

Elementary English in Action

GRADE IV



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Elementary English in Action

GRADE IV

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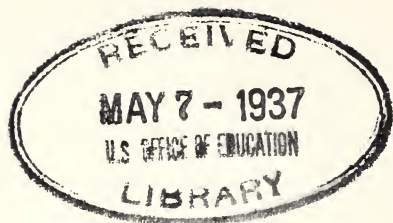
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PREFACE

The organization of this book is based upon the principle — generally accepted in schools today — that every situation in the school requiring or stimulating social intercommunication or individual self-expression affords significant opportunity for developing language ability. These situations, which are vital and meaningful to the pupils, are found in the current life of the school, and particularly in the social studies and the natural science classes.

In the first part of the book will be found typical units embodying these vital situations — units taken from the fields of social science, natural science, and the general school life, and rich in opportunities for language training.

While the pupil is dealing with these natural and provocative units assembled in Part I, he discovers that he needs certain information about the use of language and that he needs to acquire or to perfect certain skills in order to remedy faults in his verbal expression. The informational and drill material in this book is assembled mainly in Part II, where it becomes a 'Pupil's Handbook,' instantly available for reference, yet out of the way when not wanted. This separation of the two aspects of English work — the occasions for expression and the mechanics of expression — is an outstanding feature of this series that will be endorsed by all teachers, whichever aspect they prefer to stress.

The features of Elementary English in Action that teachers will appreciate may be stated briefly as they are exemplified in Part I and in Part II.

In Part I

1. *Selection of content* has been based upon (a) a thorough survey of numerous courses of study, (b) a canvass of scientific studies of the interests and natural activities of children

of different ages and grade levels, and (c) the evidence of classroom experience.

2. The *language activities* themselves that the children are asked to use are just those activities in which children of these ages normally engage: conversing; writing letters, invitations, and notices; reporting; discussing; telephoning; interviewing; gathering information; and the like. An effort has been made to maintain in the book the same balance between these activities that is found in life.

3. *Classroom experience* and close contact with children in teaching and observation on the part of the authors has guided the selection both of the units and of the language activities. It is true in elementary-school English, if anywhere in the work of the school, that arm-chair theory as to what may or may not be done is liable to fail under the acid test of classroom trial.

4. The *approach* to each unit is carefully designed to arouse interest and stimulate expression. The aim is to provoke thought and discussion and thus to develop naturally in the child a conscious need for correct and effective expression. This meets a fundamental principle of learning; namely, that those things are most rapidly and effectively acquired that satisfy a need, rather than a demand from without.

5. *Progression* in the difficulty of the material is such that language skills acquired in any one grade are maintained and developed further in subsequent grades. The examples, the explanations, and the standards have been carefully planned to carry the language abilities — letter-writing, story-telling, discussing, and so forth — to a higher level in each grade.

6. *An explanation, a model, and a practice* are provided to guide the pupil whenever a new language ability is required.

7. *Standards for self-rating* by the pupils are given wherever appropriate. These criteria are set forth in chart form so that they attract attention and are easily referred to by the pupil. It is unnecessary to argue the importance of developing these habits of self-criticism.

8. The *initiative* of the pupil is engaged generally throughout this book. The method employed is especially designed to encourage the pupil to search for, and to find, assistance in his language difficulties. It is reasonable to expect that this habit of self-criticism and self-correction will extend into all activities and studies in which language difficulties may be encountered.

9. *Continuity of effort and freedom from distraction* are gained by removing from Part I the material used to improve the mechanics of English expression, to correct errors, and to drill upon skills. This material is instantly available in Part II. Placed there, it does not turn the pupil aside from his immediate objectives in the use of language or destroy his interest in expression.

10. The *material is easily adaptable* to varying school conditions without conflicting with other courses of study. At the same time, many of the units do serve as illustrations of the methods by which other school subjects may be made the material for language instruction, with the result that every teacher of every subject becomes a teacher of language.

In Part II

1. The *selection of material* has been made after careful examination of courses of study and of scientific investigations.

2. The *grade placement* of this material, and hence the sequence of items grade by grade, has been controlled particularly by three considerations: (a) the child's need for the skill at the time, (b) the difficulty of acquiring the skill, and (c) the comparative importance of the skill in adult life.

3. A *maintenance program* is provided by a cycle plan of drills and exercises, so that the various language skills will be thoroughly acquired.

4. A *minimum of mechanics* has been included in the material selected, in accordance with the present trend toward simpler capitalization, punctuation, and form.

5. *Progress from grade to grade* in mechanics of expression is assured by a definite plan of organization and instruction. Each set of skills is checked to insure the mastery of those previously taught before additional ones are developed.

6. *Meaning and understanding underlying each new skill* are developed before drill upon the skill is introduced. The drill is thus an intelligent, not a purely mechanical, process.

7. *Individual differences* are provided for by frequent diagnosis of the needs of the class and of individual pupils and by optional exercises.

8. *Self-reliance in the discovery of difficulties* and in remedying them is everywhere encouraged. The pupil is challenged to use the Handbook on his own initiative.

9. The *organization* of the Handbook, though concise, is on the child's level and its *vocabulary and style* likewise permit the child to use the Handbook freely and easily as a tool for improving his expression in language.

10. A *standard of achievement* for his grade is developed for the pupil by the many examples of the work done by pupils of his grade.

In the third grade the children are not expected to use the Handbook entirely of their own initiative, but the class will turn to it many times upon the teacher's direction. In the fourth grade the children will begin to use the Handbook on their own responsibility. Where the authors believe that reference to the Handbook will be especially helpful, they have indicated it. They have found from experimental trial that this plan of referring to the Handbook does not interrupt the unit work and thus distract the interest of the pupils as does the usual plan of periodically introducing drill material that many pupils may not need.

We appreciate the assistance of the principals and teachers of the schools in Madison and elsewhere who used this material experimentally and read it critically. We are grateful,

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R. W. B.

E. M.

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Part I

YOUR
PROGRAM OF ACTIVITIES



MESSAGES WITHOUT WORDS

UNIT I

MESSAGES WITHOUT WORDS

Each day the mailman comes down the street with a leather sack under his arm. In this sack are letters and papers. He leaves some at almost every house. The letters come from many places. Some of them come from persons who live far away. What fun it is to get a letter or a postal card from someone you know!

If you had been an Indian boy or girl living a hundred years ago, you would not have known what a letter was. The Indians did not send letters to one another. They did not know how to write words as you do. They had no paper to write upon. They did not even have any pencil or pen to write with. So they had no mailman coming to their wigwams, as your mailman comes to your home.

When Indian tribes went to war with each other, one tribe sent the other a tomahawk. The tomahawk meant war. If they wanted to stop the war and be friends, they sent a pipe. The pipe meant peace. Once upon a time, long ago, one tribe sent to another a bag. In the bag were a bird, a mouse, a frog, and five arrows. The meaning of this strange letter was: "Can you fly like a bird? Can you hide in the ground like a mouse? Can

you jump like a frog? If you can't, don't make war on us. We will shoot you with arrows."

How strange it would be today if instead of the mailman bringing you a letter, he should bring you a bag with a frog in it. You would think someone



THE PIPE OF PEACE

This Indian is taking the pipe of peace, or calumet, from the white man. It is the Indian way of saying, "There will be no fighting between us."

was playing a joke on you. You would never think that it was a real letter that was telling you something.

A letter like this would seem strange to us. But one written on paper seemed just as strange to a savage. Here is the story of what one Indian boy thought of a written letter.

MAGIC PAPER

Tongoo was an Indian boy. A white man had taken him into his home. Here Tongoo lived and helped the cook and ran errands.

One day the white master called Tongoo to him and

said, "Here, Tongoo, take this to the house down by the river." Then he gave the boy a basket and a little piece of white paper.

Tongoo started out with the basket under his arm and the paper in his hand. He could not keep from peeping into the basket. There he saw four freshly baked sweet loaves. How good they smelled! No one would know if he ate just one. So he sat down on a rock and ate one of the loaves.

When he got to the house by the river, a man took the basket and the piece of paper. He looked at the paper and then into the basket. Then he said, "Where is the other loaf? There should be four here."

Tongoo was surprised. Had the paper seen him? Could paper talk?

When his master heard about it, Tongoo was punished for eating the loaf.

The next time Tongoo was sent with a basket of freshly baked sweet loaves, they smelled so good that he couldn't keep from taking one again. But this time he was careful. He took no chances that the talking paper would tell on him. Before he sat on the rock to eat the loaf, he hid the paper under a stone. It couldn't see him from there. So it couldn't tell on him. When he had finished eating the sweet loaf, Tongoo took the paper from under the stone and went on, feeling very fine.

But that paper must have been magic. For even though it had been hidden under the stone, it told the man that one loaf was missing. Poor Tongoo! Everyone scolded him. And it was all because of the magic paper that could see through the stone.

Practice 1 — Discussing Messages

Talk over together why you are glad that you can write and understand written messages. What times can you remember when you really needed to send a letter or a note? Think through your summer vacation. Did you use letters in any way?

PICTURE LETTERS

The Indians found that they had to have some other way of sending messages. When they wanted to tell that a great herd of buffalo was near, they couldn't send a dead buffalo. But they could draw a picture of one and send that. This is what they came to do more and more. Instead of sending a peace pipe, they sent the picture of one. Instead of a tomahawk and arrows, they would send a piece of bark with war messages pictured on it.

Here is a picture story of two Indians who went hunting. They went in a canoe. The wavy line is the river. At night they burned a pitch knot to



light the way. They killed two deer. Then they went into a lake. This is the circle in the picture. There they got one more deer. They left the lake and went into another river, where they got another deer, a doe without horns. Then they landed and camped in their wigwams.

Sometimes the Indian hunter ran out of food. Then he drew pictures on a stick. This stick he placed in the trail where another Indian hunter might see it.



This is the story the stick told. "The Indian hunter came in a canoe. He is now without food. He is hungry. His hut is near. This is the way to it."

The picture stories made by the Indians seem hard to read. They learned to read them as easily as you read your books. But they couldn't tell as many things with them as you can with words.

Wampum Belts

When Indian tribes made peace with each other, they kept a record of it. This record was a belt woven with beads and shells. It was called a wampum belt. Into this belt the Indians wove figures which had meaning to them. The figures told what lands the Indians were to have. They also told of important things that had happened to the tribe. Here is a picture of a wampum belt

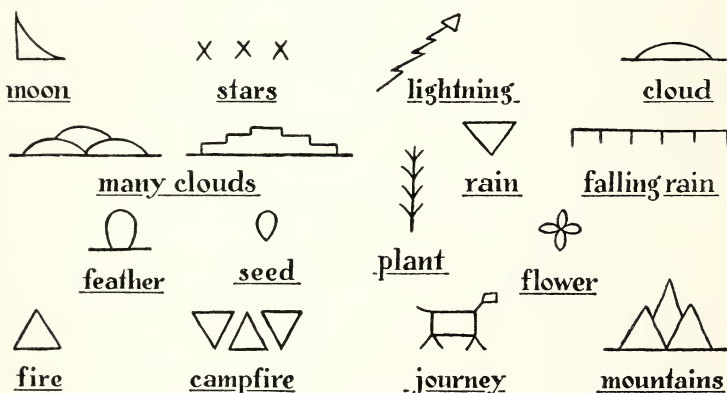


A WAMPUM BELT

given by the Indians to William Penn, who settled in Pennsylvania two hundred fifty years ago. It shows an Indian and a white man (the one with a hat) clasping hands to show that they are friends. The two men are made with dark-colored beads.

Indian Symbols

These are some of the figures, or *symbols*, that the Indians used in their picture letters. Perhaps you can find and bring to your class other Indian symbols.



Practice 2 — Writing with Indian Symbols

The Indians used the figures of men and animals in their picture letters. They also drew pictures of guns, canoes, and other objects to tell their story. Write a short message using drawings and Indian symbols. Show your message to the class and tell them its meaning.

