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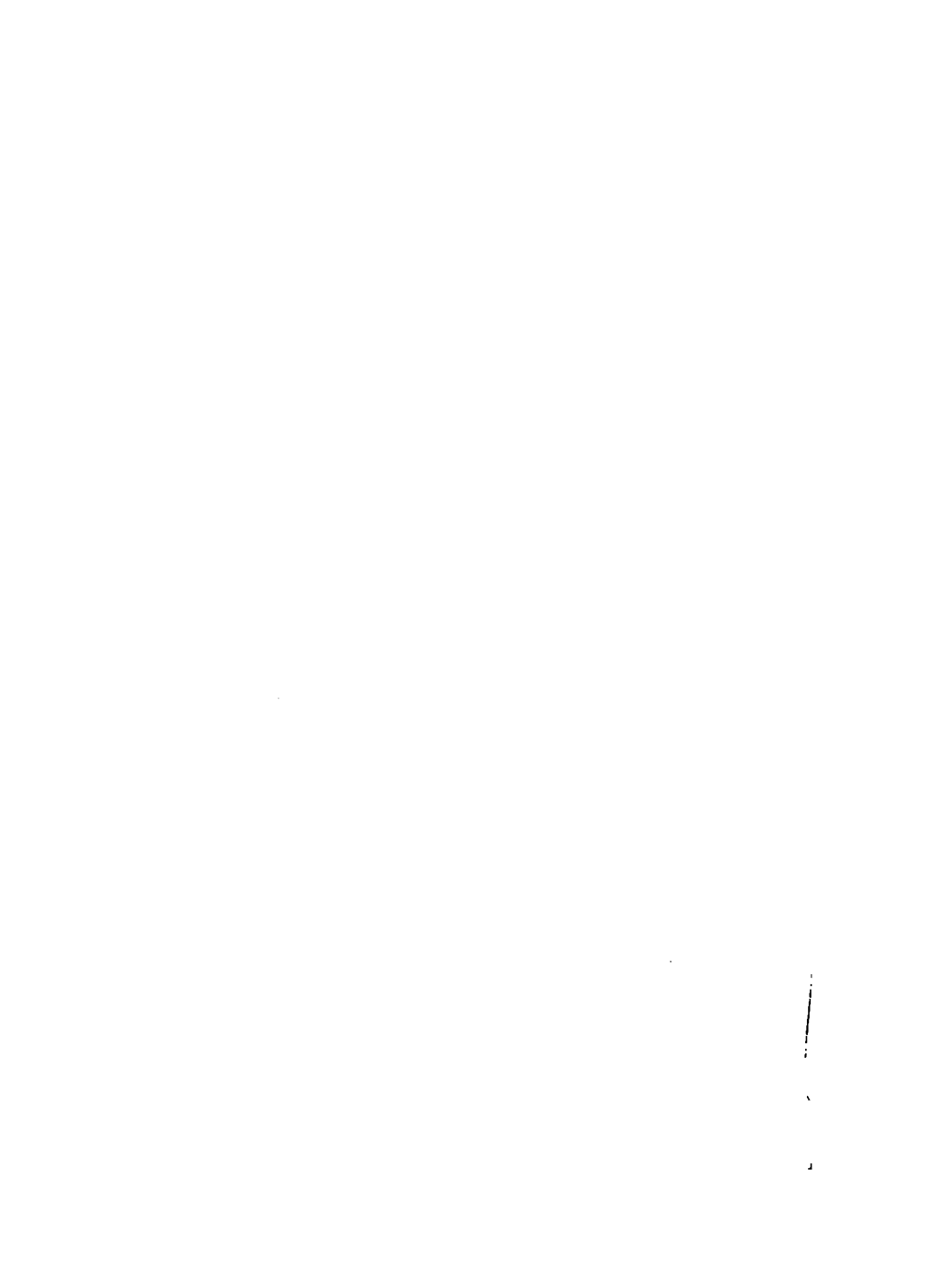
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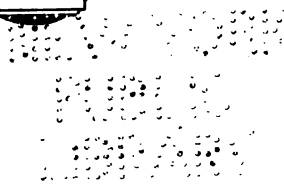
# ADVANCED LESSONS IN EVERYDAY ENGLISH

BY

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## PREFACE

**T**HIS is a practice book to train the language power of boys and girls. Composition is an art; and it is only through *repeated practice, well motivated*, that skill in any art is attained. We learn by "doing."

The author has kept constantly in mind the actual language needs of everyday life, the nature of the boy and the girl, the really used matters of theory, and the most advanced pedagogical thought as expressed in progressive courses of study and investigations.

The three main objects of the book are: (1) to make correct language habits automatic; (2) to develop the pupil's thinking power and to give him richer backgrounds of life; and (3) to make him enjoy his work by weaving language around the doing of real things — projects.

The book contains work for two years of the upper elementary grades, developed in twenty projects. The special features are:

1. *Forty projects adapted for class work* — each providing opportunity for "purposeful activity" on the part of the class and exercise of individual initiative.
2. *The socialized recitation* — club organization, class as audience, coöperative team work, discussion groups, program periods, committee work, and voting.
3. *Individual differences in pupils* — recognized and frequently provided for in the assignments.
4. *Training in thought-getting and organization* — preventing failure by systematic getting and organizing of ideas.
5. *Much supervised class work and teaching of how to study* — giving the concrete demonstration that the poor pupil needs.

SCOT 28 APR 1936

6. *Definite units of assignment* — focused so as to be well within the grasp of the class.
7. *Timely exercises* — developed so as to be opportune for schools having either annual or semiannual promotions.
8. *The illustrative models, fresh material of everyday value* — selections from newspapers and magazines as well as from books.
9. *The use of pictures and devices* for teaching purposes.
10. *Community interests woven into language work* — Health Posters, Fire Prevention, Protecting the Birds, Red Cross, Clean-up Week, Safety First and Scout campaigns, Good-English Drives, Community Guide Book, Junior Civic League, etc.
11. *Americanism emphasized from cover to cover* — in discussion, assignments, dramatizations.

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## SUGGESTIONS TO TEACHERS

**English as an Everyday Activity.** — In this book emphasis is laid, not upon technique, but upon life, upon thinking, upon everyday activities as vehicles of expression. Real situations are developed. The work of the class reaches out into the community. The boy and the girl see that a premium is set upon initiative. Self-reliance and zeal, a broader vision of life, and an ability to cooperate with others gradually arise in the class consciousness.

Language is a practice subject. We learn to speak by speaking. We learn to write by writing. Around the project idea, therefore, are woven in a recurring pattern the types of work that give practice to the language powers. Thought getting and observation, organization of ideas or outlining, conversation, discussion, and formal talks, study of models, writing of letters and other compositions, critical exercises, technical matter in grammar and composition, dramatization, word study, and handwork occur at regular intervals. Letter writing, for instance, is done every week for two years, in actual letters sent to actual persons for actual purposes.

It is only through frequent and well-motivated practice that good language habits can be molded.

**Becoming Acquainted with This Book.** — A teacher will get better service from a textbook if she is familiar with the purpose and contents. Therefore, leaf through the following:

1. *The preface*, page iii. Note the stress on "practice well-motivated" and consider carefully the eleven special features.

2. *The plan of organization*, pages v and vi. The projects are suitable for schools having either annual or semiannual promotions. To get the most benefit from this plan, it is better to follow the numbered lessons. In schools where the term is less than ten months the teacher should omit a project or two at the end of the year.

Note that the first year stresses thought as the basis of expression, and the second year stresses the manner of expression, each half year closing with a review, or summary.

3. *The detailed contents*, pages vii-xii. Note that this shows which matters of theory are given in each project.

4. *The half-year summaries*, pages 99, 191, 307, and 402. These are provided for the teacher's use or for consultation by the pupils. They are not intended to be memorized or reviewed in bulk.

5. *The first project for each half-year*, pages 1, 102, 197, and 310. Note how the work of a project is divided into ten numbered lessons. These lessons furnish work for both the preparation period and the (so-called) recitation period, homework and letters being usually done outside of the recitation time. Sometimes the matter for the preparation time comes at the beginning and sometimes at the end of the assignment.

Note that a formal talk to the class, a conversation or discussion lesson, a letter, a written composition, a pronunciation exercise, and a grammar or composition lesson are provided for each week of each year, given in each successive five lessons.

6. *The index*, page 405. By looking up at leisure some of the references for the following words, an inexperienced teacher can get an appreciation of what socialization means in its various phases.

blackboard	class	correlation	games	programs	team
work	club	criticism	handwork	prose	work
booklets	committee	dramatiza-	matches	models	volunteer
chairman	work	tion	models	secretary	work
challenge	community	exhibits	pictures	talks	voting

**How to Make Work in Oral English Most Effective.** — In conversation, discussion, games, and exercises the entire class should be engaged, not merely bright pupils. Leaders of discussion groups should draw out all the pupils in a group (see lesson 112, page 320). Frequently timid, dull, or lazy pupils are slighted.

Dramatizations and programs offer parts for most of the class.

The formal talks<sup>1</sup> should be given from the front of the room to the class as an audience. The pronunciation exercise preceding the talk should not extend beyond several minutes, so that the entire period is practically devoted to talks.

To give *each pupil* his *weekly practice*, talks should be short, like paragraph themes. It is better to have one-minute talks from *all* the class than two-minute talks from the brighter half. Give a democratic training.

<sup>1</sup>For a fuller discussion of methods see "The Teaching of Oral English."

**The Class as a Club.** — Boys and girls must learn to hold their own in their social groups, without the stimulus of the teacher's directing influence. At the beginning of each year, therefore, the class is organized as a Speakwell Club (pages 11 and 199), which takes charge of the period once a week when talks are given. In the second year additional practice is given in parliamentary procedure in the Round Table (page 261) and the Humane League (pages 272-279), each for the duration of the project, and in the Junior Civic League (pages 310-319), which continues for the second half of the eighth grade, when community projects prevail.

Through practice, boys and girls should learn to serve on committees (pages 161, 238, and 244-245); to act as a team (page 56); to express themselves in small groups (page 288); to preside as chairman of the club when talks are given, as chairman of discussion groups (pages 161 and 321), or of teams (page 169); to serve as secretary (page 312). They should know how to hold elections (pages 272 and 318-319), and to vote intelligently, thus getting training in forming opinions and acting upon them (pages 221, 229, 271, and 337).

**Setting Standards.** — The class is led to have a language goal. The language pledge (page xviii), the working out of a class motto (pages 197-198, and 207), the concrete presentation of theoretical standards (pages 44, 46, 53, etc.) aid in securing a definite goal.

Boys and girls know better where they stand in composition if they keep their written work so that they can make comparisons and note improvement (page 9). They hold exhibits at regular intervals (pages 189, 190, and 306). They make various booklets, each of which gives excellent opportunity to arouse a pride in accomplishment and the desire to improve (pages 56, 110, 164, 178, 343, and 378). They have an honor roll (pages 62 and 355). They hold championship discussions (page 89) and contests (pages 289, 343, and 378).

Good-English campaigns are planned for both years (pages 44-54 and 240-249).

Critical exercises are developed in such a gradually unfolding way that pupils learn to criticize their own work and thus become independent of the teacher.

Credit is accorded not only to those who do the best work, but to those who make the greatest improvement (see letter, page 42), thus offering stimulus to the slow pupils.

**Recognition of Individual Differences.** — Provision is made for much volunteer work by competent pupils (lesson 35, page 234). Assignments frequently offer opportunity for a less competent class to take the minimum, while a well-prepared class takes the maximum assignment (lesson 48, page 52 and lesson 98, page 96). A choice is sometimes offered, as in lesson 31, page 31.

The language work is built up so gradually through the stages of gathering ideas, organizing ideas, and oral expression, that the written work is within the reach of the poorer pupils, who are somewhat ready for it in spite of themselves.

The plays and pageants are gradually built up in class exercises (pages 169-175, 290-305, and 393-401).

To aid the slower pupils various devices are used that make a concrete appeal. Arrows point out things to remember (pages 25, 73, 131, 151, 201, 203, and 331). Enlarged periods stress sentence structure (page 4). The checkerboard version of "tit-tat-toe" applied to word drills (page 41) lends variety. Pictures teach theory (pages 205, 245, and 246). The object of all this is to make the initial impression as strong as possible. When once a correct form or usage is understood, the teacher should insist upon its observance.

To facilitate discussion, sentences and paragraphs are frequently numbered with superior numbers (pages 14 and 147).

The game or match idea is applied to spelling (page 47), and to grammar (pages 77 and 326).

**How Theory is Handled: Supervised Study.** — Grammatical theory is presented first from the standpoint of usage and from that is gradually unfolded. Much of this material offers excellent opportunity for careful silent reading by the class and for discussion, or for supervised reading by the teacher and the class. The illustrative sentences are usually applied to the project.

There is a new attack in presenting some of the matters of theory. For instance, unity and order are carried back to the thinking process where they belong (pages 20, 40, and 66). The relationship of parts is brought out in a new way (pages 167 and 246).

From the beginning boys and girls are taught how to handle reference books, encyclopedias, etc. (pages 1-2 and 90); the dictionary (pages 18, 93, 120, and 290); other textbooks (pages 120 and 204); library work (page 80); and newspapers (page 183).

**Correlation of Other School Activities.** — The course utilizes the abilities that are being trained in the other studies and thus binds all the work of the school together in a practical whole:

Arithmetic.	Page 153
Geography.	Pages 110, 138, 169, 171, 251, 375
Hygiene.	Pages 63-70
History.	Pages 102-109, 120-130, 141, 157, 160, 169, 367-374
Nature study.	Pages 35-42, 147-156, 221, 272-279, 338-349
Music.	Pages 56, 153, 169
Domestic arts.	Pages 71, 359-366
Manual arts.	Pages 71, 151-152, 221, 339, 349
Drawing.	Pages 56, 58, 62, 70, 109, 115, 138, 153, 160, 181, 221, 229, 234, 238, 250, 328, 350, 361, 377, 385
Civics and community welfare projects.	Pages 1-10, 19-30, 31-43, 63-70, 147-156, 176-182, 218-227, 280-289, 310-319, 320-328, 329-337, 338-349, 350-358, 359-366, 375-385, 386-392, 393-401

The *spirit of Americanism* runs through the whole book, sounded in the preface to the boys and girls and in the language pledge. The class is kept constantly alive to the spirit of patriotism by means of such projects as Patriots' Day (pages 102-109), "Nations of the World" Pageant (pages 165-175), A Journalistic Trip through America (pages 250-259), The Junior Civic League (page 310), American Day (pages 367-374), and Flag Day Programs (pages 10 and 392).

**Local Contacts.** — Besides the community projects enumerated in the index (see index), invitations are extended to various persons in the community to attend program entertainments. The class get in touch with local merchants so that they can exhibit work in store windows (pages 328, 339, and 349). They hold contests with other schools (pages 282 and 334). They communicate with the editor of a local paper (pages 264, 289, 348, and 373), they hold parades and give plays for the public to see. Thus the parents, as well as the principal and the superintendent, have an opportunity to see first hand, in an interesting way, the work that is done by the class.

These local contacts with community interests popularize the language work of the school and give more significance to the work of the teacher. Appreciation of language work by a community will make the teacher's task more of the real joy that it ought to be.



## BOYS AND GIRLS

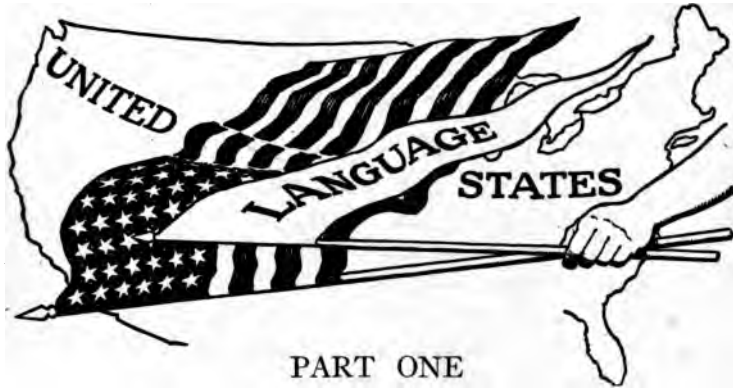
The name *America* stands for our country. Vast are its resources. Great is its power among the nations of the world. But wealth and size alone will not make a country great. What is it that sweeps through the land and makes us rise in protest if anything is done against the flag of our United States? Patriotism! That is loyalty to the Stars and Stripes, the symbol of our love of liberty.

No country will remain great unless its people learn to live so that they make the most of themselves. To-day schools and churches, newspapers, magazines, and books are educating the nation in ways of living. No one can learn well from this instruction, however, unless he can speak, read, and write our language. Each man, woman, and child must be able to speak and read English intelligently, to give our country its greatest power.

Loyalty to land and loyalty to language will make for the greatest Americanism. Therefore :

*We pledge allegiance to the flag and to the language for which it stands — the English language, which we pledge ourselves to speak and to write correctly, a little better each day.*

**A M E R I C A F I R S T !**



## PROJECT I. MAKING A FLAG PROGRAM

1. **Conversation.** Read the message on the opposite page. What do the two words "America First" mean? In what ways does our country stand high among nations? Talk about the United States in class:

*Size and Wealth.* How large is the United States? What is the population of the country? Name three great sources of its wealth. Why is each important?

*History and Heroes.* When did the history of our country as an independent nation begin? For what principle, or idea, has the United States stood firm? Name three great men who have fought for this principle. Tell what each did.

*Language and Literature.* Where did we get our language? Where can you find information about our writers? Name three great American writers. Tell one fact about each.

*Remember:* Ability to speak well and to read intelligently will help to make you good Americans.

**Finding the Facts.** The teacher will divide the class into three groups, or committees, to look up the questions on page 1 in class. Group 1 will consult a geography; group 2, a history; group 3, an unabridged dictionary, an encyclopedia, or readers. Then you will have accurate information to report.

**2. Getting the Full Meaning from a Poem.** The following poem, written during the Civil War, is as true to-day as it was sixty years ago. When you read it, look up in your dictionary any words you do not know. Then you will be ready to talk about it intelligently.

#### UNION AND LIBERTY

<sup>1</sup> Flag of the heroes who left us their glory,\*  
 Borne through their battlefield's thunder and flame,  
 Blazoned in song and illumined in story,  
 Wave o'er us all who inherit their fame!

#### *Chorus*

Up with our banner bright,  
 Sprinkled with starry light,  
 Spread its fair emblems from mountain to shore,  
 While through the sounding sky  
 Loud rings the Nation's cry —  
 UNION AND LIBERTY! ONE EVERMORE!

<sup>2</sup> Light of our firmament, guide of our Nation,  
 Pride of her children, and honored afar,  
 Let the wide beams of thy full constellation  
 Scatter each cloud that would darken a star! — *Chorus*

---

\* The number with each stanza will make it easier for you to refer to different stanzas.

<sup>3</sup> Empire unsceptered! what foe shall assail thee,  
 Bearing the standard of Liberty's van?  
 Think not the God of thy fathers shall fail thee,  
 Striving with men for the birthright of man! — *Chorus*

<sup>4</sup> Yet if, by madness and treachery blighted,  
 Dawns the dark hour when the sword thou must draw,  
 Then with the arms of thy millions united,  
 Smite the bold traitors to Freedom and Law! — *Chorus*

<sup>5</sup> Lord of the Universe! shield us and guide us,  
 Trusting thee always, through shadow and sun!  
 Thou hast united us, who shall divide us?  
 Keep us, oh, keep us the MANY IN ONE! — *Chorus*

OLIVER WENDELL HOLMES, in 1861

What did the author of this poem have in mind when he wrote the title? The motto of the United States is *E pluribus unum* (one out of many). Is it a good motto? Why?

Tell the names of three heroes and battlefields spoken of in stanza 1. What flag poems, songs, and stories do you know? Which do you like best? Which line describes them? Explain "empire unsceptered."<sup>3</sup> Give two meanings of the word *standard*.<sup>3</sup> What does it mean here?

For what should we be ready to fight? Name occurrences that would dishonor the star of a state.

Read the poem (1) with the Civil War in mind and (2) with the World War in mind. Which lines refer particularly to the Civil War? Pick out the stanza that you like best and tell what picture you see in it.

Five pupils will now read the stanzas aloud in turn. Five volunteers will give the chorus from memory.

3. **The Form of the Sentence and the Paragraph.** Let us follow the working of the mind of an orator who is planning a speech about the American flag. Notice how he goes from thought to thought:

“The flag is bunting,” he thinks, “but it is almost alive — it has a voice. Each — part — has — a — voice. The thing to do, then, is to take the different parts of the flag — the stripes and the stars — and show that each has a voice. What would each part say if it could speak?”

When the orator speaks, we hear the separate sentences, as they are given in (a); but when he writes down his speech, it will appear as a paragraph, (b).

<i>(a) As spoken</i>	<i>(b) As written</i>
<p><sup>1</sup> The flag is a piece of bunting lifted in the air, but it speaks sublimely and every part has a voice●</p>	<p><sup>1</sup> The flag is a piece of bunting lifted in the air, but it speaks sublimely and every part has a voice.</p>
<p><sup>2</sup> Its stripes of alternate red and white proclaim the original union of thirteen states●</p>	<p><sup>2</sup> Its stripes of alternate red and white proclaim the original union of thirteen states. <sup>3</sup> Its stars of</p>
<p><sup>3</sup> 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●</p>	<p>white on a field of blue proclaim that union of states constituting our national constellation, which receives a new star with every new state.</p>
<p>ROBERT WINTHROP</p>	

Briefly stated, this is what he has thought out:

*How the Flag Speaks*

The flag is bunting, yet it speaks.<sup>1</sup>

The stripes speak for the original colonies.<sup>2</sup>

The stars speak for the states of the nation.<sup>3</sup>

At the bottom of page 4 are given the three thoughts which develop a bigger thought, or topic (How the Flag Speaks). Each of these three thoughts makes sense in itself, but it needs the other thoughts to make the topic clear.

When a number of words are put together to make a complete thought, as in the three parts of (a) on page 4, they are called a *sentence*. When such sentences are put together to make a complete topic, as in (b) on page 4, they form a *paragraph*.

*Remember: A sentence begins with a capital and ends with a period.*

*In writing a paragraph begin the first line about an inch to the right of the other lines. This is called indention. Always keep a margin of an inch on the left of your written paper.*

**Dictation.** Copy the three sentences in (a) on page 4 as one paragraph. Indent the paragraph one inch. Have a margin of an inch.

Keep this piece of written work.

**4. A Humming Game.\*** To form good tone the breath must pass out through both nose and mouth.

To open the nasal passage, hum *m-m-m* with the lips lightly closed, thus forcing the palate to hang down in the right position.



Then drop the lower jaw and let the humming sound come out through both mouth and nose.

\* Each talk is preceded by a pronunciation game or drill, which is not to exceed several minutes, and is to be repeated when needed.

**A Talk to the Class.** Come to the front of the room. (1) Repeat from memory the stanza you like best in "Union and Liberty" and the chorus (page 2). (2) Tell the class what picture the stanza makes you see. The fifteen best talks will be repeated later.

**5. The Proper Form of Friendly Letters and Notes.** On the opposite page is given a model for an informal note or a friendly letter. What are the five parts? Why is each given? Which tells *where?* *to whom?* *when?* *how?* *what?* *by whom?*

The *heading* begins a little to the right of the middle of the page. It consists of the place and the date. If the street address is given, three lines may be used; or the whole address may be written on one line, if it is short.

Raleigh, N. C. May 7, 1921	31 Pearl Street Des Moines, Iowa August 7, 1921	5 Park Street, Troy, N. Y. September 14, 1921
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The *salutation* gives the name of the person to whom the letter is sent, together with an introductory word; as, "Dear ——" or "My dear ——" . If a word like *father* or *sister* is used, that word is capitalized. It is followed by a colon:

Dear Father:	Dear Miss Smith:	My dear Brother:
Dear Tom:	Dear Sister:	Dearest Mother:

The *body* of the letter consists of one or more paragraphs. Each paragraph is indented. The whole letter has a margin on the left side.

The *complimentary close* begins a little to the right of the middle of the page, and consists of a graceful ending:

Sincerely yours,	Your little daughter,
Lovingly yours,	Your loving son,

<p>31 Park Street Lester, Ohio September 7, 1921</p> <p>Dear Miss Marlbury:</p> <p>A week from to-day our seventh grade class is going to give a little Flag Program in our class room. We should like you to be our guest.</p> <p>Let us know whether you can come.</p> <p>Sincerely yours, Alice James</p>	<p>← Heading :   Place                     Date</p> <p>← Salutation</p> <p>← Body</p> <p>← Comp. close</p> <p>← Signature</p>
--	---

The *signature* is written on the line below the complimentary close, a little farther to the right. Except in family letters it is well to sign the full name. Always sign your name very legibly.

The paper ordinarily used for friendly letters consists of a folded sheet. In writing a letter go from one page to another in the order in which they come.

**Remember :** *A friendly letter consists of five parts. Each part begins with a capital.*

*The salutation ends with a colon. The complimentary close ends with a comma.*

**Copying.** Fold a sheet of school paper once to look like letter paper. Copy the above letter, but use your principal's name in the salutation and your own name as signature. Change the heading to suit your address and the day of the month.

The best letter will be sent. (See page 8.)

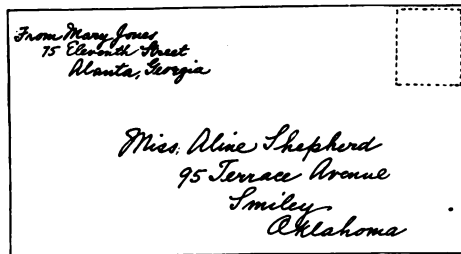


6. **Handwork.** Bring an envelope to school. Talk about how it is made. Fold a sheet of school paper to look like a sheet of letter paper. Then make the envelope the proper size for this sheet of paper folded once.

Cut the envelope and paste it.

**Addressing an Envelope.** From the superscription, or writing on the front of an envelope, the postman should be able to tell exactly where the letter is to go, that is, the full name, street and number, city and state, of the person who is to receive the letter. He should also know your name and full address as sender, so that the letter can be returned to you if the person to whom it is addressed has moved away.

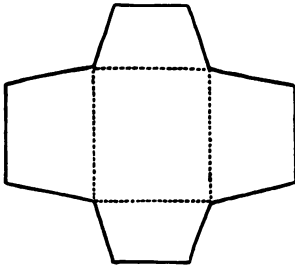
Observe how and where these parts are placed on the following envelope. What are given in the return address? in the superscription? Where is the stamp placed?



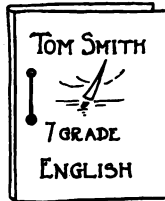
Following the above model, address the envelope you have made for the letter to your principal. Use the home address for both sender and receiver of the letter. The best envelope and letter will be sent. Your teacher will tell you who wrote the best letter (page 7). Use the name of the writer of that letter for the home address.

**7. Keeping a Record of Your Work.** To see how you improve in your written work from week to week it is a good plan to keep what you write, with the date of writing on each paper.

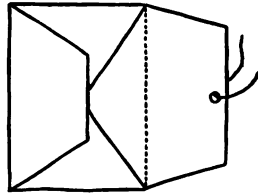
You will now make a case in which to keep all your written work. Which of the following patterns do you prefer? Why?



(a)



(b)



(c)

Draw on the board the pattern the class has selected. What directions should you mark on the pattern?

**Writing a Paragraph.** Write your directions as a paragraph. Make the case one inch larger than the paper used in your school.

**8. Handwork.** Make a case out of heavy Manila or wrapping paper. On the flap that folds over print your name, your school, and the date. Then make an appropriate decoration.

**Blackboard Work.** On the board draw a large flag of the United States. Make as many stars as we have states. Beside the thirteen stripes print the names of the thirteen original states. Under each name of an original state, or colony, print the names of as many great men as you can think of in connection with that original state.

**Sentence Building.** Make up thirteen sentences for the original states. In each give the names of several of the great men written beside the stripes of the flag; as, "Pennsylvania is noted for —, —, and —." Begin each sentence with a capital and end it with a period.

**9. A Breathing Game.** To speak well it is necessary to breathe well. Rise, and while your teacher counts five, raise your arms at the side and breathe in deeply. Then lower the arms slowly and exhale while she counts five. Repeat this exercise five times.

**A Talk to the Class.** Come to the front of the room. (1) Tell the class which names of great men you have thought of for three of the original states. (2) Tell which you think is the most important man. Give a reason.

**10. Giving a Program.** In a class period present the following program :

A FLAG PROGRAM	
THE LANGUAGE PLEDGE (Page xviii) The Class	
THREE TALKS. <i>How to Keep America First</i> (Page 1) . . . . .	Three pupils
A SPEECH IN RELAY.* <i>How the Flag Speaks</i> (Page 4) . . . . .	Three pupils
EXHIBIT OF CASES FOR WORK . . . . .	
FIFTEEN TALKS. <i>Our Flag</i> (Talks on page 6) . . . . .	Fifteen pupils
FLAG RAISING IN THE SCHOOL YARD, OR ELEVATION OF THE FLAG TO THE PLACE OF HONOR IN THE CLASSROOM . . . . .	
A RECITATION IN RELAY. <i>Union and Liberty</i> (Page 2) . . . . .	The class and the class
THE FLAG SALUTE . . . . .	The class
* "In relay" means "one after the other."	



## PROJECT 2. FORMING A BETTER- SPEECH CLUB



**11. How to Form a Speaking Club.** There is no better accomplishment than learning to speak well. Each week you will give a one-minute talk on a subject that you have discussed in class or about which you have thought outside. For these weekly talks the class may be formed into a club.

For each meeting your teacher will appoint a different pupil to act as chairman. The chairman will tap with the gavel and say, "The meeting will come to order." He will then state the subject of the talk.

To get permission to speak you will rise and say, "Mr. Chairman, may I have the floor?" The chairman will give permission by saying, "Tom (or Alice) has the floor." You will then come to the front of the room and give your talk, facing the class.

No club would be complete without a name and a motto. Talk about good names and good slogans. Write the various suggestions on the board.

**12. A Pronunciation Drill.** One of the greatest faults in American speech is to cut short the final syllable; as, "goin'" for *going*. Write on the board five words with the final syllable *ing* and pronounce them up and down.

asking	falling	jumping	running
being	feeling	knowing	seeing
breathing	going	laughing	singing
coming	having	liking	sleeping
drawing	hearing	playing	thinking
eating	hitting	reading	writing

**A Talk to the Class.** Tell the class what name and what slogan you want for the club. Give reasons.

At the end of the period write on a piece of paper the name and the slogan for which you think the best arguments were given. Two pupils will collect the votes and count them outside of class.

**Handwork.** A committee of three pupils may volunteer to prepare outside of school a club poster of the name and the slogan chosen.

**13. The Work That Words Do: Review.** In the following sentences observe that the italicized words play different parts:

1. A *boy* was chairman of our club in Oakland.

The word "boy" names a person. It is called a *noun*. Nouns name persons, places, things, or ideas.

2. *He* called the meeting to order and announced the lesson.

The word "he" stands for "boy" in the first sentence. It is called a *pronoun* because it stands for a noun.

3. He *tapped* gently with his gavel.

The word "tapped" tells an action. It is called a *verb*.

4. The *first* speaker spoke *slowly* and distinctly.

"First" describes the speaker. It is called an *adjective* because it describes a noun. "Slowly" describes the word "spoke." It is called an *adverb* because it describes a verb. An adverb may also describe an adjective ("a *very* able speaker") or another adverb ("he spoke *very* slowly").

5. He addressed the chair *and* came to the front of the room.

What two things did he do? Observe that the word “and” connects them. A word that connects single words or groups of words is called a *conjunction*.

6. He then spoke *to* the class.

Certain words show a relation between other words. Here “to” carries the meaning from “spoke” to “class.” A word that shows relation between a noun or a pronoun and some other word in a sentence is called a *preposition*.

7. *Hurrah!* He made a good speech.

The word “hurrah!” expresses great joy or approval. Words that express feeling, or exclaim, are called *interjections*. An interjection is usually followed by an exclamation mark.

Nouns and pronouns are often called *substantives*.

Pick out different parts of speech in the selections on pages 2 and 4.

**Remember :** *Words play eight parts in sentences :*

*Nouns are names of persons, places, things, or ideas.*

*Pronouns stand for nouns.*

*Verbs are action words.*

*Adjectives describe nouns or pronouns.*

*Adverbs describe verbs, adjectives, or other adverbs.*

*Conjunctions connect words or groups of words.*

*Prepositions show relation between two words.*

*Interjections express feeling.*

14. **Writing a Paragraph.** Copy the seven sentences on pages 12 and 13 as a paragraph. Be ready to tell the part of speech for *room, gently, with, distinctly, he, spoke, in, lesson, good, called, and, addressed, to, gavel, of, hurrah, and Oakland.*

15. **Making Letters Interesting.** Below is given a letter which Thomas B. Macaulay wrote when he was a boy at boarding school:

Shelford, England  
April 26, 1813.

My dear Papa :

† <sup>1</sup> Since I have given you an account of my weekly duties, I hope you will be pleased to be informed of my Sunday's occupations. <sup>2</sup> It is quite a day of rest here, and I look to it with pleasure through the whole of the week.

③ After breakfast we learn a chapter in the Greek Testament — that is with the aid of our Bibles, and without doing it with a dictionary as in other lessons. ④ We then go to church. <sup>5</sup> We dine almost as soon as we come back, and are left to ourselves till afternoon church.

<sup>6</sup> During this time I employ myself in reading. ⑦ Mr. Preston lends me any books for which I ask him, so that I am nearly as well off in this respect as at home, except for one thing. ⑧ I can only ask for one book at a time, and cannot touch another till I have read it through.

<sup>9</sup> Later in the afternoon we go to church, and after we come back I read as before till tea-time.

<sup>10</sup> After tea we write out the sermon. .

Your affectionate son,  
Thomas B. Macaulay

Compare Thomas's Sunday with yours. In what way were his studies more advanced than yours? The third sentence tells how he translated Greek. Look up *translation* and then explain the sentence.

What rule had Mr. Preston made about books? Do you agree with Thomas about this rule? Why?

Later Macaulay became a great English writer and statesman. Find out how old he was when he wrote this letter. How did he make it interesting?

Is the letter in good form? Why?

*Remember* : • Make a letter interesting by (1) telling what you do and (2) giving your opinions.

**16. Planning a Letter.** Plan to write a letter to your home, just as Thomas Macaulay did from boarding school. You may tell about the school day on which you have the Better-Speech Club, and relate what you do during the day.

In the letter on page 14, which sentence states the writer's purpose? How could you state the purpose of your letter?

Which sentences tell the different things Thomas did during the day? Write notes of these on the board. Copy on the board the expressions he uses to show the time of day. He tells things in the right order, or as they happened. In what order do things happen during your school day?

Find the sentences in which Thomas gives his opinions. What opinions can you give of your Better-Speech Club?

You have now thought out :

- (1) The purpose of your letter.
- (2) What you do during a school day.
- (3) Your opinion of the Better-Speech Club.

**Dictation.** Copy Macaulay's letter.



**17. An Enunciation Drill.** Say quickly and clearly the long vowels: (1) *lā, lē, lī, lō, lū*; (2) *dā, dē, dī, dō, dū*; (3) *mā, mē, mī, mō, mū*.

**A Talk to the Class.** Tell how you spend a school day. Tell things in the right order.

A committee of two pupils will sit in the back of the room and rise whenever they cannot hear you.

**Remember:** *To hold the attention of the class :*

*Stand erect on both feet.*

*Look straight at your audience.*

*Speak slowly and distinctly.*

*Speak loud enough to be heard.*

**18. Subject and Predicate.** In the following sentence tell who is talked about. Tell what is said about him.

*An English boy wrote about his reading.*

We could say "boy" or "An English boy" was talked about. Either answer would be correct. The single word talked about is called the *subject substantive*. This word with any others used to make its sense complete is called the *complete subject*.

We can answer the question, "What is said about the subject?" either with one word or in full. The *predicate verb* is the chief thing said about the subject ("wrote"). The *complete predicate* tells in full what was said ("wrote about his reading").

**Remember:** *A sentence consists of two parts :*

(1) *The subject, or the thing talked about, and*

(2) *The predicate, or what is said about the subject.*

*The complete subject is the whole idea talked about. The subject substantive is the single word talked about.*

*The complete predicate includes all that is said about the subject. The predicate verb is the chief word of the predicate.*

**An Exercise.** Point out the subject substantives, the predicate verbs, the complete subjects, and the complete predicates in the following sentences. Copy the sentences. Then underline the subject substantive and the predicate verb in each sentence, and draw a vertical line between the complete subject and the complete predicate.

1. An English boy of thirteen wrote the letter on page 14.
2. A good student reads books carefully.
3. Our club improves our use of language.
4. The chairman holds an important position.
5. Every member of the club speaks at a good meeting.
6. A good speaker speaks loud enough to be heard.
7. The last chairman forgot to speak himself.
8. The teacher sits in the back of the room.
9. The meeting of the club is held once a week.

**19. Writing a Paragraph.** Write as one paragraph your account of your school day. Bring in an opinion of something, as Thomas Macaulay did.

In class correct the paragraph :

1. Is it indented?
2. Is there a margin?
3. Enlarge the periods. Does each sentence begin with a capital and end with a period?
4. Are things told in the right order?
5. Did you give an opinion?

20. Using Words Right. Notice how fully a word is described in Webster's "New International Dictionary." What different things are given?

<p><b>speech</b> (spĕch), <i>n.</i> [ME. <i>speche</i>, AS. <i>spāo</i> (cf. also <i>spārō</i>, D. <i>spraak</i>, G. <i>sprache</i>, Sw. <i>språk</i>, Dan. <i>sprog</i>), fr. <i>specan</i> to speak. See SPEAK.] 1. The faculty of uttering articulate sounds or words; the faculty of expressing thoughts by words or articulate sounds; the power of speaking.</p> <p>2. Act or manner of speaking or expressing thoughts in words; oral utterance. Speech is voice articulated by definite configurations of the vocal organs. Speech and song are distinguished chiefly by the wider variations of pitch in singing, in which latter the voice usually dwells on each note without change of pitch, and then leaps up or down to the next as smoothly and quickly as possible, whereas in speech the voice constantly moves upward and downward, sometimes by leaps, but more often by glides.</p> <p>3. That which is spoken; a spoken sentence, phrase, remark, etc.; uttered words expressive of thought; also, an interchange of spoken words; talk; conversation.</p> <p>4. Specif., a formal public discourse; an oration; harangue.</p> <p>5. A particular language; a tongue; a dialect. People of a strange <i>speech</i>. <i>Esak.</i> iii. 6.</p> <p>6. Talk; mention; common saying; report <i>Archaic</i>. What was the <i>speech</i> among the Londoners Concerning the French journey. <i>Shak.</i></p> <p>7. The speaking of a musical instrument. See SPEAK, <i>v.t.</i>, 6.</p> <p>8. The part of a wheel consisting of the hub and spokes before the felloes and rim are put on.</p> <p><b>SYN.</b>—SPEECH, ADDRESS, ORATION, HARANGUE. SPEECH is the general term; an ADDRESS is a formal speech; an ORATION is an elaborate or rhetorical address, esp. one delivered on a notable occasion; a HARANGUE is a vehement or noisy speech.*</p>	<p>← { <b>Pronunciation</b> <b>Part of speech</b> <b>Derivation</b></p> <p>← <b>Definitions:</b> Different uses numbered; examples</p> <p>← <b>Synonyms:</b> Explained; examples</p>
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The following words are often misused :

grand          great          awful          fine          nice

"Grand," "great," and "awful" should not be used in speaking of trifling or insignificant things. Look up these words in the dictionary and discuss their meanings.

*Remember: Look up strange words in the dictionary and select the meaning that suits the sentence.*

**Writing a Letter.** Write a letter about a school day to some one at home. As the body of the letter copy the corrected paragraph about your school day. Address an envelope. Take the letter home and give it to the person to read.

\* From Webster's "New International Dictionary." Copyright 1909-1913, by G. and C. Merriam Company.



PROJECT 3. CELEBRATING FIRE  
PREVENTION DAY



21. **Conversation: The Fire Menace.** Talk over in class the following questions. Put your remarks in complete sentence form. Tell what you think and why; as, "I think . . . (what) . . . (why) . . ."

1. Which causes more damage — fire or water?
2. Where is fire more dangerous — in the country or in the city?
3. What are the three greatest causes of fires?
4. What things do people do in their homes to fight fire and its losses?
5. How is a fire alarm sounded?
6. How is a fire drill held in school?

In what different ways does your community guard its citizens from fire? Tell about them.

What could you see at a fire house? Tell where the fire houses are located.

**Writing a Letter.** You have some fire-fighting organization in your community. Write a friendly letter to your teacher, requesting permission to visit the nearest fire house after school on a certain day. Tell why you wish to go.

Turn to the model on page 7, and make your letter perfect in form. See whether each sentence begins with a capital and ends with a period. Put a straight line under each subject substantive and a wavy line under each predicate verb. Draw a vertical line between complete subjects and complete predicates.

Make and address an envelope. Put the letter in the envelope, but do not seal it.

The best letter will be sent.

22. **Beginning, Middle, End: The Outline.** On this page you will find a newspaper account of a rescue by a boy scout. Beside it you will find a skeleton, or *outline*, of the facts.

**A Boy Scout's Heroism (Written out)**

(Outlined)

<sup>1</sup> The bronze medal for life saving has just been awarded by the National Court of Honor, B. S. A., to Frederick Lange, senior patrol leader of Troop 259 of the Boy Scouts of this city. The act of heroism which has brought him this distinction was performed several months ago, when, at the risk of being burned to death, Lange rescued a little boy in a most remarkable manner.

<sup>2</sup> Lange was walking along the street when he heard screams. Running back, he saw a toddler enveloped in flames. The little fellow's clothes had caught fire and he was too young to know just what to do to help himself in any other way than by screaming.

<sup>3</sup> Taking in the situation at a glance, young Lange pulled off his own coat while running to the aid of the child. A moment later the coat was thrown about the latter, and the flames were smothered.

<sup>4</sup> The little boy, however, had been badly injured by the fire, and it is likely that he would have died eventually, even though the flames had been extinguished, if Lange had not administered first-aid treatment, pending the arrival of an ambulance. Thanks to Lange's heroism and knowledge of "first-aid" principles, the child has since recovered.

<sup>5</sup> A medal was presented to Lange also by the City Court of Honor on February 12 at the City Hall for the same heroic act.

*The Public Ledger*

← I. *Beginning* (Introductory — medal awarded)

A. To boy scout

B. By National Court of Honor

C. For saving child

← II. *Middle* (Details of rescue)

A. Boy sees child on fire

1. Child helpless

2. Child screaming

B. Boy puts fire out

1. Sees danger

2. Smothers flames with coat

C. Boy saves child

1. First aid

2. Arrival of ambulance

← III. *End* (Graceful close, — boy awarded another medal)

A. When

B. Where

In the reporter's mind, before he wrote, the ideas were properly selected and arranged.

Which paragraph tells *what, to whom, by whom, and why?* Point out the expressions that answer these questions.

How many paragraphs does the reporter use to give details of the rescue? Because the story falls naturally into three different stages, he makes three paragraphs, each with sub-topics of its own (what the boy saw, what he did to the fire, how he gave first aid).

What are the topics for the *beginning*, the *middle*, and the *end* of this story?

Observe that the subtopics are marked differently and written farther to the right, to make them stand out:

- I. (Main topic) . . . . .
- A. (Subtopic of the main topic) . . . . .
- 1. (Subtopics of A) . . . . .
- 2. . . . .
- 3. . . . .

*Remember: An outline helps you to find the main thoughts and the details under them.*

**Writing a Summary.** A pupil will copy the outline on page 20 on the board. The class will then write an account of the boy scout's heroism, following the outline but condensing the story to three paragraphs. What first aid did he apply?

Which parts of the outline will you take for each paragraph? Observe correct indention and margin.

**23. Finding Words in the Dictionary.** The words on page 22 are associated with fire. Be ready to explain their meanings. Look up the words that you do not know.

How are these words arranged? Where should you look for "flames"? where, for "lurid"?

arson	fire extinguisher	fire tower	instantaneous
asbestos	fireproof	fire trap	insure
combustion	fire insurance	fire warden	lurid
fire alarm	fire limits	flames	menace
fire drill	fire line	hook and ladder	panic
fire engine	fire patrol	immunity	safety
fire escape	fire sale	incombustible	salvage

Words in the dictionary are arranged alphabetically. In looking up a word the quickest way is to do as follows:

(1) Turn to the letter and leaf through the pages until you find at the top of the page the combination of letters nearest to your word.

(2) Trace the words down the column until you find your word.

*Remember: Take the quickest way in looking up words in the dictionary.*

**Sentence Building.** Make up slogans for fire prevention in (1) the school, (2) the home, (3) the community, and (4) the forest, using some of the above words. Write them on the board and discuss them. Copy the best.

Point out different parts of speech in the slogans.

**Handwork.** The class will divide into four teams, each choosing one of the following:

(1) School      (2) Home      (3) Community      (4) Forest

Outside of school make a fire prevention poster to suit your subject. Print on it a good slogan.

The best poster will be exhibited.

**24. How Sentences May Be Used.** The following show different uses of sentences :

- (1) What is an automatic fire escape?
- (2) The salesman held up a picture of it and read the directions aloud.
- (3) Throw the reel out of the window.

What is the purpose of the first sentence? How does it differ from the other sentences in punctuation? This is an interrogative sentence, because it asks a question. It is followed by an interrogation point (?).

What is the purpose of the second sentence? This is a declarative sentence, because it declares, or states, a fact. It is followed by a period.

The third sentence is another form of declarative sentence. It gives a command. The sentence means that "you" are to throw the reel out. The word *you* is not expressed, but it is understood. Such a sentence is followed by a period.

Notice in the following paragraph that each sentence expresses strong feeling, or emotion.

The house is on fire! What can we do! Unwind the cable!  
Place the life belt under the arms! Drop from the window!  
Do not be afraid!

Such sentences are called *exclamatory sentences*. Any sentence expressed with strong feeling becomes exclamatory. It is followed by an exclamation mark.

Which of the sentences in the selection above are declarative statements? Which are declarative commands? Which are interrogative sentences? Tell why in each case. Copy the sentences as they would be punctuated if they were spoken without feeling.



Tell what kind each sentence is in the following :

The Sampson Self-Working Fire Escape will lower you to the ground at a uniform and safe rate. It is not necessary to hold on to the loose end of the cable. The fire escape is fireproof. The cable has a steel core. It will sustain more than 2000 pounds. Is such a cable likely to break?

*Remember : A declarative sentence states a fact or gives a command. It is followed by a period.*

*An interrogative sentence asks a question. It is followed by an interrogation point.*

*Any sentence becomes exclamatory when it is expressed with strong emotion.*

**Writing a Paragraph : Directions.** Discuss in class (1) how to sound a fire alarm and (2) how to go through a fire drill.

Choose one of these topics and write a paragraph, giving complete directions.

**25. A Pronunciation Drill.** The following words give important vowel sounds. Sound them in order, (1) as words, and (2) as vowel sounds :

fool	flow	fat	fur	fate	fit	fire
foot	flaw	father	flush	fell	feet	fog

**A Talk to the Class.** Hold up your fire poster for the class to see. Tell what you have tried to show in it. Explain ways to prevent or to fight fire.

The teacher will keep the names of pupils who cannot be heard in the back of the room.

**26. The Form of a Business Letter.** How does the business letter on page 25 differ in form from the friendly letter on page 7? Copy the letter on the board from dictation. Discuss its form and contents.

<p>14 Wall Street New York, N. Y. October 9, 1921</p>	<p>← <b>Heading :</b>   Place</p>
	<p>  Date</p>
<p>Mr. Thomas Smith Superintendent of Schools Latona, Iowa</p>	<p>← <b>Name and address of person to whom letter is sent</b></p>
<p>Dear Sir:</p>	<p>← <b>Salutation</b></p>
<p>Are you acquainted with the following facts?</p> <ol style="list-style-type: none"> <li>1. The United States has the greatest fire loss of any country in the world.</li> <li>2. At least 15,000 people were killed by fire in a recent year.</li> <li>3. A fire occurs on an average every minute during each twenty-four hour day.</li> <li>4. Property valued at \$317,014,385 was destroyed by fire in a recent year.</li> <li>5. If the buildings burned in one year could be set on one street, they would form an avenue from Chicago to New York.</li> </ol> <p>As this enormous waste by fire is largely due to carelessness, we think that the boys and girls in school should make it their business to spread fire prevention ideas.</p> <p>What can your schools do? Let each class make a separate report.</p>	<p>← <b>Body of the letter</b></p>
<p>Very truly yours, Harold Brown</p>	<p>← <b>Complimentary close</b></p> <p>← <b>Signature</b></p>

A business letter consists of six parts: heading, name and address, salutation, body, complimentary close, and signature. It differs from a friendly letter in putting above the salutation

the name and the address of the person to whom the letter is sent.

For a letter written to a business firm or to a person with whom you are unacquainted, the salutation should be :

Dear Sir :	Gentlemen :	Dear Madam :
Dear Sirs :	Ladies :	My dear Sir :

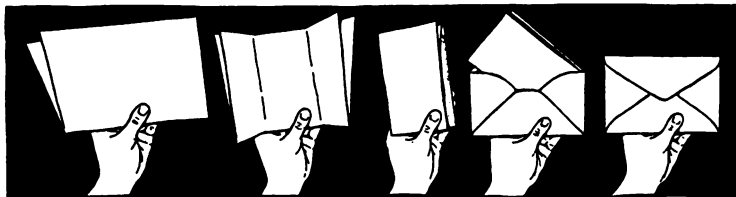
The complimentary close should be "Yours truly," or "Yours very truly," or "Very truly yours," for business letters; and "Respectfully yours" for official letters. It should be followed by a comma.

Yours truly,	Respectfully yours,	Very truly yours,
Truly yours,		Yours very truly,

The signature should be written in full. A girl should put the title *Miss*, written in parenthesis, in front of her name to show how she should be addressed in the reply.

(Miss) Mary Ellen Gray

A business letter is written on a large sheet of paper, which is folded and inserted in the envelope in the following way :



**Remember :** *A business letter consists of six parts.*

*The name and the address of the receiver should be written above the salutation.*

**Writing a Letter.** Write a business letter to the chief of the fire house, at the nearest location. Ask his permission to visit the fire house with your teacher after school.

Make an envelope and address it. The best letter will be delivered.

**27. Independent Elements.** You have learned that every sentence consists of two main parts :

<i>Complete subject</i>	<i>Complete predicate</i>
The greatest cause of fire	is gross carelessness.

We sometimes find in a sentence words that are not really a part of it. These are called *independent elements*. Try to find them in the following :

1. Yes, mice will carry away matches.
2. No, we never keep gasoline near fire.
3. Morris, can you light the lamp?
4. Alas! the house was burned to the ground.
5. There are many causes of fire.
6. It is dangerous to play with fire.

The first word in each sentence is an independent element, for it belongs to neither subject nor predicate, but rather to the whole sentence.

“ Yes ” and “ No ” are independent elements because they stand for affirmation and denial of the whole sentence. Each word is set off by a comma.

The word “ Morris ” is an independent element because it is a *name of address*. It is set off by a comma.

“ Alas ” is an independent element because it expresses feeling caused by the whole sentence. It is an *interjection* and is followed by an exclamation mark.

The word "there" may be used in two ways: either for a place or simply as an introductory word to the whole sentence. When it is introductory it is called an *introductory expletive* and is an independent element. In the fifth sentence on page 27 "there" is an expletive. It often begins the sentence.

*Place.* I laid the book *there*.

*Introductory expletive.* *There* are two men here.

"It" is also used as an introductory expletive. It should not be confused with the pronoun "it."

*Remember:* *There are different kinds of independent elements. Learn to use them right.*

1. *Yes and no are set off by commas.*
2. *Names of address are set off by commas.*
3. *Interjections are often followed by exclamation marks.*
4. *The introductory expletives there and it are usually placed first.*

**Sentence Building.** Write two sentences to illustrate each of the different independent elements. Underline the independent elements.

Put a straight line under the subject substantive and a waved line under the predicate verb in each sentence. Put a vertical line between the complete subject and the complete predicate.

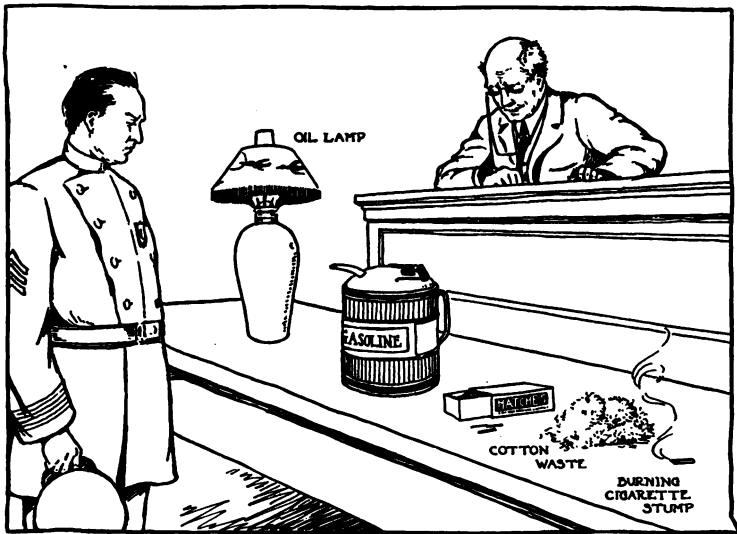
**A Visit to a Fire House.** Outside of school go with your classmates to visit a fire house. Find out how the firemen fight fire. Ask them what are the greatest causes of fire in your community.

**28. Writing a Report.** In class outline on the board a report under two topics: I. How the firemen fight fire, II. Fires in your community this year. Each pupil should offer suggestions. Then write up the report in two paragraphs.

Criticize the report, considering the questions at the bottom of page 17. Make a correct copy. The best report will be sent to the chief of the fire house.

**29. Picture Study and Discussion.** In the picture on this page we see a policeman bringing five great causes of fire into court for punishment. If you were the judge, to which one would you give the heaviest sentence?

The coal-oil lamp, gasoline, matches, cotton waste, and a lighted cigarette are brought up for trial as if they were guilty of arson, or malicious setting on fire. Talk about how fires occur from these fire bugs.



Which of them might find a lawyer to defend him? Pretend that you are the lawyer. What would you say?

**Making an Outline.** In class make a blackboard outline for each fire bug, including good and bad points for each.

Oil Lamp		Matches		Cotton Litter
Gasoline				Lighted Cigarette

**30. An Enunciation Drill.** Practice with full tone:

- (1) Fire! Fire! (2) Hello! (3) Forward! March! (4) Halt!,  
(5) Attention!

**A Talk to the Class: A Mock Trial.** You will now try these fire bugs to see which is most guilty. Select characters as follows:

Judge		Five lawyers to prosecute		Fire bugs
Policeman		Three lawyers to defend		Witnesses

In class act the following scene, the witnesses giving different instances of damage caused by one of these fire bugs: Oil Lamp, Gasoline, Matches, Cotton Litter, Lighted Cigarette. Speak out loud.

**JUDGE** (presiding, calls the court to order)

**POLICEMAN** (bringing before judge five offenders, states why they are in court and asks which is worst)

**LAWYERS** (Eight pupils, seated on opposite sides near the judge. Make speeches for or against)

**WITNESSES** (The rest of the class tell about fires caused by these fire bugs)

**JUDGE** (makes a final speech condemning the worst offender and sentencing him to punishment)



## PROJECT 4. MAKING AN ARBOR DAY PROGRAM



**31. Meaning and Structure of a Poem.** In the followinganzas the poet says that when we plant a tree we reallyant all the things that are made-from the tree. Tell some the “ thousand things that we daily see.”

“WHAT DO WE PLANT WHEN WE PLANT THE TREE?”

- <sup>1</sup> What do we plant when we plant the tree?
- <sup>2</sup> We plant the ship which will cross the sea.
- <sup>3</sup> We plant the mast to carry the sails;
- <sup>4</sup> We plant the planks to withstand the gales—
- <sup>5</sup> The keel, the keelson, the beam, the knee.
- <sup>6</sup> We plant the ship when we plant the tree.
  
- <sup>7</sup> What do we plant when we plant the tree?
- <sup>8</sup> We plant the houses for you and me.
- <sup>9</sup> We plant the rafters, the shingles, the floors.
- <sup>10</sup> We plant the studding, the lath, the doors,
- <sup>11</sup> The beams and siding, all parts that be.
- <sup>12</sup> We plant the house when we plant the tree.
  
- <sup>13</sup> What do we plant when we plant the tree?
- <sup>14</sup> A thousand things that we daily see;
- <sup>15</sup> We plant the spire that outtowers the crag.
- <sup>16</sup> We plant the staff for our country's flag.
- <sup>17</sup> We plant the shade, from the hot sun free.
- <sup>18</sup> We plant all these when we plant the tree.

HENRY ABBEY \*

\* From “Poems by Henry Abbey,” published by D. Appleton and Company.



Look up strange words in the dictionary and be ready to tell to what trades they relate. Observe the part of speech for each. Be ready to tell for what parts of speech *n.*, *pron.*, *v.*, *adj.*, *adv.*, *prep.*, and *conj.* stand as abbreviations.

Divide the class into groups of three to memorize the poem in relay for the program.

**Position of the Verb.** Copy lines 1, 2, 6, 8, 12, and 18 in the poem on page 31 on the board as separate sentences. Which of these sentences are interrogative? Which are declarative? Tell why.

In the following sentences the italicized words are the predicate verbs:

1. We *do plant* the tree.
2. We *plant* the tree.

When a verb consists of more than one word it is called a *verb phrase*.

Is the subject placed in the same position in the following sentences?

*Do we plant* the ship?

*We do plant* the ship.

Here we have a question and an answer. The same words are used, but these are differently arranged; for in a question the subject follows the verb or part of it. When a verb or a part of the verb precedes the subject, the order of the sentence is said to be *inverted*, or *transposed*.

Find the inverted order and verb phrases in the poem on page 31.

*Remember: An interrogative sentence is inverted or transposed, having the subject after the verb or between the parts of the verb phrase.*

*A verb of more than one word is called a verb phrase.*

**Analysis.** The separation of a sentence into the parts which form it is called *analysis*. We analyze the sentence, "A tree grows in the ground," by telling the following:

- |                         |                            |
|-------------------------|----------------------------|
| 1. Kind of sentence.    | Declarative sentence       |
| 2. Complete subject.    | <i>A tree</i>              |
| 3. Subject substantive. | <i>tree</i>                |
| 4. Complete predicate.  | <i>grows in the ground</i> |
| 5. Predicate verb.      | <i>grows</i>               |

When we give the analysis orally, we say:

"The sentence, *A tree grows in the ground*, is a declarative sentence because it states a fact. The complete subject is *A tree* because it is the whole idea talked about. The subject substantive is *tree*, because that is the chief thing talked about. The complete predicate is *grows in the ground* because that is what is said about the subject. The predicate verb is *grows*, because that is the chief idea in the predicate, or the verb."

Analyze the sentences in the selection on page 24.

**32. Correct Use of Nouns and Pronouns as Subjects and Objects.** What is talked about in the following sentences?

1. A tree has a single stem coming from the ground.
2. A tree has three parts — roots, trunk, and top or crown.
3. The roots hold the tree in place.
4. They seek water and food in the earth for the tree.
5. The leaves absorb a gas from the air for the tree.
6. A tree has many leaves and twigs to breathe through.
7. In the leaves a tree has veins with sap in them.
8. A tree has rings in the stump that tell how old the tree is.

Frequently a subject substantive and a predicate verb, like "We plant," need something to complete the meaning; as, "We plant trees." The word "trees" answers the question,

“What?” — “We plant what?” The verb “plant” is an action word. The word that receives the action is “trees.” Such a word is called a *direct object*.

<i>Subject substantive</i> (doer)	<i>Predicate verb</i> (action word)	<i>Direct object</i> (thing or person acted on by doer)
1. girl	plants	tree
2. boy	builds	boat
3. I	saw	him
4. he	saw	me

Which subject substantives are nouns? Which are pronouns? Which objects are nouns? Which objects are pronouns? Observe that the form of the pronouns when used as subjects differs from the form when used as objects (*I, me; he, him*), but that the form of the nouns is the same for both uses. This change in the form of a noun or a pronoun to show a different use in the sentence is called case. The subject of a verb is in the *nominative case*, and the direct object of a verb is in the *accusative case*.

<i>Nominative.</i>	I	he	she	we	they	who
<i>Accusative.</i>	me	him	her	us	them	whom

Find the objects in the sentences at the foot of page 33. Find the nouns used after prepositions. Some verbs and all prepositions have objects. The object of a preposition is in the accusative case.

Tom climbed a *tree* in the *orchard*.

“Tree” is direct object of “climbed”; and “orchard” is object of the preposition “in.”

*Remember: Pronouns have different forms for the subject and the object, but nouns have the same form.*

**An Exercise.** Copy the eight sentences on page 33, changing each to the form it would have if the tree were speaking. Begin with "I have a single stem," instead of "The tree has." Use "I" or "me" wherever "a tree" or "the tree" is used. Change the verb from "has" to "have" and "is" to "am" to suit the pronoun as a subject.

**Writing a Letter.** Out of class imagine that you are a tree and write a description of yourself in a letter to the class. Choose as an appropriate heading some place where many trees grow. What might your salutation be? Think of one that will be appropriate for the class.

**33. A Breathing Game.** The sound of *oo* helps to open the throat. Repeat *oo — oh — ah* as often as you can in one breath.

**A Talk to the Class.** Describe the finest tree in your community. Describe its size, shape, bark, leaves, fruit, etc. Do not tell where it is, but see whether the class can recognize it.

A committee will sit in the back of the room and keep a record of the speakers who look straight at the audience.

At the end of the period vote for the most popular tree. Copy the name of the tree on the board. Try to find the best specimens of trees of that kind in your community.

**34. Writing a Description.** Outline the various things you can say about the most popular tree in your community. Arrange these points under *I. Beginning*, *II. Middle*, and *III. End*. Write your description as one paragraph.

Exchange papers in class and correct them from the questions on page 17.

The two best descriptions will be read for the Arbor Day program.

**35. The Use of Capitals.** Tell how capitals help us to get the meanings more easily in the following fable :

A wide-spreading Apple-tree stood in full bloom, and behind it a straight Fir raised its dark and tapering head. "Look at the thousands of gay blossoms which cover me everywhere," said the Apple-tree. "What have you to show in comparison? Dark green needles!" The Fir replied, "That is true. But when winter comes, you will be bared of your glory. Then I shall be as I am now."

When something without life is regarded as being alive (or speaking) it is spoken of as *personified*. A personified word is written with a capital. Observe how quotation marks set off the actual speeches.

**A Critical Exercise.** Study the rules in the chart on page 37 and correct the following, giving the rule for each change. Copy by dictation.

#### SOME BIG TREES

<sup>1</sup> some of the trees in california are four thousand years old.  
<sup>2</sup> they were growing before our revolutionary war, before the middle ages, and even before the catholic religion began.  
<sup>3</sup> one can imagine such a mighty tree saying, "behold me, o people, for i am older than the romans. <sup>4</sup>i am older than socrates or abraham. <sup>5</sup>god alone has watched me grow."

<sup>6</sup> we have some famous historic trees in america, particularly in the east. <sup>7</sup> long before the declaration of independence was signed william penn smoked the pipe of peace with the indians under penn's treaty tree. <sup>8</sup> long before the republican and democratic parties came into existence, before we celebrated the fourth of july, a majestic elm in cambridge was made famous by washington. <sup>9</sup> do you wonder that the poet wrote :

<sup>10</sup> woodman, spare that tree!  
 touch not a single bough!

**Rules for Capitals**

Begin with a capital(or capitals):

1. A line of poetry. (See the poem, page 2)
2. A sentence. (See the fable, page 36)
3. A quotation. (See the fable, page 36)
4. The parts of a letter. (See pages 7 and 14)
5. The chief words of a title. (See page 31)
6. *I* and *O*. (I go away, O people.)
7. Names of persons and places. (John, Troy)
8. Names of the days, the months, and holidays. (Tuesday, March, Easter)
9. Proper adjectives. (American)
10. Names for the Deity. (God)
11. Names of epochs, or periods of time. (Dark Ages)
12. Names of great events. (French Revolution)
13. Names of documents. (Constitution)
14. Names of political parties, religious denominations, and other organizations. (Democrats, Baptists, Y. M. C. A.)
15. Names *North, South, East, and West* as sections of the country. (Trouble began in the West.)
16. A personified word. (Hear, O Tortoise.)

36. **How the Verb Asserts.** Some verbs make complete sense with the subject alone ("Birds fly"), but most verbs need some other word to complete their meaning.

Incomplete	Complete
1. The man has . . . (what?) . . . ●	The man has a <i>farm</i> . (Completed by a noun)
2. The tree is . . . (what?) . . . ●	The tree is a <i>maple</i> . (Noun)
3. It was . . . (who?) . . . ●	It was <i>I</i> . (Pronoun)
4. The tree is . . . (what?) . . . ●	The tree is <i>tall</i> . (Adjective)

In the second and third sentences near the foot of page 37 the verb links to the subject a substantive meaning the same as the subject; and in the fourth sentence the verb links to the subject an adjective describing it. Such verbs are called *linking verbs*.

*30* Pronouns following linking verbs are always in the nominative case; as, "It is *I*," "It was *we*." *because a linking verb does not take*

- |                |   |   |
|----------------|---|---|
| Subject   verb | } | 1. Completed by noun or pronoun as direct object (accusative case)        |
|                |   | 2. Completed by noun or pronoun meaning same as subject (nominative case) |
|                |   | 3. Completed by adjective describing subject (predicate adjective)        |

tense

*present past future* The most common linking verbs are the forms of *to be*:

am	was	shall be	had been	can be	might be	were being
is	were	have been	should be	could be	must be	shall have been
are	will be	has been	would be	may be	are being	will have been

*Remember: After a linking verb (am, is, was, etc.), the nominative case of the pronoun is used.*

**Sentence Building.** Write the following sentences, filling in the blanks with the different words in parenthesis. Pronouns used as direct objects are in the accusative case, but pronouns meaning the same as the subject are in the nominative case.

1. The people saw —. (me, her, him, us, them, you, the man)
2. The tree is —. (a maple, an oak, a chestnut)
3. It was —. (a forester, I, Mary, she)
4. The flower is —. (pink, fresh, pretty, faded)
5. — see the rainbow. (I, We, They, You, The men)
6. — sees the tree. (He, She, It, The man)

**Recognizing Parts of Sentences.** In the sentences on page 39 find: (1) direct objects; (2) objects of prepositions;

Linking Verbs Object Subject take on

*Object*

RECOGNIZING PARTS OF SENTENCES

*it some*  
39 *a*

(3) linking verbs; (4) adjectives, nouns, and pronouns completing predicates and referring to the subjects.

