; industries, 75; personal interview, 75; shop work or manual training, 76; home project in agriculture, 77; book report, 77-78; biographical sketch, 79-82; historical sketch, 82-84  
 Rhymes. *See* Verse making  
 Rhythm, definition of, 218; 221, 247  
 Riley, James Whitcomb, 176, 220  
*Rip Van Winkle*, 244-246  
 Robert's *Rules of Order*, 112  
*Rock Slide in Cave of Winds*, 232  
 Roosevelt, Theodore, 24; works, 176; quoted, 192  
 Ruskin, John, quotation from, 102
- Safety first campaign, 211-212  
 School gardens, 49, 50  
 School paper, 207, 227-239; what to do, 228-230; news items, 230  
 School printing press, 236-239; products of press, 236; suggestions for use of, 238; subjects for study, 238  
 School song, 221-222  
 Schools, public, 65  
 Scott, Sir Walter, quotation from, 137-138; study of *The Lady of the Lake*, 249-253  
 Scrapbooks, 51, 56  
 Secretary of meeting, 109-110; instructions for, 111  
 Selections for memorizing, 135-147  
 Sentences, 151; subject and predicate, 153; declarative, 153, 157; topic sentence, 97, 163-164  
*Shavings*, quotation from, 98  
 Sherwood, Margaret, quotation from, 104  
 Shopwork reports, 76  
 Short poem recital, 136  
 Short speech, 183-198; introduction, 184, 190-191, 249; presentation, 185, 191-192; acceptance, 186, 192-193; response to a toast, 186, 196-197; announcement, 188; for special occasions, 188, 197-198; welcome 189, 193-194; farewell, 194, 195, 196; to accompany exhibit in museum, 199-203  
 Sketch book, class, 84  
 Slogans, 206, 211, 213  
 Smith, F. Hopkinson, 176  
*Song of the Middle Border*, quotation, 104  
 Specimen compositions, 41, 42, 43, 44  
 Spelling contests, 158-159  
 Spelling lists, 160-162  
 Stamp sale contest, 209  
 Standish, Miles, 24  
 Stevenson, R. L., 219  
 Stockton, Frank R., quotation from, 96; works, 176  
 Stowe, Harriet Beecher, 175  
 Street advertising, 49  
 Streets, city, 72  
 Study of a literary masterpiece, 240-259; general instructions, 240-241;

- Evangeline*, 241-244; *Rip Van Winkle*, 244-246; *The Courtship of Miles Standish*, 246-249; *The Lady of the Lake*, 249-253; books for reading and study, 254-259
- Subjects for debate, 171-173
- Sumner, Charles, quotation from, 141
- Sympathy, letter of, 10, 11
- Synonyms, 87, 154
- Table of contents, 90
- Tarkington, Booth, 24; works, 176
- Telegrams, 21
- Telephone, 58; use of telephone directory, 89; conversations, 177-182; assignments, 179-182
- Tennyson, Alfred, 4, 220
- Thanatopsis*, 8
- Thank You letter, 7
- The Capture of Quebec*, quotation, 125-126; dramatized, 126-131
- The Courtship of Miles Standish*, 246-249
- The Flag Goes By*, quotation from, 138-139
- The House-Dog and the Wolf*, quotation from, 122-123
- The Lady of the Lake*, 249-253
- The Lip-Lazy American*, an editorial, 234-235
- The National Flag*, quotation from, 141
- The Sugar Exhibit*, a short talk, 203
- The Worn Doorstep*, quotation from, 104
- Thoreau, Henry David, 175
- Thrift campaign, 209, 210, 211
- Toast, 186, 196-197; how to respond to a, 187-188
- Topic sentence, 97, 163-164
- Transportation, 58
- Travel diary, 225
- Travel letter, 6
- Twain, Mark, 24, 175
- Undertakings, letter writing, 1-36; booklets, 37-52; reports, 54-84; use of reference books, 85-92; posters and charts, 93-107; class parliamentary usage, 108-112; note-books, 113-114; bulletin board, 115-117; dramatization, 118-133; memory training, 134-147; games and contests, 148-176; telephone conversations, 177-182; the short speech, 183-198; the class museum, 199-203; campaigns, 205-215; verse-making, 216-222; diaries, 223-226; class publication, 227-239; study of a literary masterpiece, 240-259
- Van Bibber and Others*, quotation from, 101
- Van Dyke, Henry, quotation from, 136-137; works, 176, 219
- Verbs, active and passive, 154; principal parts of, 157
- Verse making, 216-222; models, 216-221; what to do, 218; for special occasions, 221; rhymed letters, 221; invitations, 221; class or school song, 221-222; definition of verse, 218
- Victoria, Queen, 23
- Victory drive for better English, 213-215
- Vision of Sir Launfal*, quotation from, 135-136
- Vocation, choosing a, 37, 39, 40, 43
- Wallace, Lew, 176
- Waller, Mary E., 176
- Washington, George, 19
- Water Babies*, 6
- Water works, 56
- Western Union, 21
- Westward Ho!* 6
- White, William Allen, quotation from, 153-154, 176
- Whitman, Walt, 175
- Whittier, John G., 4, 7, 8, 175, 254, 256
- Who's Who*, 91
- Why a Baby Elephant Was Spanked*, quotation, 41
- Wiggin, Kate Douglas, 176
- Wister, Owen, 176
- Wolfe, James*, dramatization, 126-131
- World Almanac*, 85, 92
- Word contests, 88, 89
- Word lists, new, 89; study of words, 248-249
- Written reports, 54-84
- Youth's Companion*, 14, 15, 16











YB 35338

LB 1531

541216

FE

Police Dept

UNIVERSITY OF CALIFORNIA LIBRARY