USING SYMBOLS TODAY

The Indians are not the only ones who send messages without using written letters and words. In many places today we have ways of telling people important things without the use of written or spoken words.

The railroad trains are often directed by the color of the lights along the track. A green light tells the engineer that the track is clear and he can go ahead. But if the light is red, it means danger, and the engineer stops his train. If the light is yellow, it warns him to go slowly and take care.

The next time you are at the railroad station in the evening, look down the tracks. There you will see some of the colored lights that give messages to the engineer.

Practice 3 — Reporting on Observation

What colored lights have you seen that give a message to you and others? You may have seen them at the street corner where there is heavy automobile traffic, at the railroad crossing, or in the motion-picture theater. Describe the lights and tell the messages they gave to you.

Messages with Flags

Flags have meanings and are often used to send out messages. You know that a flag of truce is white, and that it means "stop all firing." The flag of each nation has a meaning that usually is

found in the history of the country over which it flies.

Practice 4 — Discussing the Meaning of Flags

Tell of the flags that you have seen and what they mean. The story of flags in the *World Book*, in *Compton's*, or in other encyclopedias will help you. Here are some questions that will suggest flag meanings to you:

1. What do the white stars in the blue field of our national flag stand for?
2. What is the meaning of the red and white stripes?
3. What does a red cross on a pure white flag tell you?
4. What do red flags on a railroad car mean?

Weather Flags

The United States Weather Bureau uses flags to tell the weather forecast each day. These flags are flown on the flagstaffs of the buildings having weather stations. These flags give you the information about the weather just as clearly as a sentence of many words would. Perhaps you can find out what these flags look like and what they mean.

Map Signs

When people travel through the country by automobile, they use a road map to be sure that they take the right highway. Road maps often have marks that give you important information.

On some maps a heavy red line means that the road is closed for repairs. A heavy black line means a paved road. A heavy broken line shows a gravel road that is good in all kinds of weather. A light line usually means a dirt road that is likely to be muddy and hard to travel in rainy weather. It is sometimes very important that the automobile driver be able to read the map signs correctly. Selecting the wrong road may mean many hours of delay.

*Practice 5 — Understanding Map Signs**¹

Bring to school some road maps. Study the different signs that are used. Make a list of them with their meanings beside the marks. In one corner of the map you may find an explanation that will help you to understand the map signs. This explanation is called a *legend*. You will be making a *map legend* when you make your list.

Do all the maps use the same signs for *U. S. Highway*, *Road under Construction*, *Graveled Road*, etc.?

¹ Practices marked with a star (*) are to be done if your teacher and class wish to have them done. Sometimes a committee of the class will do them.

UNIT II

A CLASS MAGAZINE: FALL ISSUES

People like to read magazines because the stories are new and interesting. Most children's magazines are printed once a month. What fun it is to unwrap each new issue and read it from cover to cover! Sometimes magazine stories are printed in books later on. Usually everything in the magazine is very new and up-to-date.

WHAT IS IN A MAGAZINE?

What is usually in a magazine? There are stories and poems, directions for making things, little plays, pictures, games, puzzles, and many other things of interest to readers.

Collect all the children's magazines that you can find to bring to school. Have you some issues of these magazines for your collection: *St. Nicholas*, *The American Boy*, *The American Girl*, *Child Life*?

Skim through these copies to find out what is in a good children's magazine.

Practice 1 — Making a List of Magazine Material

As you read through the magazines rapidly, make a list of the things you find. Some of these may be in your list:

Fishing story	Book reviews
Christmas gifts	Travel letters
Advertisements	Poem about toys
Facts about stamps	Mystery story

From the list that each of you has, make a class list on the blackboard to show what sort of reading is found in magazines.

Practice 2 — Discussing Magazine Contents

As you read, did you notice that the issues were very different in the summer and in the winter? Did you notice any special things in the December issue? In the February issue? Keeping up with the season is part of keeping up-to-date in a magazine. Talk over what you found in the issues for the different months. What do you find in fall issues that are not in spring issues? Do you like these seasonal stories and articles?

PLANNING A MAGAZINE

Your class will enjoy making a magazine full of your own stories and other writing. You will probably have just one copy each month, but it can be on your library table, where all of you can read it. Visitors will like to read it, too.

A big scrapbook made of large sheets of paper fastened together will be needed. The stories or poems that each of you writes can be pasted neatly on the pages of this blank book. Someone can

make a cover design for each issue, too. Others will make pictures to go into the magazine.

If you keep your magazines from September through May, you will be able to see how much you have improved during the year.

Section II, "Sentences," and Section III, "Paragraphs," in the Handbook will be helpful to you in writing your magazine.

Practice 3 — Choosing Committees

When you have decided how you will make your magazine, choose your committees. If you choose a committee for each month, you can call them your *September editors*, your *October editors*, and so on for each month. Everyone in your class should be an editor once during the year. The rest of the class will be *contributors*, the persons who write for the magazine. The editors each month will choose what will go into the magazine and make the magazine by pasting in the writing and pictures.

You can choose committees by *lot*. Write the names of the months on separate slips of paper and put the slips into a box. You will have to write the name of each month several times. If you have nine school months for your magazine and if there are thirty-six children in your class, there will be four editors on your committee for each month.

Choose an *editor-in-chief*, who will help the com-

mittees every month. You can choose this editor by *vote*. Write the name of your choice on a slip of paper. The pupil who has the most votes will be the editor-in-chief.

THE SEPTEMBER MAGAZINE

Your first magazine in the year is an important one. If it is interesting, people will want to read all your later issues.

Everyone should try to write one thing for this issue, although there may not be room to use all that is written.



You may plan to write some of these things for this issue:

Short stories of your *vacation happenings*

A *hobby corner*, in which you tell what your hobbies are, and what fun it is to collect stamps or to make boats or doll clothes

Poems that you have written during vacation

A *reader's corner*, where you tell about books that you think your classmates would like to read

Vacation Happenings

Some of the funny or exciting things that happened to you during vacation would make interesting short stories for your magazine.

Did you see a circus during the summer?

Did you spend a day at some county or state fair?

If you live in the country, did you drive into the city?

Did you go out to a farm for a visit?

Did you go fishing or camping?

Did you make a garden?

Did you have a baseball team in your neighborhood?

Did you take a trip by car?

Something that happened during the summer may give you an idea for a story. Do you like this one?

AN UNEXPECTED RIDE

Uncle Bob and Aunt Laura stopped to visit us for a few hours one day this summer. They did not unpack their car because they were driving on right after lunch. My little brother Don, who is three years old, climbed into the back seat of the car and fell asleep on some blankets. No one noticed that he was not around when Uncle Bob drove off. He did not wake up when the car started. It was two hours later that Aunt Laura discovered him. She made Uncle Bob stop at the nearest town and telephone back to Mother. By that time we were all out hunting for the little fellow. We felt cheated when we got home and heard from Mother that Uncle Bob was going to keep Don with him on his camping trip.

Practice 4 — Writing a Vacation Story

Write a short story about some vacation happening. Section III of the Handbook will help you to write a good story paragraph, and these titles may give you an idea to write about:

Fun on the Playground

When We Won

A Furry Visitor

Losing the Prize

Car Trouble

Homesick

Summer Reading

You will enjoy making a list of the books that each of you liked best of all your summer reading. You can add a sentence or two after the title as in the example that follows.

THE HANDSOME DONKEY

By Mary Gould Davis

This is the story of a little Italian donkey that wore red rosettes on his headstrap and had his hoofs polished. There is also a funny dog in the story. The donkey has a very bad temper, but don't blame him until you have read the story.

Practice 5 — Writing about a Book

Write a few sentences about some good book that you have read lately. Try to make your readers curious and eager to read the book you liked.

Hobbies

Some of you may have been collecting stones, butterflies, tree leaves, or stamps during the vacation. Collecting is a hobby with some people. A *hobby* is some favorite way of using your spare time. Paragraphs about hobbies would be fine in your magazine. Here is one about stamps:

Stamp collectors this summer added a number of beautiful stamps to their collections. The national park stamps showed the rocks of Grand Canyon and the geyser in Yellowstone National Park. Then there were some new historical stamps that celebrated the three hundredth birthday of different states like Wisconsin and Maryland. The new stamps are larger than the old stamps.

You will want to use capital letters and punctuation marks correctly in your magazine. Sections V and VI of the Handbook will help you.

Practice 6 — Writing for a Hobby Corner

Write a paragraph or so about your hobby, if you have one. Does anyone in your class make a hobby of any of these things?

Making paper dolls

Taking kodak pictures

Collecting bird pictures

Making toy boats or airplanes

Saving cartoons from the papers

Saving funny magazine cover pictures

THE OCTOBER MAGAZINE

Halloween comes this month. That will give you many ideas for your magazine. You might put in some of these things:

A list of Halloween stories for children

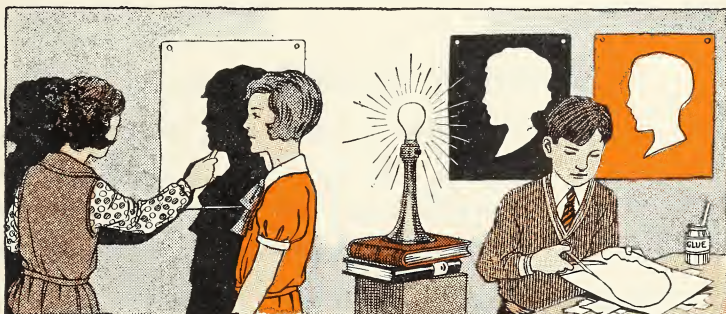
Suggestions for games for a Halloween party

Pictures of masks, caps, or decorations for a party

Some Halloween stories that you have written

This season with the beautiful autumn colors makes some people want to write poems. Not everyone can write poetry, but someone may want to write a poem for the October magazine.

Fire Prevention Week comes during this month. You may have a section telling how children can help to prevent fires.

*Practice 7 — Making a List of Stories*

Make a list of stories about Halloween. Give the title of the story, of the book and the page, too, like this:

“The Indians and the Jack-o’-Lanterns,” *The Child-Story Reader, IV*, page 90

Look through all your readers and library books for stories and poems about Halloween.

Fun for Halloween

You can explain a game or some other entertainment for Halloween. "Whose Ghost Is It?" is one game you might enjoy.

WHOSE GHOST IS IT?

Make shadow pictures of each other by using a strong light. One child must stand very still where his shadow will fall on a piece of white paper. Another child traces around the shadow of the face and head. Cut the white paper along the pencil marks and mount the "ghost" picture on black paper. Let the class guess the name of each "ghost" as its picture is shown.

Practice 8 — Explaining a Game

Write about some game that can be played on Halloween. Explain it in as few sentences as possible. Tell it very clearly. You may tell about stunts like peanut races, bobbing for apples, or guessing games if you wish.

Fire Prevention

The fire department of your city is more proud of training people to prevent fires than it is of being able to put out fires. By visiting a fire station or talking with one of the firemen, you can learn how they teach people to prevent fires

and how to call the firemen if your home catches fire.

You can do a little to help by putting a list of fire-prevention rules into your magazine. Here are three:

1. Keep oil mops in tin cans in your home.
2. Disconnect all electrical things as soon as you finish using them.
3. Keep matches in a cool, high place where children cannot reach them.

Practice 9 — Writing Fire Prevention Rules

Write a list of rules for fire prevention for your magazine. Be sure that each rule is clear.

Section II of the Handbook will help you to write good sentences.

THE NOVEMBER MAGAZINE

Thanksgiving will give you many ideas for this issue. You can study about the first Thanksgiving and life in the colonies. Some paragraphs and stories about those early days will be very interesting.

In your reading about the Pilgrims, have you found out about any of these topics?

Making Candles

Dyeing Cloth for Dresses

Making Soft Soap

Keeping Awake in Church

Schoolbooks

Cooking in the Fireplace

Diaries and letters written by the colonists are still kept in museums as precious possessions. It is

from them that we have learned much about life during that first winter at Plymouth and in the other little colonies along the coast.