1. The early settlers were our first lumbermen.
2. Some trees have diseases.
3. Forests were valuable in building railroads.
4. Squirrels and chipmunks eat the nuts of trees.
5. Caterpillars of butterflies and moths eat the leaves of trees.
6. Hunters and trappers explored the wild wood.
7. Birds carry the seeds of trees to other places.
8. Furniture is made from the wood of the tree.
9. Harmful insects bore into the trees.
10. The first settlers got shelter and warmth from the forests.
11. Only the best trees live to a good old age.
12. Men trapped the fur-bearing animals of the forests for their skins.
13. The Indians were wise in the ways of the woods.
14. Forests protect wild birds and animals.
15. Forest fires kill thousands of trees in this country.
16. The log cabins of the pioneers had few comforts.
17. The shade in the forest is great.
18. Many forests are wasted by indiscriminate cutting of the trees.
19. The first white settlers in America found forests everywhere.
20. The large trees protect the small trees.
21. Wind and snow may hurt the trees.
22. Lumbering, paper-making, tanning, and other industries depend upon the forest.
23. A seedling is a tree not yet three feet tall.
24. They marked the trail by chopping pieces of bark from the trees.
25. The chestnut blight kills many chestnut trees.
26. Some trees in the forest have been growing for a long time.
27. The forest has many foes.
28. Products of the forests are worth millions of dollars a year.
29. A sapling is a young tree.
30. Small settlements sprang up around the trading posts.

*a predi*  
*subjectis*



37. **Unity or Sticking to the Subject.** In the following selection each sentence contributes some thought to the topic, as outlined on the right. Observe how each sentence does this. When all the sentences stick to the topic we say there is *unity*.

#### DESCRIPTION OF A TREE

<sup>1</sup> The white pine is one of the most valuable trees in the forests of America. <sup>2</sup> It is a giant of a tree, often a hundred and fifty feet high. <sup>3</sup> The trunk is large and very straight, and the lowest branches are far above the ground.

<sup>4</sup> The white pine's leaves or needles grow in clusters of five. <sup>5</sup> They are of a blue-green color, straight and slender. <sup>6</sup> Each needle is three-sided, with a small, blunt point at the end, and may be from a single inch to more than a foot long.

<sup>7</sup> The tree's fruit is a cone, which ripens in the summer of the second season, and falls from the tree during the winter or spring.

<sup>8</sup> It is green, from four to eight inches long, and covered with loose scales. <sup>9</sup> The pine has very small winged seeds, which the winds carry far from the mother tree when the cone finally opens to let them out.

<sup>10</sup> On the young trees the bark is smooth and green, turning to a dark gray as the tree grows older. <sup>11</sup> The bark on the trunks of large trees is broken up by long, deep furrows.

<sup>12</sup> The pine's wood is light and soft. <sup>13</sup> Much of it is used as lumber for building our homes, for the woodwork inside, and in making furniture and desks, pianos, and organs. <sup>14</sup> It is even used for the frame of airships.

DORRANCE: *The Story of the Forest*

#### ← I. Beginning

##### A. Size

##### B. General shape

#### ← II. Middle (Details)

##### A. Leaves

1. Color
2. Shape
3. Size

##### B. Fruit

1. Cone
2. Time of ripening
3. Color
4. Size
5. Seeds

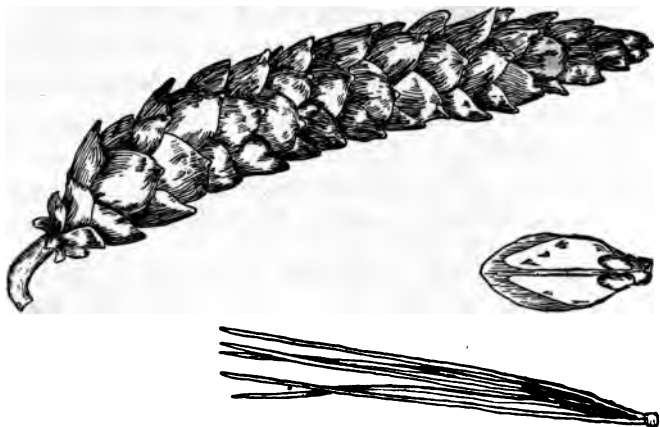
##### C. Bark

1. Young trees
2. Older trees
3. Large trees

#### ← III. End (Use)

##### A. Lumber

1. Homes
2. Furniture
3. Pianos
4. Airships



**Writing Class Paragraphs.** The sentences on page 39 deal with four topics: (1) Foes of the Forest; (2) Uses of the Forest; (3) The Forest in Colonial Days; and (4) Description of a Forest. There is no unity because the sentences that deal with these four topics are mixed together.

The class will be divided into four teams; each team will (1) find the sentences that deal with one of the above topics and (2) copy them as a paragraph, arranging the sentences in the best order.

**38. Making an Outline.** Using the outline of the white pine as a model, outline outside of class a description of a tree for the talk on page 42. The group of pupils selected for each tree should look up facts and then meet to compare their outlines.

**A Pronunciation Drill.** Draw a checkerboard on the board and write in the spaces words which are often confused. Pronounce them up and down, across, and diagonally.

are	our	or
bar	bare	bores
car	care	core

**A Talk to the Class.** From the following list select the five trees most common to your community. Choose a leader for each tree. In turn, then, the leaders will select pupils until there are five teams of equal or nearly equal size. Each pupil in a team will give a description of the same tree. The class can see who in each team gives the best description in each group and which team makes the best record for its tree.

oak	beech	cedar	walnut	chestnut	sycamore
elm	pecan	orange	filbert	hemlock	eucalyptus
fir	birch	spruce	willow	magnolia	cottonwood
ash	apple	quince	poplar	sequoia	persimmon
pine	peach	banana	locust	hickory	butternut
pear	alder	lemon	redwood	apricot	grapefruit
plum	maple	cherry	dogwood	catalpa	tulip tree

### Reminders

Stand erect.

Look at your audience.

Speak distinctly.

Do not hurry.

Do not use too many *and's*.

- 39. Writing a Letter.** Write a letter to your principal.
- (1) Give an invitation to be present to hear your program.
  - (2) Tell which work in this project you have enjoyed the most. Give your reasons.

Make an envelope and address it. The letter that shows the most improvement will be sent.

**Correct Use of Words.** After you have talked about the chart on page 43, examine each illustrative sentence and be ready to give others. Copy the chart on the board without examples, for reference.

1. *May* — permission. (“*May* I go?” “Yes, you *may* go.”)
2. *Can* — ability. (“*Can* I walk far?” “Yes, you *can* now.”)
3. *Don't* { with *I, you, we, they.* (“*I don't,*” “*You don't,*” etc.)  
with nouns of “more than one.” (“Men *don't* do that.”)
4. *Doesn't* { with *he, she, it.* (“He *doesn't,*” “She *doesn't,*” etc.)  
with nouns of “only one.” (“A man *doesn't.*”)
5. *Whom* { as object of a verb. (“*Whom* did you see?”)  
as object of a preposition. (“To *whom* did you go?”)
6. *Me* } { as object of a verb. (“The man saw *me,*” “I saw
7. *Him* } { *him.*”)
8. *Her* } { as object of a preposition. (“The man gave it to
9. *Us* } { *me.*”)
10. *Them* }

**A Sentence Match.** Divide the class into rival teams. The teacher will give out the above words alternately for pupils to use correctly in sentences, each carefully enunciated. If a pupil does not use the word right, he drops out.

**40. Giving a Program.** Give the following program in a class period. Copy the program to distribute.

#### ARBOR DAY PROGRAM

A RECITATION IN RELAY. *What Do We Plant* (Page 31). Three pupils

READING A LETTER. *The Tree's Autobiography* (Page 35) . A pupil

TWO DESCRIPTIONS. *A Tree in Our Community* (Page 35). Two pupils

A READING. *Some Big Trees* (Page 36) . . . . . A pupil

COMPOSITIONS. *Descriptions of a Tree* (Page 35). A group of pupils

TALKS. Selected from the following: . . . . . The rest of the class

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. How birds help trees</li> <li>2. How to fight a forest fire</li> <li>3. How to rid trees of insects</li> <li>4. How to camp in a forest</li> <li>5. Things in school we get from trees</li> </ol> | <ol style="list-style-type: none"> <li>6. How forests prevent floods</li> <li>7. Our great national parks</li> <li>8. Famous trees of history</li> <li>9. An adventure in a forest</li> <li>10. Things at home that we get from trees</li> </ol> |
|---|--|

EXHIBIT OF CASES OF WRITTEN WORK . . . . . The class



## PROJECT 5. PRESENTING A GOOD- ENGLISH PLAY



**41. What Using Language Right Means.** To use language right four things are necessary:

1. *You must have worth-while ideas* about which to speak and write. To be worth while, ideas must be accurate (true) and interesting; for nobody likes to listen to a "dunce," a "bore," or an "exaggerator."

2. *You must have enough words to use* and you must know their meanings.

3. *You must use the correct forms* approved by educated people. Bad grammar at once marks the person using it as ignorant.

4. *You must express your ideas forcefully* to command attention. This means that your ideas must be clearly stated and arranged in the best order.

Discuss the value of the following in learning to use language right: observation, conversation, the dictionary, other reference books (as the encyclopedia), a grammar textbook, English classics, magazine, and criticism. With which of the four suggestions given above is each associated?

For the Good-English Drive make up slogans that express these aims. Discuss them. Vote for one of them for the class slogan.

**Writing a Letter.** Write a letter to some one at home, giving an invitation to be present for your play.

**Handwork.** (1) Outside of school volunteers will prepare posters to exhibit on Good-English Day.

(2) A committee of pupils will decorate the blackboard with slogans or drawings appropriate for Good-English Day.

**42. Lincoln's Secret of Good Speech.** Abraham Lincoln was never satisfied unless he knew what words meant. He said:



<sup>1</sup> As a child, I used to get irritated when anybody talked to me in a way I could not understand. I can remember going to my little bedroom, after hearing the neighbors talk with my father, and spending part of the night trying to make out the exact meaning of some of their sayings.

<sup>2</sup> I could not sleep when I got on such a hunt for an idea until I had caught it. When I thought I had it, I was not satisfied until I had put it in language plain enough for any boy to comprehend. This has stuck by me. I am never easy now when I am handling a thought, till I have bounded it north and bounded it south and bounded it east and bounded it west.

ABRAHAM LINCOLN (*Adapted*)

After he knew the meanings of words, he experimented with sentences until they expressed just what he wanted to say.

**Remember :** 1. *Increase your vocabulary.*

2. *Practice arranging words effectively in sentences.*

**The Indirect Object.** Observe the following sentences :

1. He gave a *book*.      |      2. He gave *me* a book.

The words "me" and "book" are both objects, but they are different kinds of objects. The word "me" answers the question "To whom" and stands for the receiver of the object ("book"), not the receiver of the action. This is called the *indirect object*. It is in the *dative case*. The dative and accusative cases have the same form.

~~The *direct object* answers the question "What?" or "Whom?" The *indirect object* answers the question "To whom?" or "For whom?"~~

RIGHT	WRONG
He gave <i>him</i> and <i>me</i> the book.	He gave <i>him</i> and "I" the book.
He gave <i>John</i> and <i>me</i> the book.	He gave <i>John</i> and "I" the book.

When two pronouns or a noun and a pronoun are used together as indirect objects, test them by repeating each separately in the sentence. You would not say, "He gave I."

In speaking of yourself and some one else, it is polite to mention yourself last; as, "John and me" (not "me and John").

*Remember: Use the accusative forms me, him, her, us, them, and whom when these pronouns are indirect objects.*

**Sentence Building.** Fill the blanks with the correct words and state the reason for each choice:

1. — lent — and — the book. (I, he, me, him, John, her, us)
2. — bought — and — a pony. (Mary, we, us, he, him, me, I)
3. — handed — and — bouquets. (Father, they, we, me, her)
4. To — did — give the book? (who, he, Alice, whom, we, us)

**43. Good Form in Writing and Speaking.** Good penmanship is the first requirement of good form in writing. Always make all written work as neat and as legible as possible.

The following sentences show three other important things that make your written work good or bad in form. Tell what they are. Show how to correct the wrong sentences.

RIGHT	WRONG
1. There were people there.	There were peep <del>le</del> their.
2. Washington lived at Mount Vernon.	washing <del>ton</del> lived at mount vernon.
3. Are you going home?	Are you going home.
4. Hurrah! We have won!	Hurrah we have won.
5. He doesn't see you and me.	He don't see you and I.
6. Whom did you invite?	Who did you invite?

Good form means expressing your ideas as educated people do. In your written work it means that you (1) write legibly; (2) spell correctly; (3) use capitals and marks of punctuation correctly; and (4) use good grammar, or have your words in the right form for their use in the sentence.

In giving a talk to the class, good form means that you (1) stand well; (2) enunciate clearly; (3) pronounce each word correctly; and (4) use good grammar.

**A Baseball Spelling Match.** Divide the class into rival teams and play a baseball game with the following Spelling Demons:

two	hour	wear	seems	raise	writing
too	busy	read	ready	shoes	country
any	dear	said	forty	wrote	Tuesday
buy	says	which	among	truly	trouble
many	just	their	built	sugar	whether
some	knew	there	color	friend	believe
been	laid	don't	guests	always	grammar
used	tear	meant	tired	answer	instead
done	much	since	early	making	through
hear	blue	where	every	having	to-night
here	easy	women	break	doctor	separate
does	they	write	again	choose	business
once	half	heard	often	minute	February
sure	very	would	whole	though	start
lose	none	can't	won't	coming	Wednesday
know	week	loose	cough	hoarse	beginning
	ache	could	piece	enough	

Imagine the classroom to be a baseball diamond, with one corner the "plate" and the other corners the three bases. The teacher acts as pitcher and referee. A pupil goes to the corner of the room designated as "plate." The teacher



pronounces three words. If the pupil spells each correctly he makes a "hit" and goes to the corner known as "first base." Each succeeding player who makes a "hit" advances him a base until he scores a run for his side. When a player fails to spell the three words correctly, he is "out." There are three "outs" to a side and nine innings.

**44. Writing a Paragraph.** There are nine "First Aids in English" ready to come at your command:

- |                 |                 |                       |
|-----------------|-----------------|-----------------------|
| 1. Observation  | 4. A Dictionary | 7. An English Classic |
| 2. Conversation | 5. A Magazine   | 8. An Encyclopedia    |
| 3. Criticism    | 6. A Newspaper  | 9. A Grammar Textbook |

Which of these aid you in getting ideas? which, in expressing them correctly? which, in improving your writing?

Divide the "First Aids" among the class, several pupils serving as a committee for each "Aid." Imagine that each "First Aid" is a person speaking a part in a pageant; as,

I am Observation. I am . . . (Give definition) . . . I help students by . . (Tell how) . . I should be treated . . (How)

Make an outline and write the paragraph in class. Then let the various committees sit together and compare compositions to see who had the best ideas.

**45. A Pronunciation Drill.** Do not sound *ern* as "ren."

northern      southern      eastern      western      lantern

**A Talk to the Class.** Choose one of the following subjects. Think about it carefully beforehand. Make an outline of what you want to say:

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. A Poster for Good-English Day. | 3. How to celebrate Good-English Day. |
| 2. Mistakes I hear at school.     | 4. How I can improve my English.      |

*action of the verb.*  
FORMS OF THE VERB

46. **Forms of the Verb.** Each verb has certain forms, which are used with pronouns and nouns :

(a) I see	we see	(c) I have seen	we have seen
you see	you see	you have seen	you have seen
he, she, it sees	they see	he, she, it has seen	they have seen
man sees	men see	man has seen	men have seen
(b) I saw	we saw	(d) I had seen	we had seen
you saw	you saw	you had seen	you had seen
he, she, it saw	they saw	he, she, it had seen	they had seen
man saw	men saw	man had seen	men had seen

The following forms of verbs should be memorized :

1. am, is, was, were, has been, have been
2. attack, attacks, attacked, has attacked, have attacked
3. blow, blows, blew, has blown, have blown
4. break, breaks, broke, has broken, have broken
5. choose, chooses, chose, has chosen, have chosen
6. climb, climbs, climbed, has climbed, had climbed
7. come, comes, came, has come, have come
8. do, does, did, has done, have done
9. drown, drowns, drowned, has drowned, have drowned
10. freeze, freezes, froze, has frozen, have frozen
11. go, goes, went, has gone, have gone
12. lead, leads, led, has led, have led
13. <sup>lie</sup>lie, <sup>lies</sup>lies, <sup>lay</sup>lay, has lain, have lain (recline) PAST PERI
14. rise, rises, rose, has risen, have risen
15. see, sees, saw, has seen, have seen
16. shake, shakes, shook, has shaken, have shaken
17. sing, sings, sang, has sung, have sung
18. sit, sits, sat, has sat, have sat
19. speak, speaks, spoke, has spoken, have spoken
20. throw, throws, threw, has thrown, have thrown

The verb forms on page 49 will guide you in using certain difficult verbs correctly. If you know them you will say, "I saw" (not "I seen") and "I did" (not "I done"), for the list shows that "seen" and "done" are not used alone as verbs.

*Remember : Do not confuse verb forms.*

**Baseball Sentence Match.** The teacher will give the first verb form and the pupil "at bat" will give three sentences using other forms of the verb. (See page 47.)

**47. Correct Use of Punctuation.** The chart on page 51 is a summary of rules of punctuation that you have learned.

Words that designate *one* are called *singular*; those which designate *more than one*, *plural*. In singular nouns possession is shown by adding 's; as, "boy's hat." In plural nouns that end in s possession is shown by adding only the apostrophe; as, "the boys' hats." In plural nouns that do not end in s possession is shown by adding 's; as, "the children's hats." Nouns that denote possession are in the *genitive case*.

Explain the punctuation in the selections on page 36 and in the six numbered sentences on page 27.

**Conversation.** Talk about faults of the class as seen on compositions or heard in school:

*In Writing* : Penmanship, Spelling, Punctuation, Grammar.

*In Speaking* : Posture, Enunciation, Pronunciation, Grammar.

Write the correct forms on the board.

**Writing a Letter.** Outside of class write a business letter to your superintendent of schools. Tell him (1) how you play a Baseball Spelling Match and (2) the results of the Baseball Matches (pages 47 and 50). See the model on page 25.

Make an envelope and address it. The best letter will be sent.

### Rules of Punctuation

#### *Period*

- (1) At the end of a sentence. (The top spins.)
- (2) After initials. (Henry T. Gray)
- (3) After abbreviations. (Boston, Mass.)

#### *Interrogation Point*

- (4) After an interrogative sentence. (Who are you?)

#### *Hyphen*

- (5) In dividing a word at the end of a line.
- (6) In compound words. (wide-spreading)

#### *Apostrophe*

- (7) In contractions. (can't, it's, doesn't)
- (8) In singular possession of nouns. (boy's hat; child's hat)
- (9) In plural possession of nouns. (boys' hats; children's hats)

#### *Exclamation Mark*

- (10) After interjections. (pshaw! horrors! mercy!)
- (11) After sentences that express feeling. (Alas, he's dead!)

#### *Quotation Marks*

- (12) Before and after a person's exact words. ("Give me liberty or give me death," said Patrick Henry.)
- (13) With titles of books or selections. ("Little Women")

#### *Colon*

- (14) After the salutation of a letter. (Dear Sir:)

#### *Comma*

- (15) With *yes* and *no*. (Yes, it was I. No, I can't.)
- (16) With words of address. (Ned, can you go?)
- (17) In a series. (They had red, white, and blue bunting.)
- (18) In letters. (York, Pa., Yours truly, Nov. 10, 1921)
- (19) In a divided quotation. ("No," said he, "I can't.")
- (20) Before a short quotation. (He said, "Go home.")

**48. Modifiers.** "To modify" is "to change" in some way. In a sentence the subject substantive, the predicate verb, and the words that complete the predicate may all be modified. How are the following subject substantive and predicate verb modified?

1.	Boy	wins	race.
2.	The boy	wins	the race.
3.	The fast boy	quickly wins	the race.

In the second sentence "boy" and "race" are modified by the adjective "the," often called the *definite article*. "A" is called the *indefinite article*. Can you tell why?

In the third sentence the noun "boy" is further modified by the adjective "fast." The verb "wins" is modified by the adverb "quickly," telling how.

Find the modifiers on page 39. Tell what kind each is. Give the word it modifies.

**Remember :** *Modifiers may be adjectives or adverbs.*

*Adjectives modify nouns and pronouns.*

*Adverbs modify verbs, adjectives, or other adverbs.*

**Analysis.** Turn to page 33 and review the form for analysis. Then (1) analyze the following sentences. (2) Point out the modifiers. (3) Tell what kind each is.

1. The English club meets weekly.
2. Each member of the club gives a talk.
3. Our class has selected a good slogan.
4. Have you a slogan for your club?
5. Choose a good name for the club.
6. Have you elected a chairman for the club?
7. *The teacher* appoints a different chairman for each meeting.

**A Square Deal to Words.** Every word deserves fair treatment:

- (1) Right spelling
- (2) Right pronunciation
- (3) Right definition
- (4) Right use with other words in the sentence
- (5) Use of it rather than use of slang

Slang is to be avoided particularly because it prevents you from using words in good standing.

*Remember : Avoid the use of slang.*

**49. Planning a Play.** Imagine that Young America (a boy or a girl) falls ill. Columbia, his guardian, calls in Uncle Sam as doctor. Uncle Sam finds out the various symptoms and states that Young America is ill from Bad English. He tells Columbia what the bad symptoms are (see mistakes of the class on page 50). Then he summons nine First Aids to come to the assistance of the sick one. Thus summoned, the First Aids appear, and each in turn tells how she will help Young America. (These speeches you made on page 48.)

Uncle Sam commands Young America to heed the advice of each First Aid. Young America gives Uncle Sam his pledge (Language Pledge, page xviii) that he will get well.

**Composing Speeches in a Play.** Divide the class into committees to compose the play in relay, each committee taking a certain part in the outline on page 54.

Write the best speeches on the board from dictation. Practice enunciating the speeches on the board.

**50. Presenting a Play: Talks.** Practice the following play with different pupils each time. Perhaps your class can play it for the school to see.

## FIRST AIDS TO YOUNG AMERICA

*Characters*

Uncle Sam	Observation	Magazine	Encyclopedia
Columbia	Conversation	Newspaper	English Classic
Young America	Criticism	Dictionary	Grammar Text
Five Boy Scouts		Five Girl Scouts	

(YOUNG AMERICA *ill*, COLUMBIA *bends over him*.)

COLUMBIA (*calling*). Uncle Sam! Uncle Sam!

(*Enter UNCLE SAM.*)

UNCLE SAM (*examining patient*) . . . (States what illness is) . . . (Tells symptoms) . . . (Calls First Aids to help) . . .

(*Enter nine FIRST AIDS, who pause in front of COLUMBIA and YOUNG AMERICA and speak in turn.*)

OBSERVATION. I am . . . (Gives definition) . . . I will help you . . . (Tells how) . . . I should be treated . . . (How, see page 48) . . .

CONVERSATION. . . . (Same, page 48) . . . .

NEWSPAPER. . . . (Same, page 48) . . . .

MAGAZINE. . . . (Same, page 48) . . . .

DICTIONARY. . . . (Same, page 48) . . . .

ENCYCLOPEDIA. . . . (Same, page 48) . . . .

ENGLISH CLASSIC. . . . (Same, page 48) . . . .

GRAMMAR TEXT. . . . (Same, page 48) . . . .

CRITICISM. . . . (Same, page 48) . . . .

UNCLE SAM. . . (Commands YOUNG AMERICA to heed this advice)

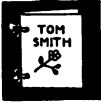
COLUMBIA . . . . . (Pleads for YOUNG AMERICA to heed) . . .

YOUNG AMERICA (*rising part way from sick position*) . . . (Says he feels better already and gives Language Pledge, page xviii.)

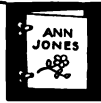
(*Enter five BOY SCOUTS and five GIRL SCOUTS, who form a semicircle around the group. As UNCLE SAM raises a flag over YOUNG AMERICA, the BOY SCOUTS recite in relay "Union and Liberty" and a different GIRL SCOUT gives the chorus for each stanza. Tableau.*) E. M. B.







## PROJECT 6. MAKING BOOKLETS OF GAMES



**51. Rival Teams for Making Booklets.** The teacher will appoint two pupils to act as captains. Each captain will choose a pupil alternately until the class is divided into rival teams. The best work of each team in this project will be made into a booklet, to be exhibited later.

Later when the booklets are exhibited, the class will vote for the better one. This may be presented to the principal to show to visitors who are interested in seeing how well you can write.

Each team will call for a volunteer to make a poster announcing to the school that booklets of games being prepared by the class will be exhibited later. On the poster may be given a challenge to others in the school to play one of the games in the booklet.

**Making a Class Song.** When you take a song or a poem and compose other words for it, you make a *parody*. Select a well-known song in class. A pupil will copy the stanzas on the board to use as a model.

Make up a song about your class, composing it line by line. Talk about things you could say about the right spirit in playing games. Choose words that could be sung to the tune of the song that you have chosen.

Notice which lines have the same sounds at the ends of the lines; as, "sea," "me." These words are said to *rime*. You should make the lines of your song rime.

Write on the board the lines the class select as best of those suggested by different pupils.

Write the song, or parody, from dictation. The best written *one from* each team will be selected for the booklet of games.

**52. Writing a Letter.** Write a business letter to a sporting goods firm, asking for a catalogue. Address an envelope.

**Use of the Colon.** Where is the colon used in the following selection?

<sup>1</sup> Playground Baseball or Indoor Baseball differs from ordinary baseball in the four following ways: (1) A big soft ball is used; (2) because this soft ball cannot be batted far, a small diamond — not over twenty-seven feet between bases — is laid out; (3) the pitcher must serve the ball underhand — that is, it must be tossed instead of thrown; (4) a base runner may not “lead off” his base, but must keep one foot on it until he runs for the next base.

<sup>2</sup> Some people, girls especially, like to play this game without a ball bat — the batter striking the ball with his open palm. For this a volley ball may be used. ~

CHARLES FREDERICK WELLER in *The Playground*

When several particulars are introduced formally the colon is used before them, usually in connection with “as follows” or “the following.”

How does Playground Baseball differ from the games given under the following talk? Discuss how each game is played.

*Remember :* Use the colon to introduce formal particulars.

**53. A Pronunciation Drill.** Do not sound silent *h*:

heir	honor	honest	heirloom	honorary
hour	hourly	heiress	honesty	honorable

**A Talk to the Class.** Outline (1) who play, (2) kind of field, and (3) procedure of the game. The teacher will divide each team into five committees, and apportion the following games among them. Each pupil will speak.

baseball	tennis	volley ball	basketball	football
----------	--------	-------------	------------	----------

**54. Unity and Order in a Paragraph.** The following notes were made by a girl about baseball. How could you improve them?

Nine men form team—  
 There are nine innings ✦  
 Football field a gridiron  
 Three strikes put man out ✦

Referee stands back of pitcher ✦  
 Team has a captain—  
 Baseball played on "diamond" ✦  
 Pitcher tries to put men "out" ✦

Criticize these: (1) for unity, or sticking to the subject, and (2) for arrangement, or order. What is off the subject? What other facts should be given to make the notes complete? Under what three heads could you arrange notes about baseball?

The members of each committee will consult together and revise their outline made for the talk on page 57.

*Remember: Use only the ideas that deal closely with the topic. Arrange your ideas in good order, not just as they come into your head.*

**Writing a Paragraph.** Write a description of the game your committee has outlined. Draw a sketch of the field used. Correct your composition.

1. Is it neat? 2. Is the handwriting good? 3. Is each paragraph indented and written with a margin? 4. Are all the words spelled right? 5. Does each sentence give a definite thought? Does it begin with a capital and end with a period? 6. Do you follow your revised outline? 7. Can you find anything else to improve?

When you have made your composition as good as possible, copy it to hand in. The best composition from each committee will be selected for your team's booklet of games.

**55. Transitive, Intransitive, and Linking Verbs.** According to the purpose they serve in the sentence verbs are:

- (1) **Transitive** { (a) Boys *fly* kites. (Noun as object)  
 (b) They *saw* me. (Pronoun as object)
- (2) **Intransitive** — (c) Birds *fly*. (Verb complete)
- (3) **Linking** { (d) Boys *are* runners. (Noun same meaning as subject)  
 (e) It *was* they. (Pronoun same meaning as subject)  
 (f) Boys *are* swift. (Adjective refers to subject)

Verbs are words that assert. In a *transitive* verb the action carries over from the subject, the doer, to the direct object, the thing acted upon. In sentence (a) “boys” is the doer; “kites” are the things acted upon. The objective form of the pronoun (“me”) follows a transitive verb.

The *intransitive* verb is a verb in which the assertion is complete in the verb. In sentence (c) “birds fly” needs nothing more — it is a complete idea.

The word *linking* means “joining” or “coupling.” Observe the three kinds of words that the linking verb joins to the subject. In sentence (d) it is the noun “runners.” In sentence (e) it is the pronoun “they.” In sentence (f) it is the adjective “swift.” The subject form of the pronoun follows a linking verb.

**Remember :** ~~The transitive verb has as direct object a noun or a pronoun acted upon. This object is in the accusative case.~~

*The intransitive verb can make a complete predicate.*

*The linking verb is followed by a noun or a pronoun that means the same as the subject, in the nominative case; or by an adjective that describes the subject.*

**An Exercise.** (1) Find transitive, intransitive, and linking verbs. (2) Tell which words complete the meaning of the verb. (3) Analyze the sentences. See the model on page 33.

1. The girls of our school play basketball in the gymnasium.
2. Tennis is a game for four people.
3. The boys skate on the river in winter.
4. The racket hit him on the head.
5. The match between the two schools was very exciting.
6. In the morning they played a game of baseball.
7. John was the captain of the successful team.
8. There were many girls at the last big game.
9. The rival team made a touchdown.

**56. An Enunciation Drill.** Open the mouth wider for each successive word:

(1) ate, at, are, all (2) Kate, cat, car, call (3) we, wick, walk, wall

**A Talk to the Class.** Divide the class into rival teams. Each team will divide the following games (or others played in your community) among its members. Tell the class how the games are played.

When you give the talks, let the teams sit on opposite sides of the room and speak alternately.

- |                    |                     |               |
|--------------------|---------------------|---------------|
| 1. Tug of War      | 5. Duck-on-the-Rock | 9. Mumble Peg |
| 2. Up Jenkins !    | 6. Fox and Geese    | 10. Hockey    |
| 3. Hide and Seek   | 7. Blind Man's Buff | 11. Marbles   |
| 4. Prisoner's Base | 8. Hare and Hounds  | 12. Jacks     |

**57. Writing a Paragraph.** Write your talk as a paragraph. The best explanation of each game will be selected for your team's booklet of games.

**58. How to Show Possession.** In the sentences at the top of page 61 the italicized words show possession. What part of speech is each italicized word? How do you know?

1. This is *Helen's* ball, ~~not Helen's~~.
2. ~~Her~~ flower. *His* is torn.
3. This is *her* ball. ~~That is his ball.~~
4. ~~This is~~ *hers*. That is *his*.

In the first sentence two nouns show possession. As you learned on page 50, a noun that indicates possession is written with a special ending ('s), and is said to be in the genitive case. "Helen's" and "Harry's" are *nouns in the genitive case*.

In the second sentence the words "hers" and "his" are pronouns, for "hers" stands for "Helen's ball," and "his" stands for "Harry's ball." Since these pronouns indicate possession, they are called *possessive pronouns*. Observe that they are not used with the apostrophe, as are the nouns.

The possessive pronouns are :

mine	his	ours	theirs
thine	hers	yours	whose

Do not confuse the word "whose" with the abbreviation "who's," which stands for "who is," the apostrophe being used in "who's" to show the omission of the letter *i*.

In the third sentence the words "her" and "his" modify the word "ball." They are called *possessive adjectives* because they modify nouns and show possession. In the fourth sentence "hers" and "his," which stand in the predicate, **also** are called possessive adjectives.

The possessive adjectives are :

my	his	its	your	whose	thine	ours	theirs
thy	her	our	their	mine	hers	yours	

*an* A possessive adjective is always used without the apostrophe.  
Compare the possessive pronouns with the possessive

adjectives. Write sentences (1) with the possessive pronouns and (2) with the possessive adjectives.

**Remember :** *Nouns use the apostrophe to indicate possession, but possessive pronouns and possessive adjectives do not use the apostrophe.*

**59. Handwork and Copying.** Make a cover design for the booklet of games, on a sheet of composition paper.

The teacher will announce which pupils in both teams had the best written descriptions of the twelve games. These pupils will at once make copies for the booklets.

The rest of the class will copy the following :

#### TABLE OF CONTENTS

<i>The Class Song</i> . . . . .		Page 1
<i>How Baseball is Played</i> . . . . .	(Name of pupil)	Page 2
<i>How Football is Played</i> . . . . .	(Name of pupil)	Page 3
<i>How Basketball is Played</i> . . . . .	(Name of pupil)	Page 4
<i>How Volley Ball is Played</i> . . . . .	(Name of pupil)	Page 5
<i>How Tennis is Played</i> . . . . .	(Name of pupil)	Page 6
<i>Twelve Other Games</i> . (Make a List) (Names of pupils) . . . . .		Pages 7-18

Bind the eighteen compositions, the best table of contents, and the best cover together to make a booklet for each team.

**60. Writing a Letter.** Write a friendly letter to your principal, telling which team you think has made the better booklet, and presenting the booklets.

**Reading aloud.** Each team will entertain the other in class by reading aloud its booklet of games. Each pupil will read his own compositions.

Write on the board as an Honor Roll the names of the pupils who had more than one piece of work in the booklets.



PROJECT 7. MAKING BETTER-  
HEALTH POSTERS



**61. Finding Out Things for Yourself.** Benjamin Franklin was a scientist. If he did not know a thing, he made it his business to find out about it.

<sup>1</sup> One day Franklin was eating dinner at the house of a friend. <sup>2</sup> The lady of the house, when she poured out the coffee, found that it was not hot.

<sup>3</sup> She said, "I am sorry that the coffee is cold. <sup>4</sup> It is because the servant forgot to scour the coffeepot.

<sup>5</sup> Coffee gets cold more quickly when the coffeepot is not bright."

<sup>6</sup> This set Franklin to thinking. <sup>7</sup> He thought that a black or dull thing would cool more quickly than a white or bright one.

<sup>8</sup> That made him think that a black thing would take in heat more quickly than a white one.

<sup>9</sup> He wanted to find out if this were true or not. <sup>10</sup> There was nobody who knew, so there was nobody to ask.

<sup>11</sup> But Franklin thought that he would ask the sunshine whether a black thing would heat more quickly than a white thing.

<sup>12</sup> But how could he ask the sunshine?



EGGLESTON: *Stories of Great Americans*

Discuss what these four rules for good health mean :

1. Keep clean. | 2. Keep nourished. | 3. Keep active. | 4. Keep cheerful.

(1) *Cleanliness* — body (hands, teeth, nose, eyes, hair); what we take into body (food, water, air); clothes; rooms to live in.

(2) *Nourishment and Replenishment of Waste* — water; kinds of food and how to eat; sleep to repair the brain; air for the lungs.

(3) *Activity or Exercise* — play; games; study; talking.

(4) *Mental Outlook or Cheerfulness* — contentment; courtesy; helpfulness; ambition.



You will divide into four teams to plan Better-Health posters to show the importance of the rules on page 63. Each team will take a different rule, assigned by the teacher. Each team will choose a captain. At the end of the project you can see which team has done the best work.

Talk about where you would like to exhibit your posters later, in a store window or a newspaper office window. Choose a place.

**Writing a Letter.** Write a business letter to the editor of the newspaper or to the merchant selected by the class. Ask whether you may place four Better-Health posters in his window on a certain date. Explain the object of the posters.

Make an envelope. The best letter will be sent.

**62. The Active Voice and the Passive Voice.** The following sentences give two different ways of expressing the same idea. The verb deals with the act of hitting. How do the subjects differ?

1. The boy *hits* the ball.
2. The ball *is hit* by the boy.

In the first sentence the subject "boy" is represented as acting upon something. The boy is doing the hitting. The verb "hits" therefore is in the *active voice*. It has a direct object, "ball," which is the receiver of the action.

In the second sentence the subject "ball" is acted upon. The form of the verb becomes a verb phrase, "is hit," and is called the *passive voice*. The person performing the act comes into the sentence as the object of the preposition; as, "by the boy."

A sentence in the active voice may be changed into the passive voice (1) by making the object the subject, (2) by putting *the doer* (or subject) in the new sentence as object of the

preposition "by," and (3) by changing the verb to the corresponding verb phrase. Observe the following :

Active Voice			Passive Voice		
Subject (the doer acting)	Verb (of action)	Object (receiver of action)	Subject (acted upon)	Verb Phrase	Doer (object of preposition "by")
I	<i>open</i>	a door.	A door	<i>is opened</i>	by me.
He	<i>opened</i>	a door.	A door	<i>was opened</i>	by him.
She	<i>has opened</i>	a door.	A door	<i>has been opened</i>	by her.
We	<i>had opened</i>	a door.	A door	<i>had been opened</i>	by us.
You	<i>will open</i>	a door.	A door	<i>will be opened</i>	by you.
I	<i>will have opened</i>	a door.	A door	<i>will have been opened</i>	by me.

Explain the changes that take place when each of the above sentences is turned into the passive voice.

**Remember :** *Transitive verbs have voice.*

*A verb is in the active voice if the subject is acting.*

*A verb is in the passive voice if the subject is acted upon.*

**An Exercise.** Tell which voice each of the following verbs is. Change each sentence to the opposite voice.

- Franklin saw snow on the ground.
- He spread a white cloth on the ground.
- Then a black cloth was spread on the ground by Franklin.
- He placed the cloths side by side.
- An hour later he lifted both cloths.
- The snow under the black cloth was melted by the heat of the black cloth.
- Franklin found snow under the white cloth.
- Black absorbed heat more quickly.
- People wear white hats in summer.
- People wear dark colors in winter.

**63. Making an Outline.** The four teams will gather in class discussion all the ideas they can about :

- |                     |  |                         |  |                      |  |                        |
|---------------------|--|-------------------------|--|----------------------|--|------------------------|
| 1. Keeping<br>clean |  | 2. Keeping<br>nourished |  | 3. Keeping<br>active |  | 4. Keeping<br>cheerful |
|---------------------|--|-------------------------|--|----------------------|--|------------------------|

These notes will be placed on the board at four different places as the class contribute them. The whole class will discuss each topic.

Each team will then take the notes for its subject and criticize the ideas: (1) Do they deal with the subject? (2) Are they in the best order?

In the following outline there will be four subtopics, or paragraphs, for each main topic. Each team will fill in its part of the outline in full. On page 63 find the subtopics and details.

I. Cleanliness.....	← Team I's composition
A. .... (first subtopic) .....	← A. First paragraph
1. .... (details) .....	← Details that are related are grouped together in sentences
2. ....	
3. ....	
4. ....	
5. ....	
B. .... (second subtopic) ...	← B. Second paragraph
C. .... (third subtopic).....	← C. Third paragraph
D. .... (fourth subtopic) ...	← D. Fourth paragraph
II. Nourishment, etc.....	← Team II's composition
III. Activity, etc.....	← Team III's composition
IV. Mental outlook, etc.....	← Team IV's composition

**Remember :** Group the same sort of ideas together and mark them similarly. Distinguish main topics from subtopics and details.

*Test unity and order in the outline.*

**64. An Enunciation Drill.** Do not allow a preceding word to steal the initial *h* sound. Pronounce carefully:

Saw her (not "saw 'r")

Tie him (not "tie 'im")

See him (not "see 'im")

Be he (not "be 'e")

**A Talk to the Class.** Each team will speak from its outline of the following subjects (page 66):

1. Cleanliness | 2. Nourishment | 3. Activity | 4. Mental Outlook

The teacher will note who gives the best talk in each team. Do not run sentences together with "Then-a," "So-a," "And-a," "These-a," etc.

**65. Writing a Paragraph.** Improve your outline from suggestions you have heard in the talks. Write a composition based upon it.

Which parts of the outline should form paragraphs? Which parts belong in separate sentences? How many sentences should you have, therefore, in each paragraph?

In class exchange outlines and compositions. Then criticize the compositions, writing your answers to these questions on another sheet of paper. Use as title "——'s Composition." Sign your criticism and hand it back with the papers.

1. Is the handwriting good, poor, or medium?
2. Does the number of paragraphs correspond to the number of topics in the outline? Is each paragraph indented? Is the margin correct?
3. Enlarge the periods. Does each sentence begin with a capital and end with a period? Does any sentence have too many ideas run together? Compare with the subtopics.
4. Is the spelling correct?
5. Are there any mistakes in grammar?

Rewrite your composition.

**66. Comparing Poems.** Compare the poems on these pages in (1) nationality; (2) time of year; (3) type of person; and (4) pictures.

THE TRAILING ARBUTUS

<sup>1</sup> I wandered lonely where the pine-trees made  
 Against the bitter East their barricade,  
 And, guided by its sweet  
 Perfume, I found, within a narrow dell,  
 The trailing spring flower tinted like a shell  
 Amid dry leaves and mosses at my feet.

<sup>2</sup> From under dead boughs, for whose loss the pines  
 Moaned ceaseless overhead, the blossoming vines  
 Lifted their glad surprise,  
 While yet the bluebird smoothed in leafless trees  
 His feathers ruffled by the chill sea-breeze,  
 And snow-drifts lingered under April skies.

<sup>3</sup> As, pausing, o'er the lonely flower I bent,  
 I thought of lives thus lowly, clogged and pent,  
 Which yet find room,  
 Through care and cumber, coldness and decay,  
 To lend a sweetness to the ungenial day,  
 And make the sad earth happier for their bloom.

JOHN GREENLEAF WHITTIER

Memorize the poem you prefer.

**67. Choosing the Right Word.** To speak or write well you must have a variety of words from which to select.

Arrange the words on page 69 in two groups: (1) good qualities and (2) bad qualities. Look up unfamiliar words in the dictionary.

Divide the good and bad groups of words under four heads:

1. *Cleanliness* | 2. *Nourishment* | 3. *Activity* | 4. *Cheerfulness*

## BLOW, BLOW, THOU WINTER WIND

<sup>1</sup> Blow, blow, thou winter wind,  
 Thou art not so unkind  
 As man's ingratitude ;  
 Thy tooth is not so keen  
 Because thou art not seen,  
 Although thy breath be rude.

<sup>2</sup> Freeze, freeze, thou bitter sky,  
 Thou dost not bite so nigh  
 As benefits forgot :  
 Though thou the waters warp,  
 Thy sting is not so sharp  
 As friend remembered not.

WILLIAM SHAKESPEARE

## Sentence Building : Slogans.

1. dirty	19. dusty	37. brushed -	55. polished -
2. quick -	20. joyful -	38. healthy -	56. famished
3. sunny -	21. strong -	39. orderly -	57. powerful -
4. <u>agile</u> -	22. bright -	40. unhappy	58. sparkling -
5. merry -	23. lively -	41. <u>squalid</u>	59. <u>unsoiled</u>
6. clear -	24. soiled	42. <u>well-fed</u> -	60. <u>assiduous</u>
7. happy -	25. hungry	43. <u>listless</u>	61. <u>ungrateful</u>
8. neat -	26. <u>nimble</u> -	44. <u>slothful</u>	62. brilliant -
9. glad -	27. gloomy	45. <u>gleeful</u> -	63. well-kept -
10. weak	28. sturdy -	46. vigorous -	64. cheerless
11. idle	29. untidy	47. stalwart -	65. practical
12. trim -	30. feeble	48. <u>animated</u> -	66. wholesome -
13. slow	31. <u>robust</u> -	49. muscular -	67. healthful -
14. gay -	32. smeared	50. <u>diligent</u> -	68. unhealthy
15. lazy	33. stained	51. careless	69. melancholy
16. jolly -	34. ill-fed	52. <u>indolent</u>	70. industrious -
17. shiny -	35. <u>languid</u>	53. <u>contented</u> -	71. indifferent
18. useful -	36. joyless	54. sluggish	72. discontented

Compose twelve sentences, using the words selected for

your team. Make the sentences apply to health: Team I (Cleanliness); Team II (Nourishment); Team III (Activity); and Team IV (Cheerfulness).

Compose slogans for the Better-Health posters.

**An Exercise.** Copy your twelve sentences on the board. Tell whether the verbs are transitive, intransitive, or linking (see page 59). Tell the voice of the transitive verbs.

**68. Writing a Paragraph.** Apply the four rules for better health to yourself. In which of these are you good? In which are you poor?

Write a composition, telling the most helpful thing you have learned in the discussion of each topic and how you mean to profit by it. How many paragraphs should you have?

**69. An Enunciation Drill.** Collect tongue twisters and practice saying them to get flexibility of the tongue and lips.

**A Talk to the Class.** Describe the poster that you are planning for your team.

A committee of three pupils will sit in the back of the room. They will rise if they cannot hear you.

**70. Handwork.** Each team will make Better-Health posters for their subjects (pages 63 and 64). On each poster print the slogan and make an appropriate decoration. In class talk about the merits of the different posters. Vote for the best in each group.

The best poster from each group will be enlarged to be exhibited in a window (page 64).

**Writing a Letter.** Write to a pupil in another school, telling where the health posters will be exhibited, inviting him to look at them, and describing your poster.

(Four posters will be exhibited.)



## PROJECT 8. HOLDING AN AUCTION



**71. Telling How Things Are Made.** The following is one of the most important explanations ever made. In it the old sexton, Laurence Coster of Haarlem, tells John Gutenberg how he learned to print books.

<sup>1</sup> It was by accident that I discovered how to print. <sup>2</sup> I went out into the woods one afternoon with my grandchildren. <sup>3</sup> There were some beech trees there, and the little fellows wanted me to carve their names on the smooth bark. <sup>4</sup> I did so, for I was always handy with a penknife. <sup>5</sup> Then, while they were running around, I split off some fine pieces of bark and cut the letters of the alphabet upon them — one letter on each piece. <sup>6</sup> I thought they would amuse the baby of the family, and perhaps help him to remember his letters. <sup>7</sup> So I wrapped them in a piece of soft paper and carried them home. <sup>8</sup> When I came to undo the package I was surprised to see the forms of some of the letters distinctly printed on the white paper. <sup>9</sup> It set me to thinking, and at last I thought out this plan of printing books.

BALDWIN: *Thirty More Famous Stories Retold*

Show that the grandfather's thoughtfulness of others was responsible for this discovery. In retelling this, what different things must you say?

*Remember: Explanation is "telling how." To be clear it should tell things in the right order.*

**Writing a Class Composition.** Write a list of different things you make in your Manual Training or Domestic Science classes. Select one of them.

Outline on the board the different steps you take or things you do to make it. Give each step and arrange all the details exactly as they should be made.



Compose the explanation, the teacher writing on the board the sentences selected as best.

Copy the explanation as the teacher dictates it.

**72. Applying for a Position.** One day the following advertisement appeared in the school paper published by School 53 :

*Wanted*, an auctioneer. Must have polite manner, good voice, and ability to describe articles to be sold. Apply by letter to your teacher.

How does an auction sale differ from a store sale? What qualities does this advertiser want in an auctioneer? Why are these necessary?

A pupil will volunteer to copy this advertisement on the board for you to use in your class.

Would the answer to an advertisement be a friendly letter or a business letter? Which form is the letter of application on page 73? Why?

If the Standard Company decides to hire Chester, how can it get in touch with him?

**Writing a Letter of Application.** Apply for the position of auctioneer. Make an outline of the things you would give in the letter to your teacher. If you think that you cannot meet the requirements mentioned in the advertisement, select the pupil that seems best fitted and write a letter recommending him (or her) to the teacher. Follow Chester's paragraphing.

Make an envelope and address it.

At a later time the teacher will announce to the class the name of the pupil who seems to be best fitted for the class auctioneer.

**73. Comparison of Adjectives and Adverbs.** To be able to describe you must know how to use adverbs and adjectives.

750 Terrace Avenue  
Indianapolis, Ind.  
December 12, 1922

The Standard Company  
75 State Street  
Indianapolis, Ind.

Gentlemen :

<sup>1</sup> Please consider me an applicant for the position of office boy, about which you advertised in last night's "Eagle."

<sup>2</sup> I am fourteen years old and have finished my work at the Lakewood School. My final grade last June was 87. For three summers I have worked as a clerk for the Acme Grocery Store.

<sup>3</sup> I have permission to give as reference Miss Alice Hill, principal of the Lakewood School, Shady Avenue and 5th Street (Bell Telephone 878), and Mr. Thomas Gray, manager of the Acme Grocery Store, 950 State Street (Bell Telephone 371).

Very truly yours,  
Chester A. Grant

← Begins by stating object of letter

← Next gives age, training in school, and experience at work

↳ Then gives names of persons who can testify to fitness for position. (Why full address and telephone number?)

How many things are described in each of the following?

- |                         |                             |                          |
|-------------------------|-----------------------------|--------------------------|
| 1. <i>Clean</i> cups    | <i>Beautiful</i> roses      | Runs <i>swiftly</i>      |
| 2. <i>Cleaner</i> cups  | <i>More beautiful</i> roses | Runs <i>more swiftly</i> |
| 3. <i>Cleanest</i> cups | <i>Most beautiful</i> roses | Runs <i>most swiftly</i> |

Adjectives and adverbs have three different forms, used (1) in describing one thing; (2) in comparing two things; and (3) in comparing more than two things. This change in

the degree of meaning is called *comparison*. The three forms are called *positive*, *comparative*, and *superlative*.

- Positive.** Margaret has a *clean* dress.  
**Comparative.** She has a *cleaner* dress than Alice.  
**Superlative.** She has the *cleanest* dress of all the class.

When an adjective has more than two syllables, the words *more* and *most* are used instead of *er* and *est*. We say "more beautiful" (not "beautifuller"). *Less* and *least* may be used in comparing adjectives; as, "less active," "least active."

An adverb is usually compared by using *more* and *most* (or *less* and *least*) because most adverbs are formed by adding *ly* to the adjective. We say "more swiftly" (not "swiftlier").

When the same form is used for both adjective and adverb, as in *fast*, *long*, *loud*, *hard*, the endings *er* and *est* may be used for both; as, "runs fast," "runs faster," "runs fastest."

#### **Correct Use of Adjectives and Adverbs.**

1. A frequent mistake is to use the superlative form in speaking of two. We should say, "She is the *more polite* of the two girls" (not "She is the most polite of the two girls").

2. If the comparison is made with others of the same kind, the word *other* must be used to exclude the person or the thing spoken of; as, "He is quicker than any *other* boy in the room" (not "than any boy").

3. Certain words have irregular forms of comparison; as, *bad*, *worse*, *worst*; *ill*, *worse*, *worst*; *good*, *better*, *best*; *much*, *more*, *most*; *well*, *better*, *best*.

4. Do not use both an ending (*er* or *est*) and an adverb (*more* or *most*) in making the comparison. Say, "This is *prettier* than that" (not "more prettier").

**Remember :** The *comparative degree* is used in comparing two; the *superlative degree*, in comparing more than two.

**An Exercise.** Write the three forms for each of the following adjectives. Then use them in sentences.

slow | tight | rapid | generous | intelligent

Change the adjectives to adverbs. Then write the three forms of comparison and express them in sentences.

**74. Correct Use of Adjectives** (*continued*).

1. Proper adjectives must be written with capitals. Write "the *English* language" (not "the english language").

2. "A," "an," and "the" are adjectives, often called *articles*. "A" is used before a word with a consonant sound; as "a mule." "An" is used before a word with a vowel sound; as, "an egg." "A" and "an" are called *indefinite articles* because they mean any one of the person, place, thing, or idea described :

a man | a country | a house | an honor

"The" is called the *definite article* because it designates a particular one; as,

the man | the country | the house | the honor

3. When separate persons or things are meant, the article must be repeated; as, "He had *a* blue and *a* gray suit" (two suits). To say "He had a blue and gray suit" means that he has one suit of blue and gray color.

4. The article *a* is not needed before a general word; as, "That is the kind of boy I want" (not "kind of a boy").

**A Baseball Sentence Match.** The teacher will name an adjective or an adverb, and the pupil will give three sentences using the three degrees of comparison. (See page 47.)

**An Exercise.** Select the right forms in the following :

1. This is the (kind of a, kind of) voice to have.
2. It is a dog — a (black and a white, black and white) one.
3. He has (a, an) hour to wait.
4. Have you a (french, French) grammar?
5. He wanted (a, an) apple, (an, a) peach, and (a, an) pear.
6. The (italian, Italian) language is very beautiful.
7. Grace is the (kind of a, kind of) person we like.
8. He wore a (black and a white, black and white) cap.

75. **A Breathing Game.** Inhale quickly and deeply. Then read as much of a passage as possible with one breath.

**A Talk to the Class.** Retell Laurence Coster's explanation of how he learned to print (page 71). In repeating some one else's story say, "He *said*" (not "he says").

76. **A Special Use of the Adjective.** Observe the use of the adjectives in the following sentences :

1. The voice becomes *strong* through practice.
2. The class seems *busy*.
3. Her voice grows *stronger*.
4. The fruit tastes *bitter*.
5. The rose smells *sweet*.
6. The boy appears *strong*.
7. Mary feels *bad* on account of her cold.
8. To-day the girl looks *sick*.

What word in each sentence does the adjective describe? Write the adjective with each word; as, "voice strong."

Write the verbs on the board. Make up other sentences, using these verbs with adjectives.

**Remember :** After the verbs *appear, become, feel, grow, look, seem, smell, and taste*, the adjective is used to denote a quality of the subject.

**“ Hold the Fort ” Game.** A pupil comes to the board and writes five sentences. He tells the subject substantive and predicate verb and the complete subject and predicate. Then, beginning with a certain aisle, pupils name words in the sentences and ask which part of speech each word is. The pupil at the board “ holds the fort ” as long as he answers correctly. When he makes a mistake the pupil who gave the word takes his place.

**77. Conversation.** Write on the board a list of things that you might bring to the auction from your other classes. Then prepare an outline of the various things necessary to do to make one of them. In class discuss how to make these things, compare your outlines, and improve them. Write lists of good descriptive adjectives.

**Handwork.** Outside of class either make the article or bring some one else’s article to class.

**78. A Pronunciation Drill.** Look up the pronunciation of the following words in the dictionary and pronounce them correctly :

- |                               |                              |
|-------------------------------|------------------------------|
| 1. athlete (not “athalete”)   | 4. rinse (not “rensh”)       |
| 2. guardian (not “guarddeen”) | 5. theater (not “the a’ter”) |
| 3. licorice (not “lickerish”) | 6. wrestle (not “rastle”)    |

**A Talk to the Class.** Tell exactly what you do to make the object you have selected. Then pretend that you are the auctioneer auctioning it off to the class. Tell why the article is worth buying. Hold up the article.

The class will observe your voice, your manner, and your power of description, so that they can vote for the one they think would make the best auctioneer. The five names securing the most votes for auctioneer will be written on the board.

**79. Writing a Paragraph.** You have heard the rest of the class explain how certain articles were made and describe them. Choose the article that you are most interested in, but not the one you described yourself. Make an outline of (1) how the article was made or (2) a description of it. Write the paragraph.

In class exchange papers. On another sheet of paper write answers to the following questions :

1. Is the handwriting good, poor, or medium?
2. Is the paragraph indented? Has it a margin?
3. How many sentences are there? Does each begin with a capital and end with a period?
4. Are the details put in the right order?
5. Is any important detail omitted?
6. Is anything given that is off the subject?

When the papers are returned, revise and copy your composition.

**80. Holding an Auction.** The teacher will announce the names of the two pupils who have written the best applications and the two who have made the best speeches. You will vote in class by secret ballot on a slip of paper for the one of the four that you choose for auctioneer. Two pupils will act as tellers to collect the votes and read them for the teacher to mark on the board.

The auctioneer will show how well he can auction off articles. Each pupil will have twenty slips of paper to use as dollar bills. No article can therefore bring more than twenty dollars. See who can buy the most articles for this amount of money.

**Writing a Letter.** Write a friendly letter to some one at home, describing your auction.



**PROJECT 9. CELEBRATING INVENTION  
DAY**



**81. Conversation : Ways of Communicating.** One of the most interesting fields for invention is that of communication of ideas. Here is a primitive method described.

What is the purpose of each sentence? Which could be omitted if you wanted to condense? Which are needed to make the explanation clear?

<sup>1</sup> Whenever Indians attacked a settlement, the settler who saw them first took his gun and fired it three times. <sup>2</sup> The settlers who lived near the man who fired the gun heard the sound. <sup>3</sup> They knew that three shots following one another quickly meant that the Indians had come.

<sup>4</sup> Every settler who heard the three shots took his gun and fired three times. <sup>5</sup> Then, as soon as he had fired, he went in the direction of the first shots. <sup>6</sup> Every man who heard these three shots fired three more, and went toward the shots he had heard. <sup>7</sup> Farther and farther away the settlers heard the news, and sent it along by firing so that others might hear. <sup>8</sup> Soon little companies of men were coming swiftly in every direction.

<sup>9</sup> This was a kind of telegraph.

EGGLESTON : *Stories of American Life and Adventure*

**Discuss the following methods of communication :**

- |           |              |                  |
|-----------|--------------|------------------|
| 1. Letter | 4. Telephone | 7. Secret Code   |
| 2. Signal | 5. Telegraph | 8. Word of Mouth |
| 3. Cable  | 6. Gesture   | 9. Messenger     |

Which of these was described in the selection above? Under what circumstances might each be preferred? Select one of these for investigation.

**Writing a Letter.** Write a business letter to your local librarian, telling why you chose your topic for investigation.



**82. Finding Things Out by Reasoning.** We discover laws of nature or mechanics; we invent appliances, instruments, etc., based upon these laws. Electricity is *discovered*; the electric light is *invented*. A scientist who discovers laws and an inventor who applies them must have reasoning ability and power to imagine how things would work out.

On the opposite page you will find how Sir Isaac Newton reasoned that there was a force of gravitation.

1. Which sentence states the question he is considering?
2. Which sentences consider and discard theories, or reasons?
3. Which sentences give Sir Isaac Newton's reasons explaining gravitation?
4. Which sentences tell the results of gravitation?

Copy Sir Isaac Newton's sentences of explanation on the board and discuss how each advances the reason like another link in a chain.



**Finding Out Something.** At the library find out the stories connected with the following. Then write sentences giving the steps in the reasoning. The teacher may divide the class into six teams, or the whole class may select a subject.

1. How did Franklin find out that electricity was in the clouds?
2. How did James Watt learn that steam would turn wheels?
3. How did Archimedes learn whether gold was pure or mixed?
4. How did Galileo learn to make a clock?
5. How did Sir Isaac Newton learn about gravitation?
6. How did John Gutenberg learn to print books?

**83. Writing a Paragraph.** Write a paragraph of explanation for one of the questions discussed on this page.

Correct the paragraph. See page 78.

<sup>1</sup> One day in autumn Sir Isaac was lying on the grass under an apple tree and thinking, thinking, thinking. <sup>2</sup> Suddenly an apple that had grown ripe on its branch fell to the ground by his side.

<sup>3</sup> "What made that apple fall?" he asked himself.

<sup>4</sup> "It fell because its stem would no longer hold it to its branch," was his first thought.

<sup>5</sup> But Sir Isaac was not satisfied with this answer.

<sup>6</sup> "Why did it fall toward the ground? <sup>7</sup> Why should it not fall some other way just as well?" he asked.

<sup>8</sup> "All heavy things fall to the ground — but why do they? <sup>9</sup> Because they are heavy. <sup>10</sup> That is not a good reason. <sup>11</sup> For then we may ask why is anything heavy? <sup>12</sup> Why is one thing heavier than another?"

<sup>13</sup> When he had once begun to think about this he did not stop until he had reasoned it all out.

<sup>14</sup> Millions and millions of people had seen apples fall, but Sir Isaac Newton asked why they fall.

<sup>15</sup> He explained it in this way :

<sup>16</sup> "Every object draws every other object toward it.

<sup>17</sup> "The more matter an object contains the harder it draws.

<sup>18</sup> "The nearer an object is to another the harder it draws.

<sup>19</sup> "The harder an object draws other objects, the heavier it is.

<sup>20</sup> "The earth is many millions of times heavier than an apple; so it draws the apple toward it millions and millions of times harder than the apple can draw the other way.

<sup>21</sup> "The earth is millions of times heavier than any object near to or upon its surface; so it draws every such object toward it.

<sup>22</sup> "This is why things fall, as we say, toward the earth.

<sup>23</sup> "While we know that every object draws every other object, we cannot know why it does so. <sup>24</sup> We can only give a name to the force that causes this. <sup>25</sup> We call that force *gravitation*.

<sup>26</sup> "It is gravitation that causes the apple to fall.

<sup>27</sup> "It is gravitation that makes things have weight.

<sup>28</sup> "It is gravitation that keeps all things in their proper places."

BALDWIN: *Thirty More Famous Stories Retold*

**Appositives.** In the following sentences tell which words the italicized words describe :

1. Edison, the *inventor* of the incandescent light, was called "The Wizard of Menlo Park."
2. They say that Madame Curie, the *discoverer* of radium, lived in Paris.
3. It is George, the captain of the team.

The word "inventor" explains "Edison." The word "discoverer" explains "Madame Curie."

An *appositive* is a noun or a pronoun that denotes the same person or thing as another substantive, which it explains.

What is the appositive in the third sentence?

*Remember : An appositive follows a noun or a pronoun and means the same. It is set off by commas.*

**Sentence Building and Analysis.** (1) Find the appositives in the following sentences. (2) Make up ten sentences using words in apposition. (3) Find the words that complete the meanings of the predicate verbs.

1. Edison, the inventor of the talking machine, had been a newsboy on a train.
2. He printed a newspaper on the train.
3. He made experiments in his workshop, the freight car.
4. There was a fire one day in the workshop.
5. The conductor, an excitable man, threw his bottles off.
6. Edison, the boy, was not discouraged by his loss.
7. He began his experiments at another place.
8. Edison learned telegraphy from a man on the railroad.
9. He constructed a short telegraph line of his own.
10. The library in Boston lent him books on science.
11. Edison has a large laboratory and factory in New Jersey.
12. He has hundreds of patents on inventions.

#### 84. Correct Use of Adjectives and Adverbs (*continued*).

1. When the words *this* and *that* are used to describe nouns they become adjectives rather than pronouns. In "This invention is wonderful," *this* is an adjective; in "This is wonderful" it is a pronoun. *This* implies "near, or close at hand"; *that* implies "far." These words should not be combined with "here" and "there." Say, "This man," "that man" (not "this here man," "that there man").

2. Use *farther* when you are speaking of distance; as, "He walked farther than John" (not "walked further"). Use *further* when you are speaking of going more deeply into a subject, not distance; as, "We shall discuss this matter further" (not "discuss farther").

3. Use *fewer* when you are speaking of number; as, "There were fewer people there" (not "less people"). Use *less* when you speak of quantity; as, "I bought less butter."

4. *Good* should not be used as an adverb. Say, "He played well" (not "played good"). *Well* may also be used as an adjective, indicating good health; as, "I feel well."

5. *Almost* and *most* should not be confused. *Almost* is the adverb; as, "They are almost ready" (not "most ready"). *Most* is either an adjective or a pronoun; as, "*Most* inventors work hard" and "*Most* are busy."

6. Do not use *worse* when you mean *more*. Say, "I dislike snakes more than eels" (not "worse than").

7. Remember that *all right* is written as two words.

8. Do not use *badly* when you mean *very much*; as, "He wanted to go skating very much" (not "wanted badly").

9. The word *only* should be placed close to the word it modifies or else the meaning may be confused.

**Baseball Sentence Match.** The teacher will announce one of the words on page 83, and the pupil "at bat" will give three sentences using it correctly. See page 47.

**85. A Pronunciation Drill.** Practice pronouncing in unison :

The weaver at his loom is sitting,  
 Throws his shuttle to and fro ;  
 Foot and treadle,  
 Hand and pedal,  
 Upward, downward, hither, thither,  
 How the weaver makes them go ;  
 As the weaver wills they go.

**A Talk to the Class.** Tell the class what you have found out about communicating by one of the following :

- |           |              |                  |
|-----------|--------------|------------------|
| 1. Letter | 4. Gesture   | 7. Word of Mouth |
| 2. Cable  | 5. Telegraph | 8. Messenger     |
| 3. Signal | 6. Telephone | 9. Secret Code   |

At the end of the period vote for the best talk.

**86. Agreement of Subject and Verb.** Which italicized verbs in the selection on the opposite page show by their form that one person or thing is meant? Which show that two persons are meant?

SUBJECT OF "ONE"  
 telegraph *was* invented  
 Morse *was* born  
 this *is*

SUBJECT OF "MORE THAN ONE"  
 they *were* (not "they was")  
 schools *were* (not "schools was")  
 bars *are* (not "bars is")

If a subject or a verb means "one" it is called *singular*. If it means "more than one," it is called *plural*. "Was" and "is" are singular; and "were" and "are" are plural *in speaking of* persons or things. Verbs whose subjects are

singular end in *s* when their subjects are spoken of in present time; as, "He (or the man) *invents* the telephone."

In speaking *to* a person say "you *were*," because "you" is used for either one or more than one. Do not say "you *was*."

If something with a plural noun comes between the verb and its subject, be sure that the verb agrees with the subject.

RIGHT. 1. The desire of all the classes *was* to win.

WRONG. 2. The ambition of the pupils in all the classes *were* great.

**Remember:** *The verb must agree with its subject in number.*

**An Exercise.** In the selection below point out the verbs and tell whether their subjects are singular or plural.

#### A BOY'S TELEGRAPH

<sup>1</sup> The best telegraph known before the use of electricity *was invented* by two schoolboys in France. <sup>2</sup> They *were* brothers, named Chappé (shap-pay'). <sup>3</sup> They *were* in different boarding schools some miles apart, and the rules of their schools did not allow them to write letters to each other. <sup>4</sup> But the two schools *were* in sight of each other. <sup>5</sup> The brothers *invented* a telegraph. <sup>6</sup> They put up poles with bars of wood on them. <sup>7</sup> These bars would turn on pegs or pins. <sup>8</sup> The bars *were* turned up or down, or one up and another down, or two down and one up, and so on. <sup>9</sup> Every movement of the bars meant a letter. <sup>10</sup> In this way the two brothers talked to each other, though they were miles apart. <sup>11</sup> When the boys became men, they sold their plan to the French government. <sup>12</sup> The money they got made their fortune.

<sup>13</sup> About the time they sold this plan to the French government, a boy named Samuel Morse *was born* in this country. <sup>14</sup> Fifty years later this Samuel Morse set up the first Morse electric telegraph. <sup>15</sup> This *is* the one we now use.

EGGLESTON: *Stories of American Life and Adventure*

**87. How Telegrams Are Sent.** The following selection describes one of the most momentous incidents in the history of America. It is the account of the first telegraph message:

<sup>1</sup> On the twenty-fourth of May, 1844, the telegraph line was finished. Mr. Morse was at Washington; Mr. Vail was at Baltimore. Everything was in good working order. It was announced that the first message was to be sent. Crowds gathered around the office.

<sup>2</sup> Mr. Morse remembered his promise to Miss Ellsworth. He sent to ask her what the first message should be. She wrote the noble line from the Bible, "What hath God wrought!" Mr. Morse was greatly pleased with the selection. He said afterward, "It baptised the American telegraph with the name of its Author." And all agreed that the work seemed greater than man's work.

<sup>3</sup> Mr. Morse sent the message to Mr. Vail. It looked like this:

4. — — — — — . . . . — — — — — . . . . — — — — — . . . . — — — — — . . . . — — — — —  
 (w) (h) (a) (t) (h) (a) (t) (h) (G) (o) (d)  
 . . . . — — — — — . . . . — — — — — . . . . — — — — — . . . . — — — — —  
 (w) (r) (o) (u) (g) (h) (t)

<sup>5</sup> When Mr. Vail received the message he sent it back to Mr. Morse to let him know that it had reached him all right. It had flown from Washington to Baltimore and back, eighty miles, in a moment.


PERRY: *Four American Inventors*

Interpret this for yourself by the following telegraphic code:

ALPHABET				NUMERALS	
A . —	GJ — — .	N — .	T —	1 . — — .	6 . . . . .
B — . . .	H . . . .	O . .	U . — —	2 . . — . .	7 — — — .
C . . .	IY ..	P . . . . .	V . . . . .	3 . . . . .	8 — — — .
D — . .	K — — — .	Q . . . . .	W — — — .	4 . . . . .	9 — — — .
E .	L — — —	R . . .	X . . . .	5 — — — .	0 — — — .
F . . .	M — —	SZ . . .	& . . . .		

An ordinary telegram is limited to ten words for a given price. It is transmitted by the telegraphic code and then typewritten without punctuation for delivery. The ten words must give the meaning clearly without punctuation.

The following telegram is correctly written :

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>CLASS OF SERVICE DESIRED</b></td> </tr> <tr> <td>Telegram</td> </tr> <tr> <td>Day Letter</td> </tr> <tr> <td>Night Message</td> </tr> <tr> <td>Night Letter</td> </tr> </table> <p><small>Please should mark on it upon the class of service desired. Messages will be transmitted as a full-rate Telegram.</small></p>	<b>CLASS OF SERVICE DESIRED</b>	Telegram	Day Letter	Night Message	Night Letter	<h1 style="margin: 0;">WESTERN UNION</h1>  <h1 style="margin: 0;">TELEGRAM</h1> <p style="font-size: small; margin: 0;">NEWCOMB CARLTON, PRESIDENT      GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT</p>	<p style="text-align: right; font-size: small;">Form 1286</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; font-size: x-small;">Sender's No.</td> </tr> <tr> <td style="text-align: center; font-size: x-small;">Date</td> </tr> <tr> <td style="text-align: center; font-size: x-small;">Time Paid</td> </tr> </table>	Sender's No.	Date	Time Paid
<b>CLASS OF SERVICE DESIRED</b>										
Telegram										
Day Letter										
Night Message										
Night Letter										
Sender's No.										
Date										
Time Paid										
<p>Send the following message, subject to the terms on back hereof, which are hereby agreed to</p> <p style="text-align: right; margin-right: 50px;"><u>December 7, 1921</u></p> <p>To <u>Mr. Alfred Bowen</u></p> <p style="margin-left: 40px;">Street and No. <u>37 West Main Street</u></p> <p style="margin-left: 40px;">Place <u>Richmond, Virginia</u></p> <hr/> <p style="margin-left: 40px;"><u>Shall arrive on the three ten train</u></p> <p style="margin-left: 40px;"><u>Please meet me.</u></p> <p style="text-align: right; margin-right: 50px;"><u>Grace</u></p>										

A telegram is made brief by omitting unimportant words.

A *night letter* is a telegram limited to fifty words for the same price as a ten-word telegram, but it is sent at night and delivered the following morning.

Find out what day letters and night messages are.

**Writing Telegrams and Night Letters.** Write ten-word telegrams, giving all necessary information for :

- |                     |                            |
|---------------------|----------------------------|
| 1. Arrival by train | 3. Missing a train         |
| 2. An accident      | 4. A request for something |

Expand (2) to a night letter of fifty words.



**Handwork.** Outside of class make a poster with the announcement of the Invention Day program. The best poster will be placed in the corridor.

**88. Conversation and Outlining.** Talk over in class the subjects given for the talk on page 89. Divide the class into committees to take the parts of the different inventors. For each committee the teacher will appoint a chairman who will draw out opinions from the others.

These committees will get together and consider how their invention has benefited our country. How should we miss the invention if it were suddenly taken from the country? Which should we miss most? Let each committee try to prove that its invention is the most important.

**Writing a Letter.** Write a letter of invitation to a pupil in another class to be present for your program. If your letter is judged perfect in form, you may copy it and write the body of the letter in the telegraphic code. The best letter will be delivered. Make an envelope and address it.

**89. A Pronunciation Drill.** Enunciate the following stanza in unison, pronouncing the final syllables carefully :

Up and down the web is plying,  
And across the woof is flying ;  
    What a rattling !  
    What a battling !  
    What a shuffling !  
    What a scuffling !  
As the weaver makes his shuttle  
Hither, thither, scud and scuttle.

Two pupils will volunteer to memorize this stanza and the one on page 84 for the program on the next page. They will *practice* the stanzas at home.

**A Talk to the Class.** Which of the following inventors through the usefulness of his invention has most benefited the United States?

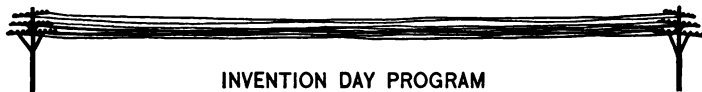
- |                                |                              |
|--------------------------------|------------------------------|
| 1. Fulton — the steamboat      | 5. McCormick — the harvester |
| 2. Whitney — the cotton gin    | 6. Wright — the airship      |
| 3. Morse — the telegraph       | 7. Bell — the telephone      |
| 4. Edison — the electric light | 8. Hoe — the printing press. |

The best speaker for each inventor will have a part on the program. Try to use one of the following convenient expressions:

- |                |                 |                       |
|----------------|-----------------|-----------------------|
| 1. Therefore   | 4. Above all    | 7. In the first place |
| 2. For example | 5. As a result  | 8. On the other hand  |
| 3. In general  | 6. Consequently | 9. Moreover           |

**90. Giving a Program.** The following program may be given in a class period. A pupil from another class will be present as guest. On the board may be copied in the telegraphic code the following sentence by Edison:

“I’ve got so much to do, and life is so short, I’m going to hustle!”



INVENTION DAY PROGRAM

- A READING. *Isaac Newton and Gravitation.* (Page 81) . . . A pupil  
 COMPOSITIONS. *How Great Discoveries were Made.* (Page 80) Six pupils  
 A RECITATION IN RELAY. *The Weaver.* (Pages 84 and 88) Two pupils  
 TALKS. *Ways of Communicating.* (Page 84) . . . . . Nine pupils  
 READINGS. *The Telegraph.* (Pages 79, 85, 86) . . . . . Three pupils  
 A CHAMPIONSHIP DISCUSSION. *The Greatest Inventor.* (Page 89)  
 Eight pupils

(Secret vote by ballot for the best speech)

THE LANGUAGE PLEDGE. (Page xviii) . . . . . The class



## PROJECT 10. MAKING A BOOK-DAY PROGRAM



91. **What People Should Know about Books.** Look carefully through a book of fiction from your home or school library and be ready to tell the object of the following parts of the book.

1. Frontispiece
2. Copyright page
3. Title page
4. Table of Contents
5. Chapters
6. Index

Look up *frontispiece* and *copyright* in the dictionary.

Now take one of your textbooks and compare it with the book of fiction. What other things are given? How does the Contents of the textbook differ from the Contents of the book of fiction?

Name in class different kinds of books in which you can look up facts about a subject or a word. If you want to find out about a certain great man, in what kinds of books should you find facts? Books of fiction are most enjoyable, but the books that instruct are most serviceable to you. Write two examples for each of the two kinds of books.

What else can you read for enjoyment and instruction besides books?

*Remember : Learn to use books intelligently.*

**Writing a Letter.** In class make a list of general book publishers and select one for the class to write to. Write a business letter to that publisher, asking that a catalogue be sent to you, so that you can order a book for the class library.

Review page 25 and make the letter perfect in form.

Make an envelope and address it. The best letter will be *sent*.

**92. Giving Examples.** In the following sentences observe how the example is introduced :

1. I like a good motion picture ; *as*, "America's Answer."
2. You would like a good biography ; *as*, Moores' "The Life of Abraham Lincoln, for Boys and Girls."
3. You should read a good book of fiction ; *as*, Mark Twain's "Tom Sawyer."

Each of the above sentences begins with a general statement and concludes with the example that illustrates this general statement. Observe that the word *as* introduces each example. It is preceded by a semicolon and followed by a comma.

Under "Talk" below you will find four topics. On the board write examples for each. Then practice composing good introductory sentences, using the word *as* to introduce your example.

**93. An Enunciation Drill.** Get Southey's poem "The Cataract of Lodore" and practice sounding the final *ing's*.

**A Talk to the Class.** Recommend to the class one of the following :

- |                      |                        |
|----------------------|------------------------|
| 1. A book of fiction | 3. A short story       |
| 2. A moving picture  | 4. A book of biography |

Tell why you selected that topic and illustrate your reasons by something you have read or have seen on the screen. Use "as" in the opening sentence, introducing your example. Give the reasons why you like it.

A pupil will act as secretary to keep on the board the list of names for each topic. At the end of the period see which topic is the most popular and which pupil has made the best speech for each topic.

**94. Writing a Paragraph.** Collect accounts of books from newspapers and magazines and mount the best on a piece of cardboard for the classroom. These are called *book reviews*. They usually give (*I*) introductory details; as, the author's name, the title of the book, and the name of the publisher, and (*II*) a summary of the contents of the book or a statement of its strong points.

Select a book, a short story, or a poem that you have enjoyed. Outline the three points under (*I*) described above, and select from (*II*) according to your preference. Use these heads as main topics. Outline the second to be a full summary or statement. Review pages 20, 21, and 66 for suggestions about outlining and summaries.

Write a review of the book, story, or poem, following your outline.

**Correcting a Composition.** In class exchange compositions and outlines. On another sheet of paper answer the following questions:

1. Is the handwriting good, poor, or medium?
2. Is the composition paragraphed to follow the two main topics of the outline? Is each paragraph indented? Has it a margin?
3. Does the first paragraph give the three points mentioned above?
4. Is the second paragraph written with enough detail to give you an idea of the main happenings (summary) or to make you wish to read it (statement of strong points)?
5. Check off any mistakes in spelling, grammar, or punctuation in the margin.
6. Does the writer use *as* to introduce an example? Is it punctuated right?

Return your comments with the two other papers.

**95. An Exercise: Punctuation Review.** The following selection contains nine sentences that should be arranged as a poem of nine lines. Review the rules on pages 37 and 51 and find those which apply to the selection. Copy it as a poem with proper capitalization and punctuation.

somebody did a golden deed somebody proved a friend in  
 need somebody sang a beautiful song somebody smiled the  
 whole day long somebody thought it sweet to live somebody  
 said im glad to give somebody fought a valiant fight some-  
 body lived to shield the right was that somebody you

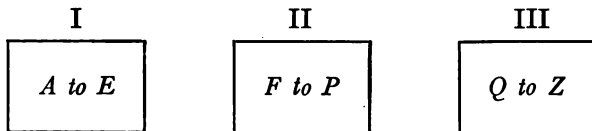
Observe that when it is impossible to get a full word on one line it may be divided by placing a hyphen after a syllable at the end of the line and putting the rest of the word on the next line. In the above selection the word "somebody" is divided. You must always remember to divide a word at a syllable.

The pupil who writes the poem most neatly and correctly will be chosen to copy it on the blackboard for "Book Day."

See which nine pupils can memorize the poem first.

**Handwork.** Make a poster to advertise the book you chose.

**96. Cultivating the Dictionary Habit.** You should learn as soon as possible to open the dictionary promptly to the initial letter of the word you are seeking. The following rime will help you to divide the book roughly into three parts:



In class, practice locating words in these three groups as if they were in three boxes, I, II, and III.

To speak or write effectively you must have a vocabulary large enough to express shades of meaning. Words that have somewhat the same, or nearly the same, meaning are called *synonyms*. For instance, "sufficient" and "enough" are synonyms.

Divide the following sets of synonyms among the class and look up the shades of meaning in the dictionary :

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. tour, trip, voyage        | 4. honest, honorable, reliable        |
| 2. haughty, proud, vain      | 5. astonishing, startling, surprising |
| 3. retire, retreat, withdraw | 6. glee, happiness, pleasure          |

*Remember : Learn to find words quickly in the dictionary.  
Learn to use synonyms correctly.*

**A Baseball Dictionary Match.** The teacher will give any three words in the dictionary and the pupil "at bat" will give the number of the box, or part of book, where the words occur. See page 93.

**Writing a Letter.** Write a friendly letter to the boy or the girl who made the clearest and most persuasive talk on page 91. Tell why you liked the talk and recommend a good book for the others to read.

**97. The Danger of Slang.** The poem on page 95 is a fable that could be applied to slang. Be ready to tell why we could say :

"Beware of slang ! It's the camel's nose !"

Write on the board correct expressions for the slang you have heard on the playground or the street.

Show that the following wise saying is true of slang :

Habit is a cable. We weave a thread of it every day and at last we cannot break it.

HORACE MANN, a Great Teacher

## THE CAMEL'S NOSE

<sup>1</sup> Once in his shop a workman wrought,  
With languid hand and listless thought,  
When through the open window's space,  
Behold! a camel thrust his face:  
"My nose is cold," he meekly cried;  
"Oh, let me warm it by thy side!"

<sup>2</sup> Since no denial word was said,  
In came the nose, in came the head;  
As sure as sermon follows text,  
The long and scraggy neck came next;  
And then, as falls the threatening storm,  
In leaped the whole ungainly form.

<sup>3</sup> Aghast the owner gazed around,  
And on the rude invader frowned,  
Convinced, as closer still he pressed,  
There was no room for such a guest;  
Yet more astonished heard him say,  
"If thou art troubled, go away,  
For in this place I choose to stay."

LYDIA HUNTLEY SIGOURNEY

**Writing a Class Composition.** In class make up sentences summarizing the story of "The Camel's Nose." The class will contribute sentences, and the teacher will write on the board those which sound best.

Each pupil will then complete the composition for himself by applying the lesson of "The Camel's Nose" to the use of slang. Show that the person who forms the habit of using slang frequently cannot think of the correct expression when he most wants it; as, in applying for a position.



**98. Words Joined by "And."** In the following sentences which words are joined by the conjunction *and*?

1. Ruth *and* Robert own the book. (Two subjects)
2. He bought *and* read the book. (Two verbs)
3. He had a book *and* a magazine. (Two direct objects)
4. They came from John *and* Peter. (Two objects of prepositions)
5. He gave Mary *and* me the books. (Two indirect objects)
6. We are cousins *and* friends. (Two predicate nouns)
7. The book is interesting *and* new. (Two predicate adjectives)
8. He is a neat *and* punctual librarian. (Two modifying adjectives)
9. He reads quickly *and* well. (Two modifying adverbs)

Observe that when two or more words are joined together to perform the same service in the sentence they are connected by "and." Make up other examples for the above.

When two or more words are used as the subject or the predicate, they are called the *compound subject* or the *compound predicate*. A compound subject always requires a plural verb.

**Correct Use of Conjunctions.** Observe the following:

1. "And" adds another idea of the same general kind; as, "Ruth *and* Robert" (two persons). It should not be used to join sentences that are separate ideas. This fault is called "the run on" habit or "the baby blunder." You must learn to think in separate sentences, each sentence being a complete thought.

2. If two ideas are joined, and only one of the ideas is to be chosen, the alternative conjunctions "either" and "or" are used; or "neither" and "nor." "Either" and "or" mean "one of either"; as, "*Either* Maud *or* Philip must go." "Neither" and "nor" mean "not one of either"; as, "*Neither* Maud *nor* Philip could go."

Because "either" . . . "or" and "neither" . . . "nor" refer to one or the other, and not to both, a singular verb must always be used; as, "Either Maud or Philip *is* here" (not "are here"). Always use these words in pairs—"either" with "or," and "neither" with "nor." Say, "*Neither* Maud *nor* Philip could go" (not "or").

Change "and" to "either" and "or" or to "neither" and "nor" in the nine sentences on page 96. How does the meaning change? How must the verb be changed?

**Remember :** *Do not use too many and's.*

*Use either and or (or neither and nor) for alternative statements, with singular verbs.*

**Analysis.** (1) Find the conjunctions in the following sentences and tell what they connect. (2) Find the sentences that have the subject ("you") understood. (3) ~~Analyze the sentences.~~

1. Triumph and toil are twins.
2. All human power is a combination of time and patience.
3. Be moderate in the use of all things except air and sunshine.
4. The conditions of success in life are the possession of judgment, experience, initiative, and character.
5. Talk less and listen more.
6. Water, air, and cleanliness are the doctor's aids.
7. Be gentle and keep your voice low.
8. Music is the natural and universal language of the world.
9. Aim high and consider yourself capable of great things.
10. Increased means and increased leisure are civilizers of man.
11. Either be content with your condition or improve it.
12. Do the thing right and do it right now.
13. Solitude is a necessity to a great and creative mind.
14. Music should strike fire from the heart of man and should bring tears from the eyes of woman.

**99. A Pronunciation Drill.** Copy the following on the board and practice enunciating it clearly. See which nine pupils can read it best in relay, each taking a group of words. Pronounce *and* fully (not "an'").

If anybody would make me the greatest king that ever lived, with palaces and gardens, and fine dinners, and beautiful clothes, and hundreds of servants, on condition that I would not read books, I would not be a king—I would rather be a poor man in a garret with plenty of books, than a king who did not love reading.

MACAULAY

**A Talk to the Class: Charades.** Choose a word like "Washington" in which the syllables make sense as separate words. Then either use those syllables as words in an acted dialogue made up on the spur of the moment or act the syllable silently without speaking a word. The audience guesses the word. For instance, "Washing" could be used in a laundry dialogue; and "ton" could be used in a dialogue about buying coal. In a third scene the word "Washington" could be used in a conversation.

In your program the class will be divided into small teams, each to act as a charade the name of an author you all know. For your talk, now, each of you will suggest the name of an author or a character in a book you have studied, for a charade, and tell how a small group could act it.

**100. Playing Book Charades.** The program for "Book Day" will consist of the following:

- A RECITATION. *Somebody* (Page 93) . . . . . A pupil  
 CHARADES. *Authors and Characters in Books* (Page 98) . . The class  
 A RECITATION IN RELAY. *The Camel's Nose* (Page 95) . Three pupils  
 (The class will vote for the best charade)

REVIEW OF APPLIED GRAMMAR

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<b>Pronouns</b> . . . . .	12	After <i>seem, appear, feel, etc.</i> . . . . .	76
Use as subjects and objects . . . . .	33	<b>Adverbs</b> . . . . .	12
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Case, nominative, accusative . . . . .	34	Comparison . . . . .	72
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Complete verb . . . . .	16	<b>Interjections</b> . . . . .	13
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Direct object . . . . .	34		

## REVIEW OF THE SENTENCE

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	15
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PROJECT 11. GIVING A PATRIOTS'  
DAY PROGRAM



101. **Conversation.** To whom do the words *me* and *my* refer in the following poem?

THE COUNTRY'S CALL



- <sup>1</sup> Give me men to match my mountains;  
Men, to match my inland plains;  
Men with empires in their purpose;  
Men with eras in their brains.
- <sup>2</sup> Give me men to match my prairies:  
Men, to match my inland seas—  
Men whose thoughts shall pave a pathway  
Up to ampler destinies.

THOMPSON

What parts of the country are spoken of? Point out where the greatest of these are found. Is Columbia calling for men of physical greatness or mental greatness? Which lines tell you? Explain these lines.

Look up *ampler*<sup>2</sup> and *destinies*.<sup>2</sup>

In what other fields besides statesmanship does Columbia need men? Be ready to propose as patriot the name of a man who has advanced our country in material development, commerce, literature, science, or art. Tell how he "paved a pathway up to ampler destinies."<sup>2</sup>

Memorize the poem.

**Writing a Letter.** Write a letter to your teacher, proposing the name of a patriot other than Washington and Lincoln and giving reasons for your choice.

The best letter will be put on the board.

**102. Phrases, Clauses, and Sentences.** Which of the following groups of words makes complete sense? Why?

- (1) hat Washington three-cornered wore a  
 (2) in 1776 (A phrase)  
 (3) when Washington was a general (A clause)  
 (4) When Washington was a general in 1776  
 he wore a three-cornered hat. (A sentence)

The first group makes no sense because the words are jumbled together. The words "in 1776" give only an incomplete idea of time. The group of words "when Washington was a general" gives a better developed idea, but it is not complete. The last group is the only one that makes complete sense. It is a sentence.

A *phrase* is a group of words without both subject and predicate, used as a single part of speech; as, "in 1776."

A *clause* is a part of a sentence containing both a subject and a predicate; as, "when Washington was a general."

A *sentence* is a group of words that makes complete sense; as, "They go to school." It frequently contains phrases and clauses to complete the meaning.

**Remember:** Do not use phrases or clauses as if they were sentences.

**Sentence Building.** (1) The most common phrase consists of a preposition and its object. Make phrases with the prepositions *in*, *under*, *by*, *from*, *for*, and *at*, and use them in sentences. (2) The most common clauses are introduced by the words *when*, *where*, *who*, *that*, *if*, *because*, and *why*. Make up sentences with clauses beginning with these words; as, "I played *when he was here*."



103. **Conversation: Rules of Conduct.** When George Washington was a young man he wrote a set of rules to guide his conduct. Of these rules the following are the most important.

1. Every action *in company* ought to be with some sign of *respect* for those present.
2. In the presence of others, sing not *to yourself* with a humming noise, nor drum *with your fingers* or feet.
3. Sit not *when others stand*.
4. Turn not your back *to others*, especially in speaking. Jog not the table or desk on which another reads or writes. Lean not on any one.
5. Read no letters, books, or papers in company. *When there is a necessity for doing it*, you must ask leave.
6. Show not yourself glad *at the misfortunes* of another, *though he were your enemy*.
7. Eat not *in the streets*, nor in the house out of season.
8. Drink not, nor talk, with your mouth full. Neither gaze *about you* while drinking.
9. *If you cough, sneeze, sigh, or yawn*, do it not loud, but privately. Put your handkerchief, or hand, *before your face* and turn aside.
10. Gaze not *on the marks* or blemishes *of others* and ask not how they came.
11. Think *before you speak*. Bring out your words orderly and distinctly.
12. *When another speaks* be attentive yourself. If any hesitate *in his words*, help him not, nor prompt him. Interrupt him not.
13. Be not curious to know the affairs *of others*.

Copy the italicized expressions on the board so that the class can see them.

Tell which italicized expressions on page 104 are phrases and which are clauses.

Make an outline of the rules of conduct, grouping similar rules under the same main topic. See page 66.

Which of these rules apply best to-day? Make up rules of politeness for good manners at school, in church, on the street, in the theater or lecture hall, on a trolley car or train, at home, at the table, at a party, and on a visit. Tell "the proper thing to do" for each.

**Handwork.** During the next week prepare a conduct poster with an appropriate picture for one of the above and print below it the rules that apply.

**104. Writing a Paragraph.** If Washington were alive to-day he would know the rules of good conduct for modern life. Select one of the following. Then imagine yourself to be Washington speaking. Make up the advice he would give your class about how to behave.

- |                      |                  |                  |                |
|----------------------|------------------|------------------|----------------|
| 1. In the classroom  | 5. At school     | 9. In church     | 13. At recess  |
| 2. On an elevator    | 6. On a train    | 10. At the table | 14. On a visit |
| 3. In the theater    | 7. On a trolley  | 11. At a party   | 15. At home    |
| 4. On the playground | 8. On the street | 12. In a store   | 16. At market  |

How many commands did Washington use in his rules on page 104? How many did you use? What subject is understood?

How many clauses have you used? Underline them.

Do not bring unrelated ideas together in one sentence. Scan all your sentences again. Improve the paragraph. Copy it.

**105. An Enunciation Drill.** Read the speech on page 106 aloud several times at home, enunciating it distinctly.

## THE BIRTHDAY OF WASHINGTON

The birthday of the "Father of his Country!" May it ever be freshly remembered by American hearts! His memory is first and most sacred in our love. Ever hereafter, till the last drop of blood shall freeze in the last American heart, his name shall be a spell of power and of might.



It was the daily beauty and matchless glory of his life which enabled him to create his country, and at the same time secure an undying love and regard from the whole American people. "The first in the hearts of his countrymen!" Undoubtedly there were brave and wise and good men before his day in every colony. But the American nation, as a nation, I do not reckon to have begun before 1774. And the first love of that Young America was Washington.

RUFUS CHOATE: *An Oration*

**A Talk to the Class.** Taking Rufus Choate's speech on Washington as a model, be prepared to give a speech in favor of the great American you championed in your letter on page 102. Look up the birthday date of the man you favor.

**Voting for the Best.** At the end of the period the class will vote for the third great man to be associated with Washington and Lincoln on the program. Write on a piece of paper the name of the person for whom the best speeches were made. Two pupils will collect the votes and read the names aloud, while a third pupil will record them on the board. The three highest will be selected.

**106. Phrases as Modifiers.** What do the italicized phrases describe, or modify, in the following sentences?

1. The crying need *of the country* was a great man.
2. Lincoln was elected *by the people*.
3. *He* was assassinated *in Washington*.

In the first sentence the phrase " of the country " describes " need," as if it read " the country's need." It is a phrase used as an adjective.

In the second sentence the phrase " by the people " modifies the verb " was elected " by telling how. In the third sentence the phrase " in Washington " modifies the verb " assassinated " by telling where. These phrases are used as adverbs.

In the speech about Washington on page 106, find the phrases. Tell which are used as adjectives and which are used as adverbs. Point out the word that each modifies.

*Remember : A phrase that modifies a noun or a pronoun is called an adjectival phrase. A phrase that modifies a verb, an adjective, or another adverb is called an adverbial phrase.*

**A Baseball Phrase Match.** The teacher will give three phrases; as, " in the yard," etc. The pupil " at bat " will compose a short sentence for each phrase.

**Writing a Letter.** Write a letter to some one who received good letters from soldiers or sailors abroad during the World War and ask whether he has a letter that the class may borrow to read for Patriots' Day.

Divide the class into three teams to write to three different people. Address the envelope.

**107. Clean-cut Sentences in Making a Speech.** Lincoln is famous for his simple and accurate use of English. He did not make the common blunder of running all his sentences together. He kept his ideas distinct and expressed them simply and briefly.

The speech on page 108 was delivered by Lincoln on Washington's Birthday. It is only eight sentences in length, but

each sentence stands out distinctly. Observe how gracefully the first two sentences begin by stating the topic, or occasion, of the speech.

#### ON THE FATHER OF OUR COUNTRY



<sup>1</sup> This is the one hundred and tenth anniversary of the birth of Washington. <sup>2</sup> We are met to celebrate this day. <sup>3</sup> Washington is the mightiest name on earth — long since mightiest in the cause of civil liberty, still mightiest in liberal reformation. <sup>4</sup> On that name no eulogy is expected. <sup>5</sup> It cannot be. <sup>6</sup> To add brightness to the sun or glory to the name of Washington is alike impossible. <sup>7</sup> Let none attempt it. <sup>8</sup> In solemn awe pronounce the name, and in its naked, deathlike splendor leave it shining on.

ABRAHAM LINCOLN

How can you find out when this speech was delivered? What two reasons does Lincoln give for Washington's greatness? Which sentences tell why he does not attempt to praise, or eulogize? With what impressive sentence does he close? Practice declaiming the speech.

Let six volunteers memorize the speeches on pages 106 and 108 to give as declamations later.

*Remember : Think in complete sentences.*

**108. Writing a Speech in Class.** Using Lincoln's speech as a model, compose a eulogy of Lincoln himself for February 12th. Copy Lincoln's speech on the board. Then build up your speech about Lincoln beside it, the class offering suggestions and the teacher writing on the board the sentences chosen as best.

**109. A Pronunciation Drill.** Practice opening the mouth wider in pronouncing each successive word: *boom, bowl, bawl.*

**A Talk to the Class.** On page 106 you gave a talk in favor of a great patriot. The three highest winners were recorded by vote. These names will now be divided among the class, so that each name has a team of pupils to work for it. Find more facts about the great American assigned to your team and be ready to give as persuasive a speech as possible to urge the class to vote for him.



At the end of the period forget that you were championing a certain American and in a spirit of fairness vote for the three pupils who made the best speeches, one for each man. These three pupils will repeat their speeches on the following program. At that time the class will vote for the third great American.

**110. Giving a Program.** Decorate the room appropriately for the following program. Draw Washington's and Lincoln's pictures on the board, and leave a round space for the name of the unknown third great American.

PROGRAM	
THE LANGUAGE PLEDGE. (Page xviii) . . . . .	The class
A RECITATION. <i>Union and Liberty.</i> (Page 2) . . . . .	Five pupils
A READING. <i>The National Flag.</i> (Page 4) . . . . .	A pupil
DECLAMATIONS. <i>The Birthday of Washington.</i> (Pages 106 and 108)	Six pupils
A WRITTEN SPEECH. <i>The Birthday of Lincoln.</i> (Page 108)	A pupil
READINGS. <i>Letters from "Boys in Service."</i> (Page 107)	Three pupils
A RECITATION. <i>The Country's Call.</i> (Page 102) . . . . .	Two pupils
PRIZE TALKS. <i>The Third Great American.</i> (Page 109) . . . . .	Three pupils
(Voting by the class and inscribing name on board)	
A READING IN RELAY. <i>Washington's Rules.</i> (Page 104)	Thirteen pupils
AN EXHIBIT OF CONDUCT POSTERS . . . . .	The class



**PROJECT 12. WRITING AN AIRPLANE  
LOG (I)**



**III. Planning a Travel Book.** The following newspaper account of an air flight across a continent appeared in the Philadelphia *Public Ledger*. Observe how the chief features are displayed in the headlines.

**SAVANT OF 50 FLYING FROM CAIRO TO THE CAPE**

**Dr. P. C. Mitchell, Noted Zoölogist, Would Demonstrate  
Adventure Is Not For Youth Alone. Flight May  
Last Two Weeks**

*London Times-Public Ledger Service. Special Cable Dispatch  
Copyright, 1920, by The Public Ledger Company.*

<sup>1</sup> London, Feb. 7.—Dr. Peter Chalmers Mitchell, the noted zoölogist, is a passenger in the airplane which the London *Times* has entered in the Cairo-to-the-cape air-flight competition. The reason for selecting Dr. Mitchell, who is fifty years old, was not merely because of his zoölogical knowledge, but also because he wishes to demonstrate that it is possible for any one to fly from Cairo to the Cape, and that such adventures are not to be confined to the daredevil spirit of venture-some youth.

<sup>2</sup> The machine itself is a commercial airplane. With the exception of the body, it is similar to that used by the late Sir John Alcock and Sir A. W. Brown for their flight across the Atlantic in June, 1919, and also to that used by Captain

Sir Ross M. Smith and his brother in their flight to Australia. It is fitted with two engines of 350 horse power each. It has a cruising speed of eighty-five to ninety miles an hour.

<sup>3</sup> The machine left England on January 24 to fly to the airdrome at Cairo, the starting point for the proposed journey. According to the program, the route from Cairo to the Cape is 5206 miles, and the flight may last twelve or fourteen days. Apart from the starting point, there are twenty-three landing grounds. Of these Abercorn and Broken Hill are 444 miles apart.

<sup>4</sup> The preparation of the landing places, the accumulation of gasoline and other stores, and further necessary preliminary work have taken years to complete.

*The Public Ledger*

Point out the headline and the lead.

Four men are mentioned. For what is each noted?

What is an *airdrome* <sup>3</sup>?

Tell about an airplane that you have seen.



Dr. Mitchell was going on this airplane flight as an observer of animal life and vegetation. Why was he selected?

What kind of airplane was used? Describe it. Tell its cruising speed and horse power.

What route was planned? Discuss the map. Find Cairo and Capetown. Find Abercorn and Broken Hill. How far is it between these points?

How would a map be of value to the aviators?

Tell about the weather belts. Point them out on the map.

Where is the region of "sudden disturbances"? Find three weather conditions that would make flying dangerous. Which is the worst?



You will now plan a transcontinental airplane flight. Select one continent for the whole class; or divide the class into rival teams, each to take a continent; or divide it into five teams for the five great continents. In the next lesson (the talk) you will vote for a continent.

Your written work will constitute the log of your airship. The *log* is the diary of a ship kept by one of the officers. There will be three projects dealing with your trip. You should plan to make your work better in each. The best piece of work for each written assignment will be copied again for the Honor Log to be presented to the school by your class.

Consult a map in class and find two points to be the beginning and the end of the flight for each continent; as, Cairo and Capetown for Africa.

Discuss the advantages of a transcontinental flight for each continent.

**112. A Pronunciation Drill.** Look up the pronunciation of the following words in the dictionary. Practice pronouncing them.

vanilla      government      poetry      pavement      literature

**A Talk to the Class.** Tell which continent you choose for an airplane flight. Give reasons why you would like to accompany the airplane as an observer. Tell which points you have selected for "stopping places."

North America  
South America

Asia  
.

Africa  
Europe

**Voting for the Best.** Record on the board the names of pupils speaking for the different continents and vote for the *best* speaker for each continent.

**113. Writing a Letter.** Write a letter to another class. Tell about your airplane project and offer to exchange booklets with them.

Make an envelope. The best letter will be sent.

**Clauses as Modifiers.** Notice the different ways in which the following italicized clauses modify or change the meaning of the word to which they belong.

1. The tall boy, *who just arrived*, saw the airship. (Description)
2. He saw the airplane *when he went for water*. (Time)
3. The airplane flew *as if it were a bird*. (Manner)
4. It flew faster *than a train runs*. (Comparison)
5. It fell *where the trail turned*. (Place)
6. It fell *because the motor broke*. (Cause or reason)
7. The accident would not have occurred *if they had examined the motor*. (Condition)

You have learned how phrases and clauses differ. Find the subject substantives and the predicate verbs in each of the above clauses. Which clauses modify the words "boy," "saw," "flew," "faster," "fell," and "would have occurred"? What does each express?

Which clauses answer the questions, "Which?" "Why?" "When?" "How?" "Where?" and "Than what?"

Which word introduces each clause? On the board make an outline of the introductory words and the ideas they express; as, 1. "who" — description.

When a clause modifies a noun (as in sentence 1) or a pronoun, it is called an *adjectival clause*. When a clause modifies a verb (as in sentences 2, 3, 5, 6, and 7) or an adverb (as in sentence 4), it is called an *adverbial clause*.

**Remember :** *Clauses modify nouns, pronouns, verbs, adjectives, and adverbs.*

**Sentence Building.** Compose nine sentences with clauses beginning with *that, who, which, when, as if, than, where, because, and if*. Make the sentences apply to your airplane flight. Tell which question each clause answers.

**114. Conversation and Outlining.** Now that you have selected your general plan for a transcontinental flight you will plan the details. Using the selection on page 110 as a model, outline what you would say for (1) the observer — yourself, (2) the machine, (3) the route, and (4) the preparations.

Look up the story of R 34 at the library. If you wish to take R 34 as your machine you may do so. Consult your map for the route.

Make an outline for a preliminary newspaper article, like that of *The Public Ledger* on page 110.

**115. Writing Newspaper Articles.** Compose an appropriate headline like that on page 110. Write the account of your prospective airplane flight, following the outline prepared in the last lesson: I. The observer, II. The airplane, III. The route, IV. The preparations.

Correct the paragraphs:

- (1) Is each paragraph indented?
- (2) Enlarge the periods. Consider whether each sentence deals with the topic of the paragraph.
- (3) Read *The Public Ledger's* account again. Then read yours to see whether you have told about your airplane flight with the same accurate detail and interest.

Read the compositions aloud in class and decide which is the best for each continental flight.

**Handwork.** During the next few days, draw a map of the continent you are exploring, and insert the names of stopping places. Try to make your map as helpful to the aviator as that on page 111 is. Consult your geography. Read about the weather conditions so that you can insert weather belts.

**116. Correct Use of Phrases and Clauses.** A phrase may be introduced by a preposition, but a clause is introduced by a conjunction. The word "like" should not be used for "as." Say "Do *as* I do" (not "like I do"). The word "without" should not be used for "unless" in introducing clauses.

## RIGHT

1. Fly *as* I do.
2. I won't *unless* you come.
3. They divided the gasoline *between* the two airplanes.

## WRONG

1. Fly "like" I do.
2. I won't "without" you come.
3. They divided the gasoline "among" the two airplanes.

1. The adjective "like" should be used only where you could change the words to "similar to"; as, "Your dress is *like* mine" ("similar to mine").

2. "Without" is always a preposition, not a conjunction.

3. In using prepositions, be sure to select the one that suits the idea. "Between," for instance, is used in speaking of two; and "among," in speaking of more than two.

**Correction and Analysis.** (1) Copy the following sentences, selecting the correct forms. (2) Underline the clause in each sentence. Tell whether it is adverbial or adjectival and put a cross under the word it modifies. (3) Analyze the sentences.

1. A flight (~~among~~, ~~between~~) North America and Africa will take place (~~without~~, ~~unless~~) the distance is too great.

2. The aviator was not afraid to fly (among, between) the two countries, because he had performed daring feats in the World War.
3. The aviator that won the race flew (like, as if) he were a bird.
4. (Without, unless) you fly, we cannot win.
5. (Between, among) the airplanes, we found three damaged machines, which had to be repaired.
6. The airship flew (as if, as, like) a bird.
7. The airplane fell (among, between) two trees.
8. (Without, unless) you have enough gasoline, do not go.

**117. Study of an Interview.** The newspaper reporters were eager to get the story of the Cairo-to-Capetown airplane flight from the lips of the zoölogist who was to accompany the airplane as observer. Therefore they interviewed Dr. Mitchell.

The following selection is Dr. Mitchell's story, as they wrote it down before he left Cairo :

<sup>1</sup> "All is now ready. The last testing of the engines has been done. There is gasoline on board for 1000 miles. There are emergency rations for several days. When the sun rises tomorrow morning, we shall start.

<sup>2</sup> "The flight seemed the duty of a great newspaper, so I suggested it to the editor of the *Times*. I said that brave pilots would try anything and that brave young newspapermen would go anywhere. What was required, however, was a serious description of the route and its possibilities by some one with a wider range of knowledge and more wary regard for his own comfort than would usually be found in young men ; by one who was not aëronaut or traveler, but who had an interest in natural history and geology, and in the peoples and plagues of Africa. If flying to the Cape is to be more than a feat, the journey must be such that statesmen and explorers, business men and administrators can undertake it in reasonable comfort.

<sup>3</sup>“Now, what are the objects of the trip? First, as I have already said, to report on it with the cold eye of middle age. Next, to traverse the huge continent, the story of which has beguiled me since childhood, and to see within a fortnight many of the places that have cost many months of arduous toil and the lives of brave men to reach.

<sup>4</sup>“Although we have tried to say as little as possible about the trip until it has actually been begun, some people had to know about it and many objections have been raised. I shall be able to reply to them better when I am at Capetown. The first (my own) is simple airsickness. I am a bad sailor and expect to have a bad time. The second, more important, and urged by all but the experts, are the actual flying dangers. In my judgment these are very slight. Naturally, I am a little frightened, but then I was frightened when I learned to ride a bicycle and so scared that my knees knocked. Next come dangers from fevers, malaria, sleeping sickness, and all the plagues that have taken so sad a toll of explorers' lives.

<sup>5</sup>“And so to-morrow at sunrise we start to make the golden journey from Cairo to the Cape by air.”

*The Public Ledger*

Which paragraph is introductory? Which paragraph is the conclusion? What is given in each?

What are discussed in the second, third, and fourth paragraphs?

Discuss in class what you, as observer, will see in the flight you are planning. What cities will you pass? What natural features will you see? what animals? what kind of vegetation? what types of people? Write notes of ideas on your airplane flight.

What weather changes may you encounter? Are there any dangers?

**118. A Breathing Drill.** Inhale quickly and deeply without moving the shoulders and chest. Hold the breath while the teacher counts five. Exhale slowly as if whistling. Repeat this exercise five times.

**A Talk to the Class.** For the airplane flight you will divide the following subjects among you, so that a pupil will give a *full* account of the one kind of thing seen instead of telling about all of them.

- |            |                |                     |
|------------|----------------|---------------------|
| 1. Peoples | 3. Animal life | 5. Natural features |
| 2. Cities  | 4. Vegetation  | 6. Weather changes  |

**Reminders in Speaking.** Copy the following on the board :

Stand straight.

Look the class in the eye.

Speak loud enough to be heard in the back of the room.

Plan a good opening and a good closing sentence.

**119. Writing a Letter.** Write a letter to the other class, telling what you expect to see on your trip. Use the topic you had for the above talk.

The best letter for each topic will be selected for the Honor Log being prepared by the class.

**Conversation.** The newspaper items on the next page appeared in the Philadelphia *Public Ledger* after the Cairo-Capetown flight had started. What information do they give? Consult the map on page 111.

Imagine that something happens to interrupt your airplane flight. Discuss different things that might happen. Select the one you wish to work up as a story.

By use of your map, outline accurate details: where the accident occurred; its cause; the amount of the damage; and the escape of the crew.

## ANT HILL WRECKS PLANE

### London *Times* Flyers Halted for Repairs; "Silver Queen" Catching Up

<sup>1</sup> London, Feb. 28. — The captain and his mechanic of the *Times* airplane, which was attempting the Cairo-to-Cape flight, but was wrecked yesterday in Tanganyika Territory, were slightly injured, according to a dispatch received.

<sup>2</sup> The plane crashed against a huge ant hill on landing, and although the engines and propellers were not damaged, the plane was so impaired that it could not be restored without being dismantled.

<sup>3</sup> Members of the crew will make their way to a port in Tanganyika Territory and return to Egypt by sea.

<sup>4</sup> London, Feb. 28. — The airplane Silver Queen, which represents the South African Government in the Cairo-to-Cape-town flight, arrived Thursday afternoon at the Kenya Colony, only 400 miles northeast of where the *Times* airplane was wrecked Friday.

*The Public Ledger*

**120. Writing News Items.** Write a newspaper account of the end of your airplane flight, as you worked it out in the last lesson. Use three paragraphs, as in the above selection. Use a headline as title.

Correct your paragraphs and copy the revised composition.

(1) Are the details grouped according to the outline, so that there is unity?

(2) Is each sentence one complete thought? Enlarge the periods. Do not run unrelated ideas together.

(3) Scan spelling, punctuation, and grammar.

Read the accounts aloud in class and select the most interesting one for the Honor Log.

**Handwork.** Make a cover for the log and decorate it.





## PROJECT 13. CELEBRATING EXPLORERS' DAY



**121. Finding Facts from Others.** There are two kinds of facts that you cannot see for yourself: (1) things that happened long ago, and (2) things that happened or are found at a distance. You must get information about these things from books or from other people.

Since reading for information is such an important part of your training, you should learn to use encyclopedias, dictionaries, textbooks, books of travel or biography, and magazines quickly and profitably.


You will now do some reference reading on the great explorers whose names are printed on page 121. In the "Biographical Dictionary" at the end of Webster's "New International Dictionary" you will find the pronunciation of a man's name, with nationality, dates of birth and death, and career in which he won fame. In looking up the names in a history textbook always consult the index at the back of the book. In that way you can find out whether a name is discussed in the book.




*Remember: If a book has an index, consult it first.*


**Finding Information.** The teacher will divide the names on page 121 among the class. You will find out (1) the greatest achievement of each explorer and (2) the approximate date when it occurred. If you cannot find the date of the exploration, find the dates of the explorer's life.

Consult an American history first, and if the information is not given there, consult an encyclopedia or a dictionary. During the next few days read all you can find about your explorer. Go to the library to find more interesting facts about him.

# PICTURE STUDY



Columbus		The Cabots
R 34		Boone
Pike		Peary
Ponce de Leon		Bonneville
De Soto		Balboa
Lewis and Clark		George Rogers Clark
Powell		La Salle
Magellan		Livingstone
Frobisher		Drake
Scott and Shackleton		Dr. Marcus Whitman
Vasco da Gama		Henry Hudson
John Smith		Roosevelt
Marquette and Joliet	Sir John Franklin	
Stanley	Cortez	
Capt. Robert Gray		Frémont and Kit Carson
Pizarro		Cartier
Vespucius		Nansen
Amundsen		Coronado



Each pupil should also look up this information for the name opposite that assigned to him so that he can "check up" another's report.

Arrange the names of the explorers on the board according to the dates of exploration. Discuss the pictures on page 121. Tell which explorers each picture represents.

**122. Principal and Subordinate Clauses.** What is the chief idea in each of the following sentences?

1. The Department of the Interior built a monument to Major Powell, because he explored the Grand Canyon of the Colorado.
2. Admiral Peary discovered the North Pole, which had been sought by Sir John Franklin years before.

In the first sentence the clause "the Department of the Interior built a monument to Major Powell" is the chief idea. The rest of the sentence, beginning with "because," tells why the monument was built.

In the second sentence the clause "Admiral Peary discovered the North Pole" is the chief idea. The rest of the sentence, beginning with "which," is a clause giving additional information about the North Pole.

Both these sentences have two clauses, one that gives a principal, or chief, idea, and another that adds a fact to that idea.

A clause containing the chief idea of a sentence is called the *principal clause*. The clause that depends on the principal clause is called a *subordinate clause*, or *dependent clause*. It does not make sense alone.

**Remember:** Learn to recognize *principal and subordinate clauses*.

**Recognizing Clauses.** Tell whether a principal or a subordinate clause is given in each of the following. Complete each sentence.

1. Roosevelt found the River of Doubt, when —
2. Because Queen Isabella gave him aid, Columbus —
3. Lewis and Clark were leaders of the expedition, which —
4. After the colonists at Jamestown were settled, Capt. John Smith —
5. From England sailed John and Sebastian Cabot, who —
6. Pizarro explored the land of the Incas, where —
7. When Frémont went on his expedition, Kit Carson —

Write on the board the versions offered by the pupils and see how many different ideas you get for each sentence. When two sentences express the same idea, decide which sounds the better.

**Writing a Letter.** Write a letter to some one at home giving an invitation to visit your class for the Explorers' Day celebration. Make an envelope and address it. The best letter will be sent.

**123. An Enunciation Drill.** To open the throat practice yawning. Then say *ah — ah — ah — ah — ah*, the first four short, and the last prolonged.

**A Talk to the Class: Making a Report.** Outline briefly what you have learned from your reference reading about the explorer assigned to you (pages 120-121). Tell (1) when he lived, (2) for what country he was working, (3) his great achievement and exploration, and (4) its value.

You may be assigned to your team for the next lesson and take notes for your group of explorers.

**124. Writing a Summary.** The class will be divided into four teams by the teacher. Each team will prepare a

summary, using one of the introductory topic sentences given below. Select the six explorers you consider most important in your group. Use one sentence for each explorer in your summary; and tell what he did and when he did it. Arrange the sentences in order of time.

1. *Fearless men penetrated the cruel seas and found the two Americas.*

Columbus	Cabots	Vasco da Gama	Cortez	Frobisher
Drake	Balboa	Ponce de Leon	Pizarro	Vespucius

2. *Brave explorers have pierced other continents or frozen seas.*

Livingstone	Scott	Magellan	Peary	Shackleton
Roosevelt	Stanley	Franklin	R 34	Nansen

3. *Before America became free, many explorers had penetrated its wilds.*

John Smith	Boone	La Salle	Marquette	Joliet
Henry Hudson	De Soto	Cartier	Coronado	

4. *The opening of the Great West is a thrilling tale of exploration.*

Powell	Capt. Robert Gray	Lewis and Clark	George R. Clark
Pike	Frémont and Carson	Bonneville	Marcus Whitman

Correct your paper :

1. Have you begun with the introductory sentence given above? Do you have seven sentences in all? Enlarge the periods. 2. Underline the name of each explorer. Is each discussed in a sentence?

3. Does any sentence have a subordinate clause? Underline it with a straight line, and put a waved line under the principal clause.

4. Have you arranged the explorers according to the order of date, or time? 5. Number your sentences.

6. In which do you begin with the explorer's name? in which with the date? Observe that the composition sounds better if you begin sentences in different ways.

Copy your corrected paper. Read the summaries aloud in class. Try to decide which sound best.

125. **How to Write Dialogue.** When David Livingstone was lost in Africa, an American newspaper man was chosen to find him. The following selection gives the conversation between Henry M. Stanley and James Gordon Bennett, editor of *The New York Herald*.

<sup>1</sup> "I went to the Grand Hotel," says Stanley in reporting the interview, "and knocked at the door of Mr. Bennett's room.

<sup>2</sup> "'Come in,' I heard a voice say. Entering I found Mr. Bennett, the editor of the *Herald*.

<sup>3</sup> "'Who are you?' he asked.

<sup>4</sup> "'My name is Stanley,' I answered.

<sup>5</sup> "'Ah, yes! sit down; I have important business for you. Where do you think Livingstone is?'

<sup>6</sup> "'I really do not know, sir.'

<sup>7</sup> "'Do you think he is alive?'

<sup>8</sup> "'He may be, and he may not be,' I answered.

<sup>9</sup> "'Well, I think he is alive, and that he can be found. I am going to send you to find him.'

<sup>10</sup> "'What!' said I, 'do you really think that I can find Dr. Livingstone? Do you mean that I am to go to Central Africa?'

<sup>11</sup> "'Yes, I mean that you shall go and find him. You will act according to your own plans and do what you think best—  
BUT FIND LIVINGSTONE.'"

<sup>12</sup> The question of expense coming up, Mr. Bennett said: "Draw five thousand dollars now; and when you have gone through that, draw another five thousand; and when that is spent, draw another five thousand; and when you have finished that, draw another five thousand, and so on; but FIND LIVINGSTONE."

<sup>13</sup> The two men parted with a hearty hand clasp. "Good night, and God be with you," said Bennett.

MARDEN: *Stories from Life*



What two things make it easy to pick out the different speeches on page 125? In reporting conversation we usually indent each speech as a paragraph.

Observe that both double quotation marks (“ ”) and single quotation marks (‘ ’) are used. This is done because Stanley is reporting another’s speech in his speech. In paragraph 2, Mr. Bennett’s part is inclosed in single quotation marks, and Mr. Stanley’s speech begins with double quotation marks. Find the places where Stanley quotes Mr. Bennett.

As the speech of Stanley runs straight through without interruption from the first paragraph to the end of the eleventh, the double quotation marks are put at the beginning of each paragraph and at the end of the last to show that the speech is ended.

Find where Stanley quotes himself.

*Remember. A speech within a speech is inclosed in single quotation marks. An ordinary conversation is inclosed in double quotation marks.*

In the sentence, “*Who are you?*” *he asked*, the clause *Who are you?* answers the question “*What?*” — *he asked what?* It is a clause used as a noun; therefore it may be called a *substantive clause*.

Find the substantive clauses in paragraphs 4, 8, 12, and 13 on page 125.

*Remember: When a clause is used as a noun, it is called a substantive clause.*

**126. Writing a Dramatic Dialogue.** Copy the conversation of Bennett and Stanley as a dramatic dialogue. Place the name of each speaker in the margin and write his speech *beside* his name. Follow the form given on the next page.

No quotation marks are used in a play.

THE MEETING OF BENNETT AND STANLEY

(Stanley knocks at Mr. Bennett's door.)

BENNETT. Come in.

(Enter Stanley.)

BENNETT. Who are you?

STANLEY. My name is Stanley.

Pupils should take turns in reading the dialogue aloud.

**127. Kinds of Sentences.** In the following sentences what part does the expression "Columbus discovered America" play in each?

1. *Columbus discovered America.*
2. A new continent was found  
when *Columbus discovered America.*
3. Vespuccius gave his name to this country,  
but *Columbus discovered America.*

The first sentence consists of a subject, a verb, and an object. There is no clause in it. A sentence without a clause is called a *simple sentence*.

In the second sentence, "Columbus discovered America" is a clause introduced by "when" and modifying the verb "was found." Because it modifies the verb, it is a subordinate clause, the principal clause being "a new continent was found." A sentence consisting of a principal clause and one or more subordinate clauses is called a *complex sentence*. The second sentence is complex.

In the third sentence we find two clauses of equal importance connected by the conjunction "but." Both are principal clauses. Such a sentence as number 3 above is called a *compound sentence*. The conjunctions "and" and "but"



are used in compound sentences. The parts of a short compound sentence are separated by a comma. If there already are commas in the clause, semicolons may be used.

*Remember : According to structure, or form, sentences are simple, complex, or compound.*

*A simple sentence has one principal idea, and no clauses.*

*A complex sentence has a principal, or main, clause, or idea, and one or more subordinate clauses depending on some word in the main clause.*

*A compound sentence consists of two or more principal clauses, or ideas, closely enough related to be used together to form a complete sentence.*

**Analysis.** Tell whether the following sentences are simple, complex, or compound; declarative or interrogative. Give the complete subject and predicate of each simple sentence, of each principal clause, and of each subordinate clause. Tell which word the subordinate clause modifies.

1. Then began a journey of terrible danger.
2. Stanley and his men often waded through swamps that were filled with alligators.
3. They forced their way through miles of tangled jungle on their hands and knees.
4. They were obliged to be continually on their guard against elephants, lions, hyenas, and other wild animals that lived in the jungle.
5. These wild animals were fierce, but the savage tribes were dreaded even more.
6. When the party stopped to rest, they were tormented by white ants, flies, and reptiles.
7. These pests crawled over them.
8. Should you like to go on a trip like this?

**128. Conversation and Outlining.** The following selection describes the meeting between Stanley and Livingstone:

<sup>1</sup> The young explorer longed to leap and shout for joy; but he controlled himself, and instead of embracing Livingstone as he would have liked to do, he grasped his hand, exclaiming, "I thank God, Doctor, that I have been permitted to see you."



<sup>2</sup> "I feel grateful that I am here to welcome you," was the gentle reply.

<sup>3</sup> All the dangers through which they had passed, all the privations they had endured were forgotten in the joy of this meeting.

<sup>4</sup> Doctor Livingstone's years of toil and suspense, during which he had heard nothing from the outside world; Stanley's awful experiences in the jungle; the fact that both men had almost exhausted their supplies; the terrors of open and hidden dangers from men and beasts; sickness; hope deferred — all were, for the moment, pushed out of mind.

<sup>5</sup> Later, each recounted his story to the other.

MARDEN: *Stories from Life*

Discuss the things that Stanley and Livingstone would tell each other. Which sentence sums these up? Copy it on the board as a summarizing sentence.

What would Stanley tell Livingstone? What would he write to Bennett? Outline Stanley's story.

Write on the board a list of words that would be appropriate to such a story, and would give African local color.

**Writing a Business Letter.** Imagine the letter Henry M. Stanley wrote to James Gordon Bennett, editor of *The New York Herald*, when he found Livingstone on November 10, 1871, at <sup>\*</sup>, after he had pierced his way from Zanzibar.

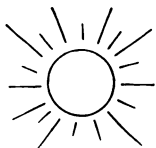
\* Pronounced 'jé.

**129. An Enunciation Drill.** Practice enunciating the syllables *me — me, — me — me* very distinctly.

**A Talk to the Class: Meetings of Great Explorers.** Divide the class into pairs to act out the following interviews between explorers. The two pupils will come to the front of the room, sit down side by side, and tell each other the story of the great adventure, beginning, "I am —"

- |                                 |  |
|---------------------------------|--|
| 1. Columbus and Captain of R 34 | 10. Ponce de Leon and Sebastian Cabot  |
| 2. Peary and Capt. Scott        | 11. Pike and Meriwether Lewis          |
| 3. Coronado and Major Powell    | 12. Drake and Capt. Gray               |
| 4. Balboa and John Franklin     | 13. Stanley and Marquette              |
| 5. Magellan and Vasco da Gama   | 14. Marquette and Shackleton           |
| 6. Cortez and Pizarro           | 15. Roosevelt and Livingstone          |
| 7. Henry Hudson and De Soto     | 16. Kit Carson and George Rogers Clark |
| 8. La Salle and Cartier         |  |
| 9. Daniel Boone and John Smith  |  |

**130. Giving an Explorers' Program.** In a class period present the following program. A pupil will copy this rime on the board. Can you explain it? Learn it.



EPIGRAM ON SIR FRANCIS DRAKE

The stars above will make thee known  
If man were silent here;  
The sun himself cannot forget  
His fellow-traveler. BEN JONSON



PROGRAM

- A RECITATION. *Epigram on Sir Francis Drake.* (Page 130) A pupil  
A DIALOGUE. *Bennett and Stanley.* (Page 125) . . . Two pupils  
A READING. *Stanley's Trip.* (Page 128) . . . . . A pupil  
A READING. *Meeting of Livingstone and Stanley.* (Page 129) A pupil  
DIALOGUES BETWEEN EXPLORERS. (Page 130) . . . . . The class



PROJECT 14. WRITING AN AIRPLANE  
LOG (II)



131. How the Newspaper Reporter Writes News Accounts.  
Observe the four things given in the following newspaper article.

**AVIATOR DOWNED BY GIANT  
VULTURE**

**Bird Cripples French Flyer's Machine**

Moulmain, Burma, Dec. 17, 1919. —<sup>1</sup> Lieut. Etienne Poulet (ā-tyen' poo'lā), the Frenchman who was beaten in the Paris-Australia air race by Capt. Ross Smith, is safe here, after a battle in the air with a huge vulture. <sup>2</sup> The bird broke a propeller of his machine and forced him to land on a small plateau in the mountains.

<sup>3</sup> Lieut. Poulet, who left Bangkok, Siam, on December 6, two hours after Capt. Smith, had noticed the vulture. <sup>4</sup> This was while he was flying at an altitude of 1,000 feet over the mountain peaks in Siam, about 100 miles east of Moulmain. <sup>5</sup> The huge bird circled for a time over the aircraft, which was making little speed because of bad weather conditions. <sup>6</sup> Then it dived straight downward, and struck and shattered the right propeller. <sup>7</sup> When he discovered that it would be impossible to continue the journey, Lieut. Poulet searched the mountain tops for a suitable landing place. <sup>8</sup> After he landed he made his own repairs and continued to this city.

*The Sun*

← *Headline*

← *The lead*

← *Introductory  
summary*

← *Account, giving  
details*

In a newspaper story the *headline* gives a title, written in large capitals. The *lead* in black type states the main fact in other words, a little more fully. Then, in writing the article the reporter usually summarizes the story in the first paragraph, and in the second paragraph expands it by giving details. Discuss how these four things are done in the above.

Continue your airplane log project. The class will be divided into rival teams. Choose the two most popular airplane routes discussed on page 112. The best work of each team will be used for exhibition.

Imagine that some animal interferes with the progress of the airplane race. Discuss the animals that might cause such an accident in your continent. Plan a thrilling scene and rescue.

**132. An Enunciation Drill.** Inhale quickly. Then breathe out, saying *ha — ha — ha-a-a-a*. Prolong the last *ha*. Repeat five times.

**A Talk to the Class.** Each member of a team has planned a thrilling airplane story about a rescue from an animal. Tell it to the class.

The rival teams will sit on opposite sides of the room. Each team will vote to decide which is the best story told by its members.

**133. Writing a Newspaper Account.** Imagine that you are a reporter accompanying your airplane flight. Write the account of the meeting with the animal. Follow the model from *The Sun* on page 131.

Correct the account :

1. Compare your headline, lead, introductory summary, and paragraph of details with the model on page 131.
2. Have you given definite details of place, person, and accident?
3. Enlarge the periods. What is the structure of each sentence — simple, complex, or compound?
4. Are there any mistakes in grammar?

Copy your corrected story for the airplane log. Make *this better than your previous work* in the log.

**134. Qualities of a Good Sentence.** Copy on the board the newspaper account that you have just written. Ask the following questions about each sentence :

1. Does every part of the sentence contribute to the main idea? Or are ideas, not closely related, "strung together" as if they were a sentence? To have *unity* each part of the sentence must add to the main idea.

2. Are the words of the sentences arranged in such an order that the meaning is clear? When words are arranged in good order the sentence has *coherence*.

3. Do the sentences begin differently? Are they of different kinds? If so, they have *variety*.

**Analysis and Discussion.** Copy the eight sentences from the selection on page 131 on the board :

(1) Point out the simple and the complex sentences.

(2) Point out the principal and the subordinate clauses.

Tell which words the subordinate clauses modify.

(3) Point out the compound predicates.

(4) Point out the prepositional phrases.

(5) Tell why each sentence has unity and coherence.

(6) How do the sentences vary?

**135. Writing a Letter.** Imagine that you are Lieut. Poulet, writing a letter to your class. (See page 131.) Tell the story of the accident as if he were speaking. Therefore use "I," "mine," and "me," instead of "he," "his," and "him."

Begin it "Dear Girls and Boys." Write from the place where the accident occurred.

Read the letters aloud in class to see which sound the most interesting.

**Abbreviations and Contractions.** In the following sentences how are the italicized words shortened?

1. *Lieut.* Poulet was beaten in the *Paris-Australia* air race by *Capt.* Ross Smith.
2. *Lieut.* Poulet's airplane was wrecked on *Dec. 17, '19* before *11.30 o'clock P.M.*

Which of these are abbreviations? Which are contractions? How are they punctuated? Observe that in the expression "Paris-Australia," the hyphen stands for "to."

In keeping notes of your reference reading in connection with this project you will find the following abbreviations useful:

<i>p.</i> . . .	page	<i>l.</i> . . .	line
<i>pp.</i> . . .	pages	<i>ch.</i> . . .	chapter

The words "eleven thirty," when run together as numbers, are separated by a period ("11.30").

Write abbreviations of the days of the week, the months, the states, and ten titles.

**Remember:** *An abbreviation is followed by a period.*

*In a contraction the omitted letter or letters are designated by the apostrophe.*

*Combinations of time, shown by numbers, are marked with the period; as, "1.30."*

**136. Two Kinds of Conjunctions.** Which of the italicized words below connect ideas of equal weight? Which connect something subordinate with a more important part of the sentence?

1. The lion crept nearer, *and* the tiger reared to spring.
2. The elephant was dreaded *because* it was so big.
3. *Lieut.* Poulet's plane came to earth, *when* the vulture struck it.

Conjunctions, like "and," that connect clauses or ideas of equal rank are called *coördinating conjunctions*. The most important coördinating conjunctions are :

and but either, or neither, nor

Conjunctions, like "because" and "when," that connect a subordinate clause to the principal clause in a complex sentence, are called *subordinating conjunctions*. The most important subordinating conjunctions are :

as if	than	because	as	in order
unless	since	as though	for	that
that	though	although	if	so that

**An Exercise.** Point out the coördinating and the subordinating conjunctions in the following sentences. Analyze the sentences.

1. Airplanes and balloons have explored the air.
2. The airship landed because the motor was disabled.
3. The aviator made a dive with his machine, and thrilled the spectators.
4. Either a balloon or an airplane will be used.
5. The airplane is of service in times of peace for postal and passenger service.
6. Have you ever ridden in an airplane or examined one closely?
7. Though it is dangerous, they will go.

**A Baseball Sentence Match.** The teacher will give a subordinating conjunction from the above list, and the pupil "at bat" will use it in three complex sentences.

**137. Conversation and Note-taking.** If you will read again the adventure of Lieut. Poulet on page 131, you will find that he was forced to land on a mountain.

What do you suppose he saw in the forest? What might you see in the continent you are describing for your airplane



flight? Plan thrilling scenes that might be observed at the following:

- |                    |                 |                     |
|--------------------|-----------------|---------------------|
| 1. At a water hole | 4. Up a tree    | 7. In a den         |
| 2. On the mountain | 5. In the river | 8. Beside the trail |
| 3. At a ruin       | 6. On the bank  | 9. In the jungle    |

Select one of the topics, and as they are discussed, take notes of the good things you might mention in your description.

**138. A Pronunciation Drill.** Do not omit the consonant at the end of the first syllable of a word. Say *ef-fect* (not "ee-fect").

effect	efface	affront	ennoble
affect	afford	appear	announce

**A Talk to the Class.** Tell what you saw in the forest when you were forced to land from the airplane. Choose one of the scenes discussed above.

**139. Study of a Poem.** In the poem on page 137 the poet has painted a picture of one of our greatest of birds. Read the poem, line by line, and tell why the words are well chosen. Why are *hooked*<sup>1</sup>, *lonely*<sup>1</sup>, *ringed*<sup>1</sup>, *wrinkled*<sup>2</sup>, and *thunderbolt*<sup>2</sup> particularly good?

Copy the poem from dictation.

The poem pictures the eagle the moment before it swoops down on its prey. Imagine the animal you have described in your story of the airplane accident, poised for such a picture. Talk about his position, his surroundings, and the act he commits.

*Remember: Give only the details that deal closely with the topic.*

*Arrange your ideas in the most effective order, not just as they come into your head.*



## THE EAGLE

<sup>1</sup> He clasps the crag with hooked hands ;  
Close to the sun in lonely lands,  
Ringed with the azure world, he stands.

<sup>2</sup> The wrinkled sea beneath him crawls ;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

ALFRED TENNYSON

**Writing a Class Parody.** The class will compose stanzas to describe this animal, using Tennyson's poem as a model. The teacher will write on the board the lines selected as best. Notice that the three lines in each stanza rime.

Copy the poem in your best handwriting. The best will be chosen for the Honor Log.

**140. Writing a Letter.** Write a formal letter in business style to Lieut. Poulet in reply to his letter to you. Tell him about your imaginary air flight and its disastrous consequences. Make your story sound as if it really happened.

The best letter from each team will be selected for the Honor Log.



**PROJECT 15. WRITING AN AIRPLANE  
LOG (III)**



**141. Accuracy and Thoroughness in Getting Information.**

Two rules to remember in reading for information are : (1) Get the facts right, and (2) Get all the facts.