From your reading you can write imaginary diaries or letters like those the little Pilgrim children wrote. A diary always gives the date when each paragraph is written. Notice where the date is placed in the imaginary Pilgrim child's diary. A comma separates the day from the year.

May 20, 1621. The corn has been planted the way the Indians do it. I don't see how those fish are going to make corn grow, but we'll wait and see.

May 23, 1621. Father and I have been cutting down trees in the place where we are planning to build our home. We will have the space cleared this week where the cabin will stand.

May 24, 1621. This is Sunday; so we went to church. Matthew was sleepy and had to be tapped on the head as a reminder to listen to the sermon.

Practice 10 — Writing a Diary

Imagine that you are a boy or a girl in Plymouth and write a diary about what happened. Your diary may tell some of these things:

- Caring for a sick neighbor
- Putting out a fire in someone's cabin
- Meeting an Indian in the woods
- Hunting or fishing for food
- Going to church
- A day in school
- A new dress or suit

Your diary will make an interesting section for your November magazine.

A Thanksgiving Message

Each year the President of our country calls on us to be thankful for all the good things we have. The day is always the last Thursday in November.

You can call on your class to be thankful for what they have, by making a list to remind them of their blessings. Perhaps you would like to make the list in the form of a poem or arrange it with the letters of the word *Thanksgiving*.

*Practice 11 — Writing a Call to Thanksgiving**

Write a Thanksgiving message to your readers. You may begin it in this way:

We are thankful for

Trains that travel far and fast

H

A

N

K

S

G

I

V

I

N

G

Can you finish the lines? You may want to make the last words rhyme, but that is not necessary.

Changes in the Outdoors

In the fall there are changes all around you. If you live in the North where it is colder, plants and animals as well as people are preparing for snow and ice. If you live in the South, you are preparing for winter rains.

Some of these changes will make interesting paragraphs for your magazine this month. Are your eyes sharp enough to notice what changes have taken place? Your paragraphs will be word pictures of the fall. You may paint or draw some real pictures to illustrate your paragraphs. You should be able to write good paragraphs by this time. Section III of the Handbook will help you.

A CHIPMUNK PREPARES FOR WINTER

The basket of nuts that we kept in the storeroom under the porch of our summer cottage was almost empty one morning. We filled it again and watched what happened. A soft, scratching sound made us look up into the corner, where the tiniest, perkiest, little chipmunk was making off with a nut in each cheek. We hunted all the afternoon but we could not find where he had hidden his winter store of food.

Practice 12 — Writing Word Pictures

Write a paragraph about the season. Make your readers feel that it really is fall. These titles may suggest others to you:

Bedtime for Bears

The Birds' Fall Flight

The First Snow

An Unexpected Frost

You may need some of these words in your paragraph:

frosty	hibernate	crimson
crisp	brilliant colors	ripening
migrate	preparations	storing

THE DECEMBER MAGAZINE

Boys and girls think of little else but Christmas from the very first of December to the twenty-fifth. Your magazine for this month will have much to say about Christmas.

Christmas Poems

There are many beautiful poems about Christmas that your class will enjoy reading. You probably will not want to copy the poems, because that would take a long time and much space in your magazine. You can make a list of poems and tell the book in which each poem can be found, like this:

“Christmas Tree,” by Mary A. McHugh, in *Voices of Verse, Book Two*.

You can have some of these poems read later in a poetry hour or given for a program.

Practice 13 — Making a List of Poems about Christmas

Get all the poetry books that you can find in the library or at home. Look at the titles on the *contents* page. If you find one about Christmas, turn

to the right page and read it. If you like it, list it for your magazine. Write it in the way that has just been shown. You may underline the title of the book. Titles of books are often put in different type, called *italics*, when they are printed. You may find Christmas poems in your reading books, too.

Christmas Gift Ideas

Many magazines have lists of gifts that are good for different members of the family or for friends. You can make such a list or a list of gifts that children can make for someone at Christmas time.

Practice 14 — Making a List of Gift Ideas

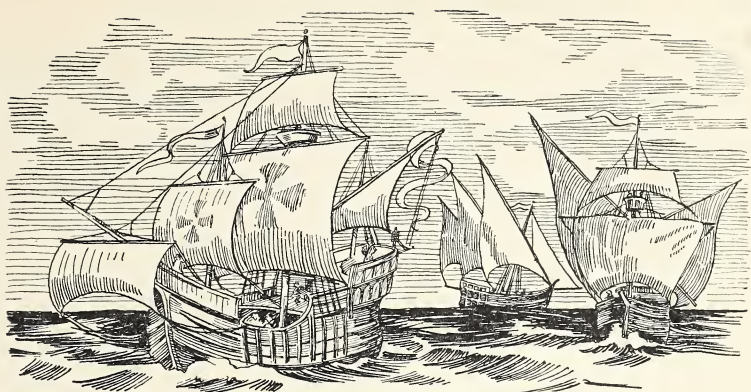
Make a list of gifts that you might give to one of these people:

Mother	Grandfather
Father	My little sister
My big brother	My younger brother
My older sister	Our baby
Grandmother	My best friend

When you make your list, think of the age of the person. Suggest something he would like or could use. List only gifts that most children could afford to buy. For which person would these gifts be suitable?

A spongy rubber rabbit	An address book
A handy desk calendar	A painted flower pot

If you suggest things that children can make, your list will be very helpful.



UNIT III

SPECIAL DAYS: FALL SEMESTER

HONORING THE DISCOVERER OF AMERICA

Almost five hundred years ago in the city of Genoa in far-off Italy, a small boy stood on the wharf gazing out to sea. The boy was a dreamer, and as he saw the ships pull anchor and sail away, he dreamed of the day when he would be a sailor and go with one of them beyond the place where the sky seems to meet the sea.

The name of this lad was Christopher Columbus, and when he grew to be a man his dream came true. He was one of the first to believe that the world is round and that the way to far-off India in the East might be found by sailing west.

Columbus tried again and again to get help in proving his belief. Finally Queen Isabella of Spain listened to his plea and declared that the plan of Columbus to sail west across the great Atlantic

Ocean should be carried out, even if she had to sell her jewels to help him. The story of his voyage with three small ships, and of his discovery of the land that was to be known as America, is one that you will want to read about and tell about on Columbus Day.

You will find stories about Columbus and his voyages to America in many books. If you do not have a library near you, it will be like a hunting game to see how many different books and papers you can find at school and at home that contain stories or pictures about Columbus.

Using Book Tools

In school readers and history books there may be just a few pages about Columbus. The slow way to find these pages is to glance through the book. Even though you turn the pages very fast, you will take much more time than you will if you use the two helps that most books have for you. These two helps are the *table of contents* and the *index*.

The Table of Contents. In the front of each of your books you will find a page named *Contents*, or *Table of Contents*. It gives the titles of the chapters or stories in the book. The way to use this page is to read down the list of titles until you find one that you think will be what you want. Perhaps the word *Columbus* is in the title of a story, or the words *Discovering America*. If you find words

like that, turn to the page in the book where that story begins and see if it is what you want. The page number is given at the right edge of the *contents* page like this:

Columbus..... 68

The Index. In the back of some books, particularly encyclopedias and geographies, are other helpful pages. These are the *index pages*. These pages also tell what is in the book. In the index all words are arranged in *alphabetical order*, not in the order in which they come in the book.

Practice 1 — Using the Table of Contents and the Index

By using the table of contents or the index, make a list of the books in your library, your school, and your home that tell something about Columbus. Give the page number of each book, so that the person who uses your list can turn at once to the pages that tell the story of this discoverer of America.

“A Boy from Genoa,” *Citizenship Readers, Book III*, pages 227–238.

“Sailing Westward with Columbus,” *Fact and Story Readers, Book IV*, pages 355–362.

If you want a poem for your Columbus Day program, see if you can find the one by Joaquin Miller. It is called “Columbus.” It is printed in many books.

Reporting on What You Have Read

When you know that you are going to make a report to your class on what you are reading, you may do several things.

1. Read carefully and take notice of the important points.
2. Write a few notes to remind you of the important things.
3. Read again the parts that seem to you important and that will help you in your report.

Reading in order to make a report is like taking a message from one person to another, except that in this case it is taking the message from a book to a group of your classmates.

Practice 2 — Making an Oral Report

You may find in your reading a good story about Columbus. It may tell about one of these:

How Columbus learned about sailing
His struggle for help to make the voyage
His difficulties on the first voyage
His sighting of land
How he was received when he returned
His troubles in later life

After reading the story carefully, think how many important points you will tell and in what order.

Report the story to your classmates. Make your report just as interesting as you can. Here are some helps for you.

Standards for a Good Oral Report

1. Start in a way that will arouse the interest of your listeners.
2. Go from one point to the next, and do not repeat.
3. Speak clearly and in a natural voice, but loud enough so that all of your listeners can hear you.
4. Close your report with a good ending sentence while your listeners are still interested.

CELEBRATING THE RETURN OF PEACE

The great World War came to an end when the armistice was signed on November 11, 1918. Since then we have called this day "Armistice Day" and have celebrated it as the day when peace was restored to the world. To prepare a program for Armistice Day, start several weeks in advance.

Practice 3 — Discussing Ways to Celebrate Armistice Day

Talk over the various ways in which Armistice Day can be celebrated. Would you like to have poems or stories about the World War read? It may be that some member of the class knows a person who served his country in the World War. How can you invite this person to come and talk to your class? Make plans for your celebration.

Telling a Story

A person who can tell a story very well is always welcome. He gives joy to other persons and gets a great deal of pleasure for himself as well. The next time you hear a good story-teller, listen carefully and notice these things:

He makes every happening of the story clear and understandable.

He keeps you guessing what is coming next.

He makes the funny part funnier by telling it suddenly as a surprise.

Here is a story of a brave dog and what he did for his country during the World War. Is it a good story?

THE STORY OF A RED CROSS DOG

Franco was just a plain, ordinary shepherd dog, but what he did during the World War proves that a dog can render valuable service to his country. When the war broke out, Franco was just a puppy. For five months he had lived a happy life with his master and his master's family in a little cottage not far from Paris. He had spent his days playing with the master's three children and learning small duties, like going after the mail with Jacques, the older boy in the family.

Suddenly the war came and Franco's master went away to fight for his country. As he left, he patted Franco on the head and said: "Good Franco! Take care of my family until I come back." From that time on, Franco's puppy days were over. He began to take his duties more seriously.

One day he saw an airplane flying overhead dropping some white papers. He picked one of the papers up in his mouth, as he had been taught to carry the mail, and took it proudly home to his mistress. When she unfolded it, she read this message: "Our army is in need of dogs. If you have a good dog, lend him to your government and we will train him to serve his country." The mistress looked at Franco sadly and the children cried, for they knew that Franco would go.

In the dog war-school where Franco went, dogs of many different kinds were being trained for war service. Rat terriers were taught to hunt rats. Greyhounds, who could run swiftly, were taught to carry messages. And the shepherd dogs like Franco were taught to do Red Cross work, to look for wounded men on the battlefields, to carry food, drink, and medicines in belts which they wore. They all had to learn not to be afraid of the noise of the guns. And most important of all, they had to learn to keep from barking, for a barking dog would reveal to the enemy where the soldiers were.

One cold, rainy night after Franco's training was completed, he and six other dogs were taken out to the battlefield in a truck. The road was full of shell holes and very rough, and as the truck rushed along, the dogs were thrown from one side to the other. Once when the dogs fell on top of Franco, he felt a sharp pain in his leg, but just then the truck stopped and in the excitement of getting out he didn't even give it a lick.

He was sent out at once to look for wounded soldiers. He had not gone very far when he heard a low moan and saw a wounded soldier lying in a trench with a pile of earth over his legs. Imagine his surprise to find that it was his own master! Even in his joy he dared not bark; so he licked his master's hands and

face until he opened his eyes. His master knew him at once and said, "Good old Franco! How did you get here?"