Divide the class into two teams to make another airplane flight (as in Project 14), but this time observe the peoples and become acquainted with their governments. Prepare to drop messages to these people about our more enlightened government.

In this third airplane project try to make your written work better than in the two other projects and your oral work more accurate and interesting.

Discuss kinds of government, and give examples of each. Name the rulers of two prominent governments.

Consult a geography and an encyclopedia to find out the form of government of each country through which your airplane will fly.

*Remember : Get the facts right.  
Get all the facts.*

**Handwork.** Draw a map of the continent. Insert the airplane route. Mark the countries. Under the name of each country write the form of its government.

**142. Arrangement of Words in a Sentence.** The speech on the next page was made by Dr. John Witherspoon, president of Princeton College, at the famous meeting when American patriots were hesitating about signing the Declaration of Independence.

Read the speech silently in order to get the thought. Then *some one will read it aloud to the class.*

<sup>1</sup> There is a tide in the affairs of men, a nick of time. <sup>2</sup> We perceive it now before us. <sup>3</sup> That noble instrument upon your table, which insures immortality to its author, should be subscribed to this very morning by every pen in the house. <sup>4</sup> He who will not strain every nerve to carry into effect its provisions is unworthy the name of a freeman. <sup>5</sup> Although these gray hairs must soon descend into the sepulcher, I would infinitely rather they would descend thither by the hand of the public executioner, than desert at this crisis the sacred cause of my country.



JOHN WITHERSPOON

When was this speech made? What was "that noble instrument,"<sup>3</sup> or document? Who was its author?

Write down the opening words of each sentence. Note the variety. Which of these is a clause?

Sentences may be varied by arranging the words differently. For instance, the first sentence above could be "In the affairs of men there is a tide, a nick of time."

When words, phrases, and clauses are inverted or placed first, they become more forceful.

ORDINARY POSITION

1. Dr. Witherspoon spoke *next*.
2. He spoke *to the assembled patriots*.
3. His voice did not falter, *although he was old*.

MORE PROMINENT POSITION

1. *Next* Dr. Witherspoon spoke.
2. *To the assembled patriots* he spoke.
3. *Although he was old*, his voice did not falter.

To avoid confusion in meaning, the word "only" should always be placed near the word it modifies.

**An Exercise in Rearrangement.** Rewrite Dr. Witherspoon's speech, rearranging words, phrases, and clauses. One fifth of the class will memorize the original speech.

**143. Writing a Letter.** Write a formal letter to the ruler of one of the countries through which your airplane flies. Both formal and business letters, as you have learned, differ from the ordinary friendly letter in giving the person's name and address (or name, title, and address) above the salutation.

Albert  
King of Belgium  
Brussels, Belgium

Mikado of Japan  
Tokio, Japan

Sir:

Sir:

Tell the circumstances under which John Witherspoon made his plea for freedom (page 139). You will have four paragraphs. The first paragraph will tell *who, when, where, why, and what*. The second paragraph will be —

His speech was as follows:

The third paragraph will be John Witherspoon's speech on page 139 with quotation marks at the beginning and the end. The fourth paragraph will tell the people of that distant land to study the story of American freedom.

Compare your letter with the models on pages 25 and 73. Read the suggestions about paragraphing given above, and see whether you have followed them.

Make an envelope and address it. The best letter will be exhibited on the bulletin board.

**Conversation.** Discuss how American patriots have preserved our national freedom, as given under the talk on the next page.

**144. An Enunciation Drill.** In the words on page 141 those with *wh* should sound the *h*; as, "whoa" (hwō), and "woe" (wō). Make the ~~breath~~breathing sound of *h* first, as if blowing a

feather, then give the other sounds. Practice the words to bring out the difference in sound :

whoa	whet	whir	which	Whig
woe	wet	were	witch	wig

**A Talk to the Class.** In what way did the following Americans work to preserve personal and national freedom at the time when each lived? Divide them among the class.

George Washington	James Monroe	Abraham Lincoln
Benjamin Franklin	Robert Morris	Theodore Roosevelt

### Reminders

Stand straight.

Look squarely at your audience.

Speak to those on the last seats.

Think beforehand of good opening and closing sentences.

Convince the audience that your patriot's work was the best.

**145. Writing a Message.** To the people of an unenlightened land a message from American patriots like those above would be splendid propoganda to drop as placards from your airplane.

Write out as a message the talk you gave above. Improve it as much as you can. Begin your message with the salutation :

To the People of — :

Correct the message :

1. Enlarge the periods, and scan each sentence. Does each have a distinct topic, or are several unrelated ideas run together?
2. Do the sentences begin differently?
3. Can you improve them by changing the position of words, phrases, or clauses?

**Handwork.** On a big sheet of paper copy your message in enlarged handwriting, or print it in large letters for an exhibit of placards to be held later.

**146. Study of a Speech.** On the opposite page is given the message King Albert of Belgium wrote at the palace of Brussels on the fifth day of August, 1914, when his little country had been invaded by the Germans on their way to France.

Find the story of the beginning of the World War and Belgium's brave resistance. Would it have made any difference if Belgium's king had quietly yielded to his strong neighbor? How did Belgium suffer for her courage? For what do we remember Queen Elizabeth, Cardinal Mercier (mĕr-syā'), and Louvain (lōō-vān')?

As you read the message, pause at the different sentences and discuss the meaning. Read the footnotes. Look up the words *Cæsar*<sup>4</sup>, *Gaul*<sup>4</sup>, *Flanders*<sup>5</sup>, and *Walloons*<sup>5</sup> in the dictionary.

One fifth of the class will memorize King Albert's message. Six pupils may practice it in relay.

**A Pronunciation Drill.** Practice the following words. Sound all the syllables and give full value to the vowels. Richness in speech is caused by sounding the vowels fully and long. Do not slight any syllables in a word.

A pupil may read the speech to the school.

Power (not "par")	Attacked (not "attackted")
Our (not "are")	Bravery (not "brav'ry")
Of you (not "o'you")	Glorying (not "glor'ing")
Your (not "yore")	Belgian (not "Belg'an")
Hearths (not "herths")	Provocation (not "provercation")
Seeing (not "sein'")	Violated (not "vi-lated")

## TO THE ARMY!

<sup>1</sup> Soldiers:

Without the least provocation on our part, a neighbor, glorying in his power, has torn into shreds the treaties that bear his signature and violated the territory of our fathers.

<sup>2</sup> Because we have been worthy of ourselves, because we have refused to forfeit our honor, he has attacked us. But the whole world is amazed at our loyal stand. May its respect and its esteem sustain you in this supreme moment!



<sup>3</sup> Seeing its freedom menaced, the nation has been deeply moved and her children have hurried to her frontiers. Valiant soldiers of a sacred cause, I have confidence in your tenacious bravery, and I salute you in the name of Belgium. Your citizens are proud of you. You will triumph, for yours is the might that serves the right.

<sup>4</sup> Cæsar said of your ancestors: "Of all the peoples of Gaul the Belgians are the bravest."

<sup>5</sup> Hail to you, army of the Belgian people! In the face of the enemy, remember that you are fighting for liberty and for your menaced hearths. Remember, men of Flanders, the Battle of the Golden Spurs \*; and you, Walloons, who now stand on your honor, remember the six hundred Franchimontois.†

<sup>6</sup> Soldiers! I leave Brussels to put myself at your head.

ALBERT

---

\* A battle in 1302 between the French and the men of Flanders, in which the French were so badly beaten that over 4000 gilt spurs were left on the battlefield. These were hung up in a cathedral as trophies.

† The people of Liege expelled Louis de Bourbon (the Bishop) and declared war on Philip V of Burgundy. Philip's son, Charles the Bold, conquered the city of Liege in 1467, and razed the walls of the town. In 1468 the citizens again revolted, and Charles was again successful; but the 600 Franchimontois fought until they were all killed.



**147. The Form of Phrases.** You have learned that a phrase is a group of words without subject and predicate, used as a single part of speech.

Phrases may begin in three different ways :

1. *Glorying in her power*, Germany invaded Belgium.
2. Belgium refused *to forfeit her honor*.
3. She was protected *by her valiant soldiers*.

In the first sentence the phrase "glorying in her power" begins with a word ending in *ing*, that modifies the subject "Germany."

In the second sentence the phrase "to forfeit her honor" begins with the word *to* as part of the verb.

In the third sentence the phrase "by her valiant soldiers" begins with a preposition ("by").

*Remember : Phrases begin in three ways: (1) with words ending in "ing," (2) with verbs introduced by "to," and (3) with prepositions.*

How do the following sentences differ?

A PHRASE

CONDENSED

He defended the honor of his country.	He defended his country's honor.
He defended it <i>with success</i> .	He defended it <i>successfully</i> .

The phrase "of his country" means the same as "his country's"; and "with success," the same as "successfully." In both sentences the second version saves a word.

In the selection on page 143 find the phrases and tell how each begins. Condense phrases in paragraphs 1, 3, and 5.

*Remember : Get variety and brevity frequently by condensing phrases to words.*

**148. Writing a Creed.** The following creed appeared in a book about the World War.

THE FIGHTING MAN'S CREED

<sup>1</sup> Don't whine. <sup>2</sup> Endure what you can't alter. <sup>3</sup> Get over the hard bits of the road by pushing forward. <sup>4</sup> Never know when you're licked. <sup>5</sup> Never be elated when you've won. <sup>6</sup> Whether you win or lose, don't sit down; seize on the next most difficult thing that you may conquer. <sup>7</sup> For it's not the winning or the losing, it's the eternal trying that counts.

CONINGSBY DAWSON: *The Test of Scarlet* \*

Which sentence would make a good class slogan? Why? One fifth of the class will memorize this creed.

Compose a creed for the schoolgirls and schoolboys of the foreign land through which you are flying. What advice will you give about doing school work so as to achieve honor for the class and yourself?

What are the objections to cheating? to playing "hooky"? to being lazy? to telling tales? to slighting work? to guessing at answers? to keeping work slovenly?

Outline on the board different things to talk about.



\* By permission of the John Lane Company.

**Writing a Paragraph.** Write a Girls' and Boys' Creed to send to the boys and girls of a foreign land. Make up a good slogan with which to end.

The best creed will be printed for the Honor Log of the class.

**149. Rival Matches.** Divide the class into rival teams and hold two Baseball Matches. A captain for each team should be chosen to keep the scores. (See page 47.)

(1) *A Spelling Match*, in which each pupil contributes to the teacher's list all the words he has misspelled during the year.

(2) *A Sentence Match*, in which the teacher gives the pupil "at bat" the word *phrase* or *clause*, and the pupil then gives three sentences exemplifying it.

**Writing a Letter.** Write a letter to your principal, (1) telling about your airplane project, and (2) reporting which team won in your Rival Matches.

Make an envelope. The best letter will be sent.

**150. A Declamation Day or Democracy Day Program.** In a class period present the following:

PROGRAM	
THE FLAG SALUTE . . . . .	The class
A DECLAMATION. <i>Wilhelmspoon's Speech.</i> (Page 139)	One fifth of the class
A DECLAMATION. <i>A Patriot's Message.</i> (Page 141)	One fifth of the class
A DECLAMATION. <i>King Albert's Message.</i> (Page 143)	One fifth of the class
A DECLAMATION. <i>The Fighting Man's Creed.</i> (Page 145)	One fifth of the class
A DECLAMATION. <i>A Schoolboys' and Schoolgirls' Creed.</i> (Page 145)	One fifth of the class
A LANGUAGE PLEDGE. (Page xviii) . . . . .	The class
(Exhibit of Airplane Honor Logs)	



## PROJECT 16. MAKING A GARDEN EXHIBIT



**151. Getting the Full Meaning of What You Read.** If you read through the following selection, you will find that love of flowers may be a national trait.

<sup>1</sup> After the fall of Constantinople in 1453, Holland grew to be one of the gayest garden-lands of Europe. <sup>2</sup> The ranunculus, or "little frog" family of plants, the anemones, tulips, hyacinths, narcissus, and others, were acclimated, domesticated, and became the Dutchman's darlings. <sup>3</sup> Especially did the bulbous flowers of the East, like the tulips, find a congenial soil in Holland. <sup>4</sup> Indeed, the tulip not only drove the serious Dutchman mad, but in the sixteenth century all the world went wild over the bulbs of Haarlem. <sup>5</sup> Even to-day the drained land left by the pumped-out lake of Haarlem is the best for bulbs of any land in the world. <sup>6</sup> Whereas in other parts of the Netherlands farms do not usually pay over four per cent on the money invested, the Haarlem bulb-lands yield a revenue of twelve per cent per annum. <sup>7</sup> New varieties of these brilliant exotics are continually developed. <sup>8</sup> One of the latest, named the Abraham Lincoln, is the direct descendant of an Asiatic ancestor brought westward three centuries ago.

WILLIAM ELLIOT GRIFFIS: *Brave Little Holland*

You will not have a full understanding of this selection unless you know the meaning of each word or phrase you read. Can you answer the following questions? In which reference books could you find the information?

1. What is meant by "the fall of Constantinople<sup>1</sup>"?
2. What do the ranunculus<sup>2</sup>, anemone<sup>2</sup>, tulip<sup>2</sup>, hyacinth<sup>2</sup>, and narcissus<sup>2</sup> look like?
3. What does "were acclimated, domesticated, and became the Dutchman's darlings<sup>2</sup>" mean?

4. How do "bulbous flowers<sup>3</sup>" differ from other flowers?
5. What does "congenial soil<sup>3</sup>" mean?
6. Why is "drained land<sup>5</sup>" fertile?
7. Explain "yield a revenue of twelve per cent per annum."<sup>6</sup>
8. Why are tulips called "brilliant exotics<sup>7</sup>"?

Write on the board a list of (1) vegetables and (2) flowers, each pupil contributing all the examples he can think of. Copy these lists alphabetically.

Luther Burbank, the great lover of flowers, says:

Every child should have mudpies, grasshoppers, waterbugs, tadpoles, frogs, mud-turtles, elderberries, wild strawberries, acorns, chestnuts, trees to climb, brooks to wade in, water-lilies, woodchucks, bats, bees, butterflies, various animals to pet, hay fields, pine cones, rocks to roll, sand, snakes, huckleberries, and hornets. Any child who has been deprived of these has been deprived of the best part of his education.\*

What other outdoor pleasures from your childhood could you add to this list? With which did you have most fun? Why?

**152. An Enunciation Game.** Draw a checkerboard and write in the spaces words ending in *ing*. Pronounce the words up and down, horizontally, and diagonally.

**A Talk to the Class.** Tell the class about three things you enjoyed outdoors when you were a child. Tell why you liked them.

A committee of three pupils will sit in the back of the room. If they cannot hear the speakers, they will quietly stand up.

**153. Indirect Questions and Answers.** In which of the following sentences are the question and answer given directly? In which are they reported? How?

\* Taken from Luther Burbank's "Training of the Human Plant" by permission of the publishers, The Century Co.

**(a) Direct Questions and Answers**

1. He asked, "*Are you going?*"
2. She replied, "*I cannot go.*"

**(b) Reported Questions and Answers**

1. He asked *whether she was going.*
2. She replied *that she could not go.*

The sentences on the left, (a), give the actual conversation with quotation marks. The sentences on the right, (b), report the conversation indirectly by changing the direct quotations into substantive clauses, introduced by "whether" and "that" and used without quotation marks. Observe that the pronoun and the verb are also changed.

**Remember :** *After verbs like say, tell, ask, know, think, wonder, acknowledge, believe, and guess, questions and answers may be given indirectly as substantive clauses.*

**An Exercise : Analysis.** Analyze the following sentences. Point out each substantive clause. Tell of which word it is subject or object. Change as many sentences as possible to the direct quotation ; as,

- { **Indirect quotation :** He said *that the garden was lovely.*  
 { **Direct quotation :** He said, "*The garden is lovely.*"
1. John told the seedman that his seeds were poor.
  2. The seedman asked when John had planted them.
  3. He knew that the gardener had not followed directions.
  4. He said that it was a careless job.
  5. John thought that the gardener had been careful.
  6. He wondered whether the other seeds would come up.
  7. The gardener acknowledged that he had been at fault.
  8. John believed that he was sorry.
  9. The seedman guessed that the gardener would be careful.

**Writing a Letter.** Write a business letter to a firm that deals in seeds. Ask for their catalogue.

Make an envelope and address it. The best letter will be sent, so that you can have a book with accurate information about flowers and vegetables. Some of you may wish to order seeds later for your home gardens.

**154. Study of a Poem.** The poet uses fanciful expressions. For instance, "slipped her bud<sup>1</sup>" is the poet's way of saying "began to open." Explain the poetic expressions, "waxed in the warm June air<sup>2</sup>" and "till her heart lay bare."<sup>2</sup>

#### THE ROSE AND THE GARDENER

<sup>1</sup> The Rose in the garden slipped her bud,  
And she laughed in the pride of her youthful blood  
As she thought of the Gardener standing by —  
"He is old — so old; and he soon will die!"

<sup>2</sup> The full Rose waxed in the warm June air,  
And she spread and spread, till her heart lay bare,  
And she laughed once more as she heard his tread,  
"He is older now. He will soon be dead!"

<sup>3</sup> But the breeze in the morning blew, and found  
That the leaves of the blown Rose strewed the ground;  
And he came at noon, that Gardener old,  
And he raked them softly under the mould.

<sup>4</sup> *And I wove the thing to a random rime,  
For the Rose is Beauty: the Gardener, Time.*

AUSTIN DOBSON\*

Memorize "The Rose and the Gardener." Copy it from dictation.

\* Taken from "Collected Poems of Austin Dobson," published by E. P. Dutton and Company, New York.

**155. How to Make Something for the Garden.** In making a garden, we need boxes in which to raise seedlings, garden markers to show where flowers are planted, and baskets to hold the cut flowers. Can you think of other things that are needed?

Observe the completeness of the following directions :

<b>HOW TO MAKE GARDEN MARKERS</b>	
<p><sup>1</sup> A soft wood like hollywood, a knife, and some paints are all you need in order to make garden markers. If you cannot get a special kind of wood, use strips of smooth, thin laths.</p>	<p>¶ 1 ← <i>Materials and tools needed</i></p>
<p><sup>2</sup> Make the markers ten to twelve inches long. Make a point at one end with your knife. On the other end draw a design — a little head, a bird, a flower, a leaf, or any other conventional design. Carve it with your knife.</p>	<p>¶ 2 ← <i>Size</i> ← <i>Shape</i> ← <i>Design carved on end</i></p>
<p><sup>3</sup> Paint the marker green or white with ordinary house paint. After it has dried, color the design at the top with oil colors.</p>	<p>¶ 3 ← <i>Finishing touches</i></p>

*Remember : In telling how things are made, give definite directions.*

**Writing a Paragraph.** Divide the class into four teams, each to select a different object from the following list to make outside of school and have ready for the exhibit in a week's time. Write directions for making it

- bird box      garden marker      garden basket      window box



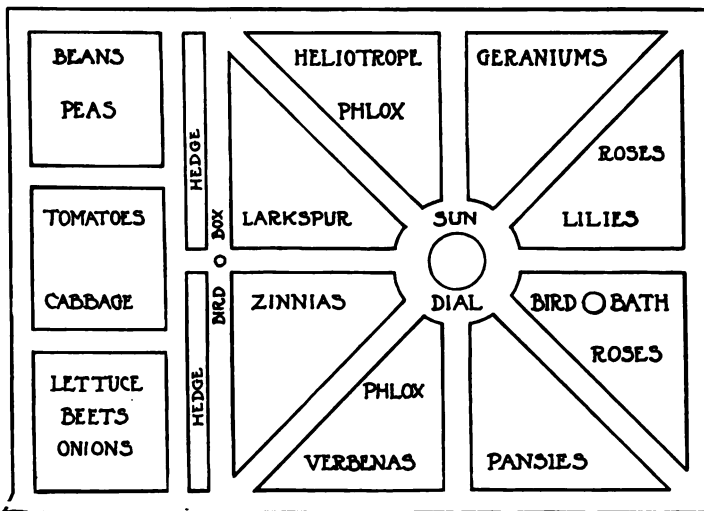
**Handwork.** Make the article outside of school. Have it ready for the exhibit.

156. **Planning a Garden.** In the spring people prepare their gardens for "blooming time," and in the fall for "resting time."

How should gardens be prepared (1) in the spring and (2) in the fall? How should yards be cleaned? How can weedy patches be redeemed?

Tell how the American Garden Army fought in the backyard trenches during the World War. Find out the best way to make a compost pile, a cold frame, and a hot bed.

Here is a city girl's plan of a garden. Talk about the arrangement of the beds. What things should you most enjoy looking at?



**Handwork.** Each pupil should select ten flowers and ten vegetables, and make a garden plan with paths mapped out as he wants them. Decide upon the size of the yard. See who can make the most attractive plan.

What can you have to attract birds? Mark the places for them. Print the names of flowers and vegetables. Use crayons or water colors to make the plan more attractive. Have the plan of your garden ready for the coming exhibit.

From your catalogue find out how much your garden will cost, and write these prices at the bottom of your plan.

**157. Describing a Process.** A *process* is the way, or method, in which something is done. In telling how things are done three rules must always be kept in mind :

1. Tell things *accurately*.
2. Tell *all* the things that must be done.
3. Tell them in the *right order*.

Discuss what things are done in the process of raising the following staple products :

Corn	Wheat	Potatoes	Cotton
------	-------	----------	--------

Trace the various acts, from getting the seed to storing away the product.

Plan how you could act out one of these processes ; as, a Potato Dance, in which boys in overalls go through the process of spading the ground, powdering it, planting the potatoes, hoeing them, digging them up, filling sacks with them, and carrying them to storage.

**Writing a Process.** Either make up a song describing the process or describe it in a paragraph. Turn to page 141 for suggestions about correcting your composition.

**158. The Adjunct Accusative.** In the following sentences which words are the direct objects?

1. They elected John *captain* of the Garden Army.
2. Practice made John *efficient*.

In the first sentence the noun "captain" completes the meaning of the predicate and explains the direct object "John." In the second sentence the adjective "efficient" completes the meaning of the predicate and describes "John." A noun that completes the meaning of the predicate and explains or describes the direct object is called the *adjunct accusative*.

*Remember: Verbs of choosing, electing, calling, naming, etc., may take another noun as adjunct accusative to describe or explain the direct object.*

**An Exercise.** (1) Find adjunct accusatives. (2) Find transitive, intransitive, and linking verbs. (3) Analyze the sentences.

1. Boys in our school plant vegetables in the spring.
2. Weeding is a most important part of gardening.
3. The boys chose Tom captain of the Garden Army.
4. The two boys worked in their gardens.
5. They considered Mary the best gardener.
6. In the garden the birds' bath was popular with the robins.
7. The Potato Parade occurred on Saturday.
8. The class elected Mary chairman of the Garden Army.
9. They made Anna the treasurer.
10. The leader of the winning team was late.

**Writing a Letter.** Write a business letter to the owner of a store, asking permission to exhibit the best bird boxes, markers, baskets, and window boxes in a window of his store.

*Make an envelope.* The best letter will be sent.

159. **Six Uses of Substantive Clauses.** A substantive clause may be used in the ways in which an ordinary noun is used :

1. <i>Subject of the verb.</i>	<i>That it was a beautiful garden</i> was well known.
2. <i>Object of the verb.</i>	They saw <i>that it was a beautiful garden.</i>
3. <i>Object of a preposition.</i>	You should keep a record of <i>what the garden costs.</i>
4. <i>Adjunct accusative.</i>	Industry has made his garden <i>what it is.</i>
5. <i>Predicate nominative.</i>	The report is <i>that Hugh has the best garden.</i>
6. <i>In apposition.</i>	The truth, <i>that gardening is hard work,</i> must be realized.

In the first sentence the substantive clause, "that it was a beautiful garden," is the subject of the verb "was known."

In the second sentence the substantive clause, "that it was a beautiful garden," is the object of the verb "saw."

In the third sentence the substantive clause, "what the garden costs," is the object of the preposition "of."

In the fourth sentence the substantive clause "what it is," modifies the object "garden" and therefore is used as an adjunct accusative.

In the fifth sentence the substantive clause, "that Hugh has the best garden," is the predicate nominative after the verb "is," and explains the subject "report."

In the sixth sentence the substantive clause, "that gardening is hard work," is in apposition with the noun "truth."

**An Exercise: Analysis.** Find the substantive clauses in the sentences on page 156 and tell how they are used. Analyze the sentences.

1. Make markers that you will find useful later.
2. They say that a strong soap box makes a good frame.
3. That an old window frame could be made into a hot bed did not occur to Tom.
4. Always think of what you can do to attract birds.
5. You can make markers that are excellent gifts.
6. The rule that the early bird catches the worm applies to gardens too.
7. The reward of his labor was that the garden flourished.
8. Out of the basket in which grapes are packed, you can make a basket for flowers that will be an attractive gift.
9. She thought that she would stencil a design on the side of the basket.
10. At the store she asked for what she wanted.
11. Is this what she wanted?

**160. A Pronunciation Drill.** Do not confuse *de* and *dif*, *de* and *des*:

de sert'	de fer'	de ser'tion	def'er ence
des'ert	dif'fer	dis ser ta'tion	dif'fer ence

**A Talk to the Class.** Hold your garden plan up for the class to see. Point out the various features of the garden. Describe it. Tell its cost.

At the end of the period vote for the best plan.

**Holding an Exhibit, Parade, and Dance.** Bring your bird boxes, garden markers, window boxes, and garden baskets to school. Arrange them as an exhibit.

Select a number of boys or girls to give in the yard or on the school stage the Potato, Corn, Wheat, or Cotton Dance planned on page 153.

After school have a parade in the school yard, each pupil carrying aloft the article he has made.



## PROJECT 17. CELEBRATING INDIAN DAY



**161. Finding Information for Indian Day.** Among the most famous tribes of Indians during colonial days were the Five Nations in New York State. They were the Mohawks, Oneidas, Onondagas, Cayugas, and Senecas. Look up these names in a dictionary, an encyclopedia, or a history.

What troubles did the red men cause the white settlers in those days? Where do the Indians live to-day? Is there a reservation in your state?

During the next two weeks read all you can about Indians. Talk with different people about them. Collect pictures of them. Make a class list of good books and stories about Indians. A pupil will volunteer to make a typewritten copy of the list and post it in the corridor.

**A Punctuation Exercise.** Insert capitals and marks of punctuation in the following selection :

through a proclamation by governor whitman new york is the first state to give official sanction to may 13th as indian day the indians throughout the whole country devoted the day to renewing the past glories and the present needs of their race new york was the home of the five nations mohawks oneidas onondagas cayugas and senecas their powerful confederacy was the most highly developed government that early america knew

*The Youth's Companion*

How many sentences are there? What is the structure of each? Give the rules for the capitals used.

Where is there an appositive? a series? How do you punctuate these?

Copy the selection by dictation.

162. **Paragraphing in Letters.** A letter that runs on and on from topic to topic with no break for a new paragraph is very tiresome to read. The advantage of paragraphing is that it makes topics stand out easily.

Notice the paragraphing in the following letter :

Myton, Utah

May 7, 1921

Dear Miss Carter :

<sup>1</sup> I shall soon be fifteen years old. I live on an Indian reservation ten miles west of Myton on the south side of the Duchesne River and one mile from the Ute Indian village. This is a fertile little valley with hills on every side.

<sup>2</sup> Perhaps you would like to hear about the Indians. They live in wigwams made from green willows woven closely together. They cook and eat on the ground. The squaws do most of the work, as the men are too lazy. The squaws wear shawls streaming about their shoulders and carry their babies, or papooses, in papoose cases strapped on their backs. When one of the tribe is ill, they form a large ring and cry and "pow pow" until the patient either dies or gets better. If he dies, they bury his belongings, such as his blanket, jewelry, and beadwork, with him.

<sup>3</sup> My friends and I often have fun with the squaws. We go to their camps and ask for beads. They give us many bunches of pretty beads and show us how to make pretty Indian beadwork.

<sup>4</sup> I attend a country school here with an enrollment of forty students. We drive about two miles to school.

Sincerely yours,

RUTH SHERMAN

*Remember: In letter writing put different topics in different paragraphs.*

**Writing a Letter.** Write a letter to one of the following Indians and tell him how Indians of to-day differ from the red men of his day :

Hiawatha Powhatan Sitting Bull Chingachgook King Philip

**163. Changing Clauses to Phrases.** Observe that the following pairs of sentences differ in form, but not in idea :

1. The Indian *that lived long ago* differed from the red man of to-day.
2. The Indian *of long ago* differed from the red man of to-day.
3. The Indians attacked *when the sun rose*.
4. The Indians attacked *at sunrise*.
5. The colonists saw Red Feather, *who was leader of the tribe*.
6. The colonists saw Red Feather, *the leader of the tribe*.

In the first sentence, the adjectival clause "that lived long ago" modifies, or describes, "Indian." In the second sentence this clause is condensed to the phrase "of long ago," still modifying "Indian."

In which of the remaining sentences are clauses used? In which are the clauses condensed? Where is a clause condensed by apposition?

*Remember : For brevity and variety learn to change phrases to clauses or clauses to phrases.*

**Condensing and Analysis.** (1) Copy the following sentences with the clauses condensed to phrases. (2) Analyze the sentences.

1. Pocahontas, who lived in Virginia, was an Indian princess.
2. The Indians used wampum, which was their money.
3. While the sun was setting, the tribe held the snake dance.
4. The Delaware River is named after the Delaware Indians, who were a tribe in Pennsylvania.



5. Because the corn crop had failed, the Indians suffered from famine.
6. When an Indian died, they buried his treasures with him.
7. Upon the reservations, which are found throughout the country, the last Indians still live.

**Handwork.** Outside of class prepare a poster for Indian Day. Use paints or crayons to bring out the Indian colors.

**164. A Humming Game.** To form good tone the breath must pass out through both nose and mouth. To open the nasal passage, hum *m-m-m* with the lips lightly closed. Then drop the lower jaw and let the humming sound come out through both mouth and nose.

**A Talk to the Class.** Divide the class into eight teams, each to find interesting stories about Indians during colonial days. Draw a map to illustrate your talk, if you like.

- |                              |                                  |
|------------------------------|----------------------------------|
| 1. Indians in Virginia       | 5. Indians in Canada             |
| 2. Indians in New York State | 6. Indians in Pennsylvania       |
| 3. Indians in New England    | 7. Indians in Boone's country    |
| 4. Indians in the far South  | 8. Indians along the Mississippi |

### Reminders

1. Have your facts right.
2. Give enough facts to make a complete story.
3. Tell the facts in the right order of time.
4. If you point to a map drawn on the board, do not turn your back to the class.

**165. Writing an Indian Booklet.** Each team will divide among its members the different stories from history connected with its topic. Each pupil will then write about his subject. The compositions will make an interesting account of Indians of colonial days.

Correct your composition :

1. Do you give definite and accurate details about your topic — in date, place, name of Indians?
2. The account of a happening should tell *who, when, where, and what*. Sometimes it will tell *why*. Find these in your account.
3. Enlarge the periods. Scan each sentence to see whether any sentence has too many ideas run together with "and."
4. Are the sentences varied in the way they begin? Or do you begin each sentence with the same word?

Rewrite your composition.

Bind the paragraphs of a team together.

**166. Working by Committees.** The eight teams will combine, in pairs, to form four large committees to prepare for Indian Day.

The *first committee* will plan attractive programs for the class.

The *second committee* will plan decorations for the classroom.

The *third committee* will plan a poster announcement of the booklet.

The *fourth committee* will plan to get various Indian relics for the celebration.

These four committees, or groups of pupils, will meet quietly together in different parts of the room. They will choose a chairman by writing on a slip of paper the name of the best leader in the group. After votes are counted the boy or the girl with the highest vote will preside over each group as chairman.

At the end of ten minutes of discussion each chairman will report to the class as a whole what the members of his committee have talked about.

**Writing a Letter.** Write a letter to the person in your community who might lend you Indian relics for your Indian Day. Tell why you want them and how you will care for them.

Make an envelope and address it. The best letter will be sent.

**167. Arrangement of Words.** On the next page is part of one of the most beautiful speeches about the Indian. If there are any words you do not know, look them up in the dictionary.

Read each sentence aloud. Notice that the first sentence begins with a time phrase; the second, with an adverb of place. How do the other sentences begin?

Tell the structure of each sentence. In which sentences are the clauses put first?

In the tenth sentence notice how the word "too" is inserted parenthetically. It is cut off by commas. Whenever words like "too" or "however" are inserted in sentences in this way, they are cut off by commas.

Which sentence do you think sounds most like an orator's? Practice reading it aloud.

Memorize the speech. Let three pupils at a time practice declaiming it in relay.

*Remember : Inversion of the parts of a sentence adds beauty.*

**An Enunciation Drill.** Practice giving full value to the following words in the speech :

Generations<sup>1</sup> (not "gen'rations")

Revelation<sup>12</sup> (not "rev'lation")

Echoing<sup>8</sup> (not "eckwing")

Defying<sup>8</sup> (not "defyin'")

Daring<sup>5</sup> (not "darin'")

Beings<sup>2</sup> (not "bein's")

Spirit<sup>10</sup> (not "spirit")

Around<sup>12</sup> (not "aroun'")



<sup>1</sup> Not many generations ago, where you now sit, encircled by all that exalts and embellishes civilized life, the rank thistle nodded in the wind, and the wild fox dug his hole unscared. <sup>2</sup> Here lived and loved another race of beings. <sup>3</sup> Beneath the same sun that rolls over your heads, the Indian hunter pursued the panting deer. <sup>4</sup> Gazing on the same moon that smiles for you, the Indian lover wooed his dusky mate.

<sup>5</sup> Here the wigwam blaze beamed on the tender and helpless, the council fire glared on the wise and daring. <sup>6</sup> Now they dipped their noble limbs in your sedgy lakes, and now they paddled the light canoe along your rocky shores. <sup>7</sup> Here they warred. <sup>8</sup> The echoing whoop, the bloody grapple, the defying death song, all were here. <sup>9</sup> And when the tiger strife was over, here curled the smoke of peace.

<sup>10</sup> Here, too, they worshiped, and from many a dark bosom went up a fervent prayer to the Great Spirit. <sup>11</sup> He had not written his laws for them on tables of stone, but he had traced them on the tables of their hearts. <sup>12</sup> The poor child of nature knew not the God of revelation, but the God of the universe he acknowledged in everything around.

CHARLES SPRAGUE: *The North American Indian*



**168. Conversation and Discussion.** Divide the class into four new teams to find information about the following :

- |                   |                   |
|-------------------|-------------------|
| 1. Indian relics  | 3. Indian customs |
| 2. Indian legends | 4. Indian dances  |

Look up your topic at the library. Take brief notes of any names or dates.

Make an outline for a good account.

**169. Writing an Indian Booklet.** Write the account that you have outlined. Make this work better than the other booklet.

Turn to page 161 and use the suggestions for revising your composition.

After you have corrected it (see page 161), copy it as neatly as possible. Bind the compositions of each team together as a booklet.

**170. Giving an Indian Program.** During the class period the committees formed on page 161 will take charge. The class will vote, before the period, for one of the chairmen to preside. Decorate the room, distribute the programs, place the posters in a prominent position, and arrange the exhibit of Indian relics where they may be easily viewed.



### PROGRAM



A CAMPFIRE TABLEAU. . . . . Girl scouts  
 A DECLAMATION. *Speech on the Indian.* (Page 163) . . . A pupil  
 TALKS. *What Interested Me Most about Indians.* (Page 160) The class

Exhibit of Indian Booklets

AN INDIAN DANCE. (After school in the yard) . . . Boy scouts



PROJECT 18. PRESENTING A "NATIONS  
OF THE WORLD" PAGEANT



**171. Planning a Pageant Poster.** For a " Nations of the World " pageant national costumes should be looked up. At the library, in school, or at home find pictures of the most important costumes used by different nations. Why do they seem queer to us? Which costumes would look well on a poster?

Discuss different kinds of posters.

The following selection shows that Theodore Roosevelt thought we could get ideas from other nations and still preserve our Americanism :

<sup>1</sup> Our sons and daughters should be educated here and not abroad. <sup>2</sup> We should take freely from every other nation whatever we can make of use, but we should adapt and develop to our own peculiar needs what we thus take, and never be content merely to copy. <sup>3</sup> Our nation was founded to perpetuate democratic principles. <sup>4</sup> These principles are that each man is to be treated on his worth as man without regard to the land from which his forefathers came and without regard to the creed which he professes.



THEODORE ROOSEVELT: *Address on Americanism*

Talk about each sentence separately. Which part of this selection would make a good slogan to use on the poster for your pageant?

In the fourth sentence " *each man* " is talked about. What pronoun is used to refer to him? Whenever you use the words *each* and *every*, you must use a singular pronoun (*he, him, she, her*—not, " *they,* " " *them* ") or a possessive adjective (*his, her* — not " *their* ") to refer to it.

You should say "Every one of the girls took *her* books" (not "Every one of the girls took their books").

Memorize the selection by Roosevelt on page 165.

*Remember: With each and every use singular pronouns, as "he," "she," "it," etc., or singular possessive adjectives, as "his," "her," or "its."*

**172. A Pronunciation Drill.** Do not confuse *pre* with *per*. Practice the following:

perform (not "preform")  
perhaps (not "prehaps")  
perplex (not "preplex")

persevere  
permit  
pertain

persuade  
perverse  
persist

**A Talk to the Class.** Tell the class what kind of poster you would like to make. If possible, make a rough sketch of it. Tell what national costume and which slogan you would like to use. Tell what facts should be given to announce the pageant.

Make your sketch large enough for the class to see. A pupil can hold it up for you while you explain it. Let each pupil choose a pupil beforehand to be his "aid."

**173. Handwork.** Make your poster. Use crayons or water colors. Make it as large as you can. Print your slogan in large letters. Ordinary wrapping paper may be ironed out to make it smooth, or pasted on cardboard to give it body.

Place the posters around the room on the blackboard ledge, and talk about their strong and weak points.

Vote for the best poster. Write on a piece of paper the name of the pupil who made it. The teacher will appoint two tellers to collect the votes. She will record these on the board:

Tom Smith ~~XXXX~~

Mary Arliss ~~XXXXXX~~

**174. Seeing the Relationship of the Parts of a Sentence.**  
The following selection consists of two sentences, each a paragraph in itself. Each sentence has unity because all the parts relate closely to the main topic, which is italicized.

THE AMERICAN'S CREED

<sup>1</sup> *I believe in the United States of America* as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

<sup>2</sup> *I therefore believe it is my duty to my country* to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

WILLIAM TYLER PAGE

In the following full outline of this selection notice how the thoughts fall into place.

- I. *I believe in the United States of America* as
  - A. a Government of the people, by the people, for the people;
    - i. whose just powers are derived from the consent of the governed;
  - B. a democracy in a republic;
  - C. a sovereign Nation of many sovereign States;
  - D. a perfect union, one and inseparable;
    - i. established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.
- II. *I therefore believe it is my duty to my country*
  - A. to love it;
  - B. to support its Constitution;
  - C. to obey its laws;
  - D. to respect its flag; and
  - E. to defend it against all enemies.



Copy the outline of "The American's Creed" (page 167) on the board.

The first sentence in the selection on page 167 gives four different ways in which the writer believes in the government of the United States. Discuss each of these separately. Tell how he explains two of them.

In the second sentence the writer states five duties that each American owes to his country. Discuss these. With which laws do you come most in contact — federal, state, county, or municipal?

Observe that in topic I of the outline the subordinate parts begin with the indefinite article "a," and in topic II, with "to," followed by a verb. The subordinate parts then become a series, each part separated by a mark of punctuation. If these are important details, they may be separated by semicolons. Ordinarily commas are used in a series of words.

*Remember: Express similar subordinate parts in a similar way. Separate them by semicolons, if they are important details; otherwise use commas.*

**175. Memory Work.** Memorize "The American's Creed" on page 167, for it is a good creed for your class to adopt. Write it from memory.

**Writing a Letter.** Write a business letter to your superintendent of schools, (1) telling him that your class is planning to present a "Nations of the World" pageant at a later date, (2) inviting him to be present, and (3) informing him that you are learning "The American's Creed." Close your letter by quoting the creed.

Make an envelope and address it. The letter that shows the greatest improvement will be sent.

**176. Planning a Pageant.** Select a chairman. Divide the rest of the class into five teams. To each will be given a different continent for which the team will be responsible:

North America    South America    Europe    Africa    Asia

From your geography make the following lists for your continent: (1) physical features; (2) races; (3) political divisions; and (4) products.

From an ancient history find out which continent had the oldest civilization; which, the next oldest; which, the next oldest. You can then arrange the continents according to age of civilization. How can you account for the fact that the continent where civilization began is to-day the most uncivilized?

Each group will choose a pupil to take the part of the Spirit of the Continent which they are reading about. The chairman of the class will take the part of Civilization. His or her business will be to help the others do their work well.

Each pupil chosen to be a Spirit of the Continent will look up the history of the continent in a reference book, to find out and report how it was opened to the world.

The other members of the team will select the most important countries to represent their continent and begin to read about (1) the physical features, (2) the races, (3) the products and resources, (4) the government, and (5) the national song, where possible.

Look up national songs in your song book, at home, or at the library.

Prepare folk dances to give in the yard after school on the day of the pageant, if your teacher is willing. Practice these yourselves.

**177. Writing a Speech.** The five pupils representing Spirits of Continents will write compositions telling which is the oldest part of each continent or how it was discovered and explored. They will give as many interesting facts as possible. Each will begin :

“I am the Spirit of ——. I was born (or discovered) . . .”

The chairman representing Civilization will write how a civilized country differs from an uncivilized country, beginning :

“I am Civilization. I . . .”

The members of the teams representing countries will begin :

“I am . . . (Name of country) . . . .” (Then they will tell (1) the physical features, (2) the products and resources, (3) the government, and perhaps (4) the national song.)

Write the speeches on the board in class and read them aloud. Make suggestions for improving them.

**178. Preparing Tableaux, Charades, and Pantomimes.** Each team will get together and plan tableaux, pantomimes, or charades for their continent.

(1) Plan the costumes. What might be cut from paper and pinned on the different Spirits to suggest the greatest thing or things each continent has given to the world? Consult *The National Geographic Magazine*.

How might a paper crown show the name of each country?

How might Civilization be dressed to look the part? Civilization stands for enlightenment.

(2) Plan the tableaux :

(a) Civilization surrounded by the Spirits of the Continents.

(b) Each Spirit of a Continent surrounded by her Countries. Rehearse these tableaux in class.

(3) Next plan how to act a charade or a pantomime of one of the products, or industries, for which your continent is famous. From the following list each team will select an article that comes from their continent and act a charade to illustrate it:

- |           |                    |                       |
|-----------|--------------------|-----------------------|
| 1. tea    | 8. silk            | 15. ostrich feathers  |
| 2. cork   | 9. cocoa           | 16. rubber            |
| 3. dates  | 10. bananas        | 17. a Sheffield knife |
| 4. sugar  | 11. ivory          | 18. woolen cloth      |
| 5. wheat  | 12. dairy products | 19. a cuckoo clock    |
| 6. spices | 13. cotton cloth   | 20. drawn work        |
| 7. coffee | 14. porcelain      | 21. famous paintings  |

**179. Writing a Letter.** Write a letter to a veteran of the World War, inviting him to come to see your pageant.

Make an envelope and address it. The best letter will be sent.

**Practicing Parts.** Practice the pageant on pages 172-174, using the countries that you have selected. In previous lessons the speeches have been composed. Pronounce them very distinctly.

Let different pupils try the parts.

**180. Presenting a Pageant.** In a class period act the pageant of "The Nations of the World." If you have an auditorium in your school, present the pageant there, with veterans as visitors.

Copy a program of the characters and pupils portraying them.

After school have a parade through the school yard and perform the folk dances there.

## THE NATIONS OF THE WORLD

*Characters*

Civilization	Spirit of North America	Spirit of Asia
Spirit of Europe	Spirit of South America	Spirit of Africa
The Various Countries of these Continents		

*(Enter CIVILIZATION in a long white robe, carrying the Torch of Knowledge. She passes slowly across the stage, with head bowed. At the far side she pauses, and faces the audience.)*

CIVILIZATION. I am Civilization. I . . . (page 170) . . . I will call my children from the farthest realms of earth and air to tell me of their worth. *(She strikes the ground three times with the rod of the torch in her hand.)* Spirit of Africa, come, come!

*(Enter a bowed, ancient dame, in uncivilized garb of grasses and hay, followed by SPIRITS OF ASIA, EUROPE, NORTH AMERICA, and SOUTH AMERICA, each appropriately costumed.)*

CIVILIZATION. Speak, I adjure you! What is your history? Why does the oldest of lands wear this uncivilized garb? Speak!

SPIRIT OF AFRICA *(stepping forward)*. I am the Spirit of Africa. . . . *(Tells of the greatness of Egypt, page 170.)*  
*(Passes across the stage.)*

SPIRIT OF ASIA *(stepping forward)*. I am the Spirit of Asia. . . . *(Tells of the greatness of India, China, Assyria, Chaldea, Babylonia, Persia, and Palestine, page 170.)*  
*(Passes across the stage.)*

SPIRIT OF EUROPE *(stepping forward)*. I am the Spirit of Europe. . . . *(Tells of the glories of Greece and Rome, of building of modern nations from wandering tribes, page 170.)*  
*(Passes across the stage.)*

SPIRIT OF NORTH AMERICA *(stepping forward)*. I am the Spirit of North America. . . . *(Tells of her discovery, of her early colonies, and setting up a free nation, page 170.)*  
*(Passes across the stage.)*

SPIRIT OF SOUTH AMERICA (*stepping forward*). I am the Spirit of South America. . . . (Tells of discovery by Vespuccius, Pizarro, and Magellan, page 170.) (*Passes across the stage.*)

CIVILIZATION. You shall now prove to me your worth, O Spirits of the Continents. How have you spread my message of enlightenment?

(CIVILIZATION *remains seated in center with SPIRIT OF AFRICA at her feet. The other SPIRITS group themselves about her.*)

SPIRIT OF AFRICA (*moving to the side and going through an incantation*). From torrid clime and jungle wild, come, children of Africa, and speak.

(*Enter the COUNTRIES OF AFRICA.*)

EGYPT. I am Egypt. . . . (See page 170 for the speech.) . . .

(*One after another the other parts of Africa give their speeches. As each finishes, he joins the group about the SPIRIT OF AFRICA to form a tableau. When all have spoken, the group gives a pantomime or a charade of an African industry or product.*)

SPIRIT OF ASIA (*moving to the side and going through an incantation*). From China's wall and Babylon's tower, come, children of Asia, and speak.

(*Enter the COUNTRIES OF ASIA.*)

CHINA. I am China. . . . (See page 170 for the speech.) . . .

(*The other COUNTRIES OF ASIA give their speeches, page 170, join the group about the SPIRIT OF ASIA to form a tableau, and give a pantomime or a charade of an industry or a product.*)

SPIRIT OF EUROPE (*stepping forward*). Enlightened lands of art and power, speak, O children of Europe.

(*Enter the COUNTRIES OF EUROPE.*)

FRANCE. I am France. . . . (See page 170 for the speech.) . . .

(*The other COUNTRIES OF EUROPE give their speeches, page 170, join the group about the SPIRIT OF EUROPE to form a tableau, and give a pantomime or a charade of an industry or a product.*)

SPIRIT OF NORTH AMERICA (*stepping forward*). Young among the nations you may be, but speak and give your message, O children of North America!

(*Enter COUNTRIES OF NORTH AMERICA.*)

THE UNITED STATES. I am the United States. . . . (See page 170 for the speech.) . . .

(*The other COUNTRIES OF NORTH AMERICA give their speeches, page 170, join the group about the SPIRIT OF NORTH AMERICA to form a tableau, and give a pantomime or a charade of a North American industry or product.*)

SPIRIT OF SOUTH AMERICA (*stepping forward*). From torrid clime and southern zone, come, children of South America, and speak your message.

(*Enter COUNTRIES OF SOUTH AMERICA.*)

ARGENTINA. I am Argentina. . . . (See page 170 for the speech.) . . .

(*The other COUNTRIES OF SOUTH AMERICA give their speeches, page 170, join the group about the SPIRIT OF SOUTH AMERICA to form a tableau, and give a pantomime or a charade of a South American industry or product.*)

CIVILIZATION (*rising, and holding the Torch of Knowledge high aloft*). Hail, Spirits of the Continents, and Nations of the World! (*Each SPIRIT OF A CONTINENT stands with arm stretched upward in salute, while her Nations rest on bended knee about her.*) Carry the message of light — knowledge, liberty, and brotherly love — to people yet unborn.

THE UNITED STATES (*stepping forward with the American flag*). I believe in the United States of America. . . . [*Recites "The American's Creed," page 167.*] . . .

(*Final tableau, the flag salute.*)

E. M. B.





**183. An Enunciation Drill.** Give full value to all the syllables of a word. Do not shorten the initial syllable. Say "because" (not "b'cuz" nor "buh'cause").

because	beside	belief	behold
before	believe	besides	bereaved

**A Talk to the Class.** Divide the class into six teams, each to tell how to do one of the following :

- |                   |                       |
|-------------------|-----------------------|
| 1. Make a shelter | 4. Cook outdoors      |
| 2. Build a fire   | 5. Make a canoe       |
| 3. Make utensils  | 6. Catch wild animals |

Outline beforehand the various stages in the process so that you will omit none and will get them in the right order.

Do not begin a sentence with "And - a" or "Why - a."

**184. Writing a "Robinson Crusoe" Booklet.** Each of the six teams will now make a story about its topic (see the above talk). Each team will try to make this the best work of the year, for the most interesting composition from each group will be selected for the class booklet of "Robinson Crusoe."

The class will choose names for several boys or several girls lost in the woods. Use these as characters in your composition.

Correct the composition :

(1) Enlarge the periods and scan each sentence closely. Is it simple, complex, or compound? If it is complex or compound, are the clauses closely enough related to form a complete idea?

(2) Scan spelling, punctuation, and grammar.

(3) Do your sentences begin differently or are the beginnings monotonous?

Rewrite your composition.

Read the compositions aloud in class. After those of each group have been read, write down the name of the writer of the most interesting one.

**185. Correct Usage.** Remember the following rules:

1. In questions *shall* is always used in the first person; as, " *Shall* I be punished ? "

In the second person *shall* is used when *shall* is expected in the answer, and *will* when *will* is expected in the answer; as, " *Shall* you be there ? " ( " I *shall* be there. " ) " *Will* you assist me ? " ( " I *will* assist you. " )

2. The conjunctions *either* and *or* (*neither* and *nor*) are called *correlatives*. They are used in pairs. Always use *nor* with *neither* (not " or "). Say " *Neither* Tom *nor* Ned can go " (not " Neither Tom or Ned ").

3. When the word *self* or *selves* is joined to the pronouns *my*, *your*, *him*, *her*, *it*, *our*, and *them*, the following pronouns are formed :

myself	himself	itself	yourselves
yourself	herself	ourselves	themselves

The chief use is to bring out the idea of *self*; as, " I hurt *myself* " or " She did it *herself*. " You should not use these pronouns where the ordinary pronouns serve the purpose. Say, " Mildred and I paddled the canoe to the shore " (not " Mildred and myself ").

4. The words *every* and *each* must be used for one person, or a singular word, with " his " or " her " (not with " their "). Say, " *Every* one of the girls took *her* books " (not " Every one of the girls took their books. " )

**An Exercise.** In the sentences on page 180 select the correct form and explain the rule for each choice. Analyze them.

1. Each one of us took (his, her, their) lunch basket.
2. (Will, shall) we walk to the swimming pool?
3. Neither the cat (or, nor) the dog (were, was) there.
4. The scout master and (myself, I) took a "hike."
5. The deer hurt (it, itself) in the fence.
6. (Will, shall) you teach me wigwagging?
7. Either a wildcat (nor, or) a bear (was, were) here.
8. Alice looked at (her, herself) in the river.
9. (Shall, will) we beat them in the "hike"?
10. (Either, neither) Harry or Will (were, was) at home.

**186. Seizing Opportunities.** The following little story has a powerful message, for the "old man" is opportunity. Here he is talking to Jamie.

"I'll tell you about other things — your wasted opportunities. For example, you saw a bird's nest robbed to-day, and never said a word when you might have saved it. When you saw that little boy drop his marbles, you only laughed at him when you might have helped to pick them up.

"You let your sister take that long walk to the post office this afternoon, when you could have gone there easily on your bicycle.

"There was another wasted opportunity when you were so inattentive to your history lesson in school. You flew into a passion, too, because your shoe string was in a knot, and thus you wasted an opportunity of self-control. You forgot to rise and offer your mother a chair when she entered the room — and wasted an opportunity to be polite.

"You bought chewing gum after resolving never to buy it again. Was not this a waste of both money and good resolutions? It's in your power to lighten my daily load very much. But, hark! Your mother is calling you; don't waste a moment, I beg. Good night!"

Jamie ran toward the house. The old man had vanished.

*The Outlook*

What things would Jamie have to learn before he could be a good boy scout? What things would his sister Jeannette have to learn to become a good girl scout?

**187. Conversation.** Discuss the topics given under the talk below.

**Handwork.** Make a poster to announce the challenge you have given to another class to take a "hike." Draw on it something appropriate for an outdoor walk.

**188. An Enunciation Drill.** In the following sentence the words with *wh* should begin with the *h* sound. Make the breathing sound of *h* first, as if blowing a feather — then attach the other sounds:

1. Which witch did you see?
2. Which Whig wore a wig?
3. Where did you wear that dress?

**A Talk to the Class.** Divide the class into ten teams, each to talk about one of the following topics:

How to help the fire department	How to prevent accidents
How to help the street department	What to do in an accident
How to help the health department	How to be a good neighbor
How to behave on the playground	How to treat animals
How to behave in a public place	How to prevent quarrels

#### Reminders

1. Stand straight, and away from the desk.
2. Use your hands in natural gestures.
3. Look at the whole audience.
4. Speak so that you can be heard in the last seats.

**189. Writing Rules of Conduct.** Prepare twenty good rules, two for each topic in the talks just given. Write an introductory *paragraph* telling how to become a boy scout,

a girl scout, or a camp fire girl. Begin your second paragraph with "Twenty good rules are as follows": Then number each rule and indent it.

Correct your composition: (1) Enlarge the periods and scan each sentence. You should have twenty-two indentions. (2) Have you worded each sentence effectively? (3) Illustrate your composition.

Read the compositions aloud in class. Vote for the best under each topic. The best compositions will then be copied for the class booklet.

**Handwork.** Make a cover for the "Robinson Crusoe" booklet. Illustrate it with an original drawing, a postal card, or a kodak picture.

The covers will be placed along the blackboard ledge, with numbers above them. The class will vote for the best by writing the number of the cover each chooses as best.

**190. Writing a Letter.** Write a letter to a member of your imaginary Robinson Crusoe family, telling what you have done and are planning still to do in your scout project.

**Taking a "Hike."** After school take the "hike," starting exactly at the time agreed upon with the other class. See what interesting thing you can observe to report at school later.





## PROJECT 20. MAKING A CLASS NEWSPAPER



**191. Making the Classroom a Newspaper Office.** Bring to class a newspaper and notice the various features of the paper. What are the two kinds of advertisements? Where is the notice of the cost and publication of the paper placed? Where are the editorials? Where is the news printed? Where is the weather report?

*Wanted:* an editor for a small paper.

*Wanted:* two art editors for a newspaper.

*Wanted:* reporters for a weekly paper.

Imagine your teacher to be the owner of a newspaper, advertising for an editor, two art editors, and reporters. The classroom will be the newspaper office.

**Writing a Letter of Application.** Write a letter of application to your teacher, applying for the position of art editor or reporter. Follow the model of a letter of application on page 73.

The teacher will select the pupil who wrote the best letter of application as editor, and the writers of the two best letters of application for art editor for that position. The rest of the class will be reporters.

**A Newspaper Exhibit.** From day to day during this project fasten a different newspaper on the wall so that you become familiar with it. Get a newspaper from another city, if possible.

**192. Observing Correct Form.** A newspaper force must have rules of good English to follow. Complete the outline of the sets of rules on page 184 for discussion. Copy it on the board.

I. *Punctuation and Capitalization*

- |                       |  |                                 |
|-----------------------|--|---------------------------------|
| 1. Rules for period   |  | 5. Rules for interrogation mark |
| 2. Rules for comma    |  | 6. Rules for exclamation mark   |
| 3. Rules for colon    |  | 7. Rules for apostrophe         |
| 4. Rules for hyphen   |  | 8. Rules for quotation marks    |
| 9. Rules for capitals |  |                                 |

II. *Form*

- |                    |  |                          |
|--------------------|--|--------------------------|
| 1. Rule for titles |  | 3. Rule for indention    |
| 2. Rule for margin |  | 4. Rule for paragraphing |

III. *Spelling*

- |                       |  |                           |
|-----------------------|--|---------------------------|
| 1. One hundred demons |  | 2. Other misspelled words |
|-----------------------|--|---------------------------|

IV. *Grammar*

(Make a blackboard list of the correct forms of all mistakes corrected during the year; as, "this man," not "this here man.")

**Baseball Matches.** Play one of the following: (1) *Spelling Match* (page 47). (2) *Punctuation Match*. The teacher will give the pupil "at bat" (a) three marks of punctuation, for each of which he will give a rule; or (b) one mark of punctuation, for which he will give three rules.

**Handwork.** Divide the class into four teams to make posters for Form, Punctuation, Spelling, and Grammar. The best poster for each subject will be written on a large piece of cardboard and placed on the wall for reference.

**193. Accuracy, Definiteness, and Brevity in Reporting.** Read the selection at the top of page 185. What is the *headline*? What is the *lead*? Which paragraph summarizes, or sums up, the whole incident? Which paragraphs tell the story in full? Describe this scene and incident as if you had been there.

**<sup>1</sup>DOG, CARRYING LIFE LINE, RESCUES 92****<sup>2</sup>Animal Swims Ashore Where Boats Could Not Live**

<sup>3</sup> **Curling, N. F.**, Dec. 16. — Passengers and crew of the coastal steamship Ethie, numbering ninety-two persons, were brought ashore on a life line which was run out from the ship by a Newfoundland dog after their vessel piled upon Martin's Point.

<sup>4</sup> Boats could not make the hazardous passage from the stranded steamship. An effort to shoot the line ashore failed when the line became caught. Men did not dare attempt the trip through the waters, and so the dog was put overboard. Directed by officers of the Ethie, the animal succeeded in releasing the rope, and, holding it tightly in his teeth, fought his way through the breakers to the shore.

<sup>5</sup>With block and tackle the Ethie's crew, aided by fishermen on the shore, rigged a life-saving device, using a boatswain's chair for a car-

riage. One by one in this chair ninety-one of the ninety-two persons aboard were hauled to safety. A baby, 18 months old, was pulled ashore in a mail bag.

<sup>6</sup>The Ethie, which had been engaged in the coastal service between Curling and Labrador ports, went ashore last Wednesday during a gale. <sup>7</sup> *The Sun*



In reporting there are certain questions that you must answer accurately and briefly to satisfy your readers. Answer the following questions for the above selection :

Who?	Where?	How?
When?	What?	Why?

Be ready to tell about another intelligent act by an animal.

*Remember : Be accurate, definite, and brief.*

**194. An Enunciation Drill.** Practice enunciating *lē — lē* — *lē — lē* very distinctly.

**A Talk to the Class.** Tell about the most interesting thing you ever saw an animal do. Or tell a story that you have read or heard people tell.

Outline beforehand *who, when, where, what, why, and how* for your story.

Vote for the best speaker at the end of the period.



**195. Writing a News Report.** Write your account of this animal's act as a news item for your class newspaper. (1) Compose a headline, a lead, and an introductory summarizing paragraph. (2) Write paragraphs with the detailed story. Use the models on pages 131 and 185 as guides for your report.

In class exchange papers and under the teacher's guidance look for the following:

1. Is the headline given?
2. Is the lead given?
3. Is the introductory paragraph dated? Is the place given? Does it sum up?
4. Are the details of *who*, *where*, *when*, *what*, and *how* given?
5. Is there any mistake in (1) form, (2) punctuation, (3) spelling, and (4) grammar? Consult the wall posters.
6. Is the report properly dated and signed?

On another sheet of paper write five sentences answering the above questions. Use as title, "Criticism of ——'s News Report." Sign your name. Hand your criticism with the original paper back to the reporter. Later your paper will be returned to you.

Read what another reporter criticized in your paper. Rewrite your composition.

The news items will be exhibited on the wall as the "Animal Edition" of the class newspaper.

**196. Study of a Monologue.** When two people are talking we call their conversation a *dialogue*. When one person does all the talking we call it a *monologue*. The selection on the next page is from a famous book about a horse named **Black Beauty**. Here the colt's mother is giving a monologue of advice:

<sup>1</sup> One day when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said:

<sup>2</sup> "I wish you to pay attention to what I am going to say. <sup>3</sup> The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. <sup>4</sup> You have been well-born and well-bred. <sup>5</sup> Your father has a great name in these parts, and your grandfather won a cup two years at the races. <sup>6</sup> Your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me bite or kick. <sup>7</sup> I hope you will grow up gentle and good, and never learn bad ways. <sup>8</sup> Do your work with a good will, lift your feet up well when you trot, and never bite or kick, even in play."



<sup>9</sup> I have never forgotten my mother's advice. <sup>10</sup> I knew she was a wise old horse, for our master thought a great deal of her.

MRS. ANNA SEWELL: *Black Beauty*

Which paragraph is introductory? Which is the conclusion? Which is the *monologue*? How does the monologue differ in its punctuation from the other paragraphs?

How does the mother horse contrast the cart horse and the thoroughbred horse? How could she compare them to kinds of people? What does *well-bred*<sup>4</sup> mean? How does breeding reveal itself? What advice does she give to the colt?

Which wild animals could give good monologues to their young? which domesticated animals? Talk about what they might say.

**A Dictionary Match.** Take in hand small dictionaries (or a book with an index, if you do not have individual dictionaries). When the teacher announces a word, see who can

find it first. When you have it, place your finger on the spot, rise, and face the teacher. When ten have risen, she will call on one of you to read what is given after the word.

Learn to use reference books quickly.

**197. An Enunciation Drill.** Practice the following expressions, giving full stress to the *h* sound. Say *her*, not “er.”

gave <i>him</i>	took <i>his</i>	found <i>her</i>	think <i>he</i>
saw <i>her</i>	made <i>him</i>	think <i>him</i>	believe <i>he</i>

**A Talk to the Class.** Select one of the following animals and outline what she might say, as good advice to her young. Follow the model on page 187. Imagine her ancestry and breeding :

- |                        |                     |                    |
|------------------------|---------------------|--------------------|
| 1. A Plymouth Rock Hen | 5. A Bull Terrier   | 9. A Lioness       |
| 2. A Jersey Cow        | 6. An Angora Cat    | 10. An Elephant    |
| 3. A Razorback Sow     | 7. A Sheep          | 11. A Coyote       |
| 4. A Virginia Turkey   | 8. A Carrier Pigeon | 12. A Grizzly Bear |

Vote for the best monologue at the end of the period.

**198. Writing a Monologue.** Divide the class into twelve teams, each to write one of the monologues given in the talks above. Follow the model on page 187.

Turn to the suggestions for criticism given on page 186 and make your composition the best work you have done this year. Correct it. Copy it.

**Correct Use of *Should* and *Would*.** (1) You have learned that it is correct to say “Shall I?” and “Shall we?” and that it is incorrect to say “Will I?” or “Will we?” The words *should* and *would* are formed from the words *shall* and *will*, and express time that is past. They therefore follow the same general rules that you have learned for *shall* and *will*.

Always say "I *should* like" (not "I would like"), and "We *should* like" (not "We would like").

(2) Use *should* for duty or obligation; as, "You *should* go to school on time."

(3) Use *would* for habitual action; as, "He *would* always walk faster than I," meaning that it was his habit to walk faster.

**An Exercise.** In the following sentences select the correct forms. Give the rule for each.

1. (Would, should) I go home early to-night?
2. The old man (should, would) walk for hours tapping with his cane.
3. I (would, should) like to see you.
4. (Will, shall) we print the paper in school?
5. He (would, should) do what his editor asks.
6. (Shall, will) I write the next paragraph?
7. The girls (should, would) always hang together.
8. We (would, should) like to see your report.
9. The art editor (would, should) be responsible for the pictures.
10. The reporters (should, would) write accurately, definitely, and briefly.

**199. Exhibit of the Class Newspaper Work.** Your editor will see that each monologue is placed on the classroom wall beside each pupil's letter of application and news item, thus making three sets of written work for each pupil. You will walk slowly past these and observe which pupil's work looks the best and which looks the poorest. Watch for suggestions for improvement.

**Writing a Letter.** Write a business letter to the class newspaper editor. Tell him (1) which reporters you think should be promoted on account of their good work, (2) which

reporters should be given special drill to improve their work in English, and (3) which things have helped you most this year in your work in English.

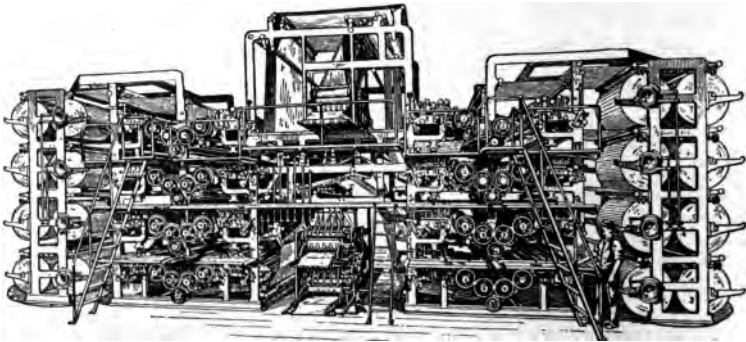
**200. An Exhibit of the Work of the Year.** All the work of the year should be arranged in order of time. Leaf through this work carefully to see how you have improved. Invite your parents to come to your classroom to inspect these books. Spread them on the tops of the desks for the last day of school.

**A Symposium.** In ancient Greece a symposium was a feast at which, besides eating and drinking, everybody gave his opinion on some subject. We shall close the year's work with a discussion of the following question :

*What is the most helpful thing you have learned in English this year?*

While your class editor presides, rise, come forward, and tell your fellow reporters how the year's work has helped you.

(During the week try to visit a newspaper office to see how a newspaper is printed. Your teacher can make the arrangements.)



REVIEW OF APPLIED GRAMMAR

(See page 99 for the summary of the first half of the year, not repeated here.)