Franco stood very close to him, so that he could help himself to the supplies in Franco's belt, but the master said: "Come around to the other side, old fellow. I can't use this arm." Franco moved around to the other side and his master drank from one of the small bottles. Then he took the pencil and paper he found there and wrote a note. Franco took the letter in his mouth, as he had so often done at home, and hurried back to the truck, where he dropped the note at the feet of one of the men. Then he quickly led the way back to his master's side.

That night both his master and Franco were taken to a hospital, the master with a wounded arm and Franco with a broken leg. How strange that his leg had been broken during the ride on the truck and he hadn't even known it! After a few weeks in the hospital, Franco's leg healed, and then he went back to the battlefields. During the years of the war he helped to save many other wounded soldiers.

— ADAPTED

Practice 4 — Telling a Story

Select a short story that tells about a brave deed like that of Franco or about a fine act of devotion or service to one's country. You will find such stories in books and magazines. Possibly you have heard such a story told around the fireside at home. Go over the main points of the story, plan just how you will say the important things, and then tell the story to your class.

Memorizing a Poem

A poem that you like is easy to learn and remember. One that means little to you is hard to memorize, and then it is quickly forgotten. When you memorize a poem, try to select one that you really like, one that means a great deal to you. Here is the last of four stanzas in an Armistice Day poem that many persons like:

THE DEBT (*last stanza*)

For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with a service true;
Till scales stand straight with even weight
And the world is a world made new.

— THEODOSIA GARRISON

*Practice 5 — Memorizing a Poem**

Select a poem that you would like for the celebration of Armistice Day. Read it through several times, keeping your mind on the ideas and the pictures it presents. Do not try to learn it a line at a time. Get the thought and feeling of the poem, and the words will be easy to learn. The pupils who recite their poems well can be placed on your Armistice Day program. If several pupils select the same poem, they can practice and give it together on the program. This speaking together like a choir comes to us from the Greeks. It is called "choric verse."

Practice 6 — Writing an Invitation

If one of the members of your class knows some person who served in the World War, and who would be willing to talk to you about its ending, you can write him a class letter inviting him to speak to you on Armistice Day.

An Invitation to Speak

Hampden School
Baltimore, Maryland
November 2, 1935

Dear Mr. Horne,

We are planning a program for Armistice Day, November 11. We should like very much to have you talk to us on ways of serving our country in war and in peace time. Our program will start at 10:45 a.m. The time for your talk will be about fifteen minutes. We hope that you will be able to come.

Very truly yours,
Fourth Grade

In writing your invitation, be sure to tell the speaker when, where, and why you want him to speak.

Suggest to your teacher, as she writes the letter on the board for you, just what you want to say. Read the letter over carefully before you copy it to send.

Section I of the Handbook will help you.

EDUCATION WEEK

During one week in November the schools all over our country make a special effort to tell the people about education and the good that it is doing and can do. They invite the people to visit the schoolrooms and see what is being done. They believe that if all the people would go into a school building and watch the work and play of the children for just one hour a year, they would be interested in our schools.

Planning for a Visitor

Most parents do visit the schools that their children attend. Do your parents visit school at least once during each school year? Education Week will be a good time to bring them.

There are some older persons in each neighborhood who have not been in a school for twenty or thirty years. When they talk about schools, they are thinking about the ones they knew many years ago, when they were children themselves, perhaps. But schools today are so different that these persons really need to get acquainted with them all over again. Wouldn't it be fine if you could get such a person to come to school and visit your class during Education Week?

How Can You Interest Him?

You can go and talk with him. What will you say? Can you tell him interesting things about

your school? Can you make him feel that he would be very welcome as a visitor?

Or you can take him a special invitation from your class. Here is an example of such an invitation.

Roxboro School
Greenwich, Connecticut
November 8, 1935

Dear Mr. Eaton,

You have lived near our school for many years, but we do not think you have ever visited us. We should like to have you be our special guest at a program and exhibit next Thursday afternoon. We believe you will enjoy visiting us, and we hope that you can come.

Sincerely yours,
Fourth Grade

Practice 7 — Writing a Letter

Select some person you know in your neighborhood or school district who has not visited your school for many years. Write a friendly letter asking him to visit you on some particular day of Education Week.

UNIT IV
SWITZERLAND
STORY-TELLING

Let us begin with a story about Switzerland.

AN ORDER FOR A CARVING

Seppi, the wood carver's son, was watching his goats on the mountain side. Two strangers slowly approached from below, an English tourist and his wife, who were climbing the mountain. As they reached the ledge where Seppi was watching his flock, they sat down to rest, tired from their climb. With the courtesy of all Swiss people to strangers, Seppi invited the Brownleys to stop at his home to rest.

Mrs. Brownley asked to see some of the carving that Joseph, Seppi's father, did. "How lovely! You are an artist! Would you be too busy to carve something special for me?"

Joseph was glad to be asked to do some work, because there had not been many orders lately and he was worried about food for the winter.

The English lady then told of her visit to the famous old hospice (or house of refuge) at the top of the St. Bernard mountains. There the monks live and care for strangers who lose their way in the snow and ice on the mountains. They keep and train the big, kind-faced St. Bernard dogs that find lost travelers and lead them back to the hospice to warmth and care.

Mrs. Brownley had wandered away from the hospice the morning after spending the night there. She was lost all the morning and finally sat down in weariness and fright. Suddenly she looked up to see one of the fine dogs beside her. By following his lead, she had found her way back to the hospice.

“Will you carve me a copy of that dog? I’d like to have it as a remembrance of my friend.”

This is retold from the story *The Little Swiss Wood Carver*, by Madeline Brandeis. If you want to read the whole book, you will probably find it in the library. Do you think you would like to live in the country where Seppi lived?

There are other stories about Switzerland and the Swiss people. You may want to tell them to your classmates after you have read them. If they are long stories, you can tell only parts of them. Your classmates will enjoy hearing the exciting or funny parts of the books. Choose a part in which something happens. Tell all about that particular happening, so that your classmates will not be left puzzled about it.

Practice 1 — Choosing a Part of a Story to Tell

Heidi and *Moni, the Goat Boy* are two books by Johanna Spyri about children of Switzerland. *Malon, a Little Swiss Girl*, by Mildred McGuckin, and *Anton and Trini, Children of the Alpland*, by Virginia Olcott, are two more Swiss stories. Some of you will read these or other books about this

land. Choose an interesting short part of the story to tell to the class. Three or four pages will be long enough. Leave out all that is not important. If you choose a part that you like, you can be pretty sure that the rest of the class will like it.

Perhaps you will choose to tell about one of these happenings if you read *Heidi*:

Heidi going into the tower room

Heidi bringing the kittens to the Sesemann home

Miss Rottenmeier finding the hidden rolls

Heidi returning to her grandfather on the mountain

Peter learning to read

The doctor's visit to Heidi's mountain home

Telling Things in Order

Your classmates can follow the story ideas more easily if you tell things in clear order. Tell what happened first, and then what happened next, so that your listeners can see everything clearly, just as it all took place.

The story of William Tell is an old tale of early days in Switzerland. You can probably find the story in some of your readers. If you tell it to your class, tell the happenings in this order:

1. The rule made by the cruel new governor
2. William Tell's refusal to bow to the hat
3. The arrest and the scene before the governor
4. The governor's decision

5. The shooting of the apple from the boy's head
6. The question about Tell's second arrow
7. William Tell's answer
8. Tell's escape with his son

Are these the main points in the story of William Tell? Have any been left out?



THE WILLIAM TELL MONUMENT

The words in German carved on this striking memorial to William Tell and his son mean: "So long as the mountains stand, there will be told the story of the archer, Tell."

Practice 2 — Planning to Tell a Story in Order

Before you tell your story to your class, put down in order the things you plan to tell. Your notes will look something like those just given for "William Tell." You may not need so many points. Your notes are your story *outline*. The outline will help you to think through the happenings in the story. If you wish, you can look at your notes as you tell your story.

Practice 3 — Having a Story Hour

Your story hour will be especially interesting if you tell some Swiss stories that the other children have not heard. Choose your story or part of your book very carefully. Plan the order in which you will tell it. By the end of the hour all the class will want to know more about this unusual country and the people who live there.

Part of *Moni, the Goat Boy* is told in the *Elson-Gray Basic Readers, IV*. You may want to tell part of *The Swiss Twins*, by Lucy Fitch Perkins. There is a story of a Swiss farm, called "The Alders," in *The Curriculum Readers, III, Friends round the World*. There is a story named "Toni, the Little Wood Carver" in *The Story and Study Reader, IV*. Perhaps you can find other Swiss stories in your books.

Measuring How Well You Tell a Story

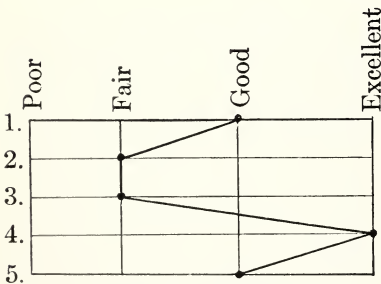
Here is a chart on which you can measure how well you tell a story. Each of you should make one

	Poor	Fair	Good	Excellent
1. Did I know my story well?				
2. Did I pick out the important things?				
3. Did I tell them in order?				
4. Did I enjoy my own story?				
5. Did I keep my audience listening?				

After marking your chart, work on your own problems. Try to have all your marks in the "Excellent" column by the end of the term.

MY STORY-TELLING THERMOMETER

like it. Mark yourself now, again at the middle of the term, and a third time at the end. Mark your chart with a different color each time so that you can see how you grow.



ONE BOY'S CHART

You can even make a class chart on the blackboard, so that you will know on which points your whole class needs to work hardest.

LEARNING MORE ABOUT THE SWISS

These stories must have made you curious about this country and its people. Did you wonder why

there are wood carvers in Switzerland? Why did you find so many stories about herders of cattle and goats? How do the people get from place to place among those steep mountains?

Have you ever noticed that you find out things more quickly if you can ask good, clear questions? The same thing happens when you read in books. If you go to books with questions in your mind, and if questions come to you as you read, you will enjoy your reading more and find out what you want to know.

Are these questions that you would like to have answered?

Where is Switzerland?

Are there any Swiss people in our country?

Do people who live where there are mountains in our country work and dress like the Swiss?

Do we have anything to do with the Swiss people?

Practice 4 — Making Good Questions

Make a list of questions that you want to have answered in your reading about Switzerland. Put down only things you *really want to know about*. Put this list of questions on the blackboard where everyone can read it. Each day, as you read, you will be able to answer one or another of those questions. You can check them off your list as you answer them.

Learning from Pictures

If you live where there are no mountains, you will surely want to know how mountainous country

looks. Pictures will help. You can have a collection of post cards and magazine pictures showing mountains. There are pictures in your geography books, also.

Some of you may be interested in the costumes of the Swiss people. Pictures will tell you a great deal about the dress and the homes of these people.

Practice 5 — Making a Picture Collection

Collect pictures of mountain scenes. Mount them or fasten them on your bulletin board. You may find some that will show Swiss scenes like these:

Snow-capped peaks	Mountain pastures
Mountain streams	Mountain lakes
Waterfalls	Deep valleys
Steep slopes	Railroad tunnels
The edge of the forest, or <i>tree line</i>	

You may label your pictures with a short sentence or a title like those just mentioned.

You can collect other pictures of Switzerland, also. If the pictures are in books, you can arrange the books on a table, so that your classmates can look at the pictures. You should never cut pictures from a book. Do not cut them from a magazine unless you know that no one wants the magazine any longer.

Word Pictures

Your picture collection will suggest word pictures to you. You can put the pictures that come

to your mind into words and write a paragraph for a booklet on Switzerland. With your word pictures of this land you can put paintings or crayon drawings of scenes in Switzerland. Section II of the Handbook will help you to write good paragraphs.

Your choice of words will be important, because some words will give truer mind pictures of this country than others.