PARTS OF SPEECH

	PAGE		PAGE
Coördinating and subordinating conjunctions . . . . .	134	Correlatives . . . . .	179
		Adjunct accusative . . . . .	154

PHRASES

Phrases, defined . . . . .	103	Correct use of phrases . . . . .	103, 115
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CLAUSES

Clauses, defined . . . . .	103	Substantive clause defined . . . . .	126
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Sentence defined . . . . .	103	Indirect questions and answers . . . . .	149
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Relationship of parts of sentence . . . . .	167	Unity in sentences . . . . .	167
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		Baseball sentence match . . . . .	135, 146
		Analysis. (See page 192)	

ANALYSIS

<i>Analysis</i> is the breaking up of the sentence into the parts, or elements, of which it is composed.	Omission of words necessary to the grammatical construction is called <i>ellipsis</i> . In analyzing, supply omitted words.
Exercises in analysis, 115, 128, 133, 149, 154, 155, 159, 179	Example of analysis. (See p. 192)
	Guide to analysis. (See p. 193)

## GUIDE FOR ANALYSIS

Observe how the following sentence is analyzed. Compare it with the guide for analysis on the opposite page.

*The man who priced our motorcycles yesterday bought his son one to-day.*

STRUCTURE AND USE OF SENTENCE: Complex; declarative.

COMPLETE SUBJECT: *The man who priced our motorcycles yesterday.*

SUBJECT SUBSTANTIVE: The noun *man*.

SUBJECT MODIFIERS: { The article *the*.  
The adjectival clause *who priced our motorcycles yesterday*.

COMPLETE PREDICATE: *Bought his son one to-day.*

PREDICATE VERB: The verb *bought*.

WORDS THAT COMPLETE THE PREDICATE VERB { The direct object, the pronoun *one*.  
The indirect object, the noun *son*, modified by the possessive adjective *his*.

PREDICATE MODIFIER: The adverb *to-day*.

**The clause:** *Who priced our motorcycles yesterday.*

COMPLETE SUBJECT: *Who*.

SUBJECT SUBSTANTIVE: The pronoun *who*.

COMPLETE PREDICATE: *Priced our motorcycles yesterday.*

PREDICATE VERB: The verb *priced*.

WORDS THAT COMPLETE THE PREDICATE VERB { The direct object, *motorcycles*, modified by the possessive adjective *our*.

PREDICATE MODIFIER: The adverb *yesterday*.

The guide for analysis on page 193 will help you to understand the relationship of words in a sentence. In deciding on an element follow the outline to the last subdivision. The elements in heavy black type should be mentioned in the *analysis*. In analyzing clauses, use 3, 4, and 5 of the guide.

Structure of Sentence { Simple  
Complex  
Compound

Use of Sentence { Declarative { Statement  
Command  
Interrogative

Complete Subject { Subject { Word  
Substantive { Phrase  
Clause  
Modifiers of Subject { Word { adjective  
noun in genitive  
word in apposition  
Phrase (adjectival)  
Clause (adjectival)

Complete Predicate { Predicate Verb { Verb  
Verb phrase  
Elements that Complete the Predicate Verb { Direct object { word  
phrase  
clause  
Indirect object { noun  
pronoun  
Adjunct accusative { noun  
adjective  
Predicate nominative { word  
phrase  
clause  
Predicate adjective  
Modifiers of the Verb { Word (adverb)  
Phrase (adverbial)  
Clause (adverbial)

Independent Elements { Expletives *there* and *it*  
Nominative of address  
Interjections  
*Yes* and *no*  
Parenthetical expressions



## WORD STUDY

(See page 99 for the summary of the first half year, not repeated here.)

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Dictionary match . . . . .	187	Spelling matches . . . . .	146, 184

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<i>between, among</i> . . . . .	115	pronouns made with <i>self</i> or	
clauses . . . . .	115	<i>selves</i> . . . . .	179
<i>each, every</i> . . . . .	165, 179	<i>shall, will</i> . . . . .	179
<i>either, or</i> . . . . .	179	<i>should, would</i> . . . . .	188
<i>every, each</i> . . . . .	165, 179	<i>to</i> . . . . .	144
<i>like, as</i> . . . . .	115	<i>unless, without</i> . . . . .	115
<i>name</i> . . . . .	154	<i>will, shall</i> . . . . .	179
<i>neither, nor</i> . . . . .	179	<i>without, unless</i> . . . . .	115
<i>nor, neither</i> . . . . .	179	<i>would, should</i> . . . . .	188

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Commas in a series . . . . .	168	Double quotation marks . . . . .	126
Commas with parenthetical		Single quotation marks . . . . .	126
expressions . . . . .	162	Review of punctuation and	
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tences . . . . .	128	Punctuation exercises . . . . .	157, 184

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Definiteness in reporting happenings . . . . .	184	Variety by changing clauses to phrases . . . . .	159
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## A PLEDGE

WE PLEDGE ALLEGIANCE TO OUR FLAG  
AND TO THE LANGUAGE FOR WHICH IT STANDS  
— THE ENGLISH LANGUAGE —  
WHICH WE PLEDGE OURSELVES  
TO SPEAK AND TO WRITE CORRECTLY,  
A LITTLE BETTER EACH DAY.

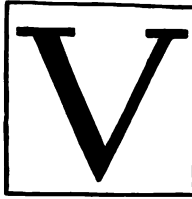
## PART TWO. EXPRESSING FACTS EFFECTIVELY



### PROJECT 21. FORMING A BETTER- ENGLISH CLUB



1. **Setting a Goal.** When a certain man who later became famous entered college, he placed over the door of his room a large piece of cardboard on which was boldly drawn the single letter:



Disregarding the teasing remarks of his schoolmates, the young man applied himself diligently to his school work, ever keeping in mind the goal that he had set for himself in the mysterious V.

What do you think the V represented?

In beginning your English work, it is well to set a definite goal, so that at the end of the year you will feel that you have accomplished something.

Make up in class four mottoes, or slogans, to express what you would like to accomplish in (1) thinking, (2) speaking, (3) writing, and (4) appreciation.

**Handwork.** A committee will volunteer to make a card-board motto to put up in the classroom. An eighth-grade class in an eastern state chose the following:

**Our Aim**

To *think* clearly  
To *speak* effectively  
To *write* forcibly  
To *appreciate* good English

**2. What a Boy or a Girl Should Know.** A business man, in speaking of what a boy or a girl should know to make a way in the world, summed up the qualifications as follows:

He or she should be able

- <sup>1</sup> To write a good legible hand.
- <sup>2</sup> To spell all the words that he knows how to use.
- <sup>3</sup> To speak and write good English.
- <sup>4</sup> To write a good social or business letter.
- <sup>5</sup> To add a column of figures rapidly.
- <sup>6</sup> To make out an ordinary account.
- <sup>7</sup> To deduct  $16\frac{1}{2}$  per cent from the face of an account.
- <sup>8</sup> To receipt an account when it is paid.
- <sup>9</sup> To write an ordinary receipt.
- <sup>10</sup> To write an advertisement for a newspaper.
- <sup>11</sup> To write an ordinary promissory note.
- <sup>12</sup> To reckon the interest, or the discount, on a note for years, months, or days.
- <sup>13</sup> To draw up an ordinary bank check and to take it to the right place in the bank to get the money.
- <sup>14</sup> To make neat and correct entries in a daybook or a cash-book.

<sup>15</sup> To tell the number of yards of carpet required for a room.

<sup>16</sup> To tell something about the great authors, statesmen, and financiers of the present time.

In which of your studies do you learn these different things? How many of them do you feel sure that you can do? Tell how to do them. Find out about the others.

Talk about each qualification separately. Why is each important? How is a boy or a girl judged if he or she cannot do the thing mentioned?

Where and how can you find out about the sixteenth qualification?

**3. Forming a Speakwell Club.** How does a club differ from an ordinary meeting or a party? During this year for the weekly talks you may turn the class into a Speakwell Club with a pupil presiding. The whole period will be given to talks.

A different pupil should preside as chairman each week. The chairman will sit at the teacher's desk and call the club to order by tapping on the desk and saying, "The meeting will come to order." He will then state the subject of the talks.

Get permission to speak by rising and saying, "Mr. Chairman (*or* Madam Chairman), may I have the floor?" When the chairman acknowledges you by name, come to the front of the room and give your talk to the class as audience. Each pupil will speak.

**A Breathing Game.\*** Rise, and, as your teacher counts five, slowly raise your arms at the side, breathing in deeply. Exhale slowly and lower the arms, as she counts five.

---

\*Throughout this book a pronunciation drill is given before each Talk. It should be limited to five minutes, and may be taken immediately before the Talk or on any other day.

**A Talk to the Class.** Divide the qualifications on page 198 among the class. Tell how to do the thing right. Tell what to avoid.

A pupil will preside over the club meeting. The teacher will sit in the back of the room.

**4. Form of a Social Letter.** On the opposite page is given a letter. It is written by Helen Keller, who was deaf, dumb, and blind from babyhood, to a sergeant major who was blinded in the World War, and later devoted his time to lecturing.

A friendly, or social, letter should be written in the good form used by the majority of educated people. A poorly written letter stamps the writer as ignorant. Observe the form of the letter on page 201.

What are the parts of a friendly letter? Where is each placed? How is it punctuated? In the salutation, the word that stands for the person's name is always capitalized; as, "Dear Mother." Turn to pages 6, 7, and 14, to review the friendly letter.

*Remember: A friendly letter has five parts: heading (place and date), salutation, body, complimentary close, and signature.*

**Addressing the Envelope.** The envelope should contain two things: (1) the name and the return address of the sender, written in the upper left-hand corner, so that a letter may be returned if the person is not at the address, and (2) the full name and address of the person to whom the letter is sent. The address should give street and number and city and state. These should be written legibly.

*Point these out in the model on page 14.*

Wrentham, Mass.  
July —, 19—

← **Heading: Place  
Date**

Dear Mr. Middlemiss:

← **Salutation**

I was very glad to get your letter, and I thank you for the warm-hearted interest you take in me. I am deeply touched by the message sent from a darkness which you have known but a short time after all you have borne. You say you thank God for the happiness which has come to me, and I feel that yours is a struggle harder than mine ever was. Yours is the test of courage and yours the glory of victory. You put me to shame when I think how often I am impatient of hindrances, especially in learning to speak well. You know fully what blindness means, but I am so accustomed to a dark, still world, that I do not miss the beautiful light or the song of the birds. All the shadows that clouded my earliest years are forgotten in the fullness of a rich, varied life. You have started life all over again in a world strange to you; it is wonderful and I admire your achievements. I wish you every success on your tour.

← **Body of letter**

Most cordially yours,  
Helen Keller

← **Complimentary  
close**

← **Signature**



**Writing a Letter.** Helen Keller's letter is a reply to one from Sergeant Middlemiss. Imagine what he might have told her about his own blindness. Why would he be interested in Helen Keller? Why does she say that his struggle is harder than hers? Of what hindrances would she be impatient?

Find out something about Helen Keller's story.

Write the letter written by Sergeant Middlemiss to Helen Keller, as you have imagined it.

**5. The Form of a Composition.** This year you will keep all your written work so that you can make comparisons and see how you improve. On page 203 some good advice by Abraham Lincoln is copied as a composition. If this were a real composition what would help your teacher in looking over the composition and help you to file it away systematically?

In the upper left-hand corner is placed the *date* of the composition.

On the first line is placed the *title*, or subject. The first word of the title is capitalized, and all other words except conjunctions, prepositions, and articles. The title may be underlined or a line may be omitted below it to make it stand out.

The *signature* is placed on the line below the composition.

On the left of a piece of written work a *margin* of an inch should always be kept. A paragraph, or group of sentences about a topic, should always be *indented*, or written farther to the right.

*Remember: Date your written composition. Have a title and a margin. Indent your paragraphs. Sign your composition.*

<p><i>Sept. 3, 1922</i></p> <p style="text-align: center;"><i>Lincoln's Advice to a Boy</i></p> <p style="text-align: center;"><i>Great thoughts come out of great character and only out of that. They will come even if you have little learning and none of the graces which attract the eye. But you must have a character that is ever speaking, even when your lips are silent. It must show in your life and fill the spaces between the words.</i></p> <p style="text-align: right;"><i>Arthur Kent</i></p>	<p>← Date of writing</p> <p>← Title of composition</p> <p>← Paragraph indented</p> <p>← Margin on the left of paper</p> <p>← Signature of writer</p>
---	--

**Writing a Composition.** Using the title "Advice to a Boy" (or "Advice to a Girl"), copy the qualifications on pages 198 and 199 as a paragraph of one long sentence. Observe margin and indentation. Write very legibly. Sign your name.

Observe the punctuation closely. The sixteen qualifications should be separated by semicolons because one of them has commas in it, and therefore a different mark is needed to break the parts. This sentence is a series of sixteen parts, each beginning with *to* and a verb. What is the object of each verb introduced by *to*?

*Remember: Use semicolons to separate the parts of a series if commas are already used in one of the parts.*

**6. Learning to Use Books Effectively.** The three most important parts of a book (outside of the body of the book) are the title page, the table of contents, and the index, if the book has one. If a book is worth reading or consulting as a reference book you should know the title of the book and the name of the author.

The *table of contents* is given in the front of the book. It presents a summary of subjects as they come in the book. A glance at the table of contents on pages vii to xii in this book will give the technical matters as they are discussed.

The *index* of a book comes at the end. It gives the contents, but arranges the words alphabetically so that they are easily found. Examine the index of this book.

To find a special fact in a textbook you should always look up the word in the index, for there you will find the number of the page where the fact is treated.

The dictionary is your most valuable reference book. In it the words are arranged alphabetically. To find a word quickly, open at the letter, then trace the words at the top of the page until you come to the right combination of letters for your word. The alphabetical arrangement should be followed out for several letters; as,

<i>One letter</i>	<i>Two letters</i>	<i>Three letters</i>	<i>Four letters</i>
<i>a</i>	<i>am</i>	<i>are</i>	<i>armed</i>
<i>b</i>	<i>ape</i>	<i>ark</i>	<i>armies</i>
<i>c</i>	<i>at</i>	<i>art</i>	<i>armor</i>

**Remember:** *Look up words alphabetically in the dictionary and in the index.*

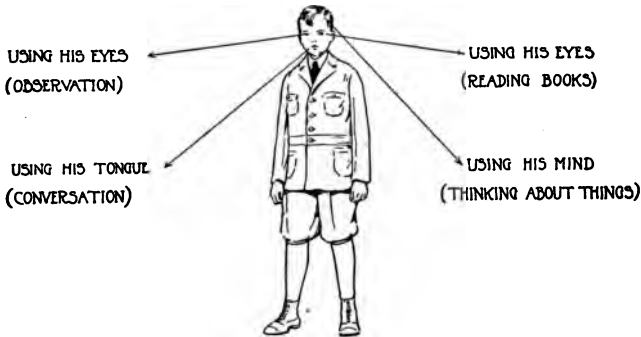
**Finding Information in the Index.** Make an outline to review the following: (1) parts of speech, (2) capitals,

(3) period, (4) apostrophe, (5) interrogation mark, (6) exclamation point, (7) comma, (8) colon, (9) hyphen, (10) quotation marks, (11) semicolon. Look up each word in the index. Copy the rules, with the page numbers.

In class consult the pages. Turn to the half-year views on pages 99 and 191 and verify your rules.

**A Dictionary Match.** The teacher will announce a word, and as soon as a pupil finds it he will put his finger on the definition and stand up. When ten have risen, the teacher will have the definition read.

**7. Where to Get Ideas.** Here you see a boy wondering where he can get ideas for his next composition. If he but knew it, he has four good ways to find out things :



Whenever he seeks information, he should see that it is accurate, complete, and definite.

**Finding Information in the Dictionary and the Grammar.** Look up the words *get* and *have*. Find out how they are misused. Is the form "gotten" in good use? Why is it right to say, "I *have* a birthday this month," and wrong to say, "I have got a birthday this month"?

Look up (1) *accept* and *except*, (2) *wonder* and *wander*, and (3) *mad* and *angry* in the dictionary, and be ready to tell how the words differ.

**Writing an Explanation.** Write a composition of three paragraphs, explaining the correct use of the above words, often misused one for the other. Give a sentence to illustrate each word. Observe how the illustrative sentences are given above. What mark of punctuation is used?

**8. Making an Outline.** An *outline* is a skeleton, or a summary, of the chief topics, with the main details that belong to each chief topic. The subtopics are written under the main topics a half inch to the right. Both sets of topics have their own special markings. Observe them in the following model:

### OUR ENGLISH CLUB

#### I. The purpose

- A. . . . .
- B. . . . .
- C. . . . .
- D. . . . .

#### II. The name

- A. . . . .

#### III. The rules of the club

##### A. The chairman

- 1. . . . .
- 2. . . . .
- 3. . . . .

##### B. The members

- 1. . . . .
- 2. . . . .
- 3. . . . .

An outline expresses the ideas in the fewest words possible, omitting the articles. You do not use complete sentences in outlines, but phrases or merely words.

Complete the outline on page 206 to suit your club.

**Writing a Letter.** Write a letter to the principal of your school, telling about your English Club. Follow the model letter on page 201. Have three paragraphs in the body of the letter, each a part of the outline on page 206.

Make an envelope and address it. The best letter will be sent.

**9. A Humming Game.** To get good tone, hum *m-m-m* with the lips lightly closed. Then open the lips, but continue humming.

**A Talk to the Class.** Tell the class what you are most interested in outside of school. Describe it. Tell how they could find information about it.

### Reminders

Stand erect.

Face the class.

Speak out loud.

**10. Exhibit of the Class Motto.** The volunteer committee will exhibit the placard that they have made for the English Club. Consider (1) its size and shape, (2) its materials, and (3) its wording. Have you any suggestions for improvement?

**Writing a Class Letter.** Write a letter to a member of the volunteer committee, telling (1) what you like about their placard and (2) how you think it might be improved. You will offer suggestions, and the teacher will write on the board the sentences selected as the best.

## PROJECT 22. COMPOSING AUTO- BIOGRAPHIES

**11. The Rule for Paragraphing.** An *autobiography* is a biography written by oneself. On the opposite page is given the beginning of an autobiography written by Helen Keller, the only deaf and blind girl who has been graduated from college.

Why are there six paragraphs instead of one long paragraph? A *paragraph* is a group of sentences that deal with a topic. In the opposite autobiography find the paragraphs for the following topics:

1. Recollections of house
2. Attempt to walk
3. Imitation of sounds
4. Place and date of birth
5. Cause of blindness
6. First pilgrimage from house

Which paragraph do you like best? Why? Find the sentence that pictures the seasons. What is meant by "used to the silence and darkness"? How did the teacher, Miss Anne M. Sullivan, set her "spirit free"?

At the library find out something more about Helen Keller.

*Remember: Put sentences about different topics in different paragraphs.*

**12. Writing an Autobiographical Letter.** Imagine yourself to be a dog, telling his own story.

My name is Beautiful Joe, and I am a brown dog of medium size. I am not called Beautiful Joe because I am a beauty. I know that I am not beautiful, and that I am not a thoroughbred. I am only a cur.

I am an old dog now, and am writing, or rather getting a friend to write, the story of my life.

SAUNDERS: *Beautiful Joe*

## THE STORY OF MY LIFE

<sup>1</sup> I was born on June 27, 1880, in Tuscumbia, a little town of northern Alabama.

<sup>2</sup> I lived, up to the time of the illness that deprived me of my sight and hearing, in a tiny house consisting of a large, square room, and a small one in which the servant slept. It was completely covered with vines, climbing roses, and honeysuckles. From the garden it looked like an arbor. The little porch was hidden from view by a screen of yellow roses and southern smilax. It was the favorite haunt of humming birds and bees.

<sup>3</sup> Even in the days before my teacher came, I used to feel along the square, stiff boxwood hedges, and, guided by the sense of smell, would find the first violets and lilies.

<sup>4</sup> I am told that while I was still in long dresses I insisted upon imitating everything that I saw other people do. At six months I could pipe out, "How d'ye," and one day I attracted every one's attention by saying, "Tea, tea, tea," quite plainly.

<sup>5</sup> They tell me I walked the day I was a year old. My mother had just taken me out of the bathtub and was holding me in her lap, when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.

<sup>6</sup> These happy days did not last long. One brief spring, musical with the song of robin and mocking bird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then in the dreary month of February came the illness which closed my eyes and ears. Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came — my teacher — who was to set my spirit free.

HELEN KELLER : *The Story of My Life* \*

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\* By permission of Doubleday, Page and Company.



Copy the first paragraph about Beautiful Joe (page 208) as the beginning of a letter. Then tell what happened to the dog in his first year.

13. **The Parts Words Play: Review.** Read the following account of "the most important day" Helen Keller remembered. How did her way of learning differ from yours?

#### MY MOST IMPORTANT DAY

<sup>1</sup> The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me.

<sup>2</sup> The morning after my teacher came she led me into her room and gave me a doll. When I had played with it a little while, Miss Sullivan slowly spelled into my hand *d-o-l-l*. I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride.

<sup>3</sup> Running down stairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed. I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them, *pin, hat, cup*, and a few verbs like *sit, stand*, and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.

<sup>4</sup> One day, while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled *d-o-l-l*, and tried to make me understand that *d-o-l-l* applied to both. Earlier in the day we had had a tussle over the words *m-u-g* and *w-a-t-e-r*. Miss Sullivan had tried to impress it upon me that *m-u-g* is *mug* and that *w-a-t-e-r* is *water*, but I persisted in confusing the two.

<sup>5</sup> We walked down the path to the well-house, attracted by *the fragrance* of the honeysuckle with which it was covered.

Some one was drawing water and my teacher placed my hand under the spout. As the cool stream gushed over one hand she spelled into the other the word *w-a-t-e-r*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motion of her fingers. Suddenly I felt a misty consciousness as of something forgotten — a thrill of returning thought; and somehow the mystery of language was revealed to me. I knew that *w-a-t-e-r* meant the wonderful cool something that was flowing over my hand.

<sup>6</sup> I left the well-house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house every object which I touched seemed to quiver with life.

<sup>7</sup> I learned a great many new words that day. I do not remember what they all were, but I do know that *mother*, *father*, *sister*, *teacher* were among them. It would have been difficult to find a happier child than I was as I lay in my crib at the close of that eventful day, and lived over the joys it had brought me, and for the first time longed for a new day to come.

HELEN KELLER: *The Story of My Life* \*

There are eight parts of speech, which perform different work in sentences. Find examples.

1. A *noun* names a person, place, thing, or idea.
2. A *pronoun* stands for a noun.
3. A *verb* asserts action.
4. An *adverb* modifies a verb, an adjective, or another adverb.
5. An *adjective* modifies a noun or a pronoun.
6. A *conjunction* joins words, phrases, or clauses.
7. A *preposition* shows the relation between a substantive and some other word or words in the sentence.
8. An *interjection* is a word expressing feeling.

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**14. An Enunciation Drill.** Combine the sound of *d* with the vowels, giving each vowel as often as its place number indicates :

da; de, de; di, di, di; do, do, do, do; du, du, du, du, du

**A Talk to the Class.** Read again Helen Keller's account of the most important day in her life. Think which has been the most important day so far in your life. What is the most interesting thing you ever did, or the most pleasant trip you ever took?

The chairman will appoint a committee of three pupils to sit on the back seats and rise whenever a speaker cannot be heard.

**15. Accuracy and Definiteness in Writing.** The following paragraph is an accurate and definite story of a parcel, told by itself.

#### THE STORY OF A PARCEL

<sup>1</sup> I was deposited last Saturday about 7 P.M. in a parcel post box at Broadway and Thirty-second Street. <sup>2</sup> I was collected by a mail wagon at a little before 8 P.M. <sup>3</sup> I was handled in the ordinary way, which does not presuppose too much gentleness, and dropped into a mail sack by the wagon clerk. <sup>4</sup> With other sacks I was hauled to the back platform of the General Post Office at Eighth Avenue and Thirty-second Street and dumped into a chute. <sup>5</sup> The chute slid the bags a long distance from the first floor level to the basement and deposited me with something of a jar upon the sorting and cancellation tables.

1. Point out the expressions that give accurate and definite details of time, place, and manner (or *when*, *where*, and *how*).
2. Make a list of nine words that have a special application to *postal service*.
3. Find out how your nearest post box is

marked and explain the marks. 4. Explain "sorting and cancellation tables."<sup>5</sup>

Imagine the journey of the parcel from the "sorting and cancellation tables"<sup>5</sup> to its destination. Discuss the things that happen to it.

*Remember : Get accurate and definite information by means of reading, conversation, and observation.*

**Completing an Autobiography.** The first paragraph of the autobiography of a parcel, given on page 212, leaves the parcel on a cancellation table in the basement of the General Post Office of the City of New York. Imagine yourself to be that parcel. Copy the paragraph on page 212. Then write a second paragraph, telling accurately, definitely, and briefly what happens to you from the time you leave the General Post Office until you reach your destination. Take as destination the place where you actually live.

Write on both sides of the paper, unless directed otherwise.

Read the autobiographies aloud in class. Decide on which you think is the most correct. Choose a pupil to interview the postman to find out whether this is correct.

**16. Making an Autobiographical Outline.** What additions are needed to make the following an accurate, definite, and complete autobiography?

I was born in the East Indies. I lost my father and mother when I was very young. At the age of five, my relations thought it proper that I should be sent to England for my education. I was to be intrusted to the care of a young woman, but just as I had taken leave of my friends and we were about to take our passage, she suddenly fell sick and could not go on board.

CHARLES LAMB

Consider what details should be given in your own autobiography. Find out the details of your own life from the date of your birth until now. Outline these facts.

**Writing an Autobiographical Letter.** Write a letter to your teacher from your home, giving your autobiography, as outlined. See which topics you would take as paragraphs: (1) place and date of birth, parents; (2) life until you went to school; (3) life in the primary grades; (4) life in the fourth, fifth, and sixth grades; and (5) present life from the seventh grade. If you have a better topical arrangement, follow that.

**17. Phrase, Clause, Sentence.** Which of the following gives a complete thought?

1. to the woods
2. when chestnuts are ripe
3. We will go to the woods when chestnuts are ripe.

The expression "to the woods" gives an idea so vaguely expressed that it means little. The expression "when chestnuts are ripe" gives the thought a little more fully, but not completely. We wonder, "What about it? what else?" The expression "We will go to the woods when chestnuts are ripe" is a complete thought.

A group of words that makes complete sense is called a *sentence*. To make a thought complete there must be (1) something talked about, or a *subject*, and (2) something said about the subject. The words that tell something about the subject are called the *predicate*.

*Subject:* We

*Predicate:* will go to the woods when chestnuts are ripe.

In the expression "when chestnuts are ripe" there are *also* a *subject* and *predicate*, but they do not make complete

sense alone. A group of words forming part of a sentence but having both a subject and a predicate of its own, is called a *clause*. It is usually introduced by a conjunction, or some other connecting word.

*Connecting word:* when  
*Subject substantive of clause:* chestnuts  
*Predicate of clause:* are ripe

The expression "to the woods" does not have a subject and predicate, but it is used as a single part of speech. A group of words without both subject and predicate but used as a single part of speech is called a *phrase*.

*Remember:* A sentence is a group of words expressing a complete thought. It has a *subject* (what is talked about) and a *predicate* (what is said about the subject).

A *clause* is a group of words forming part of a sentence, but having a subject and a predicate of its own.

A *phrase* is a group of related words not having both subject and predicate, and used as a single part of speech.

**Analysis.** In the following sentences point out (1) the phrases and (2) the clauses. Analyze them according to the suggestions given on page 33.

1. Our English Club at school has forty members.
2. A pupil presides when the club meets.
3. Each pupil speaks at a meeting of the club.
4. A pupil who wishes to speak rises and addresses the chair.
5. The chairman of the class gives him permission to speak.
6. The speaker comes to the front of the room, where he can face his audience.
7. He speaks so that everybody can hear him.
8. A good club does not waste time through delays.

**18. Choosing Words Effectively.** Words stand for ideas. Until you have learned to store your mind with ideas and to be impatient of using any but the right word for the idea, you will not write effectively.

In writing the autobiography of a shilling, Joseph Addison imagined the English coin to be a person and he chose words that suited that idea. Explain *ingot*<sup>1</sup>, *convoy*<sup>1</sup>, *Indian habit*<sup>2</sup>, *refined*<sup>2</sup>, and *British mode*.<sup>2</sup>



<sup>1</sup> I was born on the side of a mountain, near a little village of Peru, and made a voyage to England in an ingot under the convoy of Sir Francis Drake.

<sup>2</sup> I was, soon after my arrival, taken out of my Indian habit, refined, naturalized, and put into the British mode, with the face of Queen Elizabeth on one side, and the arms of the country on the other. <sup>3</sup> Being thus equipped, I found in me a wonderful inclination to ramble and visit all parts of the new world to which I was brought. <sup>4</sup> The people very much favored my natural disposition, and shifted me so fast from hand to hand that before I was five years old I had traveled into almost every corner of the nation.

ADDISON: *Adventures of a Shilling*

What adventures can you imagine for this ancient shilling? When did Sir Francis Drake get it? Where? Possibly you can find a picture of a shilling.

Imagine an autobiography for an American coin.

**Writing an Autobiography of a Coin.** Where would the following be born? When? How would they get "out into society"? What adventure might they have?

- |                       |                    |
|-----------------------|--------------------|
| 1. A Buffalo nickel   | 3. A Lincoln penny |
| 2. A Lafayette dollar | 4. A greenback     |

**19. Conversation: The Message of a Book.**

<sup>1</sup> Except a living man there is nothing more wonderful than a book! <sup>2</sup> It is a message to us from the dead — from human souls whom we never saw; who lived, perhaps, thousands of miles away. <sup>3</sup> Yet these, in those little sheets of paper, speak to us. <sup>4</sup> They amuse us; terrify us; teach us; open their hearts to us as brothers.

CHARLES KINGSLEY

Books are of two general kinds: (1) those which inform, and (2) those which inspire, amuse, and delight. Reference books, dictionaries, textbooks, and technical books are of the first kind. Poetry, fiction, biography, dramas, and essays are of the second kind.

Discuss each sentence in the quotation given above and show that it is true.

Imagine yourself to be a great book speaking about yourself. What might a poem say? a novel? a play? an oration? a magazine? Imagine a speech; as, "I am a magazine. I . . . (Tell what it contains and what its message is to the world) . . ."

**20. An Enunciation Drill.** The following quotation emphasizes the importance of good enunciation. Practice enunciating the quotation.

Words should be delivered from the lips as beautiful coin, newly issued from the mint; deeply and accurately impressed; perfectly finished; neatly struck by the proper organs; distinct; in due succession and of due weight.

**A Talk to the Class.** Choose a book that you have liked well. Imagine it to be speaking a message to the class. Begin with "I am . . . (The name of the book) . . . I was written by . . . (The name of the author) . . . I tell about . . . (What the book deals with) . . . The most interesting thing in me is . . . (Tell the most interesting thing in the book) . . ."

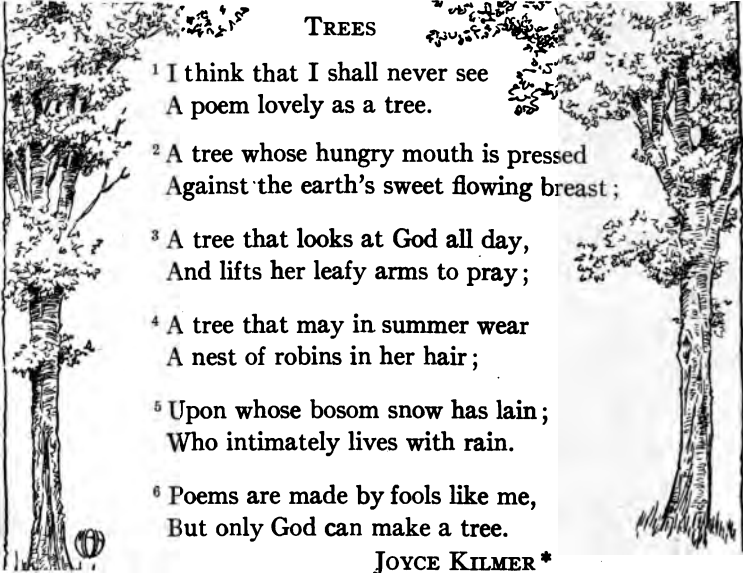




## PROJECT 23. CELEBRATING TREE DAY



21. **Study of a Poem.** The following poem was written by an American poet who lost his life in the World War. What pictures might be drawn to illustrate it?



TREES

<sup>1</sup> I think that I shall never see  
A poem lovely as a tree.

<sup>2</sup> A tree whose hungry mouth is pressed  
Against the earth's sweet flowing breast ;

<sup>3</sup> A tree that looks at God all day,  
And lifts her leafy arms to pray ;

<sup>4</sup> A tree that may in summer wear  
A nest of robins in her hair ;

<sup>5</sup> Upon whose bosom snow has lain ;  
Who intimately lives with rain.

<sup>6</sup> Poems are made by fools like me,  
But only God can make a tree.

JOYCE KILMER \*

What is the mouth of the tree? its food? In the fourth stanza to what does the poet compare the tree? What trees are found where you live? Where is the most beautiful one? What are the chief uses of trees in a community? If the forests are chopped down, how does the country suffer?

Memorize this poem.

\* From Joyce Kilmer's "Poems, Essays and Letters," copyright 1918, George H. Doran Company, Publishers.

**22. Handwork.** Make a poster to advertise your Tree Day. Illustrate it with a tree. Print your favorite stanza of the poem "Trees" on it. The best poster will be chosen by the class and placed in the corridor.

**Writing a Letter.** Write a letter to your teacher, describing your poster, and telling why you have chosen your stanza.

**23. Review of Kinds of Sentences.** When you describe something, you can tell what it is made of, its structure, or its form; or you can tell its use or purpose. Sentences may be described in the same way:

#### Form, or Structure

*Simple.* The tree is large. (One subject and one predicate)

*Complex.* The tree that fell was large. (Sentence with a clause)

*Compound.* The tree fell, but nobody was hurt. (Two equal main parts, or clauses)

#### Purpose, or Use

*Declarative.* (1) The tree is large. (States a fact)

(2) Spare that tree. (Gives a command)

*Interrogative.* Is the tree large? (Asks a question)

Note that any declarative or interrogative sentence becomes exclamatory when it is expressed with strong emotion; as, "How large the tree is! Could any tree be more beautiful!"

*Remember:* According to form, sentences are simple, complex, or compound.

According to use, sentences are declarative or interrogative.

Either declarative or interrogative sentences may be exclamatory.

Vary your sentences.

**An Exercise.** Tell what the following sentences are in (1) form and (2) use. Put a wavy line under the subordinate clauses and a straight line under the phrases.

1. Is that beautiful scarlet tree a maple?
2. Spare the forest tree, for it prevents floods.
3. The tree falls where it stands, and the flower fades; but the river goes on forever.
4. The locomotive has set the woods on fire.
5. The wind blows, and the thunder rolls nearer.
6. The age of the tree is shown by the rings which grow in the trunk.
7. Where is the ignorant man who failed to put out his fire in the woods?
8. Deer, bears, wolves, and wildcats fled for their lives before the raging flames.
9. The valley is threatened by flood! Run!
10. Floods from the mountains poured into the valley, but the dam also broke.

**24. Weighing Facts.** You have discussed the trees that grow in your community. Write a list of them on the board. From this list choose the two you think would be the best candidates for election as a State Tree.

Suppose that a road is to be built across your state with a certain tree planted on both sides. Which tree should you like to see planted? Discuss the good and the bad points for the various trees.

**Writing a Paragraph of Reasons.** Prepare a paragraph of arguments in favor of a certain tree as State Tree. If you can think of an objection that any one might offer, try to think of *an argument* to meet that objection.

**25. A Pronunciation Drill.** Do not confuse *per* and *pre*. Practice the sound of *pre* in the following:

predict (not "perdict")	preside	precaution
prefer (not "perfer")	presume	prescribe
prevent (not "pervent")	precede	pretend

**A Talk to the Class.** The class will choose a State Tree. First you will all give your speeches favoring certain candidates. Have a good opening sentence to catch the attention of the audience. Have a good closing sentence to make them remember what you have said.

The chairman will appoint a secretary to write on the board the name of each tree as it is proposed and under it the name of the speaker who champions it.

When all the speeches are given, the names of the speakers will be erased, but the names of the tree candidates will remain on the board. Now, think which tree had the best (not necessarily the most) speeches made in favor of it. Vote for that tree, irrespective of your own wishes or opinions.

#### Reminders

Give real arguments yourself.

Listen for real arguments in other pupils' speeches.

Vote fairly.

**26. A Tree Exhibit: Handwork.** What parts of the tree could be collected and mounted to form an exhibit? What is the best way to press and mount leaves? What can you get at the library to help you recognize different trees?

Divide the class into committees to prepare an exhibit for the different trees in your community. Leaves can be pressed. You can find at the library pictures of the general contour of the tree and of its flowers. Draw these. Prepare an exhibit

of (1) general contour, (2) bark, (3) leaves, and (4) flowers for your tree.

Let each committee prepare its exhibit according to the above directions.

27. **Form of the Business Letter.** Compare the following :

A SOCIAL LETTER

750 Main Street  
Portland, Ore.  
Oct. 10, 1922

Dear Miss Graves :

We are going to have a Tree Planting Party on Friday afternoon. Won't you come as our guest? The party will take place in our three o'clock period in Room 9.

May I have your reply?

Sincerely yours,  
Grace Atwood

A BUSINESS LETTER

750 Main Street  
Portland, Ore.  
March 17, 1922

The Tree Company  
70 Fairacre Street  
Atlanta, Ga.

Dear Sirs :

Inclosed you will find my check for five dollars for the assortment of trees advertised in the Forester's Journal. Kindly ship them at your earliest convenience.

Very truly yours,  
(Miss) Grace Atwood

Find the heading, the salutation, the body, the complimentary close, and the signature in each letter.

Observe that in the business letter the name and the address of the receiver of the letter are given above the salutation. If a woman is writing the letter she signs her name, but shows how she is to be addressed in the reply by putting *Miss* before *it* in parenthesis, if she is unmarried.

If she is married, she puts in the parenthesis *Mrs.* with her husband's initials or name.

<i>Unmarried</i>	<i>Married</i>
(Miss) Grace Atwood	(Mrs. J. C.) Grace Atwood

**Remember :** *A business letter should contain the receiver's name and address above the salutation.*

**Writing a Letter.** Both federal and state departments have pamphlets that deal with trees. Find out about these pamphlets. After the class has decided which one it wants, write a business letter to the state or the federal department, asking for the pamphlet. The best letter will be sent.

**28. Nouns: Their Correct Use.** The following words are names. How do they differ?

<i>Names of persons:</i>	Harry, boy
<i>Names of places:</i>	Bridgeport, city
<i>Names of things:</i>	tree, flower
<i>Names of ideas:</i>	truth, beauty
<i>Names of groups:</i>	congregation, club

1. The name of a particular person or place ("Harry," "Bridgeport") is called a *proper noun*. Proper nouns should always be begun with capital letters.

The other nouns, like "boy," "city," or "tree," are names that stand for a class of persons, places, or things. They are called *common nouns* and are begun with small letters.

2. Names of groups (as "congregation" and "club"), which may be regarded as a whole or as individuals, are called *collective nouns*.

- (a) The *congregation* was invited to go as a body. (As a whole)
- (b) The *congregation* were discussing the matter. (As individuals)

When a collective noun is regarded as a whole it is used with a singular verb, as the verb "was" in sentence (a) on page 223. When a collective noun is not regarded as a whole, but as individuals, it is used with a plural verb, as the verb "were" in sentence (b).

3. Observe how the italicized nouns are used in the following sentences:

1. The *boy* is here.
2. I saw the *boy*.
3. I bought a tree from the *boy*.
4. I gave the *boy* the tree.
5. It was the *boy's* tree. (Ownership by one person)
6. It was the *boys'* tree. (Ownership by several persons)

In the first sentence, "boy" is the subject of the verb "is." In the second sentence, "boy" is the direct object of the verb "saw." In the third sentence, "boy" is the object of the preposition "from." In the fourth sentence, "boy" is the indirect object of the verb "gave." For these four relationships to other words in the sentence, the same word ("boy") is used. This relationship of nouns or pronouns to other words in the sentence is called *case*.

The subject of a sentence is in the *nominative case*. A direct object or the object of a preposition is in the *accusative case*. An indirect object is in the *dative case*. The same form of the noun is used for these subject and object cases.

4. In the fifth and sixth sentences a different relationship, that of possession or ownership, is shown. How does the form of the noun change to indicate that relationship? The *genitive case* is the form that shows the relationship of ownership.

If the noun is singular (meaning only one, as "boy") 's is added to form "boy's." If the noun is plural (meaning more than one, as "boys") the apostrophe without the s is added to form "boys'." If a plural is formed with another ending than s, as "men," the 's is added. We say "man's" for possession by one man, and "men's" for possession by more than one man. It is important to remember to insert the apostrophe in all genitive cases of nouns.

**Remember :** 1. *A noun is the name of a person, a place, a thing, or an idea.*

2. *Nouns are of two classes, proper and common. Proper nouns are particular or individual names; common nouns are general names. Proper nouns are always begun with capitals.*

3. *A collective noun is a group of words that may be regarded as a whole or as individuals. When a collective noun is regarded as a whole it is called singular and is followed by a singular verb. When it is regarded as individuals it is called plural and is followed by a plural verb.*

4. *Nouns have two forms to show case, or relationship: (1) a subject or object form and (2) a genitive form. The genitive form is made by adding 's to the word ("boy's book"). If the plural form ends in s, only the apostrophe is added ("boys' books").*

**An Exercise.** In the sentences on page 226 (1) tell the case relationship of each noun, (2) explain how the genitive case is formed, (3) point out the proper nouns and tell how they must be written, (4) tell whether the collective nouns are regarded as a whole or as individuals.

Analyze the sentences.



1. The forests of America are this country's glory.
2. The tree's great height was doubted by the forester.
3. The trees' great height was a cause of surprise.
4. The class are undecided about the class tree.
5. The children's great pleasure was to roam through the woods.
6. The herd of cattle was sold for a great sum.
7. The herd of cattle were roaming through the valley.
8. Pittsburgh's pride is her great industry in steel.
9. McCormick's gift to America is the harvester.
10. Edison is the owner of many patents of inventions.
11. The national parks are noted for their beautiful trees.
12. Destruction of the forests is one of the causes of floods.

**29. Writing a Paragraph.** You have chosen your State Tree (page 221). Plan, now, to plant this tree, or another equally good, in the school yard or in some other desirable place.

At a tree planting a short speech should be made, telling (1) why it is good to plant any kind of tree, and (2) why you desire to plant this particular tree.

Make an outline for such a speech.

Write the speech in two paragraphs. Read it aloud to see how the sentences sound. Try rearranging the sentences in different ways to make them sound well.

Read the speeches, or tree orations, aloud in class. At the end of the period vote for the one you like best. The writer of this speech will memorize it to deliver at the Tree Planting.

**An Expression Drill.** At home practice your talk for the program. Speak slowly and distinctly.

**30. Presenting a Program.** In a class period present the following program. The talks will be given by the majority

of the class, those not assigned to the other parts. They will tell (1) how to take care of trees, or (2) how to beautify a community by means of trees.

A TREE PROGRAM

A RECITATION IN RELAY. *What Do We Plant* (Page 31) Three pupils  
 EXHIBIT OF COMMUNITY TREES. (Page 221)

Explained by chairman of committee

A RECITATION. *Trees* (Page 218) . . . . . A pupil

TALKS. *What to Do with a Community Tree* (Page 227) . The class

(The class will go to the school yard)

A TREE PLANTING . . . . . The class

TREE ORATION. *Why We Plant a Tree* (Page 226) . . . A pupil



Hobbs, Jerry Hill

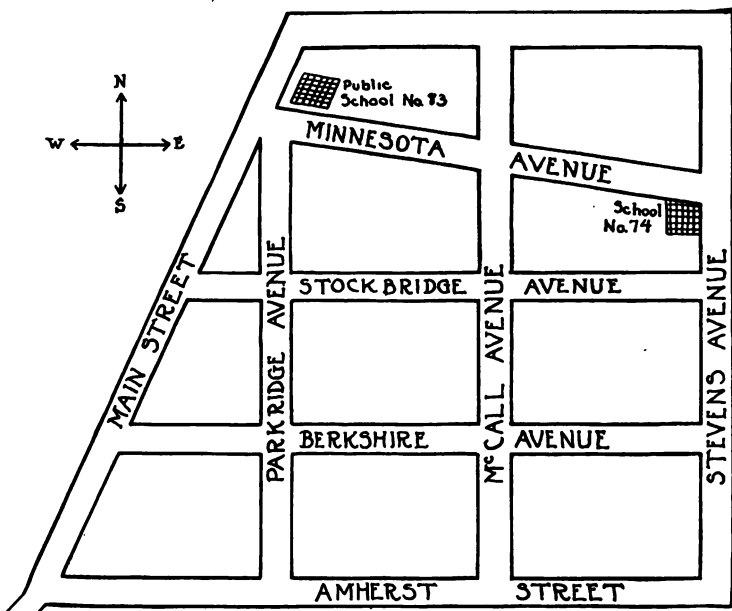


## PROJECT 24. TAKING A JOURNALISTIC TRIP THROUGH THE SCHOOL



31. **Giving Directions Plainly.** How are directions indicated on the map below? Suppose a stranger met you on Main Street between Berkshire Avenue and Amherst Street, and asked you to direct him to School 74. Find the shortest route and think out directions, using *north*, *south*, *east*, or *west*. Then give the directions with the words *right* and *left* to indicate the turns.

See how many different routes you can use from the corner of Amherst Street and Parkridge Avenue to School 74. Copy them on the board and trace them on the map.



Each crossing of two streets has four corners, which you should be able to designate; as, "northeast corner." Tell how to designate each corner building where the streets cross. Draw two streets crossing each other. Tell how to locate the building on each corner.

**Drawing a Map.** Draw a square map of streets from your schoolhouse to the railroad station, post office, or other public building. Practice giving directions how to go from one of these buildings to your school.

**32. An Enunciation Drill.** Copy on the board the names of your county, town, and ten important streets. Practice pronouncing the names distinctly, with full value to each syllable.

**A Talk to the Class.** Imagine that the class is a stranger asking for directions. Select one of the following (or similar buildings) and give plain directions how to go from that building to your school. If a mistake is made in directions, be ready to show the speaker's mistake when he finishes speaking.

- |                       |                |             |
|-----------------------|----------------|-------------|
| 1. Railroad station   | 3. Post office | 5. Hospital |
| 2. Your largest hotel | 4. City hall   | 6. Market   |

#### Reminders

1. Speak clearly so that you will be understood.
2. Pronounce names of streets very distinctly.
3. Use the words *right* or *left* (or *north*, *south*, *east*, or *west*) to tell the way to turn.
4. Indicate the corner on which your school is located.

**Voting for the Best.** At the end of the period vote for the three pupils who gave directions the best. Write these names on a slip of paper and check them up on the board. Copy the three winning names on the board.

**33. Definiteness in Giving Information.** Imagine that a stranger much interested in schools is coming to your community to visit one school. He will go to the school where the pupils can give the plainest, most definite directions so that none of his time is wasted.

This stranger (Mr. Charles Day) will arrive on the evening train. He wishes to know exactly how to reach the best hotel, and what accommodations in that hotel will cost. Find this information for him.

**Writing a Paragraph.** Write the exact directions for Mr. Charles Day (1) from the railroad station to the hotel or (2) from the hotel to your school. Some of you can do both.

Read the paragraphs aloud in class to see whether they are *complete, accurate, and definite*.

Trace the routes on your map.

**34. Personal Pronouns and Their Use.** Compare the pronouns in the following sentences. Which apply to a person speaking? Which apply to a person spoken to, or addressed? Which apply to a person spoken of?

1. *I* am going to meet Mr. Day to-morrow.
2. *You* walk three squares on State Street, Mr. Day.
3. *He* was tired when he arrived.

The words "I," "you," and "he" stand for persons, and are called *personal pronouns*.

There are three ways in which a person can be regarded: (1) as *speaking*, (2) as *spoken to*, (3) as *spoken of*. The three groups of pronouns indicate these ways:

- (1) Person (or persons) speaking: *I, me; we, us*
- (2) Person (or persons) spoken to: *you*
- (3) Person (or persons) spoken of: *he, him; she, her; it; they, them*

Pronouns may stand for things without life; as, "it," standing for a book. They may stand for living people; as, "he," standing for a man, and "she," standing for a woman. This distinction of sex is called *gender*. A word indicating the male sex is in the *masculine gender* ("man," "boy," "he") and a word indicating the female sex is in the *feminine gender* ("woman," "girl," "she"). A word that is without life (or sex) is in the *neuter gender* ("box," "it").

For which words do the italicized pronouns stand in the following selection?

Mary saw Mr. Jones. *He* had the box in his hand. *It* had been found in the cloak room.

The word "he" stands for Mr. Jones. The word for which a pronoun stands is called the *antecedent* of the pronoun.

The pronoun should always be in the same gender and number as its antecedent. In the above selection what is the antecedent of the pronoun "it"?

In the following sentences tell the gender of the italicized words. Name the antecedents.

1. The man regretted that *he* was late.
2. A girl saw *him* on the street.
3. *She* reported that *he* had come.
4. Where is the man's suitcase? *It* is here.

In the following sentences point out the personal pronouns that mean one (or are *singular*) and those which mean more than one (or are *plural*).

1. *I* think Mr. Day will visit this school.
2. *We* think Mr. Day will visit this school.
3. Alice, *you* may go home.
4. Alice and James, *you* may go home.
5. *He* was at the train before *she* arrived, but *they* met Mr. Black.

By their form most personal pronouns show whether they mean one or more than one. The pronoun *you*, however, may mean one or more than one, according to the word for which it stands. In the third sentence at the bottom of page 231 "you" refers to "Alice" and therefore means one. In the fourth sentence, it refers to "Alice and James" and therefore means more than one.

You have already learned that pronouns have one form for the nominative case and another for the accusative and dative.

Nominative case (Subject): *I* am here.

Accusative case { (Direct object): I saw *him*.  
(Object of preposition): He gave it to *me*.

Dative case (Indirect object): { I gave *him* the book.  
He gave *me* the book.

#### PERSONAL PRONOUNS

	<i>Person</i>	<i>Number</i>	<i>Gender</i>	<i>Case</i>
{ I me	first	singular	mas. or fem.	nominative
	"	"	" " "	accus. or dative
{ we us	"	plural	" " "	nominative
	"	"	" " "	accus. or dative
you	second	sing. or plu.	" " "	nom., accus., or dative
{ he him	third	singular	mas.	nominative
	"	"	"	accus. or dative
{ she her	"	"	fem.	nominative
	"	"	"	accus. or dative
it	"	"	neuter	nom., accus., or dative
{ they them	"	plural	mas., fem., or neuter	nominative
	"	"	" " " "	accus. or dative

Always say, *you were* (not "you was"), whether one or more than one are meant.

Say, *they were* (not "they was"), and *we were* (not "we was").

**Remember :** 1. *Personal pronouns are pronouns that show by their form whether the person is speaking, is spoken to, or is spoken of.*

2. *He and him are masculine gender; she and her are feminine gender; it is neuter gender.*

*We, you, they, and them may be either masculine or feminine, or both, according to the word for which they stand (the antecedent).*

*They and them are neuter gender, when the word for which they stand is without sex.*

3. *The pronouns I, me, you, he, him, she, her, and it are in the singular number and refer to one.*

*The pronouns we, us, you, they, and them are in the plural number and refer to more than one.*

4. *Use I, she, he, it, we, you, and they for the nominative case.*

*Use me, you, him, her, it, us, and them for the object relation, or accusative case.*

**35. Writing a Letter.** Write a letter to Mr. Charles Day, 1179 F Street, Washington, D. C., inviting him to visit your school. In the body of the letter put your paragraph of directions rewritten to suit the letter. Also tell Mr. Day that you will write to the hotel, asking the clerk to reserve a room for him.

Make an envelope and address it.



**Drawing a Map.** Draw a map that shows the route from the railroad station to the hotel and from the hotel to your school.

**Writing a Letter.** One half the class will volunteer to write a letter to the hotel, asking for the reservation of a certain priced room for a certain date for Mr. Charles Day.

**36. How Words Are Formed.** In the following words which parts are the beginning, the middle, and the end?

im port er | ex port er

The main part of a word, as "port," is called the *root*. A syllable placed before it to change the meaning is called the *prefix*. "Im" is a prefix giving the idea of "in." "Ex" is a prefix giving the idea of "out." The syllable placed after the root gives an idea of the way the word is used, and is called the *suffix*. "Er" means "one who." The word "importer," therefore, means "one who brings something in."

The way a word is formed is called *derivation*.

#### Prefixes

ab, a . . . . .	away from		ad, ac, af . . . . .	to, towards
ex, e . . . . .	out of		im, in . . . . .	into, to

#### Roots

anim . . . . .	life		mag . . . . .	great
cap, capt . . . . .	take		man . . . . .	hand
clin . . . . .	lean		mar . . . . .	sea
duc . . . . .	lead		pend . . . . .	hang
liter . . . . .	letter		prim . . . . .	first

#### Suffixes

ern, erly . . . . .	in the direction of		er, ist . . . . .	one who
---------------------	---------------------	--	-------------------	---------

**Remember:** Learn the most common roots, prefixes, and suffixes to help you use words correctly.

**Inflection : An Exercise.** *Inflection* is some change in the form of a word to indicate a change in the use. In the chart on page 232 point out the inflection of the pronouns in person, number, gender, and case.

The inflection, or the change in form of a noun or a pronoun, is called *declension*. The pronoun *I*, for instance, is declined :

Singular	Plural
nominative, <i>I</i>	nominative, <i>we</i>
accusative or dative, <i>me</i>	accusative or dative, <i>us</i>

Decline the pronouns *you*, *he*, *she*, and *it*.

Point out the person, number, gender, case, and antecedents of the pronouns in the following sentences :

1. The third desk is Mary's. It is new.
2. Mr. Day saw it. He praised the good order.
3. The teacher was pleased with him.
4. She asked us to put the books away carefully.
5. "Put the books away," she said.
6. Mr. Day said that we were very quick.
7. He said to her, "They are very quick."
8. He said he would visit other schools and tell them about us.
9. We thanked him for visiting the school.
10. He said, "I was delighted to meet you."

**37. Correct Use of Personal Pronouns.** Observe the following :

1. Pronouns used as subjects must be in the nominative case.

*Right:* George and *I* went.

*Wrong:* George and "me" went.

2. Politeness demands that in using *I* or *me* with other nouns or pronouns, you always put it last.

*Right:* Grace and *I* went. *He* and *I* went.

*Wrong:* "I" and Grace went. "Me" and "him" went.

3. In addressing a person, put the *you* first.

*Right:* *You* and Mary should go.

*Wrong:* Mary and "you" should go.

4. If you are using all three forms of the personal pronouns, follow the order, *you*, *he*, and *I*.

*Right.* *You*, *he*, and *I* went together.

*Wrong.* "He, you, and I" (or "I, you, and he") went.

5. Nominative forms of the pronouns are used after *than*.

*Right:* She is quicker than *I* (than I am quick).

*Wrong:* She is quicker than "me."

6. A pronoun as predicate nominative refers to the subject and therefore should be in the nominative case.

*Right:* It is *I*.

*Right:* It was *they*.

*Wrong:* It is "me."

*Wrong:* It was "them."

7. When pronouns are objects of verbs or prepositions they should be in the accusative case. Do not let an intervening word throw you off the track.

*Right:* The box was sent to *you* and *me*.

*Wrong:* The box was sent to *you* and "I." (You would not say "to I.")

*Right:* John saw *him* and *me*.

*Wrong:* John saw *him* and "I." (You would not say "saw I.")

8. When *my*, *your*, *him*, *her*, and *it* are combined with the word *self*, we have the compound personal pronouns. *Myself*,

*yourself, himself, herself, itself*, and their plurals, *ourselves, yourselves*, and *themselves* are compound personal pronouns.

(a) Compound personal pronouns are used as objects of verbs or prepositions when they refer to the subject and name the same person or thing as the subject; as, "I hurt myself."

*Right*: She saw *herself* in the glass. (*Herself* and *she* the same)

*Wrong*: He saw Tom and "myself." (*Myself* not the same as *he*)

*Right*: She addressed the letter to *herself*. (*Herself* the same as *she*)

*Wrong*: The box was for "herself." (*Herself* not the same as *box*)

(b) They are used for emphasis; as, "I *myself* went." Do not use compound personal pronouns alone as subjects.

*Right*: You *yourself* are invited.

*Wrong*: "Yourself" and a friend are requested to come.

**An Exercise.** Select the correct forms in the following sentences and tell why they are correct:

1. Grace ~~and~~ — went with Mary ~~and~~ — to see —. (I, me, he, him, it, we, us, you)
2. I cut ~~it~~ accidentally but did not tell —. (Me, myself, you, ~~she~~, her, he, him)
3. We ~~like~~ like this plant, but ~~we~~ like that one. (You, yourself, ourselves, he, they, we)
4. She reads faster than —. (Me, I, she, her, him, he, we, us)
5. It was —. (Them, they, we, us, me, I, he, him, she, her)
6. — sent the letter to —. (Herself, she, you, yourself, he, himself)
7. —, —, and — went to the circus. (You, him, he, me, I, she, her)

**Writing a Letter.** Outside of class write a business letter to your superintendent of schools telling him about Mr. Charles Day's Journalistic Trip to your school.

Make an envelope and address it. The envelope and letter that show the most improvement will be sent.

**38. Conversation: A Trip through Your School.** When Mr. Charles Day visits your school you should know exactly where you would take him and what you would show him.

To show that you are familiar with the lay-out of your building draw on the board roughly a floor plan of the first floor and the floor where your classroom is. Mark the classrooms. Some one will volunteer to draw the floor plans on the board.

Where should you take Mr. Day first? Why? Discuss where else you should go. What should you show him in each room? What work can you show him in your room? what booklets and posters?

Choose a pupil to act the part of Mr. Day. Choose four pupils to serve as a committee to show him through your room. The committee will choose a chairman to explain.

After this dialogue has been acted by one group of pupils, choose another group of five to try to do it better.

**Handwork.** Draw a floor plan of your building.

**39. Everyday Value of the Dictionary.** Find in each of your textbooks three words the meanings of which are not clear to you. Look up these words in a dictionary. Observe the spelling, the pronunciation, and the definitions. Look over all the definitions and select the one that suits the sentence where the word was used in the textbook.

**A Pronunciation Drill.** Each pupil in giving his talk will pronounce the three words first, stressing each syllable.

**A Talk to the Class.** Tell: (1) what the three words you have looked up mean, or (2) the chief things to show Mr. Charles Day in your school.

**40. Writing a Report.** It would be an excellent plan to have a summary, or brief account, of what you have done in your studies thus far in school to show Mr. Charles Day.

Divide the class into four teams, each to take a different study. Take out the textbook of the study. Make an outline of the following points:

- I. Textbook and author; number of pages studied
- II. Chief topics or chapters
- III. The part you have enjoyed most
- IV. The part you have found hardest

For your subtopics use capital letters in marking and place subtopics one half inch to the right. If you subdivide a subtopic use Arabic numbers to designate the subdivision.

```

I . . . . .
  A . . . . .
    I . . . . .
    
```

Write the report in four paragraphs.

Exchange papers in class. Criticize neatness, handwriting, paragraphing, margin, indentation, punctuation, spelling, and sentence structure. Enlarge the periods to see whether each sentence is correct. Write your comments in the margin or at the end.

When you get your paper back, observe the suggestions. Rewrite the report.



## PROJECT 25. HOLDING A GOOD- ENGLISH CAMPAIGN



41. **The Glory of the English Tongue.** From where did the English language originally come? The following lines were written by an Englishman. Why does he say "Our Mother Tongue"? What does he mean by "its greenest native sward"?

### OUR MOTHER TONGUE

<sup>1</sup> Beyond the vague Atlantic deep,  
Far as the farthest prairies sweep,  
Where forest-glooms the nerve appall,  
Where burns the radiant western fall,  
One duty lies on old and young —  
With filial piety to guard,  
As on its greenest native sward,  
The glory of the English tongue.



Why does the English language flag stretch across the seas? What blood relation exists between the countries? Why do the Spanish and Portuguese language flags stretch from Southern Europe to South America?

The poem begun on page 240 is concluded as follows. Look up the meanings of *ample*, *subtle*, and *maze*.

<sup>2</sup> That ample speech! That subtle speech!  
 Apt for the need of all and each:  
 Strong to endure, yet prompt to bend  
 Wherever human feelings tend.  
 Preserve its force — expand its powers;  
 And through the maze of civic life,  
 In Letters, Commerce, even in Strife,  
 Forget not it is yours and ours.

RICHARD MONCKTON MILNES

Name three great writers of England and three of America. How is English used in civic life and in commerce? What can British and American boys and girls do to preserve their mother tongue — English?

**42. How English Has Been Formed.** The English language has over 400,000 words, which express all shades of meaning. It has many words that mean nearly the same thing (*synonyms*), because it is formed from three other great languages.

The original inhabitants of England were Celts, but in 449 the Angles, the Saxons, and the Jutes from northern Germany came over, drove the Celts back from the coast, and introduced their Saxon and Teutonic language, which soon mixed with the Celtic tongue. More than six hundred years later (in 1066) the French king, William the Conqueror, invaded England and conquered the people.



Thereupon Frenchmen settled in England, and brought in their language and customs as the Saxons had done, so that many French words, like *parlor*, *veal*, etc., were blended with the Celtic and the Saxon to help to form the English language.

The church of the Middle Ages used Latin as its language, so when it entered England many Latin words were introduced into English.

All through the years, you see, the English language has been adopting words from other languages as new words. Many names of inventions have been taken from the Greek language; as, *telephone*, *telegraph*, and *thermometer*.

*Remember: English has a wonderful variety of words from which you can choose. Therefore seek the word that exactly expresses your idea.*

*Use the dictionary daily in your search for new words.*

*Be a Word Conqueror!*

**Finding Information.** (a) Look up the derivation of *English* in an unabridged dictionary. Tell how *England* might come from *Angle-land*.

(b) In the dictionary find out from what languages the following words come:

paternal, fatherly  
maternal, motherly  
fraternal, brotherly

veal, pork  
parlor, sitting room (see *sit*)  
benediction, blessing

(c) Why is the following joke from *Life* funny?

*Exasperated Passenger.* Why don't you keep better time on this wretched line?

*Brakeman* (confidentially). Well, now then, ma'am, I'll explain it all to you. The train before is behind, and this train was behind before *besides*.

**43. A Pronunciation Drill.** Give the full sound to the words beginning with the syllables *a, af, be, de, dis,* and *pre*.

<i>abate</i>	<i>because</i>	<i>despair</i>	<i>dissect</i>	<i>pretend</i>
<i>afford</i>	<i>besides</i>	<i>debate</i>	<i>discern</i>	<i>prefer</i>

**A Talk to the Class.** Make an outline of (a) five words you (or others) misspell; (b) correct forms of five mistakes you have heard in grammar; (c) three things you enjoy most in your English work.

**Keeping a Record.** Three secretaries will be appointed by the teacher to keep on the board at different places (1) the list of misspelled words, (2) incorrect expressions, and (3) things most enjoyed. Beside each record may be written the name of the person mentioning it; as,

*Saw it* (not "seen it") — Smith, Jones, Brownson

*That man* (not "that there man") — Gray, Herold, Axter

Find out which are the most common mistakes of the class.

**44. Writing a Class Report on Language.** You will now outline a report on your use of English, as individuals and as a class. Find the following information about your own work :

1. Your handwriting and the neatness of the papers
2. Words you have misspelled in written work
3. Punctuation rules you have violated (See page 51.)
4. Mistakes you have made in grammar (See your written compositions.)
5. Form of written paragraph: Margin and indention
6. Form of friendly letter and business letter

Bring this outline of information to class. On the board you will now build an outline with six main topics, a complete

class record. To find out which mistakes are the worst offenders put a mark beside it for each time it is mentioned ; as,

forgot margin ~~///~~

“ seen ” (instead of the correct form “ saw ”) ///

**Writing a Class Report.** Write in six paragraphs a report of your class, mentioning in each paragraph the correct forms of the mistakes recorded in the outline, or other suggestions for improvement. Try to group together in a sentence only the ideas that bear some relation to one another ; as, mistakes about using verbs.

The best report will be sent to your principal.

**45. Acting as Investigation Committees.** When you begin observing the different kinds of mistakes made by various members of the class, you find that they fall into different groups. For instance, mistakes in organizing thought, in speaking, and in writing could be grouped under the following heads :

- |                                |                                     |
|--------------------------------|-------------------------------------|
| 1. Bad form of a letter        | 11. Mistakes in using nouns         |
| 2. Bad form of a composition   | 12. Mistakes in using pronouns      |
| 3. Poor spelling               | 13. Mistakes in using verbs         |
| 4. Poor punctuation            | 14. Mistakes in using adjectives    |
| 5. Poor capitalization         | 15. Mistakes in using adverbs       |
| 6. Use of slang                | 16. Mistakes in using prepositions  |
| 7. Scarcity of words           | 17. Mistakes in using conjunctions  |
| 8. Poor understanding of words | 18. Mistakes in using interjections |
| 9. Poor pronunciation          | 19. Poor sentence structure         |
| 10. Inaccuracy of ideas        | 20. Poor paragraphing               |
|                                | 21. Poor outlining                  |

Divide these groups among the class. Arrange so that two *pupils* will serve as a committee to work together in finding

the mistakes to put under each head. Each committee will then investigate the mistakes of the class and search in this textbook and in grammars for the correct things to know about each head. In looking for information consult the index of the reference book.

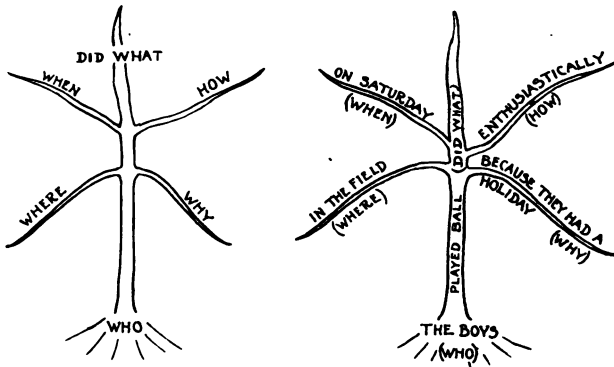
**Writing a Letter.** Write a letter to your principal, asking permission to have a Good-English celebration at a later date. The letter that shows the most improvement will be delivered in person by the writer.

**Handwork.** Divide the class into six teams, each to prepare a large poster to show the value of good English in one of the following parts of your community. Each will write down as his contribution the different things to say for his topic about good thinking, good speaking, and good writing; then you will meet as committees, discuss these, and choose the best to represent on a poster. The committees will meet outside of class. Each committee will choose a chairman.