Practice 6 — Writing Word Pictures

After looking at your pictures, try writing a word picture paragraph of Switzerland. Each sentence should be clear. It should add a new thought about the topic. Choose your words carefully. Will you need any of these?

steep	dashing	climb	landslide
difficult	rugged	graze	forests
slope	glacier	cliff	source
scenery	peaks	tunnels	water power
torrents	plateau	winding	mountain pass

A Poem

This beautiful country has made poets write about rocks and snow and great mountains. Perhaps your pictures will make you wish to write a poem. You will enjoy the poem about mountains on the next page. Perhaps you will enjoy it more if you read it aloud.

THE MOUNTAINS ARE A LONELY FOLK

The mountains are a silent folk;
They stand afar — alone,
And the clouds that kiss their brows at night
Hear neither sigh nor groan.
Each bears him in his ordered place
As soldiers do, and bold and high
They fold their forests round their feet
And bolster up the sky.

— HAMLIN GARLAND

Have you ever noticed that the outdoors sometimes makes you feel quiet? Do you want just to look and listen and not to talk? That must be the way this poet, Mr. Garland, felt about the mountains. He thinks of the mountains as people, or *folk* as he calls them. Is the *rhythm* or swing of the poem a dignified, slow movement that fits these "silent folk," the mountains?

Learning from Books

Since this country of the Swiss is far away across the ocean, very few of us would know about it if it were not for books. Some of your readers, and your geography books, and encyclopedias will tell you about Switzerland if you know how to find what they tell.

Practice 7 — Using the Table of Contents

Take your geography book and turn to the *Contents* page. Is there a chapter in your book about Switzerland?

Do the same thing with your reading books. Two reading books that have something about the Swiss are *The Child-Story Reader, IV* and *The Study Reader, IV*. Can you find the page numbers of the stories from the *Contents*?

Remember to look all through the Table of Contents.

Practice 8 — Using an Index

When you turn to an index, you will use your knowledge of the alphabet. Something about Switzerland might be in the very first chapter in the book, but in the index it would be in the *S* list because *Switzerland* begins with *S*.

Find the index pages of your geography. See also if there is anything about Switzerland in your other books. The page numbers will be given in this way:

Switzerland 6, 18, 20–26, 40, 119

The dash (–) between 20 and 26 means that there is something about Switzerland on all of the pages between 20 and 26. The dash saves the space that would be needed to print 20, 21, 22, 23, 24, 25, 26.

COMMITTEE WORK

Sometimes five or six of you can work together as a committee. You can select a topic, read several books about it, and prepare a report for the rest of the class. You will need a chairman to plan your work and to take charge of the discussion on the day you give your report.

Topics for Committee Reports

Switzerland is so different from our land that you can find many interesting topics for committee reports. Choose one from this list, or decide upon another that you would like better.

Winter Sports

Cowboys of the Mountains

Cheesemaking

Travel in Switzerland

Tourist Business

Making Things by Hand

Swiss Factories

Mountain Farms

Taking Notes

After choosing the topic for your committee, collect books that tell something about Switzerland. Use the tables of contents and the indexes. From your reading choose the important facts on your topic. Make *notes* on them. They may look something like this:

Topic: Farming in Switzerland

Rich valleys or plateaus among mountains

Flax, rye, hay, vegetables

Women in fields

Cattle grazing

Notes should be just as few words as possible. They are like the string that you tie around your finger to remind you of something you need to remember.

Each member can take notes. Bring your notes together and, with your chairman, decide on the main points in your report. About three main points will make a good report. These three points

will be your outline. Here is an outline for a report prepared by one committee.

The Map of Switzerland

1. How to tell distance and direction
2. Discovering where the mountains, rivers, and lakes are
3. Map signs and their meaning

Giving Your Report

Your chairman will call upon a member of the committee to talk on each point in the outline. Each talk will be an oral paragraph. Each member should be careful to talk only on his own point. Other committee members can help by showing pictures or articles that have come from Switzerland. They may point things out on the map, too.

*Practice 9 — Giving a Committee Report**

Following the plan just suggested, choose several topics for committee reports, prepare them, and give them for the class. You will find this more interesting than just reporting on what everyone else has read. When you finish giving your report, ask your audience one good question to see if you have made your main point clear. These are good questions:

Topic: *Factories*. Question: "Why do the people make small, expensive things in their factories instead of large things?"

Topic: *Herding*. Question: "Why do the herders drive their cattle higher on the mountain slopes in summer?"

REMEMBERING WHAT YOU READ

You cannot remember everything you read. Only a part of all that you read needs to be remembered. As you read, decide what is most important. Put that fact away in your mind, or make a note of it on paper. You can do that with every paragraph or so. When you are all through reading, try to think over the important facts that you learned.

If you read more than one book on the same thing, you can put all the important facts together and make a good paragraph report on what you read.

Practice 10 — Gathering Ideas from Several Books

In the three readers that are named below there are stories about the shifting of the cattle pasture land in summer and winter. From these three books take notes and compare what you find in one book with what you find in another. Do these books or others that you have in your room all tell the same thing? Does one tell more than another?

“Swiss Herdsmen,” in *The Child-Story Reader, IV*

“Fritz and Dan,” in *The Children’s Own Reader, III*

“Where the Swiss Live,” in *The Study Reader, IV*

A TRIP TO TAKE

It is always interesting to know how much like our own country other countries are, as well as how

different they are. You can see near your home some of the same things you might see in Switzerland. You probably do not have all these things near you, but perhaps you can take a trip to see one of these things that you could also see in Switzerland:

A cheese factory	A watch factory
A dairy farm	A waterfall that makes power
A dairy store	A travel bureau

Planning Your Trip

You will need to write a letter to arrange for your trip. Your letter should tell when and why you wish to visit the place. It should be written *at least a week* before you want to make your trip, so that there will be time for an answer.

Hamilton School
La Crosse, Wisconsin
April 29, 1935

Bardeen Dairy Company
La Crosse, Wisconsin

Gentlemen:

Our class would like to visit your farm to see how the cattle are fed and cared for. We want to know how the milk is handled, too.

Would it be convenient for you to let us come with our teacher on next Thursday afternoon at three o'clock?

Very truly yours,
The Fourth Grade
Teacher, Alice Harter



Sometimes the teacher signs her name also at the bottom of the letter, so that the answer can be telephoned to her at the school. Notice that this is a business letter. It has one more part than the letters you have learned to write to your friends. Follow this form when you write your letter.

Practice 11 — Writing a Letter

Write a letter to arrange for a trip that you can take in your town. It can be a class letter or one pupil can write the letter and show it to his classmates for their approval. Be sure to have the correct name and address for the company or person to whom you are writing. Study Section I of the Handbook for help in letter-writing.

On the Trip

Your class will probably have a guide from the factory who will explain things and answer your questions. Two rules you will need to follow are:

1. Look carefully at everything.
2. Listen to what is said.

If you wish, you may ask questions. You should be careful not to ask the same question that some-

one else asks or to talk at the time someone else is talking. Your guide will appreciate courteous listeners.

Practice 12 — Writing a Letter of Thanks

When you return from your trip, write a letter of thanks for your visit. This can be a class letter. Your teacher will write each sentence on the board as you say it. When you have it as you like it, copy it for mailing. You will find an example of a class letter in Section I of the Handbook.

After the Visit

After the visit you will need to discuss what you have seen and heard. The discussion will help you:

1. To decide what is important to remember.
2. To clear up any misunderstandings about what was seen or heard.
3. To answer questions.

Practice 13 — Discussing Your Trip

Talk over together what you learned on your trip. Answer these questions in your discussion:

1. In what ways is this work or business the same in Switzerland and in our country?
2. How is it different in Switzerland?
3. Why is it different?
4. How can you find out about Swiss workers?

AN INTERESTING PROGRAM TO GIVE

After studying about Switzerland, you may want to have a program for someone else to enjoy. You can pretend to be a tourist company trying to get Americans to visit Switzerland. You can make a corner of your room look like the office of a tourist bureau, with pictures of Switzerland and of boats that take passengers across the ocean. Another class can be invited in to hear your speakers tell about the country and the reasons why anyone would like to visit it. You may even have some songs and folk dances of the Swiss people as part of your program.

You could plan this program for the radio, sending your talks from an imaginary broadcasting room.

Your class can set up a tourist bureau. You can write an advertising circular or paper to send to another class. Show pictures and give talks that will interest your visitors in Switzerland.

Practice 14 — Giving a Program

Plan a program for the close of your Switzerland study. Some of these topics will make good talks if you make believe you are a tourist bureau and try to persuade others to go to Switzerland for a visit.

The Boat Trip	Things to Buy in Switzerland
Travel in Switzerland	Sports and Fun
Interesting Places	Mountain Climbing

UNIT V

WORKING FOR SAFETY

When the first white men came to America they found many hardships. They built log cabins to protect themselves from the bitter storms of the winter. They always carried firearms to use if they should meet an unfriendly Indian or a savage beast of the forest. All about them were dangers from which they had to guard themselves.

Today we have warm, comfortable homes. The Indians and the savage beasts are gone. These are no longer sources of danger to boys and girls. But there are other dangers that in many ways are more threatening than those which surrounded the early settlers. Do you know what these dangers are? When you read the following story, you will learn one type of danger that is common today.

A NARROW ESCAPE

It was the last inning and the score was tied. The championship of the playground was at stake and Jim Ferguson came to bat.

Jim was the best batter on the fourth-grade team. Here was his chance to win the game. A ball and then a foul strike, and then smack! — and a fair hit. Out over the fielders' heads the ball went, clear to the street, and past the parked cars.

Out after it went the right fielder, Joe Booth. If Joe could get that ball back and prevent a home run, the game might be saved.

Suddenly there was a shout from the street, a child's scream, a screech of auto brakes — then a deathly stillness. Not even Jim's crossing of the home plate with the winning run seemed to break the awful silence.

The children, rushing to the street, arrived just in time to see Joe being helped to his feet. Lucky Joe this time, for the brakes on the car, which now stood almost touching him, had held. Of course, the shock from the sight of the car bearing down on him as he lay there in the street had caused his face to turn white and made him look ill, but he wasn't really hurt at all.

Jim rushed up and grabbed Joe by the arm. He was so relieved to find Joe unharmed that he clapped him on the back and almost shouted in his ear, "Oh, boy! I was afraid you were a 'goner.' You know I could see you slip on the pavement just as I rounded third base, and I could see the car coming. Gee, I'm glad you're okay."

And Joe was just as glad, but he couldn't seem to say anything. He was still numb from the shock of the whole thing, and was glad to hear the bell ring so that he could go into the quiet of his schoolroom.

But Joe's narrow escape was talked about by the pupils for several days. Finally their teacher said, "What can we do to avoid accidents and make our playground safer?"

That was how the study of safety measures in that fourth grade started.

What do you think was the first safety rule made by the class?

Practice 1 — Conversing about Safety

Do you have any danger spots on your school grounds or in the neighborhood of your school? If so, how do you think that the danger from them



WHAT CAN WE DO TO MAKE OUR PLAYGROUND SAFER?

can be reduced? Do you recall any near-accidents? What caused them, and how can such dangers be avoided another time? What are safe

and unsafe places to play? Why are these not good places for children to play?

The street

Lumber yards

Small playgrounds near
busy streets

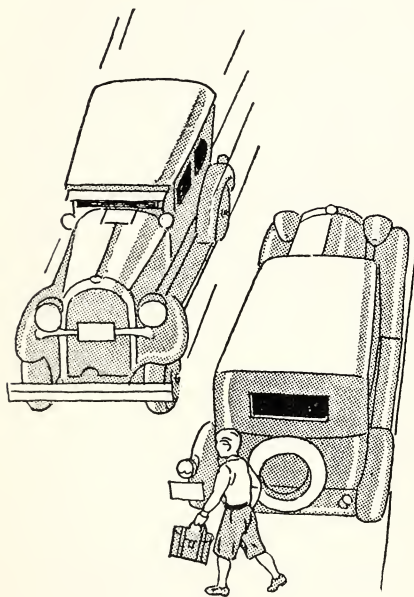
Railroad yards

Fire escapes

Places where building is
going on

DEVELOPING SAFETY HABITS

By forming habits of watchfulness and care in using the streets, you can help to prevent many accidents. Crossing the busy streets only at street corners is important. The person who crosses the street in any place in the block is called a "jay-walker." The bad habit of jay-walking has caused many accidents.



ONE CAUSE OF ACCIDENTS

Looking both ways before starting to walk across the street at the regular crossings is a most important habit to form. If everyone were in the habit of being careful about this, many accidents would be avoided. How do parked cars sometimes cause accidents to occur?

Practice 2 — Making a List of Safety Habits

Make a list of safety habits that you and your classmates ought to have. If you learn to do these things without thinking, you will have fewer accidents. Remember that carelessness is the greatest cause of accidents. Section II of the Handbook will help you to write clear sentences.

There is an old saying: "Experience is a dear teacher." When applied to safety, this means that, after you have had an accident, you learn to be careful and not get hurt that way a second time. But that is a hard way to learn. This story told by a fourth-grade pupil gives an example.

A HARD LESSON IN SAFETY

Dick was a little boy who often forgot and ran across the street in the middle of the block. "I run so fast a car can't hit me," he said.

But one day a truck knocked him down. They took him to the hospital. After a long time he was well again, but he could never play baseball any more because his leg was stiff.

After that Dick always went to the corner before he crossed the street. He always looked both ways, too, before he started to cross.

Practice 3 — Telling a Story

Tell the class about some happening you have seen or heard of that has made you more careful to form safety habits. When you have told just

what happened, tell what safety rule you learned from that happening.

DIRECTING TRAFFIC

The traffic policeman stands at the busy corner and directs the automobiles and the people crossing



the street. He helps to prevent many accidents. He would like to have all boys and girls understand the rules about traffic — what they should do and what they should not do. When one traffic policeman received a letter like this one,

he came to the schoolroom and talked to the fourth-grade class about how accidents could be prevented.

*Harvey School
Minneapolis, Minnesota
January 16, 1936*

Dear Mr. Nelson,

We are studying safety rules and we are interested in what to do when we are at a busy street crossing. We should like to have you come and tell us about accidents, what causes them, and how they can be prevented. We know that you can help us in our study and we hope you can come.

*Sincerely yours,
Fourth Grade*

*Practice 4 — Writing an Invitation**

Write a letter inviting the traffic policeman in your vicinity to come and talk to you about safety at street crossings.

Turn to Section I of the Handbook for more help with your letter.

DRAMATIZING

The policeman is always working to make your city a safer place in which to live. Whenever you need help you will find that he is your friend.

Here is the outline of a little play. You may call it "Lost in a Big City," or any other name that you think fits it.

The people in the play — we call them the *characters* — are a child, the mother, an older person, and a policeman.

Action: The child is walking along the street with his mother. They stop to look into a shop window. The mother walks on. The child looks for the parent — becomes frightened. He asks an older person who is passing, but the older person doesn't seem to know what to do. A policeman comes up. He asks the child his name and address or, if he doesn't know his address, the directions for going to his home. The policeman is about to take the child home when the mother returns. She is very happy at finding the child.

Practice 5 — Writing a Dramatization

When you write the actual words that each character speaks, you will be writing a play. With

the teacher acting as writer at the blackboard, you can all help to write the lines for this little play. Make the speaking of the characters just as real as you can.

HELPING TO MAKE HOME SAFE

There are many ways in which you can help to prevent accidents at home. Sometimes boys and girls are careless and cause other people to be hurt.

One evening Jack forgot to put his bicycle away when he was through riding. He left it on the sidewalk near the front steps. Jack's father came home that night rather late. He did not see the bicycle because it was dark. He tripped over it and hurt his knee.

Practice 6 — Writing Sentences about Making Home Safer

Think of the ways in which you can be of help at home in preventing accidents. Write a sentence telling of each way.

EXAMPLE: I will put matches, pins, and knives out of the reach of the baby.

Here are some of the things you can write your sentences about. You will be able to think of others.

1. Picking up playthings
2. Keeping fingers out of electric sockets
3. Not playing with handles that turn on the gas in the gas stove

4. Putting ashes or sand on icy steps and walks
5. Not climbing on dangerous places

It is important to punctuate and capitalize your sentences correctly. Sections V and VI of the Handbook will help you with this.

Suggestions from Mother and Father

Your mother and father will be glad to know that you are thinking of different ways to help make your home safe. It may be that they will want to give you some suggestions. One way to interest them would be to write them a letter asking how you can help at home.

Horace Mann School
Topeka, Kansas
November 3, 1935

Dear Mother and Dad,

The children in our room are making up a list of the ways in which we can be of help in making our homes safer. If you can think of any ways different from those we have thought of, please let us know them. Our list is on the sheet attached to this letter. The class is divided into two sides. Each side that suggests a good way of helping will score a point. We hope our side will win.

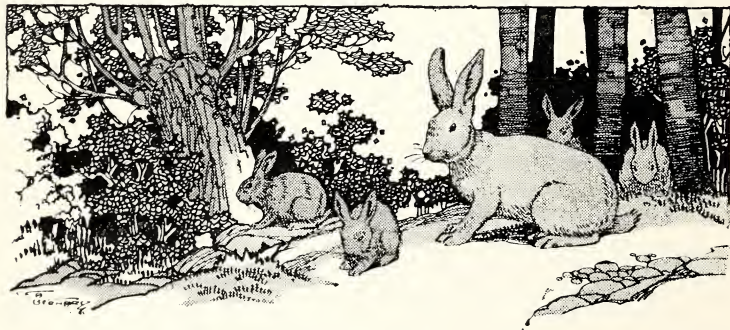
Your loving daughter,
Marion

Practice 7 — Writing a Letter

Write a letter to your mother and father or any other person who might be of help, asking for suggestions for your list of ways to help make your home a safer place.

SAFETY AMONG ANIMALS

Have you ever realized that practically every animal is better equipped with safety habits than are men? The animals don't have to look out for the dangers of heavy automobile traffic, for we seldom, if ever, see an animal on a crowded city street. But animals have other dangers that they prepare themselves to escape.



A mother rabbit with her family of bunnies is playing in a field. She teaches them to listen with their long, sensitive ears to the approach of anything that may hurt them. She teaches them when to stop motionless until danger is past and when to scamper off on their long legs to their own safe hiding place.

Practice 8 — Making an Oral Report

How does a mother hen with a big brood of chicks act when you come near? Have you ever seen a mother partridge pretend she has a broken wing in order to get you away from her brood of little ones? Have you noticed that the coloring of some animals and insects makes it hard for you to see them? How does the porcupine protect himself? Nearly every animal has some way to protect himself from other animals he is likely to meet. Can you report on one that you have seen yourself?

SILENT POLICEMEN

At a street crossing where there is much traffic or on the state highway where there is great danger of accidents, you find stop-and-go lights. These lights guide both the automobile drivers and the people who are walking. They tell people when they should stop, and when they may go ahead safely. They prevent accidents.

In many places you see signs that are placed there in order to protect you from danger. On the streets near your school ground you very probably have a sign which reads:

SCHOOL — SLOW DOWN

What sign do you find at a railroad crossing? Have you read a sign in the streetcar or bus that says, "Do Not Talk to the Motorman"? Why do you think that is a good rule?

Practice 9 — Giving a Short Talk

Tell of a street crossing where you have seen stop-and-go lights. Explain their meaning, and tell how you can avoid accidents if you follow the rules in regard to crossing the street.

A report of this kind is really an oral paragraph. Follow the suggestions in Section III of the Handbook for good paragraphs.

Practice 10 — Making an Exhibit of Safety Signs and Slogans

Arrange on your bulletin board an exhibit of familiar signs and slogans that are for the purpose of protecting you. You can draw these on your blackboard if you prefer. Explain each sign.

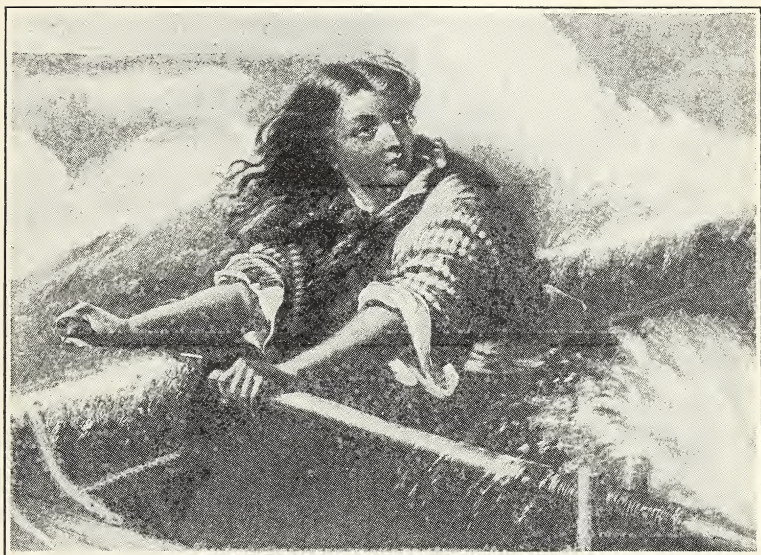
LIGHTS AT SEA

The lights you see on the highway warn you of danger ahead, but the first lights used to warn of danger were not for motorists on the highway, but for sailors at sea. They were placed in tall lighthouses in the dangerous places along the rocky seacoast. They warned the ships at sea and helped the sailors guide them on their courses.

These lights have saved many ships from being dashed upon the rocks. Those who watched from the lighthouses have saved many lives. How one brave person saved the lives of a ship's crew is told in the story of Grace Darling.

THE STORY OF GRACE DARLING

In the fall of the year there are many storms at sea. On a dark September morning a ship had been wrecked on the low rocks off the shores of the Farne Islands. Half the ship had sunk. The men who had not



GRACE DARLING

Grace had to hold the boat while her father climbed upon the rocks

drowned were clinging to the fragments that lay upon the rocks. But even now the waves were dashing higher over the rocks, and the men were in danger of being washed away.

In a lighthouse on one of the small islands lived Grace Darling with her father. All through the night she had listened to the storm. Now when she saw the

wrecked ship and the half-drowned men clinging to it, she cried to her father, "We must try to save them. Let us go out in the boat at once."

Her father was an old man and he knew the force of the stormy waters. He said, "It is no use."

But Grace would not let him rest. "We cannot stay here and see them die," she protested. "We must at least try to save them." Her father could not refuse.

They set out at once in the heavy lighthouse boat, Grace at one oar and her father at the other. It was hard work in such a sea, and sometimes it seemed as if they would never reach the rocks. As they came closer, the danger became greater, but Grace was as strong and skillful as she was brave.

Grace had to hold the boat while her father, after many trials, climbed upon the rocks. He helped the weary sailors into the boat and at last climbed back to his place at the oar. When all were safe within the lighthouse, Grace, still unwearied, fed and nursed the men back to life. But for her courage and tenderness, they would have died. For this noble deed Grace Darling is still remembered and honored.

— ADAPTED

Practice 11 — Telling a Story

People always like to hear the story of a brave deed. Can you remember such a story that you have either read or heard? Think over the points in the story that are most important and interesting. Be ready to tell it to your classmates during the story hour.

UNIT VI
BOOK FRIENDS

CHANGES

I read a book of kings and queens,
Such was the tale I read.
The words of knights and dragons
Kept running through my head.
And while I read, I was the one
Whose robes were bright with silver;
I was queen of the distant lands
Where time went on forever.
But someone gave me another book
And, though it was but yesterday,
I'm now a Puritan maiden
In a gown of somber gray.