46. **The Relation of Parts in a Sentence.** Many sentences are like trees. The subject is the root; the predicate is the trunk; the object or words that complete the predicate verb are the crown; and the predicate modifiers are the side branches.

Observe a sentence tree, first in bare outline, then clothed with words to bring out the relationships shown in the other tree.



The tree on the left has a brief outline of :

who	when	how
did what	where	why

The tree on the right has these relationships filled in as follows :

*Who:*            *The boys*  
*Did what:*    *The boys played ball*  
*When:*         *The boys played ball on Saturday*  
*Where:*        *The boys played ball on Saturday in the field.*  
*How:*          *The boys played ball on Saturday in the field enthusiastically*  
*Why:*          *The boys played ball on Saturday in the field enthusiastically because they had a holiday.*

**An Exercise.** In the following mixed-up sentences find the ideas that express *who*, *what*, *where*, *when*, *how*, and *why*. Rearrange each sentence in three different ways. Put a star after the one that you think sounds best.

1. Diligently — at school — because he wants to learn — studies his lessons — a good student — every day.
2. Hunted chestnuts — on Halloween — because they liked to eat them — eagerly — the boys and girls — in the woods.
3. Because a flower-lover had planted the bulbs — gayly — by the brickwall — bloomed — in April — a bed of tulips.
4. Reverently — on Thanksgiving Day — offered thanks — because the family had been well and happy — in church — the father and mother.

**47. Sentence Building.** Make up ten sentences using *who*, *what*, *when*, *where*, *how*, and *why* ideas. Try to make each sentence apply to the value of speaking well, writing correct English, or reading good books.

**Writing a Letter.** Write a letter to your father, to your mother, or to some one at home. Express in one sentence your wish to speak and write good English, using *who*, *what*, *when*, *where*, *how*, and *why* ideas.

Make an envelope and address it.

**48. Interrogative Pronouns and Their Use.** What is the purpose of the following sentences?

1. *Who* is at the door?
2. From *whom* did you get the book?
3. To *whom* did you give the book?

The above sentences ask questions. They do this by means of the words "who" and "whom." Pronouns that are used to ask questions are called *interrogative pronouns*.

Observe the two forms of the pronoun in the sentences on page 247. Which is in the nominative case? Which is in the accusative case?

	<i>For people</i>	<i>For animals and things</i>	
<i>Nominative case</i> . . . . .	who	which	what
<i>Accusative case</i> . . . . .	whom	which	what

**Remember :** *Who, whom, and which are interrogative pronouns when they ask questions and stand for nouns.*

*Who and whom are used for people; what and which are used for animals and things.*

*Who is used for the nominative case or the predicate nominative. Whom is used for the accusative case after verbs or prepositions.*

*Do not confuse whose and who's. Who's means who is. Whose is the possessive adjective.*

**An Exercise.** Fill in the correct forms — *who, whose, whom, what, or which* — in the blanks. Give a reason for your choice.

1. — was speaking to you?
2. To — did you give your skates?
3. Here are two caps. — is yours?
4. — did you give the poor man?
5. For — were you looking?
6. I see three dogs. — is yours?
7. For — are you hunting in the medicine chest?
8. For — did you look?
9. Here are three answers. — is right?
10. — called to you just now?
11. — barked at you?
12. To — did you give that book?

**49. The Value of Good English.** At the beginning of the period discuss the value of good English in everyday life:

If you received a letter from a person you did not know, how might the letter make a good impression on you?

If a stranger talked to you, how might that person impress you favorably? unfavorably?

What special need do the following have for ability to speak and write English plainly and forcibly?

- |              |                 |                    |
|--------------|-----------------|--------------------|
| 1. A doctor  | 7. A foreman    | 13. A librarian    |
| 2. A writer  | 8. A printer    | 14. A bookkeeper   |
| 3. A clerk   | 9. A merchant   | 15. An architect   |
| 4. A typist  | 10. An engineer | 16. A stenographer |
| 5. A lawyer  | 11. A lecturer  | 17. A professor    |
| 6. A teacher | 12. A minister  | 18. A scientist    |

**Writing a Class Resolution.** In class make up a resolution in two paragraphs:

(I) What abilities you would like to have in English.

(II) Reasons why you would like to have them.

The best resolutions will be posted in the school corridor.

**50. A Breathing Game.** The sound of *oo* helps to open the throat. Repeat *oo — oh — ah* as often as you can in one breath.

**A Talk to the Class.** Select one of the persons listed at the top of this page and tell the class how ability to speak, write, and read well will help him (or her) to be of greater service in the world.

**An After-School Parade.** After school hold a parade, in which the committees appointed on page 245 will carry their posters.

Perhaps several schools can combine to make a large parade.





PROJECT 26. TAKING A JOURNALISTIC  
TRIP THROUGH AMERICA



51. **The Spirit of the Season.** On this page and the next are two poems that well sum up the Spirit of Winter and the Spirit of Spring. Give a name to the Spirit of Winter. Tell what he does. Draw on the board what Jack Frost is described as doing in this poem.

FROST WORK

<sup>1</sup> These winter nights, against my windowpane  
Nature with busy pencil draws designs  
Of ferns and blossoms and fine spray of pines,  
Oak leaf and acorn and fantastic vines,  
Which she will shape when summer comes again.

<sup>2</sup> Quaint arabesques in argent, flat and cold,  
Like curious Chinese etchings. . . . By and by  
(I in my leafy garden as of old)  
These frosty fantasies shall charm my eye  
In azure, damask, emerald, and gold.

THOMAS BAILEY ALDRICH

Which words in the second stanza are like a blur in the line because you do not know the meanings? Look them up in the dictionary. Explain how these frost pictures will charm the poet's eye later, in a summer garden.

Make up a name for the Spirit of Spring in the poem on page 251.

Memorize the poem that you like better. Copy it from memory.

**Handwork.** Draw a poster of either Jack Frost or the *Spirit of Spring*, and print underneath the stanza that suits.

## THE SECRETS OF SPRING

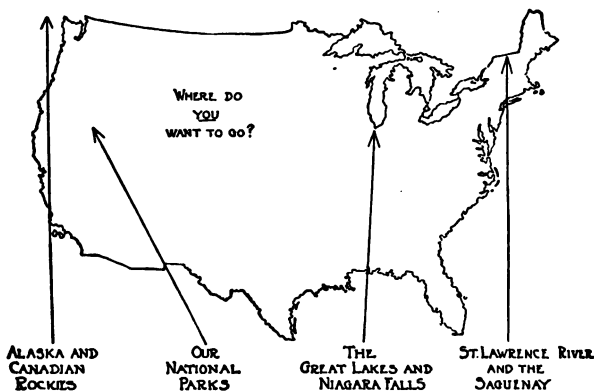
<sup>1</sup> There's something in the air  
That's new and sweet and rare —  
A scent of summer things,  
A whir as if of wings.

<sup>2</sup> There's something, too, that's new  
In the color of the blue.  
That's in the morning sky,  
Before the sun is high.

<sup>3</sup> And all this changing tint,  
This whispering stir and hint  
Of bud and bloom and wing,  
Is the coming of the spring.

NORA PERRY \*

52. **Conversation.** Consult a geography to see which would be the most enjoyable trip to take.



\* Copyright by Little, Brown and Company.

Follow the line of the arrow. Be ready to tell what you would see. Trace the route in a geography.

**Writing a Letter.** Write a business letter to the Department of the Interior, Washington, D.C., asking that the booklet with descriptions of our National Parks be sent to you.

Make an envelope and address it. The best letter will be sent.

The teacher will appoint the writers of the three best letters a committee to take charge of the reply and to mount the pictures of the parks for the class to examine.

**53. An Enunciation Drill.** Imagine yourself the railroad official announcing trains for the four places at the bottom of page 251. Practice throwing your voice to the rear of the room in starting your talk by announcing the place you have chosen, cutting off each syllable sharply.

A-las-ka — and — the Ca-na-di-an — Rock-ies —

**A Talk to the Class.** After you have announced your subject, tell why you have chosen those places for a journalistic trip.

#### Reminders

1. Look at your audience.
2. Give three good reasons.
3. Make your reasons definite, not vague.

**54. Relative Pronouns.** In the following sentences point out the principal clauses and the subordinate clauses. Which words connect the subordinate clause with the principal clause?

1. Ned, who led the class, was absent.
2. The bird that flew away was a cardinal.
3. The man who was sick left.

The words *who*, *which*, and *that* connect the subordinate clauses with the principal clauses, but they also stand for other words. In the first sentence *who* refers to *Ned*, meaning "and Ned led the class." It would sound very awkward to repeat the same words, however, so we use *who*, *which*, and *that* instead.

A word that stands for a noun or a pronoun and also connects a subordinate clause with the principal clause is called a *relative pronoun*. The word for which it stands is called the *antecedent*.

Point out the antecedents in the other sentences at the bottom of page 252.

The relative pronoun *who* has distinct forms for the nominative and accusative cases, but the others remain unchanged.

Nominative case	<i>who</i>	<i>that</i>	<i>which</i>
Accusative case	<i>whom</i>	<i>that</i>	<i>which</i>

*Who* and *whom* are used largely of people, or of animals spoken of as especially intelligent. *Which* is used of animals or things. *That* is used of persons, animals, or things.

There are other words that act as relative pronouns. *What* is a word that has the antecedent included in itself; as,

1. I know *what* you want.
2. I know *that which* you want. (Expressed in full).

*As*, more often a conjunction, may be used as a relative pronoun after the words *such* and *same*.

1. *Such* flowers *as* I had I gave (The flowers *that* I had I gave).
2. These states have the *same* mountains *as* those (*that* those have).

When *who*, *whom*, *which*, and *what* are joined with *ever* or *soever* they form *compound relative* or *interrogative pronouns*. An antecedent like *anybody*, *everything*, *a person*, etc., is implied.

<i>Nom.</i>	whoever	whichever	whatever	whosoever	which-	what-
<i>Accus.</i>	} whom-	} whichever	} whatever	} whom-	soever	soever
<i>Dative</i>					ever	soever

**Remember :** *Relative pronouns are pronouns that connect subordinate clauses with principal clauses. The most important relative pronouns are who, which, that, and what. Compound relative pronouns are formed by adding "ever" or "soever" to "who," "which," and "what."*

*Who and whom are used for persons. Which is used for animals, things, or ideas. That is used for persons, animals, things, or ideas. What is used for things or ideas.*

*Who is used for the nominative case, and whom for the accusative case.*

**An Exercise.** Point out (a) the simple relative pronouns, (b) the compound relative pronouns, (c) the antecedents, (d) the clauses the pronouns introduce, and (e) the case in each clause. Point out the interrogative pronouns.

1. The man that sat beside you has left the train.
2. To whom did you give your suitcase?
3. Mr. Gray, who is an elderly man, walks with a cane.
4. I know what you are thinking.
5. I had news that you had arrived.
6. I saw the boy to whom you gave your grip.
7. He knows the man whom you called.
8. Who was running the locomotive?
9. The stones, which lay about loose, were quartz.

10. Whoever is ready may go.
11. I will do whatever you say.
12. Whatsoever he does will succeed.

**55. Writing a Summary.** Divide the class into four teams, each to select one of the trips at the bottom of page 251. You have worked out your route by means of your geography. Make an outline of the places you would pass. Through what states should you go? Follow the arrows on the map.

Write a paragraph mentioning the states and telling what you would see in each state. Make a sentence for each state. If you have a number of things to say about a certain state, enumerate them in a sentence as a series.

Try to make your paragraph sound inviting, so that a reader would want to take the trip.

**56. Determinative and Descriptive Clauses.** Notice that in the first sentence below the clause "that is fifth in the row" restricts the meaning of "house" and *determines* what particular house is meant. Such a clause is called a *determinative clause*. Note that in the second sentence the clause "which is a colonial mansion" gives an added thought, which *describes* the house. Such a clause is called a *descriptive clause*. Descriptive clauses are always set off by commas.

Tell which kind the clauses in the remaining sentences are, and why.

1. The house *that is fifth in the row* was robbed.
2. Mr. Brown's house, *which is a colonial mansion*, was open to the public.
3. Harold, *who is usually prompt*, is late to-day.
4. The boy *that is absent* will lose his mark to-day.
5. The apples, *which were delicious winesaps*, cost twenty cents.
6. The apples *that sold for twenty cents* are all gone.

*Remember : A determinative clause is a relative clause that determines or restricts the meaning of the antecedent. It is usually introduced by that and is not set off by commas.*

*A descriptive clause is a relative clause that describes the antecedent by adding another thought to it, not by restricting its meaning. It is set off by commas.*

**An Exercise and Analysis.** (1) Fill the blanks with the proper pronouns. (2) Tell whether the clauses are determinative or descriptive. (3) Punctuate and analyze the sentences. Insert capitals.

1. the book — i am reading is good
2. chicago — is the largest city of the middle west is located on lake michigan
3. he — is not with us is against us
4. we will go to alaska — is our largest possession
5. longfellow — wrote evangeline was born in portland maine
6. the train — follows this is two hours late
7. the revolutionary war by — we gained freedom from england was begun in 1775
8. a man — works six days needs a day of rest
9. The boy — sits near the door is to report to the principal

**57. Imagining a Scene.** Imagination is that power of the mind that builds pictures, fashioned often in words or put on canvas by means of paints. The writer sees in his own mind a vision of a place. Because it exists only in his mind, we say it is imaginary.

Be ready to show how a painter would sketch a scene to fit the description on page 257. Observe how the feelings of anger, weariness, and sullenness are expressed throughout.

A FARM SCENE

<sup>1</sup> A farm in the valley! <sup>2</sup> Over the mountains swept jagged, gray, angry, sprawling clouds, sending a freezing thin drizzle of rain as they passed, upon a man following a plow. <sup>3</sup> The horses had a sullen and weary look, and their manes and tails streamed sidewise in the blast. <sup>4</sup> The plowman clad in a ragged gray coat with uncouth, muddy boots upon his feet walked with his head inclined toward the sleet, to shield his face from the cold and sting of it. <sup>5</sup> The soil rolled away black and sticky and with a dull sheen upon it. <sup>6</sup> Near by, a boy with tears on his cheeks was watching cattle. <sup>7</sup> A dog was seated near, his back to the gale.



HAMLIN GARLAND: *Up the Coulee*

Imagine a scene that you might observe from the car window of your train as you follow the route you have chosen on page 255. Imagine how it would look under one of the following weather conditions:

- |                                   |                                 |
|-----------------------------------|---------------------------------|
| 1. Confusion of a snowstorm       | 5. Terror of a flood            |
| 2. Gentleness of a summer rain    | 6. Cruel dreariness of drought  |
| 3. Shining whiteness of moonlight | 7. Peace at sunset              |
| 4. Wakening of life at sunrise    | 8. Budding life of a spring day |

What persons will you put in your picture? what parts of nature? what animals?

**Writing an Imaginary Description.** Write a paragraph describing your scene. Use as a model Hamlin Garland's paragraph. Make a list of his descriptive words. Make a similar list of words for your composition to describe the emotion of your scene.

**58. Finding Opposites of Words.** On page 258 you will find a list of ideas that Hamlin Garland uses to build his description of a farm scene. Find them in the selection.



*Names of persons, animals, and things described:* Farm, mountains, clouds, rain, man\*, horses, manes, tails, plowman, soil, boy\*, dog

*Verbs of action:* Swept, passed, streamed, clad, walked, rolled, was watching, was seated

*Adjectives that describe:* Jagged\*, gray, angry\*, sprawling, freezing, thin\*, sullen, weary\*, ragged, gray, uncouth, muddy, black\*, sticky, dull

*Adverbs that describe:* Sidewise, away, nearly, near\*

In English we have many words that mean opposites; as, *hot* and *cold*, *wet* and *dry*, *right* and *left*. Words that mean opposites are called *antonyms*.

In the lists given above tell a word that gives the opposite idea for each word marked with a star (\*).

Think of expressions to use to show an opposite idea for the other words.

**Sentence Building.** (1) Tell the antonyms, or opposites, for the following words. (2) Make up sentences in which you contrast ideas or things; as, "I go *to the right*; but you go *to the left*."

- |           |           |            |             |          |          |
|-----------|-----------|------------|-------------|----------|----------|
| 1. strong | 4. sick   | 7. willing | 10. success | 13. rude | 16. soon |
| 2. fresh  | 5. nobody | 8. future  | 11. sorrow  | 14. love | 17. odd  |
| 3. tired  | 6. easy   | 9. foolish | 12. enemy   | 15. rise | 18. rich |

**59. Writing a Letter.** Write a letter to Hamlin Garland, using his description as a model for the body of your letter. Begin it "I am going to describe a farm in a valley entirely opposite to yours!" Then, using his kinds of sentences, choose words that describe the mountains, man, horses, boy, and dog in an entirely different (a happy) mood. Find opposite verbs, adjectives, and adverbs to use. Make this a *happy*, *sunshiny* picture.

Read the body of each letter aloud in class. The best one will be exhibited on the board later.

**Dictation.** Copy Hamlin Garland's description on page 257, as the teacher dictates it.

**60. An Enunciation Game.** Draw a checkerboard and write nine words with final *ing*. Pronounce the words up and down, across and diagonally.

**A Talk to the Class.** Imagine that you are directing a painter's hand as he draws and paints on the blackboard a scene you have imagined. Choose one of the following and describe it so that the class can see it.

When each speaker finishes, all who got a clear picture of the place described should raise their hands.

- |                            |                              |
|----------------------------|------------------------------|
| 1. A castle on the hill    | 5. A field of ripening wheat |
| 2. A tent in the woods     | 6. A lake at sunset          |
| 3. A log cabin by a stream | 7. A snow-bound cabin        |
| 4. A little brown home     | 8. A little corner grocery   |

### Reminders

Think about these questions before you come to class:

1. Where are things located in your picture?
2. What persons or animals are in it?
3. What are they doing?
4. What feeling is the picture to arouse?
5. What expressions can you use to bring out this feeling?
6. With what idea will you begin?
7. With what idea will you close?

**Handwork.** Bind the written work of each team for each trip (page 255) together in a booklet for exhibition. Make an appropriate cover.



## PROJECT 27. FORMING A ROUND TABLE



**61. The Search for Honor and Adventure.** Many years ago, the valiant knights of England, who gathered about King Arthur, were called "Knights of the Round Table." King Arthur himself tells of the noble vow they took for honor and service. They sought adventures in doing good throughout the world.

Here is the pledge they made to King Arthur :

### THE KNIGHT'S PLEDGE

- <sup>1</sup> I made them lay their hands in mine and swear
- <sup>2</sup> To reverence the king as if he were
- <sup>3</sup> Their conscience, and their conscience as their king,
- <sup>4</sup> To ride abroad redressing human wrongs,
- <sup>5</sup> To speak no slander, no, nor listen to it,
- <sup>6</sup> To lead sweet lives in purest chastity,
- <sup>7</sup> To love one maiden only, cleave to her,
- <sup>8</sup> And worship her by years of noble deeds,
- <sup>9</sup> Until they won her ; . . .
- <sup>10</sup> Not only to keep down the base in man,
- <sup>11</sup> But teach high thought, and amiable words,
- <sup>12</sup> And courtliness, and the desire for fame,
- <sup>13</sup> And love of truth, and all that makes a man.

ALFRED TENNYSON

How many different things did the knights promise? Copy them separately on the board.

What is *conscience*? How would these knights make the world better? Look up in the dictionary the words that you *do not know*, and discuss this famous pledge.

Your class will now change itself into a Round Table and try to do something that would please a leader like King Arthur.

**Sentence Building.** Beginning with the second line of the poem, change it into at least six commands that might be given to people of to-day. Omit "to."

**62. Forming a Round Table.** Find in the encyclopedia or other reference books the names of Knights of the Round Table. Elect a pupil to be King Arthur. Choose the name of a knight for yourself. Get stories of King Arthur's Round Table from the library while you are working on this project.

**A Breathing Drill.** (1) Breathe in quickly through the nose. Expand the middle of the body, but do not raise the shoulders. (2) Then exhale through the mouth. Breathe out from the middle of the body, but do not lower the chest.

**A Talk to the Class.** In the poem on page 260 King Arthur urges his knights

To teach high thought, and amiable words,  
And courtliness, and the desire for fame,  
And love of truth, and all that makes a man.

Think about these traits that King Arthur asks his knights to teach the people. Be ready to tell which of these things you could teach to-day to a younger brother or sister. Explain your idea of "all that makes a man" (or a woman).

**63. Forming an Ideal in Life.** At a certain business men's meeting the subject "Things I Wish I Had Known before I Was Twenty-one" was discussed.

Twenty-five prominent business men summed up what they considered necessary for boys and girls to know as follows :

1. What you are going to do for a living, or what your life work will be.
2. That your health after thirty depends largely on what you have put into your stomach before you are twenty-one.
3. That a man's habits are hard to change after he is twenty-one.
4. That a harvest depends upon the seeds sown — wheat produces wheat, thistles bring forth thistles, ragweeds spoil good pasture, and wild oats sown will surely produce all kinds of misery and unhappiness.
5. That there is a commercial value in being neatly and sensibly dressed.
6. That everything your mother wants you to do is right.
7. That the successful man has learned to take care of money.
8. That the greatest joy in life is serving your fellowmen.
9. That things worth while require time, patience, and work.
10. What it really means to a father and mother to raise a son.
11. That honesty is the best policy.
12. That it is folly not to take older people's advice.
13. That the world will give you just about what you deserve.
14. What hardships and disappointments would result from your leaving home against your parents' wishes.
15. That by the sweat of your brow you would earn your bread.
16. That the Bible is the most helpful and inspiring book to guide your life.
17. That absolute truthfulness is necessary, even though it is hard to speak the truth.
18. That your father was not an "old foggy" after all.
19. That you cannot get something for nothing.
20. That God's relationship to you is as helpful as that of a good shepherd toward his sheep or of a father toward his son.

21. That a higher education brings more enjoyable work, better food, more of the wholesome pleasures of life, better people to live with, greater opportunity to serve your community, and, best of all, the genuine satisfaction that you are somebody worthy of respect, confidence, and the priceless gift of friendship.

Rearrange the above thoughts in an outline with the following main topics, putting under each the number designated. Mark the subtopics with capital letters.

- I. Suggestions about your physical life (1 subtopic)
  - A . . . . .
- II. Suggestions about your home life (5 subtopics)
- III. Suggestions about your working life (7 subtopics)
- IV. Suggestions about your mental and spiritual life, or character (8 subtopics)

Discuss these ideas.

**Sentence Building.** The clauses in the sentences on pages 262 and 263 are introduced by *that* or *what*. They are subordinate clauses. Supply a principal clause, like "We believe," "We think," or "You should know," for each.

What will the structure of each sentence be? Is the introductory word, *that*, an ordinary conjunction introducing a substantive clause or is it a relative pronoun introducing a relative clause? If you think it is a relative clause, point out the antecedent that it describes. If you think it introduces a substantive clause, name the verb of which it is the object.

Find on page 262 the three clauses with the introductory word *what*. *What* is a relative pronoun that includes its antecedent in itself. It means "that which," or "the thing which" — "thing" or "that" being the antecedent.

1. Know *what* you are going to do for a living.
2. Know *the thing which* you are going to do for a living.

**64. Writing an Article for the Newspaper.** Your Round Table will use the outline made on page 263 as the basis of an article, each topic to be a paragraph. Call the article "Advice for a Younger Brother or Sister."

In writing your article use only the *ideas* of the sentences on pages 262 and 263, but *not the actual wording*. If you will sum up each subtopic of your outline in the fewest words, as "honesty in business," it will be much easier to express the ideas in your own words.

Criticize your article :

(1) How many subtopics are there for each main topic? How many sentences should you have for these? Do not combine any topics in a sentence unless they are closely related. Is each sentence punctuated correctly?

(2) Have you used different words from the expressions used on pages 262 and 263? Underline the expressions that are the same and try to change them.

Rewrite your article. The best article will be sent to a local newspaper.

**65. Demonstrative Pronouns.** Which set of sentences gives you the more complete information? Why?

- |  |                                  |
|--|----------------------------------|
| 1. <i>This</i> <sub>Λ</sub> is beautiful.  | 5. <i>This</i> boy was late.     |
| 2. <i>That</i> <sub>Λ</sub> is true.       | 6. <i>That</i> girl was prompt.  |
| 3. <i>These</i> <sub>Λ</sub> are long.     | 7. <i>These</i> books are heavy. |
| 4. <i>Those</i> <sub>Λ</sub> are fragrant. | 8. <i>Those</i> books are light. |

Here we have two sets of words — *this, that, these, and those* — used in two different ways. In the sentences on the right they are adjectives describing nouns. In the sentences on the left they stand alone as subjects of the verbs. Therefore they

are pronouns. They need some words (antecedents) understood with them to make their meanings clear; as,

1. This (rose) is beautiful.
2. That (statement) is true.

The pronouns *this*, *that*, *these*, and *those* point out persons, places, things, or ideas. The pronouns in sentences on the left on page 264 are therefore called *demonstrative pronouns*.

(1) Observe that the words *this* and *that* point out one person, place, or thing, while the words *these* and *those* point out more than one. Say "this kind" (not "these kind").

(2) *This* and *these* indicate persons, places, or things near at hand, while *that* and *those* indicate persons, places, or things farther removed. It is therefore incorrect to say "this here man" or "that there book" because "this" implies "here" (or near) and "that" implies "there" (or far).

	Singular	Plural
<i>Near at hand:</i>	this	these
<i>Farther removed:</i>	that	those

(3) The pronoun "them" should never be used instead of "these" or "those." Say, "I like those people" (not "them people").

**Remember :** *The pronouns this, that, these, and those point out something, and are therefore called demonstrative pronouns.*

*This and these mean "near at hand" and should not be used with "here." That and those mean "farther removed" and should not be used with "there."*

*Do not use "them" instead of these or those. "Them" is always used alone, without a noun.*



**An Exercise.** Supply *this*, *that*, *these*, and *those* in the following sentences. Tell which are demonstrative pronouns and which are adjectives.

1. — book in my hand is new, but — is old.
2. — people live a hundred miles from here, but — live in the next county.
3. Where did you get — dust on your coat?
4. — smells so sweet.
5. — were excellent reports, but — were poor.
6. — business men were shrewd judges of character.
7. — seems a satisfactory motto, but — will prove better in the long run.
8. Give your report cards to — teachers, and your books to —.
9. — problem is harder than — which I worked last week.
10. I knew — was true when I heard it yesterday.
11. I like — kind of boy.
12. She wants — two kinds of books.
13. He wants — kind of book.

Make up five other sentences with *this*, *that*, *these*, and *those* as adjective pronouns.

**Writing a Letter.** A knight of old went about trying to do kind deeds to others. Think of a kindness or courtesy you could do to a boy or a girl in a lower class in your school. Write a letter to him or her and suggest doing it.

Make an envelope and address it to the pupil in his classroom.

Pupils will be selected to act as messengers to carry the letters to the various rooms and deliver them to the *teachers*.

**66. Indefinite Pronouns.** How do the following sets of sentences differ? Which italicized words are adjectives and which are pronouns?

- |                         |                                     |
|-------------------------|-------------------------------------|
| 1. <i>All</i> are here. | 4. <i>All</i> the persons are here. |
| 2. <i>Each</i> is good. | 5. <i>Each</i> rule is good.        |
| 3. <i>Few</i> came.     | 6. <i>Few</i> people came.          |

In the sentences on the right *all*, *each*, and *few* are adjectives modifying nouns. In the sentences on the left they stand for the nouns that they modify. When words like *all*, *each*, and *few* are used alone, they are called *indefinite pronouns*.

There are many words of this kind in English :

<i>Always singular :</i> (Singular verb)	every one, everybody, everybody else, everything some one, somebody, somebody else, something no one, nobody, nobody else, nothing any one, anybody, anybody else, anything one, each, either, neither, another, much former, latter, other
---	--

<i>Always plural :</i>	both, few, many, several, others (Plural verb) each other, one another
------------------------	---

<i>Either singular or plural, according to meaning :</i> (Verb changes with meaning)	none all, any same, some, such
---	--------------------------------------

*Either* and *neither* may be conjunctions as well as pronouns. In the following sentences tell where *either* and *neither* are used as conjunctions, and where as pronouns :

1. Either you or he must go.
2. Either is here.
3. Neither is here.
4. Neither Paul nor Mary is here.

**Correct Use of Indefinite Pronouns.** Observe the following uses :

1. *Either* means “one of two”; *neither* means “not one of two.” They are used with singular verbs. Do not let an intervening phrase steal the agreement.

*Right:* *Either* of the girls *is* here.

*Wrong:* *Either* of the girls “*are*” here.

2. Singular pronouns, like *each*, *every one*, *everybody*, etc., must be followed by singular possessive adjectives or pronouns.

*Right:* *Each* took *her* books (not “their books”).

*Right:* *Every one* of the boys took *his* ball (not “their ball”).

*Right:* *Everybody* had *his* record (not “their record”).

3. Use “each other” in speaking of two; use “one another” in speaking of more than two. Say “Mary and Alice like *each other*” (not “one another”). Say “Tom, Ned, and Philip helped *one another*” (not “each another”).

4. The only pronouns that form genitives by the apostrophe and s are the following indefinite pronouns :

every one's	everybody's	everybody else's
some one's	somebody's	somebody else's
no one's	nobody's	nobody else's
any one's	anybody's	anybody else's
one's	either's	neither's
another's	the former's	the latter's
other's	each other's	one another's
	others'	

Say *everybody else's* (not “everybody's else”).

5. Do not confuse *some* and *somewhat*. Say “He is *somewhat better*” (not “He is some better”).

6. *Nobody* and *nothing* are negatives. They should not be used in a sentence with *not*. This mistake is called “the double negative.” If you wish to use *not*, you should use *anybody* and *anything* instead of *nobody* and *nothing*.

- |   |  |
|---|--|
| { | <i>Right</i> : I know <i>nobody</i> there.                   |
|   | <i>Right</i> : I do <i>not</i> know <i>anybody</i> there.    |
|   | <i>Wrong</i> : I don't know “nobody” there.                  |
| { | <i>Right</i> : I have <i>not</i> done <i>anything</i> wrong. |
|   | <i>Right</i> : I have done <i>nothing</i> wrong.             |
|   | <i>Wrong</i> : I haven't done “nothing” wrong.               |

**An Exercise.** Supply the correct forms in the following blanks :

1. Neither one of us has had — dinner. (their, his)
2. Each animal in the cages has — attractions. (his, their)
3. Everybody should control — temper. (their, his)
4. Each of us had — share of the lunch. (their, her)
5. Any one can see — marks. (his, their)
6. Both of the girls lent me — books. (her, their)
7. Few of the class were without — books. (his, their)
8. Some one in the class had left — pencil. (their, his)
9. Ask each of the girls to take — seat. (her, their)
10. Tom and Sam invited —. (one another, each other)
11. He felt — blue that day. (some, somewhat)
12. You have — book. (somebody's else, somebody else's)
13. The pupils knew — lesson well. (those, that)
14. — before me is fresh; — in the corner is withered.  
(that, this)
15. We haven't seen —. (nobody, anybody)
16. They haven't played —. (anything, nothing)
17. — is finished; — is still undone. (the latter, the former)



### 67. Conversation: The Great Adventure.

Theodore Roosevelt wrote the following after the death of his son Quentin, an aviator in France. Be ready to talk about its meaning.

<sup>1</sup> Only those are fit to live, who do not fear to die. <sup>2</sup> None are fit to die who have shrunk from the joy of life and the duty of life. <sup>3</sup> Both life and death are parts of the same Great Adventure.

<sup>4</sup> Never yet was worthy adventure wholly carried through by the man who put his personal safety first. <sup>5</sup> Never yet was a country worth living in unless its sons and daughters were of that stern stuff which bade them die for it at need. <sup>6</sup> Never yet was a country worth dying for unless its sons and daughters thought of life not as something concerned only with the selfish evanescence of the individual but as a link in the great chain of creation and causation, so that each person is seen in his true relations as an essential part of the whole, whose life must be made to serve the larger and continuing life of the whole.

<sup>7</sup> Therefore it is that the man who is not willing to die in a war for a great cause is not worthy to live. <sup>8</sup> Therefore it is that men and women who in peace time fear or ignore the primary and vital duties and the high happiness of family life, who dare not beget and bear and rear the life that is to last when they are in their graves have broken the chain of creation, and have shown that they are unfit for companionship with the souls ready for the Great Adventure.

THEODORE ROOSEVELT \*

What is Roosevelt's idea of the *Best Sort of Life*? Select sentences that would make good mottoes for a class or an individual. Memorize them.

\* From Theodore Roosevelt's "The Great Adventure," published by Charles Scribner's Sons.

**68. Writing a Paragraph.** Write a composition of two paragraphs. In the first tell how the selection on page 270 happened to be written, and in the second give in your own words the main thoughts of the selection.

To do this well, outline the selection, using each paragraph as a main topic and each sentence as a subtopic. Express these ideas as briefly as possible and in your own words. Correct the outline.

Follow the outline in writing the second paragraph of your composition.

**69. Writing a Letter.** Write a letter to a veteran of the World War. Make three paragraphs: in the first, invite him to come to your school to tell you about a "Great Adventure" overseas; in the second, tell him about Quentin Roosevelt; and in the third, summarize Roosevelt's speech on page 270.

Make an envelope and address it. Send the letter.

**70. A Pronunciation Drill.** Practice saying the following in unison, pronouncing each syllable distinctly:

(1) Demosthenes, who swayed multitudes by his surpassing oratory, once said: "In order to succeed, a man must have a purpose fixed. Then let his motto be Victory or Death!"

(2) A successful merchant gives this rule for attaining true success: "Do your best every day, with whatever you may have in hand."

**A Talk to the Class.** Be ready to tell the class of a great heroic adventure you have heard or read about (1) in connection with the World War, or (2) in some community.

**Voting for the Best.** The class will vote a Medal of Honor to the pupil who has best retold some heroic act. Write the name of this pupil on the board.



**PROJECT 28. CELEBRATING ANIMAL  
DAY**



**71. Forming a Humane League.** Discuss the desirability of forming a Humane League, or a Junior Society for the Prevention of Cruelty to Animals, out of your class. How can boys and girls aid dumb animals? Why are animals worth helping? Tell about the pet you like best.

Form a Humane League to look out for dumb animals outside of school for the rest of the year. Elect a president, a vice president, a secretary, and a treasurer. Discuss how an election is held. Propose two names for each office, and vote for them by secret ballot. The teacher will appoint three tellers to count the votes after each balloting. Record the votes on the board.

Each officer elected will make a brief speech in class, thanking his fellow students for the honor and telling his ideas of the duties of his office.

**72. Putting Yourself into Another's Place.** John Burroughs, the naturalist, says:

As I sat looking from my window the other morning upon a red squirrel gathering nuts from a small hickory, and storing them up in his den in the bank, I was forcibly reminded of the state of constant fear and apprehension in which the wild creatures live, and I tried to picture to myself what life would be to me, or to any of us, hedged about by so many dangers, real or imaginary.

JOHN BURROUGHS: *Squirrels and Other Fur-Bearers*

Think of the "dangers, real or imaginary," that surround one of the animals mentioned on page 273. Write about them *in such a way* that you arouse sympathy for the animal.

- |                   |             |                 |
|-------------------|-------------|-----------------|
| 1. A red squirrel | 5. A robin  | 9. A deer       |
| 2. A groundhog    | 6. A rabbit | 10. A fox       |
| 3. A muskrat      | 7. A seal   | 11. A catbird   |
| 4. A canary       | 8. A pigeon | 12. A wild duck |

Which dangers come from other animals? from man? from nature?

Correct your composition :

1. Have you begun all your sentences in the same monotonous way? Vary them.
2. Have you repeated the same word too often? Look in the dictionary for a synonym.
3. Have you varied the structure of your sentences? Use interrogative sentences and commands as well as declarative sentences.
4. Is your grammar correct? Is the composition properly punctuated? Are the margin and indentation correct?

**73. Variety through Inversion.** In the following paragraph notice how Dallas Lore Sharp, the naturalist, begins his two sentences :

<sup>1</sup> In your walks in the woods did you ever notice a little furrow or tunnel through the underbrush, a tiny roadway in the briers and huckleberry bushes? <sup>2</sup> Did you ever try to follow this path to its beginning or end, wondering who traveled it?

DALLAS LORE SHARP : *Rabbit Ways*

The second sentence begins at once with the verb and the subject, but the first sentence puts "in your walks in the woods" — a phrase — first. This makes a graceful beginning for the paragraph and varies the two sentences. In the selection on page 272 show how John Burroughs begins by putting a long clause first. Observe that it is set off by commas.





Observe that the nominative of direct address and the word in apposition are both set off by commas :

*Word of direct address:* Grace, are you ready?

*Word in apposition:* Your leader, Grace, is ready.

**Remember :** *Words of direct address and most words in apposition are set off by commas.*

*The nominative case of pronouns, especially the personal pronouns, must always be used for subjects of verbs and as predicate nominatives after linking verbs.*

**Sentence Building.** Make up two sentences for each of the following. Underline the nominative case in each, and tell why it is nominative. Analyze the sentences.

(1) Noun subject; (2) pronoun subject; (3) noun predicate nominative; (4) pronoun predicate nominative; (5) noun of address; (6) noun in apposition with a noun used as subject; (7) noun in apposition with a pronoun used as subject; (8) noun in apposition with another noun in the predicate nominative; and (9) noun in apposition with a pronoun in the predicate nominative.

**Writing a Letter.** The class will choose a man or a woman in the community who is interested in the welfare of dumb animals. Out of class, write a letter inviting him or her to be your guest at the Animal Day celebration.

Make an envelope and address it. The best letter will be sent.

**76. Holding Court over an Animal.** When Daniel Webster was a boy, he and his brother Ezekiel argued for and against the life of a captured woodchuck, or groundhog. The father of the two boys acted as the judge.

On pages 276 and 277 is the account of the trial.

## THE TRIAL OF TOMMY WOODCHUCK

*Scene.* The courtroom (the Webster barn)

<i>Characters</i>	{	The JUDGE . . . . .	Ebenezer Webster
		The PRISONER at the Bar .	Tommy Woodchuck
		The PROSECUTING ATTORNEY, or Lawyer . . . . .	Ezekiel Webster
		The DEFENDING ATTORNEY, or Lawyer . . . . .	Daniel Webster

<sup>1</sup> Ezekiel, as the prosecutor, made the first speech. He told about the mischief that had been done. He showed that all woodchucks are bad and cannot be trusted. He spoke of the time and labor that had been spent in trying to catch the thief, and declared that if they now set him free he would be a worse thief than before.

<sup>2</sup> "A woodchuck's skin," he said, "may perhaps be sold for ten cents. Small as that sum is, it will go a little way toward paying for the cabbage that he has eaten. But, if we set him free, how shall we ever recover even a penny of what we have lost? Clearly, he is of more value dead than alive, and therefore he ought to be put out of the way at once."

JAMES BALDWIN: *Thirty More Famous Stories Retold*

Copy by dictation the concluding paragraph of Ezekiel's speech. Point out where there is inversion. Notice where a clause is set in parenthetically between two other words. These should be set off by commas.

Talk about the beginning of Ezekiel's speech in the first paragraph. What did he say? Here it is given indirectly, or reported by some one else. Plan the sentences as Ezekiel must have spoken them.

77. **Writing a Speech.** Compose the first paragraph of Ezekiel's speech. Copy the second paragraph.

Rewrite your speech. The writer of the best speech will be chosen to take the part of Ezekiel when you give the debate on your program for Animal Day.

**78. Giving Reasons in a Speech.** Here is the account of Daniel's part in the debate:

Daniel began by pleading for the poor animal's life. He looked into the Judge's face, and said:

<sup>1</sup> "God made the woodchuck. He made him to live in the bright sunlight and the pure air. He made him to enjoy the free fields and the green woods. This woodchuck has a right to his life, for God gave it to him.

<sup>2</sup> "God gives us our food. He gives us all that we have. Shall we refuse to share a little of it with this poor dumb creature who has as much right to God's gifts as we have?

<sup>3</sup> "The woodchuck is not a fierce animal like the wolf or the fox. He lives in quiet and peace. A hole in the side of the hill, and a little food, is all he wants. He has harmed nothing but a few plants, which he ate to keep himself alive. He has a right to life, to food, and to liberty; and we have no right to say he shall not have them.

<sup>4</sup> "Look at his soft, pleading eyes. See him tremble with fear. He cannot speak for himself. This is the only way in which he can plead for the life that is so sweet to him. Shall we be so cruel as to kill him? Shall we be so selfish as to take from him the life that God gave him?"

The Judge did not wait for Daniel to finish his speech. He sprang to his feet, and as he wiped the tears from his eyes, he cried out, "Ezekiel, let the woodchuck go!" He felt that God had given him a son whose name would some day be known to the world.

JAMES BALDWIN: *Thirty More Famous Stories Retold*

Outline briefly the reason that Daniel gives in each paragraph of his speech on page 277. In which paragraph does he appeal for sympathy? Why is it well to place such a paragraph last? In which paragraph does he *refute*, or deny, a charge that enemies might make?

**Writing a Letter.** Write a letter to Ebenezer Webster, the judge, stating which speech you think is stronger. Tell him whether you think he should free the woodchuck or condemn it to death. Give *your* reasons.

Begin the letter as you would a business letter, for it is a formal letter. End it with "Yours respectfully."

**79. An Enunciation Drill.** Outside of school, practice aloud the two speeches of Daniel and Ezekiel, enunciating each word as distinctly as possible and working each speech up to a persuasive climax.

**A Talk to the Class.** The class will be divided into two teams to take the parts of Prosecuting Attorney and Defending Attorney. One team will deliver Ezekiel's speech, and the other team will deliver Daniel's speech.

The teacher will act as the father, Judge Webster.

In giving the talks, a pupil from each side will come forward at once, and stand before the judge. Then, one after the other, each will deliver his speech for or against. To make the debate seem more real, perhaps some one can bring the *effigy* of an animal to class.

On a sheet of paper you will record the name of the **best** speaker in each pair. These names will be counted, and the two pupils who are voted the best will take the parts of Ezekiel and Daniel, respectively, in the actual debate to be given on the program. The pupil ranking third will act the *part of judge*.

**80. Giving an Animal Day Program.** In a class period present the following program. The president of the Humane League will preside as chairman of the meeting. The other officers, with the guest of honor, will occupy front seats.

Copy the program and lay it on the teacher's desk for distribution by the secretary of the Humane League, as soon as the League assembles.

AN ANIMAL DAY PROGRAM

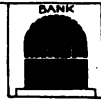
- A RECITATION. *The Eagle* (Page 137) . . . . . A pupil
- TWELVE WRITTEN COMPOSITIONS. *Difficulties of Wild Life*  
(Page 273) . . . . . Twelve pupils
- TEN TALKS. *What I Saw in the Woods* (Page 274) . . . . . Ten pupils
- A READING. *A Mother Horse's Advice* (Page 187) . . . . . A pupil
- A RECITATION. *The Camel's Nose* (Page 95) . . . . . A pupil
- A READING. *A Heroic Dog* (Page 185) . . . . . A pupil
- A TRIAL IN COURT. *Tommy Woodchuck at the Bar* (Page 278)  
Three pupils
- THE JUDGE'S DECISION . . . . . One pupil

Exhibit of Class Work for the Guest of Honor





## PROJECT 29. HOLDING A THRIFT CAMPAIGN



81. **A Creed of Thrift.** During the World War the Treasury Department of the United States of America asked the bankers of the country to give some suggestions that would help the American people to save. The following Creed of Thrift was therefore written and sent broadcast over the country.

This creed falls into three groups of sentences: (1) my belief about America; (2) what I will pledge myself to do as a result of that belief; (3) the definite thing I will do and how I will regard it. Find these.

### A CREED OF THRIFT

- <sup>1</sup> I believe in the United States of America.
- <sup>2</sup> My opportunity and hope depend upon her future.
- <sup>3</sup> I believe that her stability and progress rest upon the industry and thrift of her people.
- <sup>4</sup> Therefore I will work hard and live simply.
- <sup>5</sup> I will spend less than I earn.
- <sup>6</sup> I will use my earnings with care.
- <sup>7</sup> I will save consistently.
- <sup>8</sup> I will invest thoughtfully.
- <sup>9</sup> To increase the financial strength of my country and myself, I will buy government securities.
- <sup>10</sup> I will hold above barter the obligations my country thus incurs.
- <sup>11</sup> I will do these things to insure the greatness of America's future.

How could the second sentence be combined with the first to form a complex sentence?

In the third sentence show that the words *industry* and *thrift* are both necessary.

What does the word *therefore*<sup>4</sup> tell you about the preceding sentence? Show that it means "as the result of this."

Copy sentences 4 to 8 on the board in different orders, or mixed up. Does the order make a difference? Which idea must come first? Which must come last? Why? What grouping do you suggest for sentences 5 to 7? Which of the three should go last? Why?

In sentences 9 to 11 which is inverted? Invert the words of the other sentences.

**Writing Paragraphs.** Copy the Creed in three paragraphs, following the outline suggested on page 280. *I will* makes a pledge, or promise. Underline it at eight different places. To get variety change *I will* in several places to "I promise" or "I pledge myself to." Be sure to pick out the most effective expression for the last *I will*.

*Remember: Arrange words, phrases, and sentences in the order that brings out the meaning most effectively.*

**82. Getting the Full Meaning.** Read the Creed on page 280 again and talk about the meaning of each sentence. Give instances to show how people can "live simply."<sup>4</sup> Give examples of the opposite kind of living. Which sentence refers to "living beyond one's income"?

Tell three different ways to save. Why is the word *consistently*<sup>7</sup> important? What does the word *invest*<sup>8</sup> mean? Why is the word *thoughtfully*<sup>8</sup> added?

Look up the word *securities*<sup>9</sup> in the dictionary. Mention different government securities bought during the war. Does the Creed urge you to keep or sell such securities? Why?



**Analysis.** Analyze the sentences on page 280.

**Writing a Letter.** Write a letter to another eighth-grade class in your school or community. Ask them to enter into a letter-writing contest with you. The object of the contest is to see which class can write the better letter about "How Boys and Girls Can Save." Suggest that if they agree to enter such a contest, they should appoint a committee of three pupils to confer with a committee of three from your class. Tell them that this committee will select three business men of the community to act as judges of the twelve best letters written by the classes, six for each class.

Make an envelope. The best letter will be sent.

**83. Accusative and Dative Relations.** Review the four nominative case uses, or relations, given on page 274.

In the following sentences the italicized words express the *accusative* relations of nouns and pronouns:

**Direct object of a verb.** (*A noun or a pronoun*)

- (1) We need *money*. (2) The Creed pleases *me*.

**Object of a preposition**

- (3) He received it from *Mary*. (4) He received it from *her*.

**Appositive.** (*With a noun or a pronoun*)

- (5) He saw *Mary*, the leader. (With noun used as direct object.)  
 (6) He saw *her*, the leader. (With pronoun used as direct object.)  
 (7) Get the money from *Ned*, the leader. (With noun, object of preposition.)  
 (8) Get the money from *him*, the leader. (With pronoun, object of preposition.)

**Adjunct accusative.** (*With a noun or a pronoun*)

- (9) They chose John *leader*. (10) They elected her *secretary*.

**Adverbial accusative.** (*A noun used as an adverb*)

- (11) *He* went *home*. (12) They walked *a mile*.

“ Home ” and “ mile ” in the last two sentences are nouns ; but they tell “ where ” and “ how much,” and thus modify the verbs “ went ” and “ walked.” When a noun is used as an adverb, modifying a verb, an adjective, or an adverb, it is called an *adverbial accusative*.

The following sentences show *dative* relations of nouns and pronouns.

**Indirect object of the verb.** (*Noun or pronoun*)

(13) John gave *Mary* the money. (14) John gave *her* the money.

**An Exercise.** Supply objects and tell which relation is expressed :

- |                     |                                       |                             |   |
|---------------------|---------------------------------------|-----------------------------|---|
| 1. We can save      | {<br>____.<br>____.<br>____.          | 4. During the War we bought | {<br>____.<br>____.<br>____.            |
| 2. We can save      | {<br>at ____.<br>in ____.<br>on ____. | 5. The banker gave          | {<br>____<br>____<br>____} a bank book. |
| 3. They chose a boy | {<br>____.<br>____.<br>____.          | 6. They stayed              | {<br>a ____.<br>an ____.<br>a ____.     |

**84. Conversation: Benjamin Franklin's Thrift.**  
Benjamin Franklin was the first great American who tried to teach his countrymen to save. In “ Poor Richard's Almanac ” he gathered together proverbs that teach splendid lessons of thrift.



Discuss the meanings of the proverbs on pages 284–287, for they will give you ideas for your letter. Rearrange the proverbs, each indicated by its number, under the heads on page 284. The figure in parenthesis gives you a general idea of the number to find for each topic. Divide them among the class. The abbreviation *vs.* means “ versus ” or “ against.”

- |  |  |
|--|--|
| 1. Perseverance in little things<br><i>vs.</i> spasmodic efforts (3)             | 7. Industry <i>vs.</i> laziness or idleness<br>(13)                                  |
| 2. Carefulness <i>vs.</i> neglect and<br>lack of care (3)                        | 8. Good management <i>vs.</i> living<br>beyond one's means (4)                       |
| 3. Sensible buying <i>vs.</i> bargain<br>hunting (4)                             | 9. Diligence <i>vs.</i> wastefulness of<br>time or procrastination (6)               |
| 4. Financial independence <i>vs.</i><br>borrowing (6)                            | 10. Supervision of one's business<br><i>vs.</i> letting it run itself (5)            |
| 5. Sensible eating and dressing<br><i>vs.</i> luxury, pride, and van-<br>ity (8) | 11. Seeking advice <i>vs.</i> experiencing<br>everything for yourself (5)            |
| 6. Having a trade or profession<br><i>vs.</i> lack of preparation (1)            | 12. Sensible saving and invest-<br>ment <i>vs.</i> credulous buying<br>of stocks (6) |

#### PROVERBS

1. Laziness travels so slowly that Poverty soon overtakes him.
2. Silks and satins, scarlets and velvets, put out the kitchen fire.
3. The sleeping fox catches no poultry.
4. Rather go to bed supperless than rise in debt.
5. They that won't be counseled cannot be helped.
6. If you would be wealthy, think of saving as well as getting.
7. A small leak will sink a great ship.
8. Many have been ruined by buying good pennyworths.
9. Want of care does us more damage than want of knowl-  
 edge.
10. Pride that dines on vanity sups on contempt.
11. Industry pays debts, while despair increaseth them.
12. When the well is dry, they know the worth of water.
13. We may give advice, but we cannot give conduct.
14. Those have a short Lent who owe money to be paid at Easter.
15. A fat kitchen makes a lean will.
16. *Sloth makes all things difficult, but industry all things easy.*

17. Lying rides upon Debt's back.
18. Keep thy shop, and thy shop will keep thee.
19. At a great pennyworth pause awhile.
20. By diligence and patience the mouse ate in two the cable.
21. It is hard for an empty bag to stand upright.
22. One to-day is worth two to-morrows.
23. If you will not hear reason, she will surely rap your knuckles.
24. The second vice is lying, the first is running into debt.
25. Never leave that till to-morrow which you can do to-day.
26. Who dainties love, shall beggars prove.
27. Experience keeps a dear school, but fools will learn in no other.
28. Fools make feasts and wise men eat them.
29. Constant dropping wears away stones.
30. A plowman on his legs is higher than a gentleman on his knees.
31. Little strokes fell great oaks.
32. It is foolish to lay out money in a purchase of repentance.
33. At the workingman's house hunger looks in but dares not enter.
34. Many a little makes a mickle.
35. Not to oversee workmen is to leave them your purse open.
36. A word to the wise is enough.
37. If you would have your business done, go; if not, send.
38. What maintains one vice would bring up two children.
39. Drive thy business, let not that drive thee.
40. The eye of a master will do more work than both his hands.
41. Pride is as loud a beggar as Want, and a great deal more saucy.
42. If you would know the value of money, go and try to borrow some; for he that goes borrowing goes sorrowing.
43. The Indies have not made Spain rich, because her outgoes are greater than her incomes.
44. Creditors have better memories than debtors; creditors are a superstitious sect, great observers of set days and times.
45. In the affairs of this world men are saved, not by faith, but by the want of it.

46. Pride breakfasted with Plenty, dined with Poverty, and supped with Infamy.
  47. Employ thy time well, if thou meanest to gain leisure ; and, since thou art not sure of a minute, throw not away an hour.
  48. It is easier to suppress the first desire than to satisfy all that follow it.
  49. Then plow deep while sluggards sleep, and you shall have corn to sell and to keep.
  50. If time be of all things the most precious, wasting time must be the greatest prodigality.
  51. Buy what thou hast no need of, and ere long thou shalt sell thy necessaries.
  52. Diligence is the mother of good luck, and God gives all things to industry.
  53. Industry need not wish, and he that lives upon hopes will die fasting.
  54. He that riseth late must trot all day, and shall scarce overtake his business at night.
  55. There are no gains without pains ; then help, hands, for I have no lands.
  56. Always taking out of the meal-tub, and never putting in, soon comes to the bottom.
  57. Sloth, like rust, consumes faster than labor wears, while the used key is always bright.
  58. But dost thou love life, then do not squander time, for that is the stuff life is made of.
  59. He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor.
  60. Lost time is never found again, and what we call time enough always proves little enough.
  61. Many, without labor, would live by their wits only, but they break for want of stock.
  62. A little neglect may breed great mischief ; for want of a
-

nail the shoe was lost; for want of a shoe the horse was lost; and for want of a horse the rider was lost, being overtaken and slain by the enemy; all for want of a little care about a horse-shoe-nail.

63. He that by the plow would thrive,  
Himself must either hold or drive.
64. Fond pride of dress is sure a very curse;  
Ere fancy you consult, consult your purse.
65. Vessels large may venture more,  
But little boats should keep near shore.
66. For age and want save while you may;  
No morning sun lasts a whole day.
67. Get what you can, and what you get hold;  
'Tis the stone that will turn all your lead into gold.

**85. An Enunciation Drill.** Recite from memory one of Franklin's proverbs, enunciating each syllable very distinctly.

**A Talk to the Class.** Select one of the topics on page 284 and tell what Franklin has to say about it. Apply one of the proverbs to your everyday life at school or at home.

**86. An Exercise: Analysis.** (1) Find simple, complex, and compound sentences among Franklin's proverbs. (2) Find compound subjects. (3) Find compound predicate verbs. (4) Point out the subjects, the verbs, the objects, the predicate nominatives, and the predicate adjectives in some of the sentences. (5) Find adjectival and adverbial modifiers, and tell what each modifies.

(6) Point out five verb phrases, five prepositional phrases, five subordinate clauses, and five principal clauses.

(7) Point out five declarative statements and five commands.

(8) Find four sentences that begin with the expletive *it* or *there*.

**87. Conversation and Note-taking: Ways to Save.** Divide the class into six groups to serve as committees to discuss how boys and girls can help to reduce wastefulness and help to save.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| 1. Ways to save food           | 4. Ways to save wear on the house |
| 2. Ways to save clothes        | 5. Ways to save in school         |
| 3. Ways to save light and heat | 6. Ways to save their parents     |

The committees will gather together in groups in different parts of the room, with a chairman for each, appointed by the teacher. On paper they will then make notes of ideas suggested. The chairman should see that every member of the committee expresses an opinion.

After a ten-minute committee meeting, the six chairmen will make reports of what the committees have thought out. The class will take notes, and after each report will offer other suggestions.

Talk about these topics at home and get other suggestions from your family.

**88. Writing Four Paragraphs.** You have heard the committee reports about the above topics. Write four paragraphs, giving the most important ideas you have about the first three topics. Keep in mind the idea "How Boys and Girls Can Save Food, Clothes, Light, and Heat," and make your suggestions as helpful and practical as possible.

These paragraphs will be used as the first half of your contest letter with another class.

**Correcting the Composition.** You have four topics:

<i>Food</i>	<i>Clothes</i>	<i>Light</i>	<i>Heat</i>
-------------	----------------	--------------	-------------

(1) To observe *unity*, or sticking to the subject, there should be in each paragraph only the ideas that deal with the topic of that paragraph. Read through your composition to test the unity of each paragraph.

(2) How many sentences have you used for each paragraph? Does each sentence have its topic? Have you joined together in a sentence ideas that are not closely related? If so, you have not observed unity of a sentence.

(3) Do your sentences begin in the same way? Vary some of them by rearranging the words, or inverting.

Copy your revised composition as part of a letter, for which you use as heading your school and the present date, and as salutation "Dear Sir." Copy these four paragraphs as part of the body of the letter. Write on only one side of the paper.

**89. An Enunciation Drill.** Combine the sound of *l* with the vowels, as follows :

*la; le, le; li, li, li; lo, lo, lo, lo; lu, lu, lu, lu, lu.*

**A Talk to the Class.** The teacher will divide topics 4, 5, and 6 on page 288 among the class. Outline what you have to say about your topic. In class give your suggestions from the front of the room.

**90. Writing a Contest Letter.** On scratch paper write three paragraphs for topics 4, 5, and 6, which you have heard talked about. Revise your composition by consulting the suggestions at the top of page 289.

Copy these paragraphs as the second part of your letter, continuing the work above and concluding the letter. The six best letters will be chosen for the contest.

**The Judges' Decision.** The letters will be submitted to the judges, and the winning class will be announced later. The winning letter may be sent to a local paper.





PROJECT 30. PRESENTING A PAGEANT—“CHOOSING A CAREER”



91. **Understanding the Dictionary.** Webster's "New International Dictionary" gives the following information for the word *trade*, after it has given the pronunciation, part of speech, derivation, and various meanings.

**TRADE.** 5. Any occupation or employment pursued as a calling; business.

**Syn.** — **TRADE, CRAFT, BUSINESS, PROFESSION.** **TRADE** applies to any of the mechanical employments or handicrafts, except those connected with agriculture (see **OCCUPATION**); **CRAFT** is often interchangeable with *trade*, but denotes esp. a trade requiring skilled workmanship; as, a carpenter, bricklayer, blacksmith (not farmer, gardener), by *trade*; "this honest shoemaker—a *trade*, by the bye, remarkable for the production of philosophers and poets" (*Coleridge*); "To make a man a good weaver and a good tailor would require . . . much time . . . and, after all, he would be but a poor workman at either *craft*" (*Scott*). **BUSINESS**, as here compared, applies esp. to occupations of a mercantile or commercial nature; **PROFESSION** designates the more learned callings; as, the *business* of a merchant, a manufacturer, a stockbroker; the *profession* of a clergyman, a lawyer, a physician, a sculptor, a civil engineer, a teacher; "In the greater part of mechanic *trades*, success is almost certain; but very uncertain in the liberal *professions*" (*Adam Smith*); "that horrid *profession* which he had chosen to adopt — *trade* she called it" (*Thackeray*). See **VOCATION, OFFICE, WORKMAN**.\*

Observe the abbreviations: **Syn.** means "synonyms"; *esp.* means "especially." Three dots indicate that some words are omitted. The parentheses are used for additional matter.

Look up *vocation, office, and workman* in Webster's "New International Dictionary." When you look up the

---

\* From Webster's "New International Dictionary." Copyright 1909-1913, by G. and C. Merriam Company.

word *occupation*, observe that synonyms for the word are discussed in the same manner.

Look in the encyclopedia for the other words in parentheses (selection, page 290). Which will be given in the dictionary proper? Which will be given in the Biographical Dictionary at the end of the book?

*Remember : Learn the distinctions of meaning in synonyms.*

**Finding Information.** You have the distinctions in meaning for the words *trade* or *craft*, *profession*, and *business*. By talking with one another and outside of school make lists of occupations for each of these. Add to the list the words *Public Office*, *Serving the Public*, and *Cultivating the Soil and Its Products*. Make a list of public offices which are occupations for those who hold them. Show that the farmer, the forester, or the miner gets a living from the soil.

In class copy your examples on the board under the following heads :

Cultivating the Soil and Its Products	Business	Trade or Craft
Serving the Public	Profession	Public Office

**92. Qualities That Win Success.** The selection at the top of page 292 describes a boy who recommended himself by his behavior. Read it through carefully and be ready to answer the following questions :

Which things impressed his prospective employer favorably?

Why were they all important?

Show that the absence of one of them might lead to failure.

## THE BOY WHO RECOMMENDED HIMSELF

<sup>1</sup> A gentleman advertised for a boy to assist him in his office, and nearly fifty applicants presented themselves to him. <sup>2</sup> Out of the whole number, he selected one and dismissed the rest.

<sup>3</sup> "I should like to know," said a friend, "on what ground you selected that boy, who had not a single recommendation."

<sup>4</sup> "You are mistaken," said the gentleman, "he had a great many. <sup>5</sup> He wiped his feet when he came in, and closed the door after him, showing that he was careful. <sup>6</sup> He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. <sup>7</sup> He took off his cap when he came in, and answered my questions promptly, showing that he was polite and gentlemanly. <sup>8</sup> He picked up the book, which I had purposely laid on the floor, and replaced it upon the table, while all the rest stepped over it, showing that he was orderly. <sup>9</sup> He waited quietly for his turn, instead of pushing and crowding. <sup>10</sup> When I talked to him, I noticed that his clothing was tidy, his hair neatly brushed, and his finger nails clean. <sup>11</sup> Do you not call these things letters of recommendation? <sup>12</sup> I do."

Outline on the board the different good qualities that this boy revealed. Think of other ways in which the employer might have tested the boy.

How do a boy and a girl "recommend themselves," or "advertise themselves," in school, at home, on the playground, or on the street? If you were a prospective employer of boys or girls, what qualities should you like to see? What things would impress you unfavorably?

**Acting a Dialogue.** Different pupils will take turns acting the above dialogue between a prospective employer and his friend. The best actors will be chosen to give the dialogue *at a morning exercise.*

**93. A Pronunciation Drill.** Look up in the dictionary the pronunciation of the following words. Copy the pronunciation on the board and practice saying the words correctly :

orchestra	architect	mischievous	municipal
accompanist	airplane	recognize	sphere

**A Talk to the Class.** Under which topics on page 291 do the following belong? Which might be grouped under several heads? Divide them among the class.

For the occupation assigned to you be ready to tell (1) what it consists of, (2) how persons prepare for it, and (3) what good it does in the community.

- |           |                      |               |                |
|-----------|----------------------|---------------|----------------|
| 1. lawyer | 9. railroad engineer | 17. physician | 25. minister   |
| 2. mason  | 10. civil engineer   | 18. carpenter | 26. milkman    |
| 3. writer | 11. telephone girl   | 19. forester  | 27. bricklayer |
| 4. farmer | 12. hotel keeper     | 20. plumber   | 28. shoemaker  |
| 5. banker | 13. stenographer     | 21. librarian | 29. salesman   |
| 6. mayor  | 14. manufacturer     | 22. conductor | 30. lumberman  |
| 7. miner  | 15. trained nurse    | 23. merchant  | 31. teacher    |
| 8. clerk  | 16. street cleaner   | 24. fisherman | 32. policeman  |

If you wish to select an occupation not mentioned here, you may get permission from your teacher.

Imagine yourself to be some one of that occupation speaking. Begin "I am the Doctor," or a similar expression.

#### Reminders

1. Stand erect.
2. Look your audience in the eye.
3. Speak so that all the pupils can hear you.
4. Enunciate slowly and distinctly.
5. Bring in the three topics of your talk.

94. **Study of a Poem.** The following poem has in it the great lesson that opportunity comes to him who is ready for it, whether he be rich or poor.

#### OPPORTUNITY

Thus I beheld, or dreamed it in a dream : —  
 There spread a cloud of dust along a plain ;  
 And underneath the cloud, or in it, raged  
 A furious battle, and men yelled, and swords  
 Shocked upon swords and shields. A prince's banner  
 Wavered, then staggered backward, hemmed by foes.  
 A craven hung along the battle's edge,  
 And thought, "Had I a sword of keener steel —  
 That blue blade that the king's son bears — but this  
 Blunt thing —!" He snapt and flung it from his hand,  
 And lowering crept away and left the field.  
 Then came the king's son, wounded, sore bestead,  
 And weaponless, and saw the broken sword,  
 Hilt-buried in the dry and trodden sand,  
 And ran and snatched it, and with battle shout  
 Lifted afresh, he hewed his enemy down,  
 And saved a great cause that heroic day.

EDWARD ROWLAND SILL

Mere wishing does not bring success. The successful man and woman use what God has given them. It is the unconquerable spirit of the prince that makes a thing of power of the broken sword, which the coward had discarded as useless.

1. Be alert for your big chance.
2. Use whatever is at hand.
3. Don't whine.
4. Never give up.

Which ten pupils will volunteer to memorize the poem?

**Writing a Letter.** Outside of class write a letter in which you begin by quoting the above poem. Then continue as if you were Opportunity speaking:

“I am Opportunity. I come . . . (When?) . . . I give you . . . (What?) . . . To win my favor you must be . . . (How?) . . .

The best letter will be selected for the pageant.

**95. Preparing Speeches for a Pageant.** Imagine that a boy scout and a girl scout or a camp fire girl wandered to the Castle of Success, but found the entrance guarded by a great door, on one side of which was blazoned in golden letters the word “Opportunity” and on the other, in heavy black, the words “Preparation” and “Hard Work.” This door revolved, so that the heavy dark side was usually presented towards the aspirant for success.

The boy and girl enter the silent Castle of Success to find it devoted to the five great fields of the occupations. Around the walls of the castle stand five silent figures representing successful achievement in these five different lines.

In your pageant you will imagine that Handicraft, Earth-products-Work, Business, Learned-Profession, and Public-Service are personified figures, each with a retinue accompanying it. Choose four attendants for each of these five. See the list on page 293, where you had talks about these attendants.

Divide the class into five teams to prepare speeches for the five characters mentioned in the above paragraph. Use the following outline for the speech:

“I am . . . (Name). . . My attendants are . . . (Name four). . . We . . . (Tell, in general, the kind of work done). . . .

Read the speeches aloud in class. The best speech for each character will be chosen for the pageant.

**96. The Dramatic Dialogue.** The following conversation took place in Washington, D.C., between J. Pierpont Morgan, one of the greatest financiers America has produced, and a member of the Senate Committee questioning him. Sum up in several words the great thought of the selection. Tell why it is so vital for young people to know this in starting out in life.

<sup>1</sup> MR. MORGAN. I know many a business man who can borrow any amount, whose credit is unquestioned.

<sup>2</sup> QUESTIONER. Is that not because it is believed that he has the money back of him?

<sup>3</sup> MR. MORGAN. No, sir; it is because people believe in the man.

<sup>4</sup> QUESTIONER. And it is regardless of whether he has any financial backing at all, is it?

<sup>5</sup> MR. MORGAN. It is very often.