— ANN ZELENKA, Age 11

Each year we have a Book Week. Of course, every week in the year is book week, but in this Book Week we give our reading special attention. Libraries put up posters about their new books and send reviews of good books to be printed in the newspapers. Bookstores arrange collections of new, attractive books in their windows. Clubs have book talks on their programs. In many ways we are reminded during Book Week that we are far richer than our parents and grandparents in

the number of beautiful book treasures that are ours to borrow or buy and read.

A TRIP TO THE LIBRARY

If you have a library in your town, this will be a good time to get acquainted there. You ought to know how to draw out books to read at home. There is usually a special room for children in the public library. A librarian has charge of the room and gives her time to helping children find the books they want. She also keeps a record of the books that are taken out and brought back.

You will find out more about the library by spending one hour there than by hearing about it. You can arrange with the librarian by telephone for your teacher and class to visit the library.

Using the Telephone

You will have to make plans by telephone many, many times as you grow older. There are certain rules of politeness to follow in using the telephone for a message of this kind.

Practice 1 — Dramatizing a Telephone Conversation

Before you send someone to make plans with the librarian for your visit to the library, you can play that you are telephoning in your classroom. After this dramatization, you can pick out the pupil who will do the real telephoning.

Choose someone to be the librarian, and let different children take turns in pretending to make plans over the phone.

The conversation may sound something like this:

(Telephone rings at the library)

LIBRARIAN: Public Library.

CHILD: Hello. This is Burton Foss. I am calling for the fourth grade at Central School.

LIBRARIAN: Yes, Burton.

CHILD: Our class is celebrating Book Week. We would like to visit the library next week if it is convenient for you to have us come.

LIBRARIAN: Yes, we shall be glad to have you if your teacher will come with you. Two o'clock is a good hour. On what day do you wish to come?

CHILD: Tuesday, if that suits you. Will you talk to us about the library and what books we can find there?

LIBRARIAN: Yes, I'll do that. I hope all of you will plan to take out library cards, too, if you do not have them.

CHILD: Thank you very much. We shall come on Tuesday at two. There will be thirty-five of us. Good-bye.

LIBRARIAN: Good-bye, Burton.

Courtesy Rules for Telephoning

After reading the telephone conversation above and listening to your classmates, talk over the courtesies of telephoning. People should try to make themselves understood and never get angry when they use a telephone.

*Practice 2 — Discussing the Use
of the Telephone*

These questions and many others will come up in your discussion about telephoning:

1. When should you tell your name if you are making a telephone call? Why?
2. Why are some persons hard to understand over a telephone?
3. If you do not reach the person whom you are calling, you sometimes leave your name and number and ask to be called. Why is this a good thing to do?
4. What is a courteous expression to use if you do not understand the other person?
5. Why should telephone conversations be brief?
6. What do you say if the operator makes the wrong connection and someone whom you do not know answers? We call this "getting the wrong number."

Practice 3 — Making Rules for Telephoning

After your discussion you can make your own set of courtesy rules or standards for telephoning. Say your rules clearly and in as few words as possible.

Someone may write the rules on the blackboard as the class suggests them. Some of those on the next page are good; the others are not good. Which would you select? Make your own standards. If you have trouble in writing good sentences, Section II of the Handbook will help you.

1. Ask people to guess who you are when you telephone them.
2. Speak in a natural tone of voice.
3. Talk a little more slowly than you do when you are not telephoning.
4. Spell out names, if necessary, to make them clear to your listener.
5. Make your conversation as short as possible.
6. Talk sharply to the operator if you have trouble getting your call through.
7. Listen carefully, so that you will not need to ask to have things repeated.

AT THE LIBRARY

You will learn many things in your visit to the library, especially if the librarian talks to you about it. Learn the librarian's name, so that you can call her by name when you are talking to her. This is a little courtesy that everyone likes. Perhaps you will learn about these things:

1. What the *card catalog* is and how you can find books with its help.
2. How story books are arranged on the shelves.
3. What sections of books there are — poetry, travel, plays, etc.
4. What boys and girls should do with books when they finish reading them in the library.
5. What to do if you wish to borrow a book to take home.
6. How long you may keep a book at home.

Filling in Blanks

It is sometimes very important that you know how to fill in blanks correctly. In the fall you probably fill out an enrollment blank. Do you always put down everything that is asked? Do you put everything in the right place?



Your librarian has a blank to be filled out before you can receive a library card on which you may borrow books. Ask your librarian to show you the blank from your library. Is it like this one?

Date.....

I promise to obey all library rules, to handle library books carefully, to keep them clean, and return them promptly when due.

Age.....

Name

School.....

Grade.....

Residence.....

Practice 4 — Filling in Blanks

Those of you who do not have library cards may want to fill in blanks and get cards. You should have your parents' permission to borrow books

from the library before doing this. Some blanks have a place for your parents to put their names, as a sign that they have given their permission.

Most of the words that you put into the blanks need capital letters. Section V of the Handbook will help you to capitalize correctly.

NEW BOOKS TO ENJOY

In your visit to the library you probably saw many books that were new to you and looked interesting. You can make a list, like the one on the next page, of the new books that you and your classmates would like to read. The next time you borrow a book, this book list will remind you of a good book to read.

If you want to know just how new a book is, turn to the *copyright date* on the back of the title page. The year in which the book was first made is given there. Find the *copyright date* in several of your books. A book may have fresh, new covers and pages and still be an old story because the first copies of it were printed many years ago.

Your book list should give the title of the book and the author's name. If you arrange the books alphabetically according to the last name of the author, they will be in the order in which you will probably find them on the shelves of the library. If you write the last name of the author first, put a comma between the two names, as in the list shown on the next page.

OUR FOURTH GRADE BOOK LIST



ALDIS, DOROTHY. *The Magic City, John and Jane at the World's Fair*

COATSWORTH, ELIZABETH. *Cricket and the Emperor's Son*

DAVIS, MARY GOULD. *The Handsome Donkey*

FIELD, RACHEL. *Hitty, Her First Hundred Years*

OLCOTT, VIRGINIA. *Klaas and Jansje*

PETERSHAM, MAUD and MISKA. *The Story Book of Houses*

PIPER, WATTY. *Children of Other Lands*

PRYOR, WILLIAM CLAYTON. *The Train Book*

REED, W. MAXWELL. *And That's Why*

Practice 5 — Making a Book List

Make a list of the newest good books that you have found in the library or among your own books at home. Put down only books that your classmates can find in the library.

Arrange the list alphabetically by the last names of the authors. If the last name is written first, a comma belongs between the names.

The important words of all titles should begin with capital letters.

If you do not know the order of the alphabet, look at this line:

a b c d e f g h i j k l m n o p q r s t u v w x y z

POSTERS ABOUT BOOKS

You know that people often stop to look at a poster or a picture in a window. You can make other children want to read some of your new books by making posters of them. You can have an exhibit of book posters in the hall during Book Week.

Paints, crayons, or paper-cutting can be used for your picture. Choose something exciting to show on your poster. Leave plenty of blank space, so that your picture and your printing will attract attention.

Poster Labels

Each poster should have a label or a sentence to advertise the book. This should be short. It should make people want to read the book. A question may make people curious about a book. A title that is not a whole sentence could be used.

If you write a title, do not use a period after it. What ending mark will you use after a question? After a telling sentence? Sections II and VI of the Handbook will explain. Notice these examples:

Books are doors to many places. (A sentence)

Have you read a book this week? (A question)

Book Treasures (A title)

Practice 6 — Writing Poster Labels

Write a title or a sentence that you can use as a label for your book poster. Punctuate it correctly.

The class will select as many labels as they need for the posters they are making.

BOOK RIDDLES

There are certain books that are old favorites with children. Almost every boy and girl reads them at some time. Such books would make good subjects for book riddles, because all the class can take part in guessing the titles.

If you make a list of your favorite books first, everyone can make at least one riddle for your collection. Will your list of old favorites have any of these titles in it?

Andersen, Hans Christian. *Fairy Tales*

Blaisdell, A. F. *Pioneers of America*

Carroll, Lewis. *Alice's Adventures in Wonderland*

Defoe, Daniel. *Robinson Crusoe*

Eggleston, Edward. *Stories of American Life and Adventure*

Hawthorne, Nathaniel. *Tanglewood Tales for Girls and Boys*

Kipling, Rudyard. *Just So Stories*

Lofting, Hugh. *Doctor Dolittle's Circus*

Wiggin, K. D. and Smith, N. A. *Posy Ring*

Can you guess which of these titles is the answer to the following book riddle?

What would you do if you were shipwrecked on a desert island? If you want to know how one man built his home and got his food, read
It is an exciting story.

Your book riddle will be a paragraph. It may have only a few sentences. Be sure that every sentence tells something about the book.

*Practice 7 — Writing a Book Riddle**

Write a book riddle about one of the books in your list of old favorites. Leave out the title of your book so the class will have to guess what it is.

HOW TO CARE FOR BOOKS

During your visit to the library you probably noticed how well the books are taken care of. Probably the librarian told you how boys and girls can help to care for books.

Practice 8 — Discussing the Care of Books

Talk over these questions:

In what kind of place should books be kept?

Should books be left open when they are put down?

Why not?

How are book bindings broken?

How do books get out of shape?

When you have talked about these questions, let someone put your important ideas all together in a good paragraph on the care of books. The section in the Handbook that tells about paragraphs will help you.

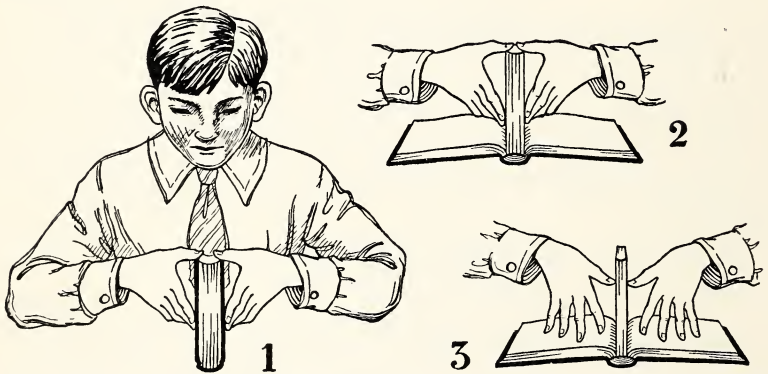
Talks about Books

Have you ever noticed that, if you like something, you can make others want that thing, too? This is certainly true of books. If your good friends like to own books and like to read, you

probably will want to do the same things. If your friends take care of their books, you will learn to do it, too. Sometimes children are careless about books just because they do not know how easily books are torn or broken.

You can give some talks in which you tell your classmates how important those things are. If you bring a book to class with you, you can really show what you mean.

One pupil went through the actions shown in this sketch, in giving a talk on how to open a new book.



In this talk the pupil tried to make clear that a new book should be opened slowly, a few pages at a time.

Practice 9 — Giving a Talk

Plan a short talk on one of these six topics. Before you give your talk, practice giving it to your teacher or to one of your classmates. Do not memorize what you plan to say. Just know before-

hand what point you want to make in your talk. If you make *one point* clear, that is enough. Use actions if you wish.

How to Choose a Book to Read

How to Open a New Book

How to Find Out What Stories Are in a Book

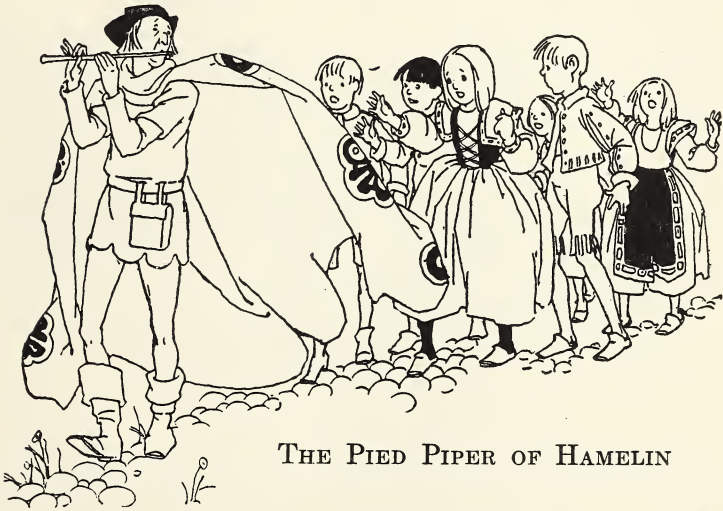
How to Find Out Who Wrote the Book

How to Hold a Book When You Are Reading

Where the Light Should Be When You Are Reading

MAKING BOOKS COME TO LIFE

Sometimes books seem like dull friends to lively boys and girls. You can make your book friends



THE PIED PIPER OF HAMELIN

come to life by playing scenes from your favorite stories. By dramatizing books you can make the story people, or *characters*, seem real and interesting.