<sup>6</sup> QUESTIONER. And he might not be worth anything?

<sup>7</sup> MR. MORGAN. He might not have anything. I have known a man to come into my office and I have given him a check for a million dollars, when I knew he had not a cent in the world.

<sup>8</sup> QUESTIONER. There are not many of them?

<sup>9</sup> MR. MORGAN. Yes, a good many.

<sup>10</sup> QUESTIONER. Commercial credits are based upon the possession of money or property?

<sup>11</sup> MR. MORGAN. Money or property or character.

<sup>12</sup> QUESTIONER. Is not commercial credit based primarily upon money or property?

<sup>13</sup> MR. MORGAN. No, sir; the first thing is character.

<sup>14</sup> QUESTIONER. Before money or property?

<sup>15</sup> MR. MORGAN. Before money or anything else. Money *cannot* buy it.

<sup>16</sup> QUESTIONER. So that a man with character, without anything at all behind it, can get all the credit he wants, and a man with the property cannot get it?

<sup>17</sup> MR. MORGAN. That is very often the case.

<sup>18</sup> QUESTIONER. But is that the rule of business?

<sup>19</sup> MR. MORGAN. That is the rule of business, sir.

<sup>20</sup> QUESTIONER. If that is the rule of business, Mr. Morgan, why do the banks demand a statement of what the man has before they extend him credit?

<sup>21</sup> MR. MORGAN. That is a question they ask; but the first thing they say is, "I want to see your record."

<sup>22</sup> QUESTIONER. Yes; and if his record is a blank, the next thing is how much he has got?

<sup>23</sup> MR. MORGAN. People do not care then.

<sup>24</sup> QUESTIONER. For instance, if he has government bonds, or railroad bonds, and goes in to get credit, he gets it, and on the security of those bonds, does he not?

<sup>25</sup> MR. MORGAN. Yes.

<sup>26</sup> QUESTIONER. He does not get it on his face or his character, does he?

<sup>27</sup> MR. MORGAN. Yes, he gets it on his character.

<sup>28</sup> QUESTIONER. I see; then he might as well take the bonds home, had he not?

<sup>29</sup> MR. MORGAN. A man I do not trust could not get money from me on all the bonds in Christendom.

<sup>30</sup> QUESTIONER. That is the rule all over the world?

<sup>31</sup> MR. MORGAN. I think that is the fundamental basis of business.

From *Collier's Weekly*

Point out the interrogative and declarative sentences. Point out groups of words that are incomplete. Make complete sentences of them. Practice saying each of the speeches with another wording.



Observe that a dramatic dialogue places the speaker's name at the left margin and gives the speech beside it without quotation marks.

Outline the chief points made by Mr. Morgan.

**Writing a Letter.** Write a letter to your superintendent of schools (1) inviting him to be present when you give your pageant and (2) telling him what J. Pierpont Morgan said about "the fundamental rule of business." Pick out the most effective remark made by Mr. Morgan and quote it.

Make an envelope. The best letter will be sent.

**97. How to Show Possession.** Observe the different ways by which possession is shown in the following sentences :

1. That is the *father's* book. (Singular noun, therefore 's.)
2. That is the *children's* book. (Plural noun, not ending in s, therefore 's.)
3. That is the *boys'* book. (Plural noun, ending in s, therefore only ' added.)
4. Here are *Mary's and Alice's* books. (Separate ownership of books, with both nouns.)
5. This is *Mary and Alice's* book. (Joint ownership as if partners, with last noun only.)
6. That is my *sister Grace's* dog. (Word in apposition, 's with the last word, not with the first.)
7. It was his *brother-in-law's* book. (Compound word, 's at end.)
8. This is a friend of my *sister's*. ("Double possessive," 's used after a word following "of.")
9. He was glad to hear of *Tom's* going. (Answers question, "Whose going?" "Going" modified by "Tom's" in genitive case.)
10. This is *her* book. (Possessive adjective, no apostrophe.)
11. *Hers* is new. (Possessive pronoun, no apostrophe.)

Show how the italicized words in the sentences on page 298 indicate possession, ownership, or relation of some sort. Tell the word to which each belongs, or refers.

*Remember : The genitive case of nouns is formed by 's. It denotes ownership, possession, or relation. When the plural word ends in s, only the apostrophe is added.*

*Possession is shown also by possessive adjectives. These are used without the apostrophe; as, its (not "it's").*

*Possessive pronouns show possession, and should be used without an apostrophe.*

**An Exercise.** In the following sentences tell where these eight kinds of possession are shown, and how each is formed : (1) Separate possession, (2) joint possession, (3) possession with pronouns, (4) apposition with a genitive, (5) possessive compound noun, (6) double possessive, (7) possessive with verb used as a noun, and (8) possessive adjectives.

1. That is his book, not hers.
2. It is in your brother Tom's desk.
3. It is her sister-in-law's home.
4. He looked for his sister's hat.
5. That is a book of my mother's.
6. They bought the coat at Smith and Brown's store.
7. They visited the dogs' kennel.
8. I don't like his coming to school late.
9. Silver's and Burt's stores had sales.
10. The dog wagged its tail.
11. It is Grace and Ellen's dog.
12. They are Tom's and Ned's balls.
13. The bat is his.
14. Mary's and Ned's fathers were here.

**98. An Enunciation Drill.** In the following words beginning with *wh* be sure to sound the *h*. Make the breathing sound of *h* first, as if blowing a feather, then attach the other sounds. Practice the sets of words to bring out the difference in sound :

whined	whale	where	whirled	whinny
wind	wail	wear	world	Winnie

**A Talk to the Class.** You have heard the most important trades, professions, and public service discussed in class. Think which of these you would like to follow as your life work. Be ready to tell in class: (1) Why you wish to follow that occupation, and (2) what you can do to prepare for it.

A committee of three pupils will sit in the rear of the room and rise whenever they cannot hear.

#### Reminders

1. Stand erect.
2. Look your audience in the eye.
3. Speak as if you believed what you are saying.
4. Speak slowly and distinctly, enunciating carefully.
5. When you have said what you have thought out, close with a convincing sentence.

**99. A Pageant — "Choosing a Career."** Most of the speeches in the pageant on page 301 have been already composed in your class work. The mere skeleton of the play is given here, so that you can fill in the details as you have worked them out.

Characters should be assigned for the play. Then outline your speech and write it out.

Practice reading through the play, supplying the speeches. *Make suggestions for improving the speeches.*

*Scene.* The Castle of Success

*Characters.* (Thirty-one in number)

A Boy	Preparation	Applica-	Opportunity	Spirit of
A Girl	Public-	tion	Learned-	Success
Soil-Work	Service	Business	Profession	Trade-Craft
Attendants	Attendants	Attendants	Attendants	Attendants
—(Fill in)—	—(Fill in)—	—(Fill in)—	—(Fill in)—	—(Fill in)—
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

**Scene 1.** Before the Castle of Success

(A door is shown at the rear of stage, windows at side. Enter BOY and GIRL, gaze about, walk up to the door and knock.)

OPPORTUNITY (*a shining vision, opens door*). Who comes knocking? Avaunt, arrant knave!

BOY (*apologetically*). Pardon, dame! We come seeking the Spirit of Success. We heard that she lived here with her twin sister, Good Fortune.

OPPORTUNITY (*emphatically*). I am Opportunity. I come . . . (When). . . . I give you . . . (What). . . . To win my favor you must be . . . (How). . . . (See page 295.) . . . I guard the door to Good Fortune and Success, but none pass by me except by special permit of my two good handmaids, Preparation and Application. There are no short-cuts to Success!

(Enter APPLICATION and PREPARATION.)

GIRL (*pointing to the handmaids*). Perhaps these are they. Let us approach them, brother.

(OPPORTUNITY slams the door shut. BOY and GIRL approach the two handmaids, who appear as ancient dames dressed in unattractive black, each leaning on a staff.)

GIRL (*timidly*). Are you the handmaids of shining Opportunity? We are seeking Success, and Opportunity will not open to us.

APPLICATION } (*speaking as one*). Where Preparation is, there  
 PREPARATION }

also is Application, not one without the other. You find Opportunity through us. We are her guardians.

PREPARATION. What have you done to merit Opportunity and Success? Speak!

BOY (*stepping forward*). We . . . (Tells what training they have had in school). . . .

GIRL (*stepping forward*). We . . . (Tells how diligently they have applied themselves). . . . Please just let us look into the Castle of Success!

PREPARATION } (*speaking as one*). Your wish shall be granted,  
 APPLICATION }

so that you can take the vision back to the boys and girls of America. (*Chanting*)

On one knee, and close your eyes!

When we tap thrice, slowly rise!

(*Curtain, while BOY and GIRL go into an enchanted sleep. Three slow taps are heard behind scenes.*)

### Scene 2. Inside the Castle of Success

(SPIRIT OF SUCCESS *seated on throne, with OPPORTUNITY at her feet. A vacant chair at either side. Around the room stand five figures, TRADE-CRAFT, SOIL-WORK, BUSINESS, LEARNED-PROFESSION, and PUBLIC-SERVICE, each dressed to look his part. Enter APPLICATION and PREPARATION followed by BOY and GIRL.*)

APPLICATION } (*speaking as one, and bowing low*). O Oppor-  
 PREPARATION }

tunity, the dearest child of Success, we bring two earth children at their own plea to see the Castle of Success.

SUCCESS. Welcome! Sit one on the right, and one on the left.

(*BOY and GIRL take seats.*)

My faithful handmaids, give our guests the message you would spread to earth.

PREPARATION. . . . (Tells story of “ The boy that recommended himself,” page 292). . . .

APPLICATION. . . . (Tells opinion of a financier, pages 296-297). . . .

OPPORTUNITY. . . . (Recites Sill’s “ Opportunity,” page 294). . . .

SUCCESS (*looking from BOY to GIRL*). Do you get the message? (*They nod assent.*) Then carry it back. (*Clapping hands and looking at silent figures standing around room.*) Speak! Have you a message to impart?

TRADE-CRAFT (*knocking on floor with hammer, whereupon four ATTENDANTS — four different TRADES — enter and stand behind him*). I am Trade-Craft. My attendants are . . . (Names them). . . . We . . . (Tells work in general). . . . (See page 295.)

1st ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

2d ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

3d ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

4th ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

(*The TRADES form a group at the right side.*)

SOIL-WORK (*knocking on floor with rake, whereupon four ATTENDANTS — four soil, forest, or mine occupations — enter and stand behind him*). I am Soil-Work. My attendants are (Names them). We . . . (Tells work in general). . . . (See page 295.)

1st ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

2d ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

3d ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

4th ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

(*The SOIL-WORKERS form a group at the left side.*)

BUSINESS (*pounding on the floor with a ledger, whereupon four ATTENDANTS — four different forms of business — enter and stand behind him*). I am Business. MY attendants are . . . (Names them). We . . . (Tells work in general). (See page 295.)

1st ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

2d ATTENDANT. I am . . . (What). . . ., etc. (See page 293.)

3d ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

4th ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

*(The BUSINESS PEOPLE form a group at the right side.)*

LEARNED-PROFESSION (*knocking on a book with a quill pen, whereupon four ATTENDANTS — four PROFESSIONS — enter and stand behind him*). I am Learned-Profession. My attendants are . . . (Names them). . . We . . . (Tells work). (See page 295.)

1st ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

2d ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

3d ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

4th ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

*(The PROFESSIONS form a group at the left side.)*

PUBLIC-SERVICE (*ringing a gong, whereupon four ATTENDANTS — four public or civil service occupations — enter and stand behind him*). I am Public-Service. My attendants are . . . (Names them). We . . . (Tells work in general). (See page 295.)

1st ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

2d ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

3d ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

4th ATTENDANT. I am . . . (What). . . , etc. (See page 293.)

*(PUBLIC SERVICE OCCUPATIONS form group on the left side.)*

SUCCESS (*turning to BOY and GIRL*). Choose your occupation with forethought. Decide which field of activity you want for a career. Scan them once again.

*(Five groups of OCCUPATIONS parade in review before the throne, then pass off the stage.)*

My Boy, my Girl, remember that you come to me — Success — only through Opportunity. And radiant Opportunity is guarded by her handmaids, Application and Preparation. Fear not hard work. Follow where they lead!

*(Curtain)*

E. M. B.





**A Handwriting Contest.** Each pupil will make a copy of four of Benjamin Franklin's proverbs, found on pages 284 to 287, in his very best handwriting and sign his name on the back of the paper. The teacher and a committee of three pupils will arrange these in three groups, giving three grades of quality; as, Poor, Medium, and Good.

If possible, arrange these specimens of handwriting on the wall or above the blackboard in an order that begins with the poorest and ends with the best.

**100. Giving a Program.** Invite several guests to be present when you give the following program. A committee will volunteer to make enough copies of the program to give to the guests. .

The picture on page 305 will give you some suggestions for costumes. Think out others that will express the part you play. As the play is given first, you need not remove your costumes or decorations before going on with the rest of the program. Just appear as you were in the play.

#### A PROGRAM

HANDWRITING EXHIBIT. <i>Proverbs of Franklin</i> (Pages 284-287)	The class
A PLAY. <i>Choosing a Career</i> (Pages 301-305) . . .	Thirty-one pupils
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## PROJECT 31. ORGANIZING A JUNIOR CIVIC LEAGUE



**101. Forms of the Government.** In this country there are four different branches of the government: federal (or national), state, county, and municipal. Where is each located? Which do you come in contact with the most? Why? Give an example of something that is regulated by each of these forms of government.

Which deals with foreign countries? Which tries a man for theft? How does each of these deal with the school system? What are the three chief duties, or functions, of each?

Look up this information in a textbook on civics.

**Writing a Letter.** Write a letter to the librarian in your community, asking her to put several books on civics out for reference reading, so that the class can consult them after school.

Make an envelope and address it. The best letter will be sent.

**102. Building a Civic Ideal.** At the top of the next page is given a community poem, written by an American poet, who had a vision of what a neighborhood could be if real consideration for other people were made the guide in conduct.

From now to the end of the year your work will deal with community projects that emphasize different things in neighborly living and in thinking of other people. For these next months keep your eyes open for suggestions to improve your community and school life. That will be part of your work as the Junior Civic League, which you are about to form out of your class.

Read the poem on page 311.

## I DREAMED IN A DREAM

I dreamed in a dream I saw a city invincible to the attacks of the whole of the rest of the earth,  
 I dreamed that was the new city of Friends,  
 Nothing was greater there than the quality of robust love; it led the rest,  
 It was seen every hour in the actions of the men of that city,  
 And in all their looks and words.

WALT WHITMAN

What is the meaning of *invincible?* of *robust?* How can men and women show the spirit of brotherly love in the city? in the country? What things does the government do to show consideration of people?

Describe a scene on the street in which brotherly love is revealed in act, look, or word. In contrast, describe a scene where hate prevails. Which is better for the community? Tell why.

In which different ways can citizens (and boys and girls) serve a community for the good of all? Give instances in which boy scouts and girl scouts or camp fire girls perform such a service.

Memorize the poem.

103. **An Enunciation Drill.** To increase the flexibility of the lips practice the following, first slowly, then faster.

bā	bē	bī	bō	bū
bē	bū	bō	bī	bā
bī	bā	bē	bū	bō
bō	bī	bū	bā	bē
bū	bō	bā	bē	bī

Form the lips carefully for the syllables.

**A Talk to the Class.** Tell the class what you consider the three most important ways in which a community, through its government or independently through private agencies, serves and protects its people and thus practices "brotherly love" or consideration of *all*.

A secretary will be appointed to keep on the board a record of these different ways to serve or protect, with the number of times each is mentioned; as,

Street cleaning	/X/X/ //	Library books	/X/X/ /
Police protection	/X/X/ ////	Traffic regulations	/X/X/ //

**104. Writing a Civic Platform.** Whenever a President is to be elected, the great parties of the country get together through their delegates and prepare a statement of what they believe, or what they stand for. This is called the *platform*, and each individual thing on which the party has a definite opinion is called a *plank*. You will copy on the board the ideas for a civic platform, which were given in your talks, each forming a plank.

Examine this list closely. Is everything mentioned that affects the well-being of your community? If you can think of anything else, insert it. Rearrange the ideas in order of importance. Group the suggestions under heads, if they are related. How many separate and distinct topics do you now have? To emphasize these write each as a separate paragraph, numbered.

Prepare an introductory paragraph about the formulating of a platform by your class. Close this introductory paragraph with the words, "as follows:"

The best platform will be chosen for the League. It will be *placed* in the corridor or some other place for **exhibit**.

**105. How Verbs May Be Used in Sentences: Review.** In the following sentences the italicized words are the verbs. Read each verb with its subject substantive. Which do not make sense? Why?

1. The bird *flies*.
2. The bird *sings* merrily.
3. The bird *caught* a worm.
4. The bird *is* a robin.
5. He *seems* happy.

“The bird *flies*” and “the bird *sings*” make sense. A verb that makes sense with the subject and does not need another word to complete it is called a *complete verb*. “Flies” and “sings” are complete verbs. The word “merrily” merely adds the idea “how.”

The verb “caught” is not complete, for it needs a direct object (“worm”) to complete it. It is an action verb. Whenever the action is carried over from the subject to an object that completes the verb, we call the verb *transitive*. “Caught” is a *transitive verb*.

The verbs “is” and “seems” in the fourth and fifth sentences are also incomplete because they require other words to complete the meaning. What are these words? “Robin” and “happy” are not objects, therefore these verbs are not transitive. “Robin” and “happy” refer to the subjects, and the verbs are really only words that connect them with the subjects. Verbs that merely connect are called *linking verbs*.

**Remember:** A *complete verb* is one that does not need another word to complete it.

A *transitive verb* is one in which the action passes over to an object, the receiver of the action.

A *linking verb* is a verb that joins to the subject a noun, a pronoun, or an adjective that describes it.





**106. Correct Usage with Verbs.** In the following sentences select the correct forms :

1. They called (Tom and I, Tom and me).
2. The flowers smell (sweetly, sweet).
3. It was (me, I) in the room.
4. (Him and me, he and I, him and I) were present.
5. They threw balls to (Ned and I, Ned and me).
6. (Who, whom) did you see at the game?
7. He feels too (badly, bad) to play to-day.
8. She looks (beautiful, beautifully) in that dress.
9. It was (Ellen and me, Ellen and I) in the garden.
10. He seems (strong, strongly).
11. The lemon tastes (bitterly, bitter) to me.
12. They saw (you and I, you and me) yesterday.
13. It was (her, she) in the room.

For each discarded form that you judge incorrect in the above sentences write a new sentence in which the expression would be used correctly ; as,

They called (Tom and I, Tom and me).

They called *Tom and me*.

*Tom and I* were called.

*Tom and I* called them.

If it is impossible to do this with some expressions, be ready to tell why.

**107. An Enunciation Drill.** Do not omit the final *d* in *and*. Practice saying the following :

- |                               |                                       |
|-------------------------------|---------------------------------------|
| 1. He <i>and</i> I went.      | 3. They want him <i>and</i> me to go. |
| 2. She saw him <i>and</i> me. | 4. They gave it to you <i>and</i> me. |

**A Talk to the Class.** Tell the class how a Junior Civic League could be of help (*a*) in your school or (*b*) in the community.

**108. Paragraphing, Brevity, and Arrangement in Letter Writing.** The following letter describes a girls' club. The ideas are excellent, but there are mistakes in paragraphing, brevity, arrangement, and expression. Watch for these mistakes as you read.

My dear Miss Butler :

<sup>1</sup> You surely will be interested in the new club organized in our high school against snobbery. <sup>2</sup> At first the girls' Basketball teams, of which I was a member, decided upon the idea of such a club. <sup>3</sup> After a few weeks the constitution was read and officers were elected. <sup>4</sup> The purpose is to put aside all snobbery so common in the school, and to promote simplicity in the dress of the girls. <sup>5</sup> All Freshmen girls who belong must wear their hair in a braid or curl down their backs. <sup>6</sup> All other upper classmen are encouraged to do the same. <sup>7</sup> No powder, or rouge, or such things are allowed to be used by the girls. <sup>8</sup> They must not chew gum in public. <sup>9</sup> On every school day preferably a middy blouse must be worn, no georgette crêpe or silks at all.

<sup>10</sup> These rules, if broken, cause a fine of five cents to be paid by the guilty girl. <sup>11</sup> One rule which so many have broken is that of wearing the so-called "headache band." <sup>12</sup> If these said rules are broken five times, the breaker is expelled from the club. <sup>13</sup> At the present time about sixty girls belong and up to date, two teachers have joined. <sup>14</sup> As our high school is very large — about sixteen hundred pupils — we hope to increase the membership of our club. <sup>15</sup> The name is The Girls' Athletic Club. <sup>16</sup> I am a charter member of this organization.

Sincerely yours,

Grace Ashford

The body of the letter starts very well with an introductory sentence about the club. You would expect this to be followed by the name of the club and some information about its purpose. These ideas, however, are brought in later. Find them.

In the mind of the writer there was information about as follows, but she does not make these topics clear.

- I. Name, purpose, organization
- II. Rules and fines
- III. Progress to date

These topics would make three good paragraphs. Tell which sentences would belong to each for re-paragraphing the letter.

The letter rambles at times. It uses some words that are not needed. Go through each sentence to find words or phrases that you can strike out without spoiling the sense of the letter.

How must the sentences (by number) be rearranged to make the paragraphing right?

Examine the arrangement of words in each sentence. Experiment in arranging the words differently until you find an order that is clear and emphatic.

**Correcting a Letter.** Write the letter on page 316 again, correctly paragraphed, with all superfluous words omitted, and with the words of the sentences arranged most effectively.

**109. Writing a Constitution.** Divide the class into conversation and discussion groups, four or five to a group, and assign the topics at the top of page 318 for suggestions. These groups will get together in various parts of the room and talk about good suggestions.

- |             |                    |
|-------------|--------------------|
| 1. Name     | 4. Membership      |
| 2. Purpose  | 5. Committees      |
| 3. Officers | 6. Rules and fines |

At the end of fifteen minutes the class will reassemble and a member from each group will report.

In class build up on the board an outline for a constitution covering the above topics, the class choosing from the suggestions offered.

Write the constitution, using each topic as a paragraph with a title as follows :

<i>Article I.</i>	Name	<i>Article IV.</i>	Membership
<i>Article II.</i>	Purpose	<i>Article V.</i>	Committees
<i>Article III.</i>	Officers	<i>Article VI.</i>	Rules and fines

The best constitution will be selected as the constitution of the League. A pupil will volunteer to print it in large letters (or typewrite it) for display on the classroom wall or in the corridor.

**110. Electing Officers for a Junior Civic League.** Think beforehand (and discuss outside) who would make good officers for a Junior Civic League formed from your class. You need a president, a vice president, a secretary, and a treasurer. What are the duties of these officers? Talk about this subject at home.

In class vote by secret ballot on a slip of paper the name of the boy or the girl that you want for president. Two tellers will collect the ballots. As they read them aloud, the teacher will record the names and the votes on the board ; as, *Tom Smith*  $\diagup \diagdown \diagup \diagdown //$ .

The person with the most votes will be declared president. *His (or her)* name will be written on the board.

Call for two nominations for vice president. Then follow the same procedure. Do the same in electing the secretary and the treasurer.

Write on the board under the president's name the names of these three officers.

Discuss how a meeting of an organization is conducted. What is meant by *motion*? by *seconding*? by *ballot*? by *unanimous*? by *majority*? Look these words up in the dictionary.

How would an election be ordinarily conducted?



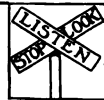
**Writing a Letter.** Write a letter to your principal, telling about the organization of your Civic League. Follow the outline used on page 317 for three paragraphs:

- I. Name, purpose, organization
- II. Rules and fines
- III. Progress to date

Make an envelope and address it. The letter that shows the most improvement will be sent.



## PROJECT 32. MAKING "SAFETY FIRST" POSTERS



III. "Safety First" as a Civic Duty. Boys and girls who are interested in the welfare of their communities will enjoy making "Safety First" posters. What is meant by "Safety First"? If safety is sometimes put second, what things are put ahead of it?

How do accidents result from (1) hurrying to make up time? (2) seeking only one's own pleasure? (3) failing to look where one goes? (4) being curious about something? (5) carelessly neglecting something? (6) failing to repair a worn rope, a loose nut, etc.? (7) failing to follow signals? (8) taking "dares"?

When these things are put before safety, accidents result. What ways of classifying accidents can you suggest; as, railway accidents? What accidents have happened in your community?

**Writing a Letter.** Write a letter to the principal of your school, stating that your class is working on a "Safety First" project and requesting permission for the seven pupils who give the best talks on the subject to repeat these one-minute talks to seven other classes, from the first grade to the seventh. If you do not have many different grades in your school the talks can be given to other classes of the same grade.

112. **Discussion of Safety.** Divide the class into four teams, each to take one of the following subjects for fifteen minutes of discussion. The teams will get together in different parts of the room.

### SAFETY FIRST

1. *At home*    2. At school    3. On the street    4. On the playground

Each group will choose a leader to draw suggestions from each member of his group. He will appoint a temporary secretary to keep notes of the suggestions.

Consider how accidents occur from fire, water, gas, electric light, windows, stairways, traffic, things out of place, taking "dares," playing jokes, neglect, and wearing out of materials. Stick to your topic. Consider the above suggestions as applied to it. Then try to add other causes of accidents, or other suggestions for securing safety first.

After fifteen minutes of group discussion the class will reassemble, with the president of the Junior Civic League in the chair. Each chairman of a discussion group will give a report from the notes taken by the secretary. At the end of each report the president will call for other suggestions from the rest of the class, who were serving on other committees and discussing other topics.

**113. An Enunciation Drill.** Practice saying the following short commands sharply, with good, full tone :

- |                        |                   |
|------------------------|-------------------|
| 1. Halt !              | 4. Danger !       |
| 2. Fire! Fire!         | 5. Help !         |
| 3. Attention !         | 6. This way out ! |
| 7. Stop! Look! Listen! |                   |

**A Talk to the Class.** Tell the class at least five things that you think most important in working for safety first. Choose one of the following. Outline what you wish to say. Make your talks suitable for audiences of pupils from grades one to four. Make your meaning very clear.

1. At home   2. At school   3. On the street   4. On the playground

The four best talks will be delivered at another time to the children in the first four grades, or to four other classes.



114. **Writing a Warning Handbill.** Observe how one of our large American traction companies sends out a warning for "Safety First," printed in a leaflet and distributed among the people.

SAFETY FIRST!

<sup>1</sup> Don't hang on to the back of a car, a wagon, or an automobile.

<sup>2</sup> Don't cross the street in the middle of the block.

<sup>3</sup> Don't cross the street behind a car without looking both ways for approaching traffic.

<sup>4</sup> Don't play on streets where there are car tracks.

<sup>5</sup> Don't put your head or arms out of car windows.

<sup>6</sup> Don't get on or off the car until it stops.

<sup>7</sup> Always be careful — saving our lives is more important than saving time.

Each of these seven sentences could be followed by a sentence telling *why*. Make up such sentences.

Select as your topic "Safety First — at Home" (or "at School" or "on the Playground"). Make up as many good suggestions for safety as possible. Copy them in the form of the above model, with two vacant lines between sentences. To each sentence add a clause of reason (why) beginning with "because" or "for."

You have turned each sentence into a complex sentence by adding a subordinate clause. Read each sentence carefully to see whether you have made your meaning clear. Strike out any words that could be omitted. Have you properly punctuated your sentences? How is a contraction written?

The best group of sentences for each topic will be selected for a handbill to be placed in the corridor.

**115. How Verbs Tell Time.** Observe how the verbs in the following sentences give you an idea of time.

1. Tom *throws* the banana skin into the garbage can.
2. Will *threw* the banana skin into the garbage can.
3. Ned *will throw* the banana skin into the garbage can.

Three different boys are spoken of in these sentences. Which one has already acted? Which one is doing the throwing at the present moment? Which one has not yet thrown the skin, so that his act of throwing will occur in the future?

Ideas of time are expressed by what we call *tense*. The verb form changes to show the three great tenses:

<b>Present.</b>	They <i>throw</i> .	He <i>throws</i> .	You <i>throw</i> .	I <i>throw</i> .
<b>Past.</b>	They <i>threw</i> .	He <i>threw</i> .	You <i>threw</i> .	I <i>threw</i> .
<b>Future.</b>	They <i>will throw</i> .	He <i>will throw</i> .	You <i>will throw</i> .	I <i>shall throw</i> .

Observe that *throw* and *throws* are present forms, the ending *s* being added to the verb when the subject is talked about. The past tense (*threw*) keeps the same form for all persons and both numbers. The future tense is a verb phrase, in which *shall* is used with *I* or *we* as subjects, and *will* with all other subjects.

**Remember :** *The three principal tenses are the present, the past, and the future.*

*The present tense adds s when the subject is spoken of.*

*The future tense is a verb phrase formed by joining will or shall with the verb, shall being used with I or we as subjects, and will with all other subjects.*

A verb that helps another verb is called an *auxiliary verb*. *Shall* and *will*, the different forms of the verb *to be*, and *have*, *had*, and *has* are the most common auxiliary verbs in English.

The auxiliaries *have*, *has*, and *had* are used to tell when the action of the verb has been completed. Observe how the following sentences show : (a) action completed at the present time, (b) action completed at some moment in past time, and (c) action to be completed at some moment in future time.

- (a) At last I *have finished* my poster.
- (b) I *had finished* my poster before Henry arrived.
- (c) To-morrow by noon I *shall have finished* my poster.

Because these three verb forms show that action has been completed or is to be completed, that is, perfected — we call these forms *perfect tenses*.

- (a) **Present perfect tense.** Completed at the present time.  
The engineer *has signaled*.  
We *have stopped* the train.
- (b) **Past perfect tense.** Completed at some past time.  
The engineer *had signaled*.
- (c) **Future perfect tense.** To be completed at some future time.  
The engineer *will have signaled*.  
We *shall have stopped* the train.

**Remember :** *The three secondary tenses show completed action.*

*The present perfect tense indicates action completed at present. The auxiliary is has or have.*

*The past perfect tense shows action completed in the past. The auxiliary is had.*

*The future perfect tense shows action to be completed in the future. The auxiliary is shall with the subjects I and we, and will with all other subjects.*

**An Exercise.** Using the model at the top of page 325, give *the six tense forms with I and he for call, beg, show, and stop.*

<i>Present.</i>	(a) I ask.	(b) He asks.
<i>Past.</i>	I asked.	He asked.
<i>Future.</i>	I shall ask.	He will ask.
<i>Present Perfect.</i>	I have asked.	He has asked.
<i>Past Perfect.</i>	I had asked.	He had asked.
<i>Future Perfect.</i>	I shall have asked.	He will have asked.

116. **Conjugation of the Verb.** A table of all the forms of a verb in the various tenses, persons, numbers, etc., is called a *conjugation*.

PRINCIPAL TENSES		SECONDARY TENSES	
<b>Present</b>		<b>Present Perfect</b>	
<i>Person</i>	<i>Singular</i>   <i>Plural</i>	<i>Person</i>	<i>Singular</i>   <i>Plural</i>
1.	I ask   we ask	1.	I have asked   we have asked
2.	you ask   you ask	2.	you have asked   you have asked
3.	{ he (she, it) asks   they ask the boy asks   the boys ask	3.	{ he (she, it) has asked   they have asked the boy has asked   the boys have asked
<b>Past</b>		<b>Past Perfect</b>	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
1.	I asked   we asked	1.	I had asked   we had asked
2.	you asked   you asked	2.	you had asked   you had asked
3.	{ he asked   they asked the boy asked   the boys asked	3.	{ he had asked   they had asked the boy had asked   the boys had asked
<b>Future</b>		<b>Future Perfect</b>	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
1.	I shall ask   we shall ask	1.	I shall have asked   we shall have asked
2.	you will ask   you will ask	2.	you will have asked   you will have asked
3.	{ he will ask   they will ask the boy will ask   the boys will ask	3.	{ he will have asked   they will have asked the boy will have asked   the boys will have asked

Copy the conjugation on page 325 on the board, and point out the principal and secondary tenses. Tell how they differ. Tell how each is formed.

The person of the verb is indicated by the numbers. *I* and *we* are the subjects for the first person, which indicates a person as speaking. *You* is the subject for the second person, which indicates a person spoken to. *He, she, it, they*, as well as singular and plural nouns, are the subjects for the third person, which indicates a person, place, thing, or idea spoken of.

Which pronouns are used in the singular as subjects? which in the plural? Which pronoun may be either singular or plural in use?

**A Sentence Match.** Divide the class into two teams. The teacher alternately announces one of the following verbs used in a short sentence with a different pronoun each time; as, "I ask a favor." The pupils give the six tenses in order.

- |                                |                                       |
|--------------------------------|---------------------------------------|
| 1. I <i>ask</i> a favor.       | 4. I <i>have asked</i> a favor.       |
| 2. I <i>asked</i> a favor.     | 5. I <i>had asked</i> a favor.        |
| 3. I <i>shall ask</i> a favor. | 6. I <i>shall have asked</i> a favor. |

A pupil who fails or lags while the teacher counts five must drop out.

ask	show	halt	play	cross	reach	follow
beg	stop	look	save	pitch	count	finish
call	hope	pull	jump	labor	watch	pretend
dust	cook	fail	stay	climb	lift	answer

**117. Planning a Story.** What are some of the things that people sometimes put before safety, thereby bringing trouble on themselves? The selection at the top of page 327 tells about one of these.

## BEHIND TIME

A railroad train was rushing along at almost lightning speed. A curve was just ahead, beyond which was a station, where two trains usually met. The conductor was late, so late that the period during which the up-train was to wait had nearly elapsed; but he hoped yet to pass the curve safely. Suddenly a locomotive dashed into sight right ahead. In an instant there was a collision. A shriek, a shock, and fifty souls were in eternity! And all because an engineer had been behind time.



FREEMAN HUNT

Be ready to tell how hurry causes accidents; or how curiosity, or pleasure-seeking does.

How does your community work for "Safety First"?

**118. Writing a Story in a Paragraph.** Imagine one of the following sentences to be the closing idea of a paragraph similar to the one above, which tells about an accident. For the blank you will supply a word that suits the thought. Find a word that suggests a story.

1. And all because a ——— thought of his own pleasure first!
2. And all because a ——— was too curious to wait his turn!
3. And all because a ——— threw a banana peeling on the sidewalk!
4. And all because a ——— forgot to tighten a loose screw!
5. And all because a ——— played a cruel practical joke!
6. And all because a ——— fell asleep at his post!
7. And all because a ——— left matches carelessly about!

**Writing a Letter.** Write to your principal for permission to exhibit to the school the posters that you will make later. The best letter will be delivered in person.

**119. Handwork: "Safety First" Posters.** Divide the class into nine groups, each to plan and make a "Safety First" poster for one of the following uses:

- |                 |                          |                                |
|-----------------|--------------------------|--------------------------------|
| 1. At home      | 4. On the street         | 7. In a public park            |
| 2. At school    | 5. On the playground     | 8. In a moving picture theater |
| 3. In a factory | 6. In an office building | 9. At the seashore resort      |

Draw an appropriate picture or cut pictures from magazines and mount them. Underneath print five warnings. Use water colors or crayons to give a striking effect.

Discuss ideas for posters in class.

**120. An Enunciation Drill.** Combine the sound of *m* with the vowels and enunciate them carefully:

*ma; me, me; mi, mi, mi; mo, mo, mo, mo; mu, mu, mu, mu, mu*

**A Talk to the Class.** Hold your poster up for the class to see. Tell why you have made it that way. Read your warnings and tell which one you consider most important. Tell how your community could use the ideas to advantage. The vice president of the Junior Civic League will preside.

The three best talks will be given to three other classes in the school — the fifth, the sixth, and the seventh grades or others — at a time the principal designates.

**An Exhibit of Posters.** Arrange an exhibit of "Safety First" posters in the corridor or the auditorium, where the rest of the school can view them.

The best poster for each subject will be taken down to one of the department stores and exhibited for the people of your community to see. The president of the Junior Civic League will appoint a committee of three pupils to attend to the matter. What must they do?



## PROJECT 33. HONORING THE RED CROSS



**121. The Work of the Red Cross.** The American Red Cross performed a wonderful service during the World War, but the work of the Red Cross is not confined to times of war. There is a service equally important for it to render in times of peace.

Who founded the American Red Cross? How did the red cross come to be the symbol of the organization?

How does the Red Cross Society help in times of war? How is it to be treated by the countries at war?

What calamities or accidents in peace times need the service of the Red Cross? Be ready to tell about a great flood, earthquake, fire, or the sinking of a vessel.

What part did dogs play in the Red Cross work during the war? How have dogs done similar work in the Swiss Alps?

**122. Playing Reporter.** Your community did Red Cross work during the war. Play reporter and find out about it. Your mothers and fathers can tell you about the Red Cross work that was done by men and women during the war. Your older brothers and sisters can tell you about what the school children of the country did.

The class will be divided into two teams: (1) for Senior Red Cross work, and (2) for Junior Red Cross work.

**Writing a Letter.** Write a letter to some one you know, who may be able to tell you something about the Red Cross work which is being investigated by your team. In the letter you should tell (a) about your Red Cross project and (b) what you hope the person can tell you.

Make an envelope and address it. Deliver your letter personally. Make notes of the information you get.



**123. A Humming Game.** To form good tone the breath must pass out through both nose and mouth. To open the nasal passage, hum *m-m-m* with the lips lightly closed. Then drop the lower jaw and let the humming sound come out through both mouth and nose.

**A Talk to the Class.** Select one of the following topics and give a one-minute talk to the class. Look up information in the encyclopedia or get it from talking with grown-up people or other boys and girls.

- |  |  |
|--|--|
| 1. What Clara Barton did for the Red Cross | 4. Red Cross work and national calamities  |
| 2. The work of Florence Nightingale        | 5. Senior Red Cross work in your community |
| 3. Red Cross work during the World War     | 6. Junior Red Cross work in your community |

**124. Qualities of the Good Outline.** You have heard talks about three great Red Cross subjects:

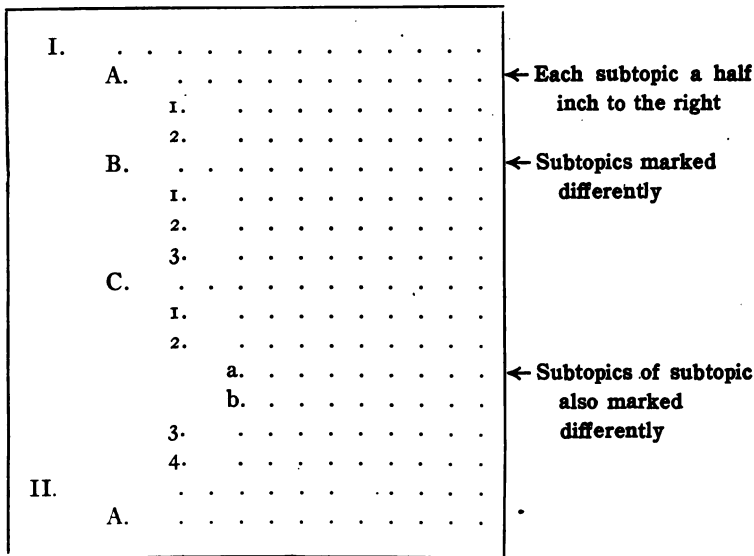
1. Pioneers in Red Cross Work
2. Red Cross in War and Peace
3. Red Cross Work in Your Community

Select one of these subjects as the topic for a report.

How many main divisions would an outline of your topic have? Why? Prepare an outline for your topic. Follow the outline form on page 331.

Look carefully over your notes to see whether you have recorded all your facts accurately in your outline. Consider:

1. Are all the facts given? (*Completeness.*)
2. Are the statements true? (*Accuracy.*)
3. Do the facts deal with your topic? (*Unity.*)



4. Are facts grouped together in the best order? (*Order, sequence, arrangement.*)

Correct the outline.

*Remember: The outline should be tested for completeness, accuracy, unity, and order. If it is weak in any of these particulars, the corrections should be made before the composition is written.*

**Writing a Report.** Write up your outline in full as a report. The best report for each topic will be read aloud to the school at another time.

**125. Regular and Irregular Verbs.** How do the main verbs change their form in the tenses on page 332? The form of the verb commonly used in the first person present tense, as "like" or "play," is called the *simple form* of the verb.

Present	(a) I <i>like</i>	(b) I <i>play</i>	(c) I <i>see</i>	(d) I <i>show</i>
Past	I <i>liked</i>	I <i>played</i>	I <i>saw</i>	I <i>showed</i>
Future	I shall <i>like</i>	I shall <i>play</i>	I shall <i>see</i>	I shall <i>show</i>
Present Perfect	I have <i>liked</i>	I have <i>played</i>	I have <i>seen</i>	I have <i>shown</i>
Past Perfect	I had <i>liked</i>	I had <i>played</i>	I had <i>seen</i>	I had <i>shown</i>
Future Perfect	I shall have <i>liked</i>	I shall have <i>played</i>	I shall have <i>seen</i>	I shall have <i>shown</i>

In verbs (a) and (b) how many forms of the verb are used? Name them. In verbs (c) and (d) how many forms of the verb are used? Name them. Which verbs have two forms of the verb? Which have three?

Verbs (a) and (b) are called *regular verbs* because they form their past tenses by adding *d* or *ed* to the simple form of the verb.

*Regular verb* { like      liked      liked  
                          play      played      played

Verbs (c) and (d) are called *irregular verbs* because they form either or both of their past tenses in some other way than by adding *d* or *ed* to the simple form of the verb.

*Irregular verb* { see      saw      seen  
                          show      showed      shown

*Remember : A regular verb forms its past tense by adding d or ed to the simple form of the verb.*

*An irregular verb forms its past tense in some other way.*

**An Exercise.** Make up sentences for three regular and three irregular verbs. Write each sentence six different times, each time changing the tense. For example :

## Regular

1. The sunset *fades* away.
2. The sunset *faded* away.
3. The sunset *will fade* away.
4. The sunset *has faded* away.
5. The sunset *had faded* away.
6. The sunset *will have faded* away.

## Irregular

1. The wind *blows* a gale.
2. The wind *blew* a gale.
3. The wind *will blow* a gale.
4. The wind *has blown* a gale.
5. The wind *had blown* a gale.
6. The wind *will have blown* a gale.

126. Study of a Poem. How is the Red Cross personified, or spoken of as a person, in the following poem?

## THE RED CROSS SPIRIT SPEAKS

<sup>1</sup> Wherever war, with its red woes,  
Or flood, or fire, or famine goes,  
There, too, go I;  
If earth in any quarter quakes  
Or pestilence its ravage makes,  
Thither I fly.

<sup>2</sup> I go wherever men may dare,  
I go wherever woman's care  
And love can live,  
Wherever strength and skill can bring  
Surcease to human suffering,  
Or solace give.

<sup>3</sup> The cross which on my arm I wear,  
The flag which o'er my breast I bear,  
Is but the sign  
Of what you'd sacrifice for him  
Who suffers on the hellish rim  
Of war's red line.



JOHN H. FINLEY

What thrilling pictures does this poem make you see? Explain "red woes"<sup>1</sup> and "war's red line."<sup>3</sup>

**Writing a Letter.** Write a letter to another eighth-grade class, challenging it to illustrate several lines from the poem in a poster contest for the Red Cross.

**Handwork.** Outside of school make a Red Cross poster.

**127. Conjugation of the Irregular Verb to be.** The most irregular verb in our language is the verb *to be*. Below is part of its conjugation :

<i>Person</i>		<b>Present</b>		<i>Person</i>		<b>Present Perfect</b>	
		<i>Singular</i>	<i>Plural</i>			<i>Singular</i>	<i>Plural</i>
1.		I am	we are	1.		I have been	we have been
2.		you are	you are	2.		you have been	you have been
3.		{ he (she, it) is the girl is	{ they are the girls are	3.		{ he has been the girl has been	{ they have been the girls have been
<i>Person</i>		<b>Past</b>		<i>Person</i>		<b>Past Perfect</b>	
		<i>Singular</i>	<i>Plural</i>			<i>Singular</i>	<i>Plural</i>
1.		I was	we were	1.		I had been	we had been
2.		you were	you were	2.		you had been	you had been
3.		{ he was the girl was	{ they were the girls were	3.		{ he had been the girl had been	{ they had been the girls had been
<i>Person</i>		<b>Future</b>		<i>Person</i>		<b>Future Perfect</b>	
		<i>Singular</i>	<i>Plural</i>			<i>Singular</i>	<i>Plural</i>
1.		I shall be	we shall be	1.		I shall have been	we shall have been
2.		you will be	you will be	2.		you will have been	you will have been
3.		{ he will be the girl will be	{ they will be the girls will be	3.		{ he will have been the girl will have been	{ they will have been the girls will have been

Observe the two ways in which forms of the verb *be* are used as auxiliaries in English :

**Progressive Form, Active Voice**

- (a) I am *going* to school
- (b) I was *going* to school.
- (c) I shall be *going* to school.
- (d) I have been *going* to school.
- (e) I had been *going* to school.
- (f) I shall have been *going* to school.

**Ordinary Passive Voice**

- (a) I am *struck* by the ball.
- (b) I was *struck* by the ball.
- (c) I shall be *struck* by the ball.
- (d) I have been *struck* by the ball.
- (e) I had been *struck* by the ball.
- (f) I shall have been *struck* by the ball.

In the sentences on the left a verb form ending in *ing* (“going”) is used with the forms of *to be*. The form of the verb made by adding *ing* to the simple verb form is called the *present participle*. When forms of the verb *to be* are added to the present participle of a verb, we have a conjugation that expresses continuous, or progressive, action. It is called the *progressive form*. Read the sentences on the left — all in the progressive form — and observe how the subject is acting continuously.

In the sentences on the right a different form of the verb (“struck”) is added to the forms of *to be*. This form is called the *past participle*. It is the form of the verb that makes the perfect tenses. Observe that the subject is acted upon. This form, in which the subject is acted upon, is called the *passive voice*. The form in which the subject is acting is called the *active voice*. The sentences on the left are in the active voice.

**Remember :** *Voice is a change in the form of a verb that tells whether the subject is acting or is acted upon.*

*There are two voices: the active voice, in which the subject is acting, and the passive voice, in which the subject is acted upon.*

**Remember :** *The passive voice is formed by the verb to be and the past participle.*

*The progressive form of the active voice is formed by the verb to be and the present participle, which ends in ing.*

**An Exercise.** (a) In the following list of verb forms pick out the present participles and use each in the six different tenses given on page 334.

educated	thinking	known	running
learning	alarmed	singing	favored
taught	guessing	considered	preparing

Write these forms on the board and use them in sentences.

(b) Divide the class into two teams: Team I will select a present participle and by referring to the conjugation of *to be* on page 334 will write out the progressive conjugation, active voice. Team II will select a past participle and combine it with the forms of the verb *to be* on page 334 to make the passive voice.

**128. Conversation: Peace-Time Activities of the Red Cross.** Be ready to offer suggestions for each of the following peace-time activities in which the Red Cross is actively interested or of which it approves.

- |                 |                     |                      |
|-----------------|---------------------|----------------------|
| 1. School nurse | 4. Vacation funds   | 7. Hospitals         |
| 2. First aid    | 5. Hygiene exhibits | 8. Aid in calamities |
| 3. Baby welfare | 6. Board of Health  | 9. Safety devices    |

A secretary will be appointed for each topic, to take notes of the suggestions.

#### Reminders

1. Look squarely at your audience.
2. Enunciate clearly and slowly, so that you can be heard in all parts of the room.



**129. Writing a Paragraph.** Imagine the Red Cross to be speaking. She pictures her activities. She tells how you have helped her. She closes with the sentence:

I am the Red Cross!



**130. Exhibit of Posters.** The teacher will place on exhibit all the posters prepared by the class.

**A Pronunciation Drill.** Practice enunciating the *or* in "or flood or fire or famine" in the poem on page 333.



**A Talk to the Class.** Examine the posters. Decide which you think is the best. Make a speech in its favor.

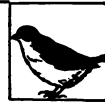
At the end of the period vote for the person whose poster you think should represent your class in the contest with the other class.







## PROJECT 34. PROTECTING THE BIRDS



131. **Protection of Birds a Part of Civic Duty.** There is a faithful band of public servants constantly fighting the foes of man. They are the birds, the farmer's best friend. How could a community show its appreciation, if these faithful bird servants presented a pledge like this?

### A PLEDGE FROM THE BIRDS

We pledge ourselves to police your orchard and shade trees and keep them free from injurious worms and insect pests.

SIGNED: *Woodpeckers, Brown Creepers, Chickadees, Nuthatches, Bluebirds, Wrens, Grosbeaks, Tanagers, Orioles, Vireos, Flycatchers, Cuckoos, Warblers.*



We pledge ourselves to police your gardens and hold in check the aphids, worms, and grubs which otherwise would destroy your crops.



SIGNED: *Chipping Sparrows, Song Sparrows, Catbirds, Robins.*

We pledge ourselves to police your meadows and fields and destroy the grasshoppers, and other insect pests, and the seeds of weeds, which would otherwise ruin them.



SIGNED: *Bobolinks, Bobwhites, Meadow Larks, Grackles, Blackbirds, Field Sparrows, Vesper Sparrows.*

*The People's Home Journal*

How do these three groups of "bird policemen" differ *in the places where they work and in the foes they fight?*

What are some insect pests? What are aphids and grubs? Which of these birds have you seen? where? Look up information in bird books about how these birds aid man. Perhaps you can borrow a colored bird book from the library.

What else do birds give us besides this service against harmful insects and weeds? What do they sometimes take from man as slight payment for this great police service?

You can begin to show your appreciation of birds by providing homes and other comforts for them. Begin to plan a bird house to make for an exhibit.

**Writing a Letter.** Write a business letter to a man in your community who has a good window in which to exhibit bird boxes, etc. Ask him whether he will allow you to place such an exhibit in his window.

**132. An Expression Drill.** Find Henry van Dyke's bird poem, "The Song Sparrow," at the library and practice saying it at home with life in every line, as if you were seeing and hearing the bird for the first time.

**A Talk to the Class.** Tell the class what you think people can do to attract birds to a community.

**Handwork.** During the next week make a bird box suitable for one of the following birds, or another bird of your community. The boxes will be exhibited later.

- |               |            |               |                 |
|---------------|------------|---------------|-----------------|
| 1. House wren | 3. Flicker | 5. Woodpecker | 7. Robin        |
| 2. Chickadee  | 4. Martin  | 6. Nuthatch   | 8. Song sparrow |

**133. Gathering Ideas about Birds.** There are three chief ways by which you can get ideas about birds. The picture on page 341 suggests one of them. How would the binoculars help you? How would the camera help? Why does a real observer of birds like to have a notebook?

Can you tell the name of the bird going down the tree head foremost? It is a nuthatch.

What things can you learn about birds from (1) observing them, (2) reading about them, and (3) talking about them?

What helpful suggestions do you get from each paragraph in the following selection?

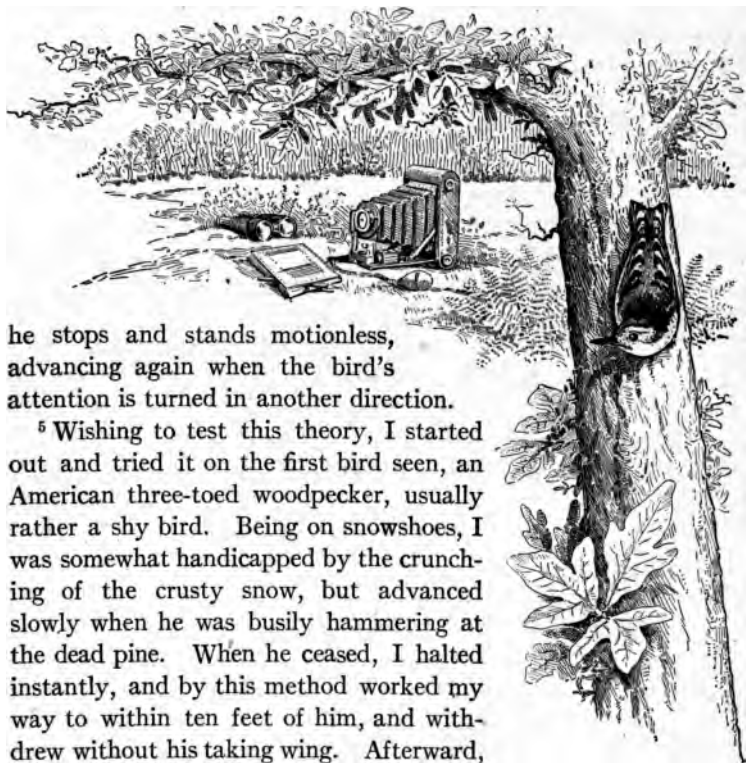
### BIRD STUDY

<sup>1</sup> The best season to begin the study of birds is the winter, when the varieties are few and less likely to confuse one. It is also an excellent time to learn to observe carefully as to plumage, form, manner of flight, and perching and feeding habits. Besides, experience gained at this season will be of great value to one when the country is overrun with the army of migrants. But with the first arrivals in the spring begins the season when birds are most interesting, for then may be studied their songs, mating and nesting habits, and the many activities of their very busy lives.

<sup>2</sup> There are several methods of bird study. One is to find some good locality and remain quiet, waiting for the birds to approach; another is to walk quietly through the fields, pastures, and woods, or along bush-grown roads, observing as you go. Another excellent way is to drive with a slow-walking horse along country roads, for birds which are easily alarmed at a person walking scarcely notice a horse and carriage.

<sup>3</sup> Always move with as little noise as possible, without sudden movement, and without the appearance of watching the birds you are stalking. If you utter low chirps or whistles, they are less liable to take alarm.

<sup>4</sup> I once read in a very interesting book by Mr. Dan Beard how successful he had been in catching birds with his hands. His method is to approach slowly and very quietly when the bird is *not* looking at him. The instant the bird looks in his direction



he stops and stands motionless, advancing again when the bird's attention is turned in another direction.

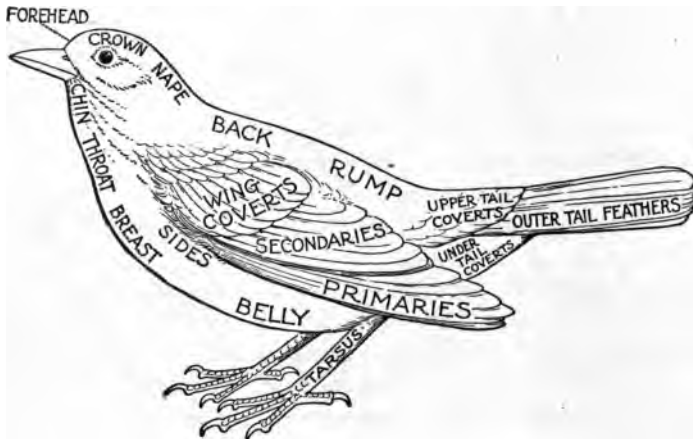
<sup>5</sup> Wishing to test this theory, I started out and tried it on the first bird seen, an American three-toed woodpecker, usually rather a shy bird. Being on snowshoes, I was somewhat handicapped by the crunching of the crusty snow, but advanced slowly when he was busily hammering at the dead pine. When he ceased, I halted instantly, and by this method worked my way to within ten feet of him, and withdrew without his taking wing. Afterward, following this method of approach, I actually caught a tufted titmouse, as he busily pecked at a cocoon attached to an oak leaf.

<sup>6</sup> The songs and calls should be carefully studied in connection with a bird until all its notes are familiar to you. This is one of the very best means of knowing birds, as many will be heard that are not seen. If unable to name a bird whose plumage you have plainly seen, visit a museum and you will very likely be able to determine its name from the specimens found there.

<sup>7</sup> Do not think because you live in the city that you cannot find birds. Mr. Parkhurst, author of that excellent book, "The Birds' Calendar," found in Central Park, New York, members of nineteen of the twenty-one families which inhabit the United States — nearly a hundred varieties in all. In Prospect Park, Brooklyn, I have seen many kinds during the spring migration, and a large number rear their broods there.

<sup>8</sup> The diagram showing the parts of a bird should be carefully studied. The expression "upper parts" includes all the upper surface except the wings and tail; "under parts," the under surface except the wings and tail. The length of a bird is the distance from the tip of bill to end of tail when stretched to full length. The English sparrow, which is six inches long, is used for the standard of measurement for the smaller birds; the robin, ten inches long, for the larger birds.

ALBERT FIELD GILMORE: *Birds through the Year*



**134. Writing a Bird Booklet.** The class will be divided into two teams to write two chapters of a bird booklet :

*Chapter 1.* Descriptions of birds (pupils selecting as many different birds as possible).

*Chapter 2.* How to observe birds (pupils dividing the places in their locality among them ; as, in park, on street, in back yard, along road, etc.).

Each team will choose a captain, who will write on the board before class the titles of the compositions in his chapter.

Compositions will be read aloud in class, the members of the teams sitting on opposite sides of the room.

**135. Active and Passive Voice.** *Voice* is the property of the transitive verb, which tells whether the subject is acting or is acted upon.

**Active** (Subject acting). The robin *ate* the worm.

**Passive** (Subject acted upon). The worm *was eaten* by the robin.

There are six tenses for each voice :

	Active Voice	Passive Voice
<i>Present.</i>	The robin <i>eats</i> the worm.	The worm <i>is eaten</i> by the robin.
<i>Past.</i>	The robin <i>ate</i> the worm.	The worm <i>was eaten</i> by the robin.
<i>Future.</i>	The robin <i>will eat</i> the worm.	The worm <i>will be eaten</i> by the robin.
<i>Pres. Perf.</i>	The robin <i>has eaten</i> the worm.	The worm <i>has been eaten</i> by the robin.
<i>Past Perf.</i>	The robin <i>had eaten</i> the worm.	The worm <i>had been eaten</i> by the robin.
<i>Future Perfect.</i>	The robin <i>will have eaten</i> the worm.	The worm <i>will have been eaten</i> by the robin.

When the active voice is changed to the passive voice, the object (" worm ") of the active form becomes the subject of the passive, and the subject (" robin ") of the active form is used as object of the preposition " by."

**An Exercise.** (1) Read the following sentences with the six different tense forms in the active voice. (2) What changes will you make to express these sentences in the passive voice? Write them in the passive voice. (3) Make up the six passive tenses.

1. Insects devour our food.
2. Insects devour \$1,000,000,000 worth of food a year.
3. Our country protects the birds.
4. A cherry bird eats 100 cankerworms in a day.
5. A scarlet tanager eats 630 gypsy moths in a day.
6. Birds deserve an occasional dessert of berries.
7. Birds also eat the seeds of weeds.
8. An owl kills 1000 mice in a year.
9. Birds save grain and trees.
10. We build houses for the birds.

**136. Irregular Verb Forms.** To use a verb in all the tenses, active and passive voice, without mistakes, it is necessary to know the different forms of the verb. Count how many different forms of *eat* are used in the following active voice :

	Common Form	Progressive Form
<i>Present.</i>	{ The owl <i>eats</i> mice.	{ The owl <i>is eating</i> mice. The owls <i>are eating</i> mice.
	{ The owls <i>eat</i> mice.	
<i>Past.</i>	The owl <i>ate</i> mice.	The owl <i>was eating</i> mice.
<i>Future.</i>	The owl <i>will eat</i> mice.	The owl <i>will be eating</i> mice.
<i>Pres. Perf.</i>	The owl <i>has eaten</i> mice.	The owl <i>has been eating</i> mice.
<i>Past Perf.</i>	The owl <i>had eaten</i> mice.	The owl <i>had been eating</i> mice.
<i>Future Perfect.</i>	The owl <i>will have eaten</i> mice.	The owl <i>will have been eating</i> mice.

The forms *eat*, *eats*, *eating*, *ate*, and *eaten* are necessary to make the different tenses.

1. *Eat* is the simple form of the verb.

2. *Eats* is the form with the ending *s*. It is always present tense, third person, singular.

3. *Eating* is the present participle, used with the forms of the verb *to be* to make the progressive form (continuing action), in all the tenses, persons, and voices.

4. *Ate* is the past tense form.

5. *Eaten* is the past participle form, used with *have, has, had, am, is, are, was, were*, etc., to form the perfect tenses and the passive voice.

The three forms that you must know for any verb, in order to conjugate it correctly, are :

<i>Present, or simple, form.</i>	eat
<i>Past tense.</i>	ate
<i>Past participle.</i>	eaten

These three forms are called the *principal parts*.

**Remember :** *The present, past tense, and past participle are called the principal parts.*

*You must know the principal parts of a verb in order use it correctly.*

**An Exercise.** Memorize the forms of the verbs in the following list :

<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>	<i>Present.</i>	<i>Past</i>	<i>Present Perfect</i>
am	was	have been	bind	bound	have bound
awake	awoke	have awaked	bite	bit	have bitten
bear ( <i>carry</i> )	bore	have borne	bleed	bled	have bled
bear ( <i>pro-duce</i> )	bore	have borne	blow	blew	have blown
begin	began	have begun	break	broke	have broken
bend	bent	have bent	breed	bred	have bred
bid ( <i>order</i> )	bade	have bidden	bring	brought	have brought
bid ( <i>offer</i> )	bid	have bid	build	built	have built
			burst	burst	have burst



<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>	<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>
buy	bought	have bought	hide	hid	have hidden
cast	cast	have cast	hit	hit	have hit
catch	caught	have caught	hold	held	have held
choose	chose	have chosen	hurt	hurt	have hurt
cling	clung	have clung	keep	kept	have kept
come	came	have come	kneel	knelt	have knelt
cost	cost	have cost	knit	knit	have knit
creep	crept	have crept	know	knew	have known
cut	cut	have cut	lay	laid	have laid
deal	dealt	have dealt	lead	led	have led
dig	dug	have dug	leave	left	have left
do	did	have done	lend	lent	have lent
draw	drew	have drawn	let	let	have let
drink	drank	have drunk	lie ( <i>re-</i> <i>cline</i> )	lay	have lain
drive	drove	have driven	lose	lost	have lost
dwell	dwelt	have dwelt	make	made	have made
eat	ate	have eaten	mean	meant	have meant
fall	fell	have fallen	meet	met	have met
feed	fed	have fed	pay	paid	have paid
feel	felt	have felt	put	put	have put
fight	fought	have fought	quit	quit	have quit
find	found	have found	read	read	have read
flee	fled	have fled	rid	rid	have rid
fling	flung	have flung	ride	rode	have ridden
fly	flew	have flown	ring	rang	have rung
forget	forgot	have forgotten	rise	rose	have risen
freeze	froze	have frozen	run	ran	have run
get	got	have got	say	said	have said
give	gave	have given	see	saw	have seen
go	went	have gone	seek	sought	have sought
grind	ground	have ground	sell	sold	have sold
grow	grew	have grown	send	sent	have sent
hang	hung	have hung	set	set	have set
have	had	have had	shake	shook	have shaken
<i>hear</i>	<i>heard</i>	<i>have heard</i>			

<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>	<i>Present</i>	<i>Past</i>	<i>Present Perfect</i>
shed	shed	have shed	steal	stole	have stolen
shine	shone	have shone	stick	stuck	have stuck
shoe	shod	have shod	sting	stung	have stung
shoot	shot	have shot	strike	struck	have struck
show	showed	have shown	strive	strove	have striven
shrink	shrank	have shrunk	swear	swore	have sworn
shut	shut	have shut	sweep	swept	have swept
sing	sang	have sung	swim	swam	have swum
sink	sank	have sunk	swing	swung	have swung
sit	sat	have sat	take	took	have taken
slay	slew	have slain	teach	taught	have taught
sleep	slept	have slept	tear	tore	have torn
slide	slid	{ have slid	tell	told	have told
		{ have slid	think	thought	have thought
sling	slung	have slung	throw	threw	have thrown
slink	slunk	have slunk	thrust	thrust	have thrust
slit	slit	have slit	wear	wore	have worn
sow	sowed	have sown	weave	wove	have woven
speak	spoke	have spoken	weep	wept	have wept
spend	spent	have spent	wet	wet	have wet
spin	spun	have spun	win	won	have won
spit	spit	have spit	wind	wound	have wound
spring	sprang	have sprung	wring	wrung	have wrung
stand	stood	have stood	write	wrote	have written

**A Baseball Verb-form Match.** The teacher will give the first form of one of the verbs on pages 345 to 347, and the pupil "at bat" will give the two other forms. (See page 47.)

**Finding Information.** You can find out about birds in two ways: (1) by reading or talking about them and (2) by going out and observing them for yourself.

Take a walk within the next few days, especially to observe birds. Keep notes of what you see.

If you cannot get out to observe, read about birds at the library. Take notes of what you read.

**137. Planning a Community Campaign for Birds.** Discuss the different things that could be done by boys and girls, grown-up people, and even the public authorities, at their homes, on their farms, in orchards, in public parks, and on the streets to aid the birds. What are the enemies of birds? Why should birds be protected?

**Writing a Letter.** Write a business letter to the editor of a local paper, making an appeal for people of the community to help the birds. Give reasons. Give definite suggestions of things to do. Ask the editor to publish the letter in the local paper.

Make an envelope and address it. The best letter will be sent for publication in the local paper.

**138. A Pronunciation Drill.** Pronounce the following words to show the difference between *per* and *pre*.

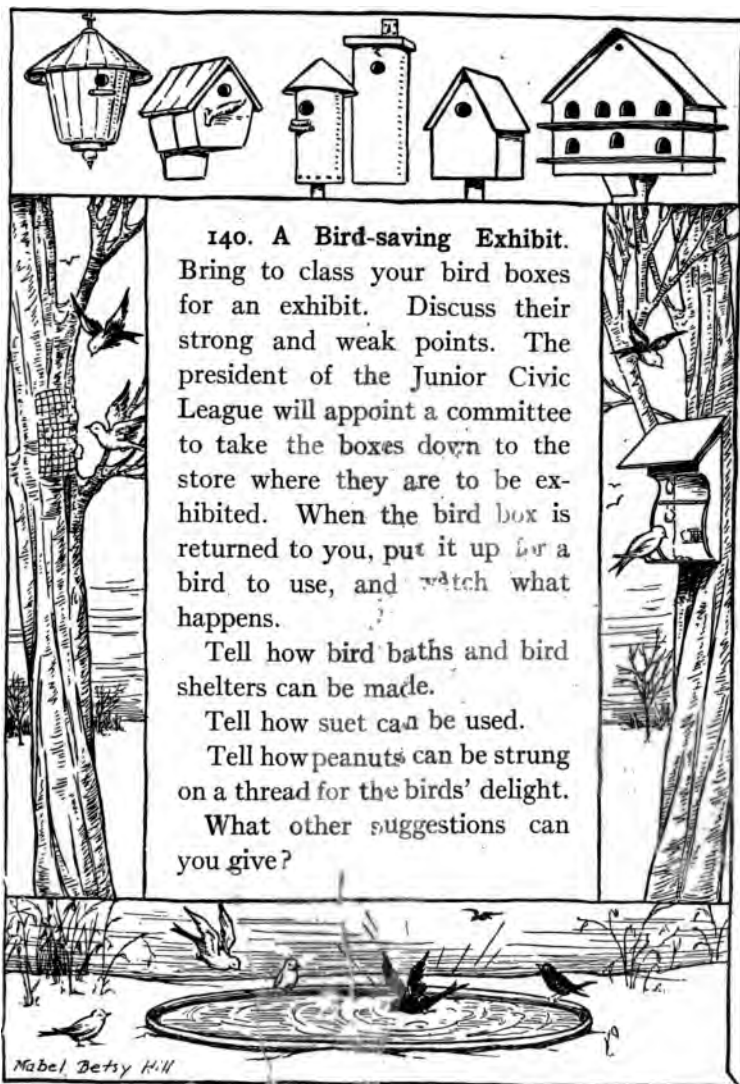
<i>persuade</i>	<i>perhaps</i>	<i>perplex</i>	<i>pervade</i>	<i>perform</i>
<i>presume</i>	<i>precede</i>	<i>pretend</i>	<i>predict</i>	<i>preside</i>

**A Talk to the Class.** Make a speech in favor of the birds. Pretend that you are addressing a civic organization of your community.

**139. Writing a Report.** You have taken notes of what you saw on your walk to observe birds or of what you read about them at the library. Scan these notes carefully, and make them as complete as possible. Rearrange your notes as an outline. Be sure that your outline has unity and good arrangement.

Write up your notes as a composition.

*Read your reports aloud in the class period.*



### 140. A Bird-saving Exhibit.

Bring to class your bird boxes for an exhibit. Discuss their strong and weak points. The president of the Junior Civic League will appoint a committee to take the boxes down to the store where they are to be exhibited. When the bird box is returned to you, put it up for a bird to use, and watch what happens.

Tell how bird baths and bird shelters can be made.

Tell how suet can be used.

Tell how peanuts can be strung on a thread for the birds' delight.

What other suggestions can you give?



## PROJECT 36. HOLDING A CLEAN-UP CAMPAIGN



**141. Preparing for a Clean-up Campaign.** In spring or fall people should see that their houses, yards, streets, and community are in good order. A Junior Civic League should make it part of their work.

How does your community provide ways to clean up? How are the streets kept clean in winter? in summer? How can you help to keep the city clean?

How is your school kept clean? What can you do to help to keep desks, schoolroom, corridors, and the school yard clean?

How do people clean house? What can be done to clean back yards, cellars, and attics? If you know of vacant lots that seem to be nobody's business, see whether you can clean them up, for they are "eyesores" to the community.

**142. A Humming Game.** Divide the class into three sections, each to hum part of a chord: high, medium, or low. Hum *m*; then open the lips and continue humming.

**A Talk to the Class.** Tell (1) what you can do to clean up your own yards, (2) places that need cleaning up, or (3) how you can help the city to keep clean.

**143. Handwork.** Prepare a poster of Manila paper or cardboard with an appropriate drawing to make people enthusiastic over Clean-up Week. Color the drawing or use cut-out pictures. Underneath it print a good slogan.

The best posters will be exhibited.

**Writing a Letter.** Write a business letter to the principal of another school, asking to have exchange exhibits of "Clean-up" posters.

**144. The Use of *Shall* and *Will*.** There are three chief uses for *shall* and *will*:

1. The future tense is formed by using the present form of the verb with *shall* or *will*; as,

*Future with Shall*

I shall

we shall

*Future with Will*

you will

he will

she will

it will

they will

John will

the boy will

the boys will

(with all

noun subjects)

Wherever you have the future meaning, you can substitute some form of "am going to"; as, "I shall be here" ("I am going to be here").

2. Observe how *shall* and *will* are used in the following sentences, where they do not have the future meaning. What meaning do they have?

1. *I will* go at once — I promise.
2. *You shall* go at once, for I'll make you go.
3. "*He shall* go to school," insisted his mother.
4. "*We will* be there at nine," promised the boys.
5. *You shall* not go to town — you must stay here.
6. "*They shall* return the books," pledged the father.
7. *John shall* stay.
8. The *boys shall* be rewarded for their heroism.

Here you find the use of *shall* and *will* reversed. *Will* is used with *I* and *we*, and *shall* is used with all the other subjects, just the opposite of the future tense. "I will" and "we will" express a promise or pledge made by myself or ourselves. "You shall," "he shall," "they shall," or "John shall" is also a promise or a pledge, but it is made about some one else

- |                           |                            |
|---------------------------|----------------------------|
| 1. Cleaning streets       | 7. Weeding the garden      |
| 2. Cleaning the yard      | 8. Cleaning the playground |
| 3. Cleaning house         | 9. Trimming trees          |
| 4. Cleaning a desk        | 10. Getting rid of trash   |
| 5. Cleaning the classroom | 11. Repairing fences       |
| 6. Cleaning vacant lots   | 12. Painting to preserve   |

**146. Things that Beautify.** The following selection is part of a well-known oration. Discuss it sentence by sentence :

#### GRASS

<sup>1</sup> Lying in the sunshine among the buttercups and dandelions in May, scarcely higher in intelligence than the minute tenants of that mimic wilderness, our earliest recollections are of grass ; and when the fitful fever is ended and the foolish wrangle of the market and forum is closed, grass heals over the scar which our descent into the bosom of the earth has made, and the carpet of the infant becomes the blanket of the dead.

<sup>2</sup> Grass is the forgiveness of nature — her constant benediction. <sup>3</sup> Fields trampled with battle, saturated with blood, torn with the ruts of cannon, grow green again with grass, and carnage is forgotten. <sup>4</sup> Streets abandoned by traffic become grass-grown like rural lanes and are obliterated. <sup>5</sup> Forests decay, harvests perish, flowers vanish, but grass is immortal. <sup>6</sup> Beleaguered by the sullen hosts of Winter, it withdraws into the impregnable fortress of its subterranean vitality and emerges upon the first solicitation of Spring. <sup>7</sup> Sown by the winds, by the wandering birds, propagated by the subtle agriculture of the elements which are its ministers and servants, it softens the rude outline of the world. <sup>8</sup> It bears no blazonry of bloom to charm the senses with fragrance or splendor, but its homely hue is more enchanting than the lily or the rose. <sup>9</sup> It yields no fruit in earth or air, and yet, should its harvest fail for a single year, famine would depopulate the world.

JOHN J. INGALLS \*

\* From "Essays, Addresses, and Orations of John J. Ingalls," published by the Franklin Hudson Publishing Company.

It is not enough merely to clean up. People should try to beautify their houses, yards, and streets. Even grass, homely and insignificant, plays a vital part in making the earth a livable place.

What other things beautify our surroundings? What things can beautify a room, a house, a yard, a street, a playground, a schoolhouse, a classroom?

**147. An Expression Drill.** Practice reading John J. Ingalls's oration on "Grass" aloud at home. Enunciate each word carefully. Bring out the full meaning of each sentence. Then read it aloud to some one at home.

A pupil will be selected to read it to the school.

**A Talk to the Class.** Tell how to beautify or make more pleasant: (a) your room at home, (b) your yard, (c) the classroom, or (d) your neighborhood.

**148. Committee Reports.** Using the report you wrote on page 353 as a basis, now add to your topic an outline of ways to beautify or make more desirable. Write this part of the report as a continuation of the original report.

Read aloud all the papers prepared by the different committees. The class will listen closely and point out good points or offer suggestions for improvement.

**Voting for the Best.** After each set of reports is read, write down the name of the member of the committee who you think had the best report. You will thus write twelve names, one for each committee.

The president of the Junior Civic League will appoint two pupils as tellers to count the votes with him after school and find out who is the winner on each committee.

The list of twelve winners will be posted in the corridor for the rest of the school to see.



149. **Correct Use of Verbs.** Many mistakes are made in the use of verbs. Review the following rules :

**Agreement of the Verb with its Subject**

1. Do not use *don't* with a singular verb. Say, "He, she, it *doesn't*" (not "He don't").

2. Use *were* with *you*, whether speaking of one person or several persons. Say, "You *were*" (not "You was").

3. Two subjects separated by *and* usually take a plural verb; as, "He and I *were* there" (not "He and I was there").

4. Subjects connected by *or* or *nor* require a singular verb; as, "Either he or I *was* right" (not "He or I were right").

5. If a sentence begins with "There is," a singular subject must follow; as, "There *is* a *reason*" (not "There is reasons").

6. A singular subject takes a singular verb even when something intrudes between the subject and the verb; as, "The election of officers *was* (not "were") reported to the teacher."

7. Titles of books are written with singular verbs; as, "Stockton's 'The Casting Away of Mrs. Lecks and Mrs. Aleshine' *is* (not "are") a delightful book."

8. The pronouns *each*, *every one*, *no one*, *many a*, *either*, and *neither* require singular verbs; as, "Each of the girls *was* (not "were") present."

9. A collective noun requires a singular verb if the group is considered as a whole; as, "The club *was* adjourned." It takes a plural verb, if considered as individuals; as, "The *congregation were debating* the matter among themselves."

### Correct Tense Forms of the Verb

10. The verbs *climb*, *drag*, *dive*, *hang* (execute), *heat*, and *prove* are regular. Say *climbed*, *dragged*, *dived*, *hanged*, *heated*, and *proved* for the past tense.

11. The past participle, which is used to form the perfect tenses, should not be used for the past tense of the active voice. Say, "He *did* it" (not "done it"), "He *saw* it" (not "seen it").

12. When an action is regarded as completed, use the perfect tenses; as, "I *have studied* my lesson," or "By eight o'clock they *had gone*."

13. Keep the same tense in telling a story.

14. There are three principal tenses that indicate action going on (in the present, the past, or the future), and three secondary tenses that indicate action as completed (in the perfect tenses).

#### Principal Tenses (Action going on)

*Present*

*Past*

*Future*

#### Secondary Tenses (Completed action)

*Present Perfect*

*Past perfect*

*Future perfect*

If you use a principal tense in the principal clause, you should use the corresponding perfect tense in the subordinate clause; as,

I *go* because I *have been called*. (Present and present perfect)

I *went* because I *had been called*. (Past and past perfect)

I *shall go* because I *shall have been called*. (Future and future perfect)

15. Do not use "of" for "have." Say, "I may *have gone*" (not "may of gone").

**An Exercise.** Supply the correct forms in the following sentences, and give the rule for each :

1. The English club (were, was) organized early in the year.
2. "The Three Musketeers" (is, are) an interesting book.
3. There is for everybody some (comrades, comrade) with whom to do things.
4. Either Margaret or Mildred (were, was) right.
5. You and he (was, were) there.
6. He thought that you (was, were) absent.
7. She has (broken, broke) the dish.
8. His mother (hung, hanged) his clothes in the closet.
9. By noon I (have, had) studied my algebra.
10. She came because she (has, had) been invited.
11. They must (have, of) gone home.
12. Many a man (has, have) worked (their, his) way up the ladder of success.
13. Neither Helen (or, nor) Agnes (were, was) at home.
14. The appointment of the officers (were, was) delayed.
15. He and I (was, were) in the room together.
16. William (don't, doesn't) like trash in his yard.
17. The team (was, were) arguing among themselves.
18. Either John (nor, or) Alfred (were, was) present.

150. **Exhibit of "Clean-up" Posters.** Bring to class the posters that were made on page 350. Place them around the room or hold them up for everybody to see.

Discuss the good points of each. Make suggestions for improvements.

**Writing a Letter.** Write a letter to your teacher, telling which poster you wish to vote for as the best. Give reasons.

A committee from the Junior Civic League will meet the teacher after school to read the letters and pick out the *five letters that give the best reasons.*



## PROJECT 36. PLANNING A HOME



151. **What the Upkeep of a House Means.** A *budget* is an estimate of the relative amount of money a person, a family, a corporation, or even a government will spend for different types of things in a year. It is now recognized as the best way by which people can regulate expenses and attain prosperity.

Imagine that the class has a family of five for whom to make a budget. These may be a father, a mother, a boy of fourteen, a girl of thirteen, and a baby of one year. Make up names for the family.

The first thing to decide is what things they will need in order to live in your community.

What will they need to keep them alive?

What will they need to have shelter?

What will they need to keep them warm?

Discuss house, food, and clothing. The money that the father earns each month is 100 per cent of his earnings. What per cent of it should go for rent or taxes? what per cent for food? what per cent for clothes?

Should the entire 100 per cent of his earnings be used for these three things? Why not? For what else must a man save money each month?

What is meant by "living beyond one's means"? Give instances of it.

**Making an Outline.** Make an outline of the chief things that would have to be considered in making a family budget.

Reread the above topic to see whether you have mentioned all the important things.

**152. An Enunciation Game.** Draw a checkerboard and write nine words with final *ing* in the spaces. Pronounce up and down, across, and diagonally.

**A Talk to the Class.** Tell the class what relative proportions you think a family should use to form a budget for the following family expenses :

- |                  |            |              |              |
|------------------|------------|--------------|--------------|
| 1. Rent or taxes | 3. Food    | 5. Amusement | 7. Savings   |
| 2. Clothing      | 4. Charity | 6. Sickness  | 8. Insurance |

**153. Pets in the Home.** Turn to the newspaper item on page 185 for the story of a dog's heroism. Then read the sequel :

### DOG REWARDED FOR RESCUE

#### Masterpiece in Collars Made Here for Newfoundland "Hero"



<sup>1</sup> There did not seem to be a collar in the world that might fittingly be worn by Hero, so a masterpiece in canine neckwear was wrought for him by hand. Hero is the part-wolf sledge dog who saved the lives of ninety-two persons when the Ethie was shipwrecked off Martin's Point, Newfoundland, last December. He carried a cable from the vessel to land through a sea in which no craft dared venture.

<sup>2</sup> As a reward, the American Anti-Vivisection Society and its associated humane societies in Philadelphia decided to present him with the finest collar ever worn by a dog. A massive collar was hand-wrought of the finest silver and leather in the jewelry workshop of one of the large Philadelphia stores.

<sup>3</sup> The dwellers in the hamlet of Bonne Bay, Newfoundland, are preparing for a gala event when the collar is sent to Hero's master.

*The Public Ledger*

What does *vivisection*<sup>2</sup> mean? *humane*<sup>2</sup>? Tell the full story of Hero.

Which animals make good pets for a growing family of children? How should a pet be treated? Tell how pets have guarded the home or have served their owners in time of danger.

**Writing a Letter.** Write a letter to your father, telling about planning a budget for a family of five, which you will inclose in the letter.

Make an envelope and address it.

**154. Writing a Budget.** Look over the outline of the budget that you have planned on page 359 and see whether you can improve it. Write it up in as many paragraphs as you have main topics. In each paragraph give the reason why you suggest a certain per cent. Tell what are included in the topics discussed:

Rent or taxes	Amusements
Clothing	Sickness
Food	Savings
Charity	Insurance

Inclose the budget in the letter to your father (or parent or guardian). Take the letter home for him to read. Then bring it back.

**Handwork.** Make a poster of a family budget. To make more emphatic the different things for which a family needs money either find pictures to illustrate them or draw and color pictures of them. Print the eight names with large letters.

**155. Correct Use of Verbs.** Review the rules on pages 356 and 357. Make up two sentences to illustrate each rule.

156. **Preservation of the Home a Civic Duty.** A community is made up of families, and each family means a home of some kind. The following selection gives the opinion of a farsighted American statesman about the importance of guarding the American home.

#### THE AMERICAN FAMILY



<sup>1</sup> No nation can be great unless its sons and daughters have in them the quality to rise level to *the needs of heroic days*. <sup>2</sup> No army was ever great unless its soldiers possessed *the fighting edge*. <sup>3</sup> So likewise the citizenship of any country is worthless unless in a crisis it shows the spirit of the two million Americans who in this mighty war have eagerly come forward to serve under *the banner of the Star*, afloat and ashore, and of the other millions who would now be beside them over seas if the chance had been given them. <sup>4</sup> And yet such spirit in the long run avails nothing unless in the years of peace the average man and the average woman of the duty-performing type realize that the highest of all duties is the duty of *perpetuating the family life*, based on the *mutual love and respect* of the one man and the one woman and on their purpose to rear the *healthy and fine-souled children* whose coming into life means that the family — and therefore the nation — shall continue in life.

THEODORE ROOSEVELT \*

Show that a mere house does not make a home. What else is needed?

Roosevelt had the art of coining striking phrases. What are "the needs of heroic days<sup>1</sup>"? Show that we can have them in times of peace as well as in times of war. How is

\* From Theodore Roosevelt's "The Great Adventure," published by Charles Scribner's Sons.

family life perpetuated from generation to generation? How have families spread throughout the country? Why is respect as important as love in founding a home?

Can you think of a better ideal for a father and a mother to have in bringing up their children than to make them "healthy and fine-souled"? What things will make children healthy? What is the meaning of "fine-souled"? Mention several things that make boys and girls cheap and coarse — not fine-souled.

#### MY MOTHER

She was as good as goodness is,  
Her acts and all her words were kind,  
And high above all memories  
I hold the beauty of her mind.

FREDERIC HENTZ ADAMS in *American Motherhood*

Which words apply to some one who is "fine-souled"? How do mothers preserve the spirit of the home?

**Writing a Summary.** Tell in your own words what Roosevelt says of the home.

**157. An Expression Drill.** Think about the following poem by Alfred Tennyson. Look up *crannied* in the dictionary. Practice reading the poem at home until you bring out all the meaning. Speak as if talking to the flower. Memorize this poem or the one above.

Flower in the crannied wall,  
I pluck you out of the crannies;  
Hold you here, root and all, in my hand,  
Little flower — but if I could understand  
What you are, root and all, and all in all,  
I should know what God and man is.



**A Talk to the Class.** Divide the class into five teams, or committees, each to tell how one of the following adds comfort, pleasure, or beauty to a home :

1. Music    2. Pictures    3. Flowers    4. Books    5. Pets

**158. Analysis.** Analyze the following sentences :

1. Alice and Margaret will visit Amy in her new home.
2. There are many things of beauty in that room.
3. Have you selected the furniture for the bedroom?
4. Mary and William furnished their rooms differently.
5. William wanted his room very plain, but Mary wanted her room decorated.
6. Mary wanted pretty curtains and furniture covers in her room.
7. She made the curtains out of some cretonne that her mother had.
8. William fastened his fishing rods, his racquet, and his snowshoes on one wall of his room.
9. These things were fastened tightly to the wall so that they would not fall down.
10. In one corner of her room Mary had a pretty little sewing stand that she made out of a discarded box.
11. Have you made anything for your room?
12. Make something out of a discarded box.
13. There are many clever people who can do such things.
14. Look at what I have made.
15. Is it not pretty?
16. Where did Mary get her pretty cretonne?
17. Her mother had put it into the scrap bag, but Mary found it.
18. I love my room!

**159. The Spirit of Neighborliness.** A home cannot live unto itself alone. The best kind of home recognizes the *obligations and pleasures of neighborliness.*

## THANKSGIVING

- <sup>1</sup> I thank thee, Lord, that I am straight and strong,  
 With wit to work and hope to keep me brave,  
 That threescore years, unfathomed, still belong  
 To the allotted life thy bounty gave.
- <sup>2</sup> I thank thee that the sight of sunlit lands  
 And dipping hills, the breath of evening grass,  
 The rush of tides and flowers in my hands  
 Can give me daily gladness as I pass.
- <sup>3</sup> I thank thee that I love the things of earth,  
 Ripe fruits and laughter, lying down to sleep,  
 The shine of lighted towns, the graver worth  
 Of beating human hearts that laugh and weep.
- <sup>4</sup> I thank thee that as yet I need not know,  
 Yet need not fear, the mystery of the end;  
 But more than all, and though all these should go —  
 Dear Lord, thus on my knees! — I thank thee for my friend.

JULIET WILBOR TOMPKINS

Find the things for which the poet gives thanks. What could you add to these?

For what are you most grateful in your home? in your community life?

**Writing a Letter.** Write a letter to your mother. (1) In it quote a poem that you like. (2) Tell how she helps you at home. Try to show that you appreciate all that she is doing for your home. (3) Invite her to come to your program to-morrow.

Make an envelope and address it. Deliver the letter.

**160. Exhibit of Posters.** Bring to class your Budget Posters and put them up where everybody can see them.

**Giving a Program in a Class Period.** For the following program the president of the Junior Civic League will preside. The League will vote by secret ballot for the best recitation, the best declamation, and the best story retold. Divide these among the class.

## PROGRAM

THE LANGUAGE PLEDGE (Page 196) . . . . . The class

## RECITATIONS.

1. *Trees* (Page 218)
2. *Frost Work* (Page 250)
3. *The Secrets of Spring* (Page 251)
4. *I made them lay their hands in mine* (Page 260)
5. *Opportunity* (Page 294)
6. *I Dreamed in a Dream* (Page 311)
7. *The Red Cross Spirit Speaks* (Page 333)
8. *My Mother* (Page 363)
9. *Flower in the Crannied Wall* (Page 363)
10. *Thanksgiving* (Page 365)

## STORIES RETOLD.

11. *The Boy Who Recommended Himself* (Page 292)
12. *A Boy Scout's Heroism* (Page 20)
13. *A Dog's Heroism* (Pages 185 and 360)

## DECLAMATIONS.

14. Roosevelt : *The Great Adventure* (Page 270)
15. Ingalls : *Grass* (Page 354)
16. Roosevelt : *The American Family* (Page 362)

THE FLAG SALUTE . . . . . The class





PROJECT 37. CELEBRATING AMERICAN  
DAY



161. **How to be a Good American.** The Junior Civic League is interested in making good Americans. To be a good American is it necessary to have been born in this country?

Read what Roosevelt said about our being good Americans:

<sup>1</sup> The only man who is a good American is the man who is an American and nothing else. <sup>2</sup> I appeal to history. <sup>3</sup> Among the generals of Washington in the Revolutionary War were Greene, Putnam, and Lee, who were of English descent; Wayne and Sullivan, who were of Irish descent; Schuyler, who was of Dutch descent, and Muhlenberg and Herkimer, who were of German descent. <sup>4</sup> But they were all of them American and nothing else, just as much as Washington. <sup>5</sup> Carroll, of Carrollton, was a Catholic; Hancock, a Protestant; Jefferson was heterodox from the standpoint of any orthodox creed; but these and all the other signers of the Declaration of Independence stood on an equality of duty and right and liberty as Americans and nothing else.

THEODORE ROOSEVELT: *Address on Americanism*

Look up the generals Greene, Putnam, Lee, Wayne, Sullivan, Schuyler, Muhlenberg, and Herkimer in your history textbook. If a name is not mentioned in the index, look in the encyclopedia for it. From what countries did these men come? What does Roosevelt say about them? What was a *Tory*?

What does Roosevelt say about Carroll, Hancock, and Jefferson?

Show that differences in nationality need not prevent people from becoming good Americans.

**Writing a Letter.** Write a letter to a veteran of one of our wars, inviting him to be present when you give your American Day program in a class period (page 374). Compare your letter form with the model on page 201.

Make an envelope and address it. The best letter will be sent.

**162. Finding Information.** Find out from what countries of Europe, or sections of the United States, the original settlers of your state and community came. Were there any prominent leaders among them? Who were they?

When was the first settlement made in your state? When was your city or the city nearest to you founded?

In what part of your state do foreigners settle to-day? In what work are they largely engaged? Do most of them learn English and take out naturalization papers?

How can you help the foreigner, or the alien?

How can foreign boys or girls in our schools help their fathers and mothers to become good Americans?

How can American boys and girls help the foreign-born boys and girls to be good Americans?

**163. An Expression Drill.** At home practice reading Roosevelt's speech on Americanism on page 367. First pronounce each word slowly and distinctly. Then lightly underline the subordinate clauses and read them more rapidly than the other parts. Consider which you think are the most emphatic words in each sentence; as, the word *only* in the first sentence.

A pupil who has memorized the speech may volunteer to *declaim* it at the opening exercises.

**A Talk to the Class.** Tell the class either (1) how your state came to be settled and by whom, or (2) the most important leaders in the settlement of your state.

A committee of three pupils will serve as policemen to sit in the back of the room and rise quietly if they cannot hear you speak.

### Reminders

1. Stand erect on both feet.
2. Look into the faces of *all* your audience, not a few.
3. Emphasize your points by gestures, if they come naturally.
4. Speak as if you were heartily interested in every word you say.

**164. Writing a Historical Article.** Write an outline, giving the facts about the settlement of your state:

I. *When* it was started.

II. *Where* settlements were made, in order of date.

III. *By whom* it was settled, with nationalities and leaders.

Write a composition based upon the outline. These facts are so woven together that you cannot paragraph to follow the outline. Will you have one paragraph or several paragraphs? The facts in your outline will help you to decide that.

Make an appropriate title.

**Correcting a Composition.** Criticize (1) the handwriting; (2) the margin and the general appearance of the paper; (3) the paragraphing — a definite topic for each paragraph; (4) the spelling; (5) the sentence structure — enlarging periods and observing the types of sentences; (6) the punctuation; and (7) the grammar.

Copy the corrected composition.

**165. Participles.** Observe the following sentences :

1. The American, *voting* at the polls, becomes a power.
2. A man, *educated* intelligently, becomes a power.

Here we have two words — “ voting ” and “ educated ” — formed from the verbs “ vote ” and “ educate.” Although they are verbs, they are used partly as adjectives, for “ voting ” modifies “ American ” and “ educated ” modifies “ man.” These words, which are half adjective and half verb, are called *participles*.

There are three forms of the participle in the active voice :

#### ACTIVE VOICE

*Present participle.* Voting, educating, running  
*Past participle.* Voted, taught, seen, gone  
*Perfect participle.* Having voted, having seen

The *present participle* is always formed by adding *ing* to the simple form of the verb.

The *past participle* of regular verbs is formed by adding *ed* or *d* to the simple form. The past participle of irregular verbs is formed irregularly as is shown on page 332. The irregular past participle may add such endings as *t*, *en*, or *n* to the simple form of the verb (as, “ meant,” “ eaten,” “ seen ”), or it may be an entirely different word ; as, “ taught,” “ found,” and “ torn.”

The *perfect participle* is formed, as the perfect tenses are, with the auxiliary “ have,” but the form “ having ” is combined with the past participle as its auxiliary ; as, “ having gone.” The perfect participle indicates that an action is completed.

Compare the two sets of participles on page 371 and note how (*b*) differs from (*a*).

	(a) Active Voice	(b) Passive Voice
<i>Present participle</i> . . .	educating	being educated
<i>Past participle</i> . . .	—	educated
<i>Perfect participle</i> . . .	having educated	having been educated

Here we find five participles, two in the active voice and three in the passive voice. Since they are part adjective in their use, they must modify some noun or pronoun. The participles in the active voice represent this word as acting :

1. The *man*, *educating* his son, —
2. The *man*, *having educated* his son, —

The participles in the passive voice represent this word as acted upon :

3. The *son*, *being educated* at college, —
4. The *son*, *educated* at college, —
5. The *son*, *having been educated* at college, —

The participle must modify some word in the sentence. A common mistake is to use a participle without a word for it to modify ; as,

*Right.* Hearing the fire alarm, we rushed to the scene. (“Hearing” modifies “we.”)

*Wrong.* Hearing the fire alarm, there was a rush to the scene. (“Hearing” does not modify anything.)

**Remember :** *A participle must modify some word in the sentence. Avoid the dangling or misrelated participle.*

**An Exercise : Correct Usage.** (1) Form active and passive participles for the following verbs and use them in sentences : *teach, catch, vote, read, naturalize, hurt, cook, wash, wake.*



(2) Point out the participles in the following sentences. Tell why each sentence is incorrect. Reword it so that each participle has a word to modify :

1. Voting in the affirmative, the motion was carried.
2. Riding as fast as possible, the horse was caught by the policeman.
3. Knocking at the door, a request for lodging was made.
4. Running over the field, a dead horse met their gaze.
5. Reading more of the story, the plot pleased him.
6. Riding over the desert, the sand impeded the horse's progress.
7. Having called us to come, the train left.
8. Coming down the stairs, the books were dropped.
9. Entering the room, all looked dark.
10. Practicing baseball each day, his playing became better.
11. Thinking it of no use to argue, the matter was dropped.
12. Leaning out of the window, the wind blew my cap off.

**166. An Exercise.** Collect sentences with participles from other grammars and composition books. Underline each participle and be ready to tell: (1) what it modifies, (2) whether it is active or passive, and (3) which form of the participle it is.

In class copy these sentences on the board and discuss them.

**167. How a Community Can Show Its Americanism.** How can the foreigners in your community show respect for the flag? How can you show it?

Who make your laws? Who see that they are carried out? How can you show your Americanism in regard to the laws? If a citizen does not approve of a law, does that excuse him for not obeying it? What means should he take to show his disapproval and get rid of the law in a legitimate way?

Mention laws that are made for the good of all the people.

**Writing a Letter.** Write a business letter to the principal of your school or to some one else equally competent, asking that he be present at your American Day program to serve as judge of the declamations and recitations.

Make an envelope and address it. The best letter will be sent.

**168. An Expression Drill: Memory Work.** Divide the recitations and declamations on page 374 among the class so that several pupils are assigned to the same recitation or declamation. Read them in class until you have the meaning clear.

Memorize the recitation or declamation assigned to you. Practice saying it at home until you are familiar with it.

**169. Writing a Message for Foreigners.** Outline ideas for an article of three paragraphs:

- I. The foreigner's attitude towards our flag.
  - A. . . . (Give subtopics). . . . .
- II. His attitude towards our laws
  - A. . . . (Give subtopics). . . . .
- III. His attitude towards our government
  - A. . . . (Give subtopics). . . . .







Under each main topic give (1) the things that he should do, and (2) the things that he should not do.

Write a message of three paragraphs, using as title "A Message to the Foreigner Living in America." Where can you use commands effectively?

Phrase your suggestions so that they make good slogans. Close with a strong sentence.

The best article will be selected to be sent to a local paper.

170. **Honor Talks: Giving the Thoughts of Others.** In a class period you will present the following program, which you have been working on for several days outside of school. The veteran, the person whom you invited to be present as a judge, and your teacher will sit in the back of the room and serve as judges. They will record the best for each number.

  	
PROGRAM	
THE LANGUAGE PLEDGE (Page 196)	. . . . . The class
	<ol style="list-style-type: none"> <li>1. <i>Union and Liberty</i> (Page 2)</li> <li>2. <i>The Country's Call</i> (Page 102)</li> <li>3. <i>Opportunity</i> (Page 294)</li> <li>4. <i>I Dreamed in a Dream</i> (Page 311)</li> </ol>
DECLAMATIONS.	<ol style="list-style-type: none"> <li>5. Winthrop: <i>How the Flag Speaks</i> (Page 4)</li> <li>6. Choate: <i>The Birthday of Washington</i> (Page 106)</li> <li>7. Lincoln: <i>The Birthday of Washington</i> (Page 108)</li> <li>8. Witherspoon: <i>There is a Tide</i> (Page 139)</li> <li>9. King Albert's <i>Message to His Army</i> (Page 143)</li> <li>10. Sprague: <i>Speech on the Indians</i> (Page 163)</li> <li>11. Roosevelt: <i>On Americanism</i> (Page 165)</li> <li>12. Page: <i>The American's Creed</i> (Page 167)</li> <li>13. Lincoln: <i>Advice to a Boy</i> (Page 203)</li> <li>14. Roosevelt: <i>The Great Adventure</i> (Page 270)</li> <li>15. Roosevelt: <i>The American Family</i> (Page 362)</li> </ol>
ROLL CALL.	<ol style="list-style-type: none"> <li>(a) Washington's Rules of Conduct (Page 104)</li> <li>(b) Poor Richard's Sayings (Pages 284-287)</li> </ol>
THE FLAG SALUTE . . . . .	The class
Announcement of Winners	
  	



## PROJECT 38. MAKING AN ADVERTISING BOOKLET FOR YOUR COMMUNITY



**171. Developing Community Pride.** Your Junior Civic League has the same work to do as a good Chamber of Commerce, one important work of which is advertising the home town or community so that strangers will enjoy a stay with you or will want to make their homes in your community.

One of the officers of the league will draw on the board before class a map of your state with rivers, mountains, and cities. He will place a cross at your community.

Show on the map how strangers would come into your community (1) from north of your state, (2) from south of it, (3) from east of it, and (4) from west of it. Would they come by railroad or by wagon road? On which roads would they come? Time tables would be of assistance. Mark on the map with colored chalk the main highways or railroads that strangers would use to come into your community.

**Writing a Letter.** Outside of class write a letter to a prospective buyer of a house living away from your community. Begin it "Dear Stranger." Tell how your community is reached from some city (or other place) near the northern, southern, eastern, or western boundary of your state.

Read your letter aloud to see whether your directions are accurate and clear. Improve the wording of the sentences. Rewrite the letter. The best letter will be chosen as Chapter I of your advertising booklet. (See page 385.)

**172. Building a Class Outline.** If a stranger were investigating your community with the idea of settling there permanently, he would be very much interested in the outline on page 376. Why?

## WHAT TO SEE IN OUR COMMUNITY

- |   |   |
|---|---|
| <p><i>I. Public buildings</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>2. . . . .</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p>2. . . . .</p> <p><i>II. Banks</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>2. . . . .</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>III. Stores and Markets</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>IV. Hotels</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>V. Churches</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> | <p><i>VI. Private buildings of note</i></p> <p>A. Examples</p> <p>1. (Fill in examples)</p> <p>2. . . . .</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p>2. . . . .</p> <p><i>VII. Educational facilities</i></p> <p>A. Different kinds</p> <p>1. (Fill in examples)</p> <p>2. . . . .</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>VIII. Amusements</i></p> <p>A. Different kinds</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>IX. Industries</i></p> <p>A. Different kinds</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> <p><i>X. Natural advantages, or beauties</i></p> <p>A. Different kinds</p> <p>1. (Fill in examples)</p> <p>B. Description of one</p> <p>1. (Fill in details) .</p> |
|---|---|

In the outline given above there are ten main topics, each of interest to a stranger and his family. There is provision for two paragraphs under each main topic. Subtopic A gives *a list of examples*, each numbered with Arabic numbers, for

which you are to fill in the important examples. This will make a summarizing paragraph.

Subtopic B will be the second paragraph under each main topic. For this select one of the places mentioned in your summarizing list (the class voting for the one it wants) and write a paragraph of description. Give the location, the size, the shape, the materials, the general style, and any other details that would help the stranger to see the building.

In class, discuss examples for each of the main topics. As these are given and approved by the class, the teacher will outline them on the blackboard. Under subtopic B for each main topic the teacher will fill in only the name of the building or thing chosen by the class for the description; as, "The Merryville Trust Company," for a bank. You yourself will complete the outline of the description of the part assigned to you outside of class.

On the blackboard complete the outline, omitting the description of the building, but giving the examples in full and mentioning the name of the building selected for description. Copy the outline for reference.

**Collecting Pictures.** Collect post cards, kodak pictures, or newspaper pictures of places mentioned in the outline. Or draw a picture of the building that you describe later. The booklet is to be illustrated.

**173. An Enunciation Drill.** Many people run syllables together. Practice pronouncing distinctly the name of your city, your county, or your state.

**A Talk to the Class.** The class will be divided into five teams, each to describe one of the topics on the next page, using the outline on page 376 as a guide and completing the outline of the description.

To make your description accurate and complete, it would be well to walk past the building and make notes of it. If you cannot do this, the team should talk about it so that they can help one another.

- |                     |                 |             |
|---------------------|-----------------|-------------|
| I. Public buildings | III. Stores and | IV. Hotels  |
| II. Banks           | markets         | V. Churches |

#### Reminders

1. Give your summarizing paragraph or sentence first.
2. Then think of a graceful sentence to introduce the description.
3. Talk as if you wanted to convince a stranger.

**Voting for the Best.** Cast your vote of approval by clapping softly, if your teacher permits, when a member of the league has given a particularly good summarizing sentence and description. Be discriminating; clap only for the best, not for friendship's sake.

2. 174. **Writing an Advertising Booklet** (*continued*). Improve the outline of the part your team spoke about in the talk. Since you have heard the others in the class give their summaries and descriptions, you can improve yours.

The teams will have as titles:

- |                         |                     |                 |
|-------------------------|---------------------|-----------------|
| I. Our Public Buildings | III. Our Stores and | IV. Our Hotels  |
| II. Our Banks           | Markets             | V. Our Churches |

Make two paragraphs: the first, the summary; and the second, the description. Write only on one side of the paper.

Correct your article, to make it as good as possible. Consider: (1) handwriting, (2) neatness, (3) punctuation (series?), (4) spelling, (5) sentence structure, and (6) grammar. Read each sentence aloud. Look at it closely.

Rewrite your composition. The best composition in each team will be selected for the class advertising booklet.

175. **The Gerund.** Observe the italicized words in the following sentences :

1. The boy *whistling* noisy tunes was reprovcd.
2. *Whistling* noisy tunes is forbidden.
3. The teacher reprovcd his *whistling* noisy tunes.
4. His *whistling* noisy tunes was objectionable.

In the first sentence "whistling" is partly verb, for it has the object "tunes," and partly adjective, for it modifies the noun "boy." It is therefore a *participle*.

In the second, third, and fourth sentences the word "whistling" is exactly the same in form as the participle in the first sentence. It is partly verb, for you can see that it also has the object "tunes," but it is also partly something else. It is not partly adjective. Where is it used as a subject? Where is it used as an object?

In the second, third, and fourth sentences "whistling" is a gerund. A *gerund* is a verb form in "ing" used as a noun.

In the third and fourth sentences observe that the gerund "whistling" is modified by the possessive adjective "his."

1. She reprovcd *his* whistling noisy tunes. (not "him whistling")
2. She did not like *John's* swimming each day. (not "John swimming")
3. She liked *his* playing ball. (not "him playing")

**Remember :** *The gerund is a form of the verb ending in ing, which is partly verb and partly noun. It is a verbal noun.*

*The gerund may be the subject or the object of a verb and at the same time have an object of its own.*



*Because the gerund is a verbal noun, it should always be preceded by the genitive case of a noun or by a possessive adjective; as, "John's going," "his going."*

**An Exercise.** In the following sentences: tell which words are participles, which are gerunds, and which are only nouns :

1. The league, thinking the plan good, voted affirmatively.
2. The class did not like his doing the work alone.
3. The president did not approve of George's speaking to the class.
4. Taking kodak pictures was his hobby.
5. Working to complete his poster was Alfred's aim.
6. Having done their best, the class was satisfied.
7. There was the flag, floating in the breeze.
8. The class ceased working on their booklets.
9. Crossing the street, we found the fog dense.
10. Painting with water colors was Ruth's fad.
11. John saw Tom toiling in the field.
12. Writing compositions is fun when they are interesting.
13. She bought a valuable painting.
14. Thinking that the man was a friend, John approached him.
15. His thinking the man a friend led to disaster.
16. She took lessons in drawing.

**176. A Pronunciation Drill.** Each pupil will collect words that he hears mispronounced during the next week and copy them on a corner of the blackboard. The class will review them during the week.

**A Talk to the Class.** The class will be divided into five teams, each to describe one of the following, completing the outline on page 376. (See the top of page 378.)

- |                            |                 |            |
|----------------------------|-----------------|------------|
| I. Private buildings       | III. Amusements | V. Natural |
| II. Educational facilities | IV. Industries  | advantages |

**Reminders.** (See page 378.)

**177. Writing an Advertising Booklet** (*concluded*). The five teams will improve the outline of the part each used for the talk. Since you have heard the others in the class give their summaries and descriptions, you can improve yours.

The teams will have as titles:

- |                            |                     |                |
|----------------------------|---------------------|----------------|
| I. Private Buildings       | III. Our Amusements | V. Our Natural |
| II. Educational Facilities | IV. Our Industries  | Advantages     |

As in the other written composition, you will have two paragraphs. The first will be the summary, and the second will be the description of the one thing that the class has selected. Write only on one side of the paper.

Read each sentence aloud. Look at it closely. Correct your composition by considering (1) the handwriting, (2) the neatness, (3) the punctuation (series, etc.), (4) the spelling, (5) the sentence structure, and (6) the grammar.

Rewrite your composition. The best composition in each team's work will secure a winning place in the advertising booklet.

**178. Writing a Letter.** In class write a second letter to a prospective buyer of a house, living outside of your community. This will be a letter to "follow up" the one that you wrote to him on page 375. Begin the letter "Dear Stranger." Tell him why people like to live in your community. Make an outline of as many good reasons as possible. Write your letter.

Revise your letter. The best letter will be selected for the advertising booklet.

**Handwork.** Outside of class prepare a design for the cover of the booklet. Make it on cardboard or heavy paper, in the same size as your composition paper. Use water colors or

crayons. Print on it "A Community Booklet" and "Prepared by 8 A Class, School —, — (city), — (state)." The best cover will be chosen for the class booklet.

**179. Infinitives.** You have learned that the infinitive is the simple form of the verb introduced by the word *to*; as, "to run," "to play."

There are two tenses of the infinitive:

Active		Passive	
<i>Present.</i>	To see	<i>Present.</i>	To be seen
<i>Past.</i>	To have seen	<i>Past.</i>	To have been seen

You should use the present tense of the infinitive when the time of the action it indicates is the same as that of the main verb; as, "Yesterday he hoped *to finish* his booklet" — "hoped to finish" yesterday. You should use the past tense of the infinitive only when the action it indicates is previous to that of the main verb; as, "Yesterday he hoped *to have finished* his booklet" — "to have finished" some time before yesterday.

The infinitive is a verb first of all. As a verb it has an object, or a predicate noun, or adverbial modifiers.

Observe the following constructions:

**As a substantive.**

1. *As subject* (with or without an object or a modifier)
  - (a) *To advertise* pays.
  - (b) *To organize* a league is not hard.
2. *As object of a verb*
  - (a) The class likes *to vote*.
  - (b) They try *to work* hard.
3. *As object of a preposition*
  - (a) They had no desire but *to win*. (Except to win)
  - (b) There is nothing to do except *to go*.

4. *As predicate nominative*

- (a) Our object was *to win* the pennant.  
 (b) Their plan was *to make* a booklet.

5. *As an appositive*

- (a) This was their plan, *to win* the pennant.  
 (b) That taught them the lesson, *to obey*.

The introductory word *it* (an expletive) is often used to introduce a sentence that has an infinitive subject; as,

*It* was our desire *to win*. (*To win* was our desire.)

Besides its uses as a noun, an infinitive may be used as an adverb or as an adjective:

- |                         |   |  |
|-------------------------|---|--|
| <b>As an adverb.</b>    | { | He studies hard <i>to win</i> success.<br>( <i>To win</i> tells why he studies hard, therefore adverbial use.)                                       |
| <b>As an adjective.</b> | { | This was his chance <i>to win</i> success.<br>( <i>To win</i> is equivalent to "for winning" and modifies <i>chance</i> , therefore adjectival use.) |

**Remember:** *The infinitive is the simple form of the verb, usually preceded by "to."*

*The infinitive has two tenses: the present and the past.*

*The past tense of the infinitive is used only when the time of the action it indicates is previous to that of the main verb.*

**An Exercise.** (1) Write sentences with infinitives used in the five substantive constructions given above. (2) Write two sentences in which the infinitive is introduced by the expletive *it*. (3) Write two sentences with infinitives used adverbially, and two with adjective uses.

**Correct Use of the Infinitive.** There are three mistakes frequently made with infinitives, caused by violating the following rules:

1. The subject of an infinitive is always put in the accusative case.

1. They want *me* to go.
2. They wanted *Alfred* and *me* to go. (not "I")
3. They knew *him* to be *me*. (not "I")

The words "me," "Alfred," and "him" are subjects of the infinitive. When two words (as "Alfred and me") are used, both must be in the accusative case.

2. After the infinitive used as a linking verb the accusative case must be used to agree with the accusative case of the subject. In the third sentence we have a linking verb connecting "him" with "me."

3. An infinitive should always be in the present tense unless it represents action earlier than that of the main verb; as,

1. It was not necessary for you *to go*. (not "to have gone")
2. He expected *to come*. (not "to have come")

**Remember :** *A pronoun used as subject of an infinitive must be in the accusative case.*

*A pronoun used after an infinitive and referring to its subject is in the accusative case.*

*The infinitive should be in the present tense unless it represents time earlier than that of the main verb.*

**An Exercise.** I. Make up sentences, using five present infinitives and five perfect infinitives. Tell whether the infinitive is used as a noun, an adjective, or an adverb.

II. Make up five sentences, using an infinitive phrase and the expletive *it*.

**180. Handwork: Drawing and Printing.** The preliminary matter in your advertising booklet will be: (1) the title page, (2) the table of contents, (3) the list of illustrations, and (4) a map of the state. Divide the class into four teams, each to prepare one of the above parts.

The table of contents will be as follows:

Chapter I.	A Letter: Where Our Community is Situated
Chapter II.	Our Public Buildings
Chapter III.	Our Banks
Chapter IV.	Our Stores and Markets
Chapter V.	Our Hotels
Chapter VI.	Our Churches
Chapter VII.	Private Buildings Worthy of Mention
Chapter VIII.	Our Educational Facilities
Chapter IX.	Our Amusements
Chapter X.	Our Leading Industries
Chapter XI.	Places of Natural Interest or Beauty
Chapter XII.	A Letter: Why People Like to Live Here

The title page will be like the cover. (See page 381.) A back cover will be cut to fit the papers. The list of illustrations will be made up of contributions by the class; as,

*The Courthouse (Contributed by John Smith)*

The teacher will select the best title page, table of contents, list of illustrations, and map. The officers of the Junior Civic League will fasten these together with the ten winning compositions and the two winning letters in the order given above.

The complete advertising booklet should be exhibited to the school and shown to the superintendent of schools or any other visitor.



PROJECT 39. GIVING A FLAG  
PROGRAM



181. Study of a Poem. Why would members of the Junior Civic League be interested in the following selection?

PATRIOTISM

<sup>1</sup> 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 burned  
As home his footsteps he hath turned  
    From wandering on a foreign strand?

<sup>2</sup> 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

Look up in the dictionary the meanings of *burned*,<sup>1</sup> *strand*,<sup>1</sup> *mark*,<sup>2</sup> *minstrel raptures*,<sup>2</sup> *pelf*,<sup>2</sup> *concentered*,<sup>2</sup> and *forfeit*.<sup>2</sup>

Find out how this poem plays a part in Edward Everett Hale's story, "The Man without a Country."

What can you, as Americans, be proud of in your country? in your state? in your community?

182. An Expression Drill. At home practice reading the stanzas on this page. Enunciate carefully the vowels, and

the expressions "my own" (not "mah-on") and "wandering" (not "wondering"). The pupil who first memorizes the stanzas may recite them to the school.

**A Talk to the Class.** Tell the class what you are proudest of (1) in America as a country, (2) in your state, or (3) in your community.

**183. Expressing an Opinion.** The Latin word for "I believe" is *credo*, from which the English words *creed* and *credit* have been formed. A creed is an expression of personal belief. Theodore Roosevelt's personal belief or opinion about the best way to live is given in the following creed:

A CREED

<sup>1</sup> I believe in honesty, sincerity, and the square deal. <sup>2</sup> I believe in making up one's mind what to do and doing it. <sup>3</sup> I believe in fearing God and in taking one's own part. <sup>4</sup> I believe in hitting the line hard when you are right. <sup>5</sup> I believe in speaking swiftly and carrying a big stick. <sup>6</sup> I believe in hard work and honest sport. <sup>7</sup> I believe in a sane mind in a sane body. <sup>8</sup> I believe we have room for but one soul loyalty, and that is loyalty to the American people. THEODORE ROOSEVELT \*

In class express each sentence in other words. Write these sentences on the board. What qualities does Roosevelt approve of in his creed? Point out the words.

**Writing a Letter.** Write a letter to a boy scout, a girl scout, or a camp fire girl, telling in your own words what Roosevelt's creed is. Ask whether this creed is similar to his or her beliefs. Make an envelope and address it. Send the letter.

**184. Writing a Creed.** In class discuss a good creed for life (1) in school, (2) at home, and (3) on the playground.

\* From "Fear God and Take Your Own Part," by Theodore Roosevelt, copyright, 1916, George H. Doran Company, Publishers.



Make an outline of the qualities you think should be shown by a boy or a girl at school, at home, or at play.

Write your creed in three paragraphs. Call it "A Boy's Creed" or "A Girl's Creed."

**185. Mood of the Verb.** How does the form of the verb *to be* change in the following sentences?

1. The flag *is* here. (States a fact)
2. Where *is* the other flag? (Asks a question)
3. *Be* respectful to the flag. (Gives a command)
4. If it *were* my flag, I should hang it out. (Contrary to fact)
5. Glory *be* to the flag! (Wish)
6. I move that this *be* our flag. (Volition)

In the first two sentences the *indicative* form of the verb is used. In the third sentence the *imperative* form of the verb is used. In the fourth, fifth, and sixth sentences the *subjunctive* form of the verb is used. The change in the verb to show the mood, or feeling, of the speaker is called *mood*.

The *indicative* mood states a fact or asks a question. The *imperative* mood gives a command or an entreaty. The subject of the verb is understood ("you"). The *subjunctive* mood has a special form of the verb; it expresses a wish, volition, or a condition contrary to fact.

Indicative Mood	Subjunctive Mood	Imperative Mood
(a) states a fact	(a) states a wish	(a) gives a command
(b) asks a question	(b) expresses volition	(b) gives an entreaty
	(c) states a condition contrary to fact	

The imperative mood is the simple form of the verb; as,  
*Hang* the flag from the top of the building.

The subjunctive mood makes use of the simple form of the verb *through* all the persons and numbers of the present tense

and uses the past form for all the persons and numbers alike. It is most frequently used with the conjunction "if"; as, "If I were you." The present subjunctive is rarely used in modern speech or writing.

Present Tense			
Singular		Plural	
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I am	1. I be	1. We are	1. We be
2. You are	2. You be	2. You are	2. You be
3. He, she, it is	3. He, she, it be	3. They are	3. They be

Past Tense			
Singular		Plural	
<i>Indicative</i>	<i>Subjunctive</i>	<i>Indicative</i>	<i>Subjunctive</i>
1. I was	1. I were	1. We were	1. We were
2. You were	2. You were	2. You were	2. You were
3. He, she, it was	3. He, she, it were	3. They were	3. They were

Make up other sentences with the forms of the verb *to be* to illustrate the indicative, imperative, and subjunctive moods.

*Remember : Mood is the form of the verb that shows the feeling of the speaker or the way in which the assertion is made. There are three moods: the indicative, the imperative, and the subjunctive.*

*The indicative mood states a fact or asks a question.*

*The imperative mood gives a command or an entreaty.*

*The subjunctive mood is used to express a wish, a condition contrary to fact, or volition.*

186. **Study of a Speech.** The address on page 390 was made by Charles E. Hughes in presenting a flag to the honor members of a graduating class at National Cathedral School, Washington, D.C., on June 5, 1916.

## AN ADDRESS ON THE FLAG

<sup>1</sup> This flag means more than association and reward. <sup>2</sup> It is the symbol of our national unity, our national endeavor, our national aspiration. <sup>3</sup> It tells you of the struggle for independence, of union preserved, of liberty and union one and inseparable, of the sacrifices of brave men and women to whom the ideals and honor of this Nation have been dearer than life.

<sup>4</sup> It means America first; it means an undivided allegiance. <sup>5</sup> It means America united, strong and efficient, equal to her tasks. <sup>6</sup> It means that you cannot be saved by the valor and devotion of your ancestors; that to each generation comes its patriotic duty; and that upon your willingness to sacrifice and endure as those before you have sacrificed and endured, rests the national hope.

<sup>7</sup> It speaks of equal rights; of the inspiration of free institutions exemplified and vindicated; of liberty under law intelligently conceived and impartially administered.

<sup>8</sup> There is not a thread in it but scorns self-indulgence, weakness, and rapacity. <sup>9</sup> It is eloquent of our common interests, outweighing all divergences of opinion, and of our common destiny.

<sup>10</sup> Given as a prize to those who have the highest standing, it happily enforces the lesson that intelligence and zeal must go together, that discipline must accompany emotion, and that we must ultimately rely upon enlightened opinion.

CHARLES E. HUGHES

Make an outline of this speech. In class sum up each paragraph as the main topic of an outline. Under each main topic put the thoughts that develop the idea. Make these sub-topics.

Which words are puzzling because you do not know their meanings? Look them up.

Which of these ideas would be of value to you in making up a speech for a flag raising?

**187. An Expression Drill.** The following poem tells another way of expressing the "community interests" and "common destiny" of Charles E. Hughes's speech.

Practice reciting this at home slowly and with expression. Give the full vowel sound to "our own" (not "are own").

#### THE LAW

There is a destiny that makes us brothers:  
 None goes his way alone:  
 All that is sent into the lives of others  
 Comes back into our own.

EDWIN MARKHAM

**A Talk to the Class.** Imagine that you are the chief speaker at a flag-raising celebration, in which the flag is to be the topic. Tell how to honor the flag (1) abroad, (2) on the street, (3) in a private home, (4) in meetings, and (5) at school.

Make an outline first. Write a good opening sentence and a good closing sentence.

The best speech will be selected for the program on page 392.

**188. Writing a Letter.** Write a business letter to your janitor, telling him of your prospective flag raising in the school yard and inviting him to be present.

**Analysis.** Analyze the following sentences:

1. Do as you would have others do to you.
2. Try to honor the flag in every way.
3. Think before you speak, and think twice before you speak angrily.
4. Do your best every hour of the day.

**189. Writing a Declaration of Faith in the Flag.** Complete the following outline for a composition about the flag:

- I. Origin of the American Flag
  - A. . . . (Fill in) . . . . .
  - B. . . . .
- II. What the stars and stripes stand for
  - A. . . . (Fill in) . . . . .
  - B. . . . .
- III. What the red, white, and blue stand for
  - A. . . . (Fill in) . . . . .
  - B. . . . .
  - C. . . . .
- IV. How we should behave towards the flag
  - A. . . . (Fill in) . . . . .
  - B. . . . .
  - C. . . . .

Write your composition in four paragraphs.

Read your composition aloud at home (1) to yourself and (2) to some member of the family. Improve it. Rewrite it.

**190. Giving a Flag Program.** In a class period present the following program:

PROGRAM	
THE LANGUAGE PLEDGE. (Page 196) . . . .	The Class
A RECITATION. "Breathes there the man" (Page 386) . . .	A pupil
DECLAMATIONS. Page's <i>The American's Creed</i> (Page 167)	A pupil
<i>Roosevelt's Creed</i> (Page 387) . . . . .	A pupil
<i>Winthrop's How the Flag Speaks</i> (Page 4)	A pupil
READING OF COMPOSITIONS. <i>Declarations of Faith</i> (P. 392)	The class
A DECLAMATION. <i>Hughes's Address on the Flag</i> (Page 390)	A pupil
(The pupils will go to the schoolyard for <i>A Flag Raising</i> )	
AN ORIGINAL FLAG ORATION. (Page 391) . . . . .	A pupil
RECITATION. <i>Union and Liberty</i> (Page 2) . . . . .	A pupil
THE FLAG SALUTE . . . . .	The class



**PROJECT 40. GIVING A COMMUNITY  
PAGEANT**



**191. Communication with the Outside World.** In order to exist happily to-day a community must be able to communicate with the outside world. Why? How is food brought into *your* community?

How is your community able to transact business affairs with the outside world? What public servants connect your home with the outside world? We might call these "common carriers," public messengers, or transportation.

Find means of communication between a city or a country community and the outside world. Apply these to your town or county by telling actual names or by describing them in some way. How should you miss any one of these if it were absent?

Which is the oldest in service? Which is the youngest, or newest, possibly unknown where you live?

**192. A Pronunciation Drill.** (See *A Pronunciation Match*, page 395.)

**A Talk to the Class.** Divide the class into seven teams, each to take one of the following subjects. Tell of what value it is, or might be, to a community. Tell how you would miss it if it were not there, or tell about its coming possibilities.

Get accurate information through observation, reading, and conversation. Make an outline first. Have a good opening and a good closing sentence.

1. The telephone
2. The telegraph
3. The post office
4. The airplane
5. The railroad
6. The street car
7. The highway

A committee of three pupils will sit in the back of the room and rise if they cannot hear you.

**Writing a Letter.** Outside of class write a letter to your superintendent of schools, inviting him to be present at your pageant.

Make an envelope and address it. The letter that shows the greatest improvement since the beginning of the year will be sent.

**193. Outlining a Summary.** The selections on this page and the next are summaries, or abstracts of detailed reports. In what way does the writer aim at accuracy?

(a) NEW YORK'S POST OFFICE



<sup>1</sup> Fifteen million pieces of ordinary mail are received and delivered daily, also 50,000 registered letters and 650,000 pounds of newspapers and periodicals, these being handled by 12,000 persons employed in the 53 classified and 262 contract stations in New York, according to an official statement issued by its postmaster. <sup>2</sup> More than 325,000 pieces of misdirected mail are handled daily, not including removal notices.

<sup>3</sup> Postal receipts for the year showed an increase of 11½ per cent over the previous year, which meant an average daily increase of \$15,000. <sup>4</sup> Postage collections amounted to \$146,000 daily, and \$140 was found daily in "dead letters." <sup>5</sup> Receipts for the sale by auction of undelivered parcels amounted to \$40,000 during the last fiscal year. <sup>6</sup> The New York post office received and disbursed \$750,000,000 annually and issued money orders for \$38,000,000. <sup>7</sup> It had on deposit, from its 160,000 depositors, the sum of \$42,000,000.

*Selected*

Divide the class into two committees, one to outline summary (a) and the other to outline summary (b) by giving two main topics and arranging all the facts as subtopics.

*Remember: A summary is a condensed account.*

(b) A CENSUS OF TELEPHONES

<sup>1</sup> The bureau of the census one year reported that there were 53,234 separate telephone systems and lines, operating 28,827,188 miles of wire, "enough to girdle the earth at the equator 1153 times," and connecting 11,716,520 telephones and 21,175 public exchanges.



<sup>2</sup> The messages, or "talks" sent over the wires, aggregated 211 in the year to every man, woman, and child.

<sup>3</sup> The industry employed 262,629 persons, of whom more than 65 per cent were women. <sup>4</sup> Their salaries amounted to \$175,670-449. <sup>5</sup> The plants and equipment were valued at \$1,492,239,015, and they yielded revenues totalling \$391,499,531.

*The Boston Herald*

**194. Writing a Summarizing Paragraph.** Summaries need not always deal with figures. Write a summary of the good things one of the seven community helps given at the bottom of page 393 does in your community. Write as if it were speaking. Begin, "I am the Telephone" (or other object). Then tell what you do for the community.

Keep the topic that your team selected on page 393, or if your teacher prefers, group the class into seven new teams.

The best composition from each team's work will be chosen for the pageant.

**A Baseball Pronunciation Match.** Each pupil will write on a small piece of paper and hand to the teacher a list of ten or more words that he has mispronounced during the year. The pupil "at bat" will pronounce the three words he draws from the hat. (See page 47.)

**195. Review.** (See pages 307 and 402.)



**196. Public Servants in a Community.** There are certain agencies, facilities, organizations, or systems in every community that are open to the public and exist for the purpose of serving the public.

Discuss how the following are supported, whether by public funds or by private enterprise. How many of each are there in your community? What is the value of each? How is it missed, if it is not there?

- |              |                     |                     |
|--------------|---------------------|---------------------|
| 1. Churches  | 5. Parks            | 9. Stores           |
| 2. Schools   | 6. Banks            | 10. Business        |
| 3. Libraries | 7. Local government | 11. Charity organi- |
| 4. Theaters  | 8. Industries       | zations             |

Plan to invite a representative of one of these public servants to be present at the pageant. The president of the Junior Civic League will appoint a committee of four pupils to meet with him after school and select the person.

**Writing a Letter.** After class write a letter of invitation to the person who has been chosen. Make an envelope and address it. The best letter will be sent.

**197. Writing a Paragraph Speech.** Divide the class into nine teams, each to take one of the topics mentioned above. Imagine yourself to be that public servant speaking. Begin "I am the School" (or whatever you represent). Tell what you do for your community.

Read your speech aloud at home. Improve it. The best speech for each team will be selected for the pageant.

**Handwork.** Make a poster announcing the pageant on page 397. The best poster will be placed on exhibit.

**198-199. Expression Drill: Practicing Parts.** After parts are assigned to you for the pageant, read through it, supplying the speeches which you have made up.

## WHAT MADE THE COMMUNITY LIVE

*Scene: a waste place*

*Characters*

Community	Enterprise	Airplane	Bank	Industry
Telephone	Railroad,	Church	Store	Business
Telegraph	Street Car	School	Park	Theater
Post Office	Highway	Government	Charity	Library

*(Enter ENTERPRISE, supporting COMMUNITY, a figure much enswathed in wrappings.)*

ENTERPRISE (*panting from overwork*). Well, of all hard places to settle this is the worst! *(She tries to stand frail COMMUNITY upright in the center of the stage, but the figure totters. She puts her hand to her mouth and calls.)* Help! Help! Community won't stand up unless you'll help her. Who will support a brand-new Community? *(COMMUNITY sinks into a heap on the floor.)*

*(Heads appear at both sides of the stage and ejaculations of "I will!" are heard.)*

ENTERPRISE (*impatently*). Enter! Enter, all of you! Can you not see that aid like yours is needed to get Community to her feet. Speak, what can you do?

*(GOVERNMENT, INDUSTRY, BUSINESS, BANK, and STORE each garbed to fit the character appear at the right; SCHOOL, CHURCH, THEATER, LIBRARY, CHARITY, and PARK appear at the left, also garbed to show their parts.)*

ENTERPRISE (*to those at the right*). Ah, there you are! I knew that you would come. Community could not live a day without you. Come and tell us what you will do for her. Speak, I adjure you.

*(The five figures group themselves to the right and to the left of the crouching figure of COMMUNITY. As each speaks, he holds his hands over her, as if giving the strength that he alone can impart.)*

GOVERNMENT (*holding a ballot box*). I am Government. . . .  
(Tells what it does, page 396.) . . .

INDUSTRY (*holding a hammer*). I am Industry. . . . (Tells what it does, page 396.) . . .

BUSINESS (*holding a ledger*). I am Business. . . . (Tells what it does, page 396.) . . .

BANK (*holding up a small bank*). I am the Bank. . . . (Tells what it does, page 396.) . . .

STORE (*holding up scales*). I am the Store. . . . (Tells what it does, page 396.) . . .

*(The five figures at the same moment lean over and touch COMMUNITY, as if awakening her to life.)*

ENTERPRISE (*chanting softly*). Awake, Community, awake!  
They pledge you food, homes, clothes, protection.

THE FIVE (*in unison, moving to the side*). We do! We do!

*(COMMUNITY arises, rubs eyes, and looks about, but she is yawning and behaving quite rudely.)*

ENTERPRISE (*alarmed*). Dear me! She needs training! (*Turning to the left.*) Friends of education, enter! Tell her how you will train her and give her culture.

*(SCHOOL, CHURCH, THEATER, LIBRARY, CHARITY, and PARK appear at left, eager to help. They form a group behind her, and each in turn comes forward, and speaks.)*

SCHOOL (*with a strap of books*). I am the School. . . . (Tells what it does, page 396.) . . .

CHURCH (*with a hymn book*). I am the Church. . . . (Tells what it does, page 396.) . . .

**THEATER** (*with a mask*). I am the Theater. . . . (Tells what it does, page 396.) . . .

**LIBRARY** (*with a big library card*). I am the Library. . . . (Tells what it does, page 396.) . . .

**CHARITY** (*with basket of food*). I am Charity. . . . (Tells what it does, page 396.) . . .

**PARK** (*carrying flowers*). I am the Park. . . . (Tells what it does, page 396.) . . .

*(While these six are speaking, COMMUNITY improves in behavior and becomes very good. These last figures nod their heads in satisfaction and form a group opposite the others.)*

**ENTERPRISE** (*moving to the left, eagerly*). Come, Community, let us depart, to conquer the world.

*(COMMUNITY is rooted to the spot, and though alive, active, and well trained through the ministrations of these eleven spirits, cannot move.)*

**ENTERPRISE** (*frantically calling to the left*). Communication! What, ho! Help! Help!

*(Faint voices are heard behind scenes — “Coming! Coming! Who needs us?” Enter in solemn procession seven figures. They take a position across the back of the stage.)*

**ENTERPRISE** (*with a sigh of relief*). Ah, these at last will give you feet to run and wings to fly. Without them, no matter how well governed, how well reared, how well cultured you may be, Community, you cannot last. They connect you with the outside world. (*Turning to the figures.*) Speak, I adjure you!

**HIGHWAY** (*raising a riding whip*). I am the Highway. . . . (Tells what it does, page 393.) . . .

**POST OFFICE** (*holding up a large letter*). I am the Post Office. . . . (Tells what it does, page 393.) . . .

- RAILROAD (*with a railroad placard*). I am the Railroad. . . .  
 (Tells what it does, page 393.) . . .
- TELEGRAPH (*beating out a message*). I am the Telegraph. . . .  
 (Tells what it does, page 393.) . . .
- STREET CAR (*clanging a bell*). I am the Street Car. . . . (Tells  
 what it does, page 393.) . . .
- TELEPHONE (*imitating telephoning*). I am the Telephone. . . .  
 (Tells what it does, page 393.) . . .
- AIRPLANE (*flapping wings*). I am the Airship. . . . (Tells what  
 it does, page 393.) . . .
- ENTERPRISE (*chanting*). They now connect you with the world.  
 Move, Community, move!

(COMMUNITY *slowly moves to the front of the stage.*)

- COMMUNITY. (Recites "I Dreamed in a Dream," page 311.)
- ENTERPRISE. (Declaims "The American Family," page 362.)

*(The figures at the right, left, and middle group themselves across the stage, each group holding out different colored banners — the banner on the left red, the one in the middle white, and the one on the right blue, the whole effect being like a large red, white, and blue flag. Three boy scouts hand them the banners.)*

- COMMUNITY (*pointing to an American flag*). (Recites "A Creed,"  
 page 387.)
- ALL THE CHARACTERS (*in unison*). . . . (Give the Flag Salute.) . . .

E. M. B.

200. **Giving a Class Play.** Invite your parents to be present for your last class meeting. If you have an auditorium or a large study room in your school, present your play there. The two guests of honor will be seated in front. Invite as many people as can be accommodated in your classroom.



## REVIEW OF APPLIED GRAMMAR

(For summaries of the previous work, see pages 99, 191, and 307.)

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<i>and</i> . . . . .	315, 356	<i>have, of</i> . . . . .	357
<i>appear</i> . . . . .	314	<i>heat</i> . . . . .	357
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