Practice 10 — Dramatizing Book Scenes

Plan to dramatize some book for your classmates. Choose your scenes carefully. You can't



ALICE AND THE TWO QUEENS

do this if you haven't read the book. Make up your conversation as you play the actions.

You will not need to learn the parts. Just remember what happened in the story, and make up the conversation. Be sure that you make the characters say what they would be likely to say.

Choose an exciting part where there is much conversation and action. Choose a part that can be played in just a few minutes. You will want to have several of these little dramatizations to keep the class interested.

If you like, divide into committees of two or three to get your scenes ready. If your dramatizations are interesting, you may want your committees to plan to give them for a program to which you invite another class.

Here are some scenes that would be fun to play:

The Tea Party, from *Alice's Adventures in Wonderland*

Alice and the Two Queens, in *Through the Looking Glass*

The Bargain with the Mayor, in *The Pied Piper of Hamelin*

Crusoe Finding Friday, from *Robinson Crusoe*

Bringing Home the Kitten, from *Heidi*

A Poem

Now that you have been making friends of books you will enjoy these two poems:

"Book Houses," by Annie Fellows Johnston, from *The Poetry Book 4*, p. 1.

"Books," by Nancy Byrd Turner, from *The Elephant's Friend*, p. 465.

You may choose one of them to read aloud in your program for Book Week.

UNIT VII

WORKERS THAT HELP US

LIVING WITHOUT HELP FROM OTHERS

Have you ever thought how difficult it would be to live without the help of others? In the story of Robinson Crusoe you read about the life of a man who was shipwrecked alone on an island. He had to build his own house and raise his own food. He had to make his own clothing and protect himself from the wild animals. With the tools and other supplies that he was able to bring ashore on his raft from the wrecked ship, he was able to build a home and live until finally a ship came and rescued him. Here is one part of the story he tells.

WHAT CRUSOE BROUGHT FROM THE WRECK

When I had finished building my raft I had to decide what to load it with. Having considered well what I needed most, I selected three empty boxes and lowered them down upon it. The first of these I filled with food, — bread, rice, three Dutch cheeses, five pieces of dried goat meat, and a small bag of corn which had been laid by for some chickens which we had brought to sea with us.

Upon looking for clothes, I found enough, but took no more than I needed for present use. There were other things that I had in mind, such as tools to work

with when I got on shore. After a long search I found the carpenter's chest, which was indeed a useful prize, more valuable to me at that time than a shipload of gold. I got it down to my raft without losing time to look into it, for I knew what it contained.

My next care was for some ammunition and arms. There were two very good guns in the great cabin, and two pistols. These I took first, with some powder-horns, a small bag of shot, and two old rusty swords. I knew there were three barrels of powder in the ship. After much search I found them, two of them dry and good. The third had taken water. Those two I got to my raft, with the arms.

Now I thought my raft was pretty well loaded, and I began to think how I should get to shore with it. I had neither sail nor rudder. The least gust of wind would upset it. Luckily the gentle breeze was toward the land, and I got to shore with my precious load without mishap.

The next day, as the sea remained calm, I began to consider that I might yet get many more things out of the ship that would be useful to me. I resolved to make another voyage to the vessel. As I knew that the first storm which blew would break her all to pieces, I resolved to set all other things aside, until I had everything out of the ship that I could get.

I swam out to the ship as before, and made a second raft. Having had experience with the first, I did not make this one so large, nor load it so heavy. Yet I brought away many things very useful to me. In the carpenter's shop I found three bags full of nails and spikes, a large screw-jack, a dozen hatchets, and above all, that most useful thing called a grindstone. All

these I tied together, with two iron crow-bars, two barrels of musket-bullets, seven muskets, with another small quantity of powder, and a large bag full of small shot.

Besides these things, I took all the men's clothing that I could find, a large sail, a hammock, and some bedding. With these I loaded my second raft, and brought them all safe on shore, to my very great comfort.



After I had made five or six such voyages as these, and thought I had nothing more to expect from the ship, after all this I found a large box of bread, a bag of sugar, and a barrel of fine flour. This was a surprise to me, for I had given up expecting to find any more food, except what was spoiled by the water. I soon emptied the box of that bread

and wrapped it up loaf by loaf in pieces of the sails. All this I got safe on shore.

I had been now thirteen days on shore, and had been eleven times on board the ship. In this time I had brought away all that one pair of hands could well be expected to bring. I believe, if the calm weather had held, I would have brought away the whole ship, piece by piece.

Preparing the twelfth time to go on board, I found the wind had begun to rise. However, at low water I went on board. Although I thought I had searched the

cabin so well that nothing more could be found, yet I discovered a box in which I found three razors, one pair of large scissors, and some ten or a dozen good knives and forks. In another box I found about thirty-six pounds of value in money.

I smiled to myself at the sight of this money. "O Drug!" said I aloud. "What art thou good for? Thou art not worth to me the trouble of taking off the ship. One of these knives is worth to me all this heap. I have no use for thee. Remain where thou art, and go to the bottom as a creature whose life is not worth saving."

— Adapted from *Robinson Crusoe*, by DANIEL DEFOE

Practice 1 — Discussing What Robinson Crusoe Brought Ashore

Why was it important for Robinson Crusoe to get as many things as he could from the wrecked ship? What do you think were the most useful things he was able to bring to shore on his raft? Why was the money of no use to him?

When you read the story of Robinson Crusoe, you realize how many things he had to do for himself that different persons in your community do for you. They have built your home. They provide food and clothing for you. They care for you and protect you in many ways.

WORKERS WHO BUILD OUR HOUSES

When the first settlers came into our country, their life was much more like that of Robinson Crusoe than ours is today. They had to build their own log cabins with the help of the neighbors.

They raised almost all their food. They had no one to protect them and to care for them when they were ill.

Today the workers are important because without them it would be almost impossible for us to live. What do you think your family would do if they had to build their own house and all the furniture in it, and had to raise and prepare all the food? What a strange world it would seem if no roads had been made for us to travel on, no homes to live in, no stores to shop in, and no persons to protect us and do the many things that are done for us each day!

Practice 2 — Making a List of Workers

Can you think of all the workers who have helped to build your home and the furnishings that are in it? You will think of the carpenter who did the woodwork, and the mason who laid the bricks. There are many others. Make a list of them, and ask suggestions from persons you think will know.

When you have your list as complete as you can make it, look it over and choose one of the workers whose work you think most important or most interesting to write about.

Here is the story of the worker chosen by one fourth-grade pupil.

THE PLASTERER

The walls and ceilings of each room in our house are covered with plaster. The man who covered them is a

plasterer. I watched the men plastering in our house when it was being built. They wear white suits, and in one hand they hold a tray that has the plaster on it. In the other hand they hold a tool with which they spread the plaster on the wall. It is fun to watch them.

Practice 3 — Writing a Paragraph about a Worker

Choose a worker who has helped to build your home or to make something in it. Write a paragraph telling what he does, and how interesting or important his work is.

Section III of the Handbook will help you in writing your paragraph.

WORKERS WHO SUPPLY OUR FOOD

If there were no workers to help get food for us, how difficult it would be for us to live! Of course, the boys and girls living on the farms would get along much better, for their fathers are in the business of raising food for other persons. But those who live in the cities would suffer without these important helpers. They would miss, not only the workers who raise food from the land, but also those who bring it to the cities and sell it there.

Practice 4 — Making an Oral Report

When you think of the workers who help to bring food to your breakfast table, you remember, of course, the farmer who raises the wheat for your toast, and the dairyman who gets you the

milk for your cereal. Do you think of the truckman or the railroad man who brings the wheat from the farm? Do you think of the grocer who delivers your bread each day?

Select one of the foods you have at meal time. Make an oral report telling about the workers who help produce and bring it to you.

Practice 5 — Making a Poster Exhibit

Collect, from newspapers and magazines, pictures of workers that help provide you with food. Mount them and write sentences under each picture telling who the worker is and what food he helps to provide for you.

WORKERS WHO SERVE US DAILY

There are many workers who do not build or make anything, nor do they help provide food for us. But they are important because they make life much better for us. Can you think who some of these workers might be?

GUESS WHO

This helper walks up our street every day, no matter how bad the weather is. He carries a leather sack under his arm. When he leaves something at our house, he blows a whistle or rings the doorbell. Then we run out to see what he has brought us.

Practice 6 — Speaking before the Class

Think of a helper that you can describe to the class without telling his name. Can you tell the

things about him that will help the class guess who he is? Speak so that every listener can hear you and understand you. That will give each one an equal chance to guess who the helper is.

Section IV of the Handbook will help you if you find that you have some poor word habits.

WORKERS WE DON'T SEE AT WORK

There are many persons working to help furnish us with the things we use and need each day, whom we do not see while they are busy. Their work is in shops or factories where we cannot go. Can you think of something in your house that is made in a factory? It is more difficult to find something that is not made in a shop or factory, isn't it? Even some of our food goes through a factory before it comes to us. Of course, most of our clothing comes from factories.

The children of one fourth grade were interested to know what the helpers did who worked in a factory not far from their school. They visited the factory and wrote a class story about what they saw.

*Practice 7 — Reporting on a Trip**

Visit a shop or factory where workers are busy making something for you to use in your homes. When you return, let each pupil write about what he observed on the trip. You will find that the reports will differ considerably. They can then be bound together in a booklet and called "The Story of Our Trip to the Factory."

Government Workers

Perhaps you do not know that government workers inspect hotels, dairies, meat packing plants, and other places where food is prepared. They see to it that everything is clean and sanitary. They are some of the helpers and protectors whom we do not see.

Others are the doctors and nurses who do public health work. Are you interested in these helpers? Your class may ask the doctor who is your city health officer to talk to you about his work.

Park Street School
Milwaukee, Wisconsin
April 12, 1935

Dear Dr. Wilson,

The children in our room have talked about how you and your helpers protect our health. We should like to have you talk to us about how we can make your work easier. We want to thank you for what you do for us, too.

Sincerely yours,
Pupils of the Fourth Grade

Practice 8 — Writing a Letter

When you have discussed the workers you do not see, but who work for everyone because the city or the state employs them, write a letter to one of them telling him that you understand and appreciate what he does for you.

DO WE DO OUR PART AS HOME WORKERS?

Every boy and girl has a chance to help in the work that must be done at home. It would not seem right to have many workers helping us, and for us not to help in return. Here is the story Susan told about how she helps at home.

One day I heard Mother say that there was one job in the house that she did not like to do. That was dusting the chairs and tables after sweeping. I said I would do it for her. At first it did seem hard work, but one day Father came home and found me just finishing the dusting in the living room. He smiled at me and said, "Well, here's a worker and not a shirker." After that the dusting didn't seem so hard to do.

— SUSAN J.

Practice 9 — Writing a Paragraph

Write a paragraph telling of some way in which you help in the work at home. Section III of the Handbook will be of help to you.

Fourteen-year-old Marcia put her story of helping at home into a poem that you will enjoy.

MOTHER'S FAIRY

A smiling little fairy
Is around the house each day;
She runs on errands long and short,
Without a bit o' pay.
She minds the baby like a nurse,
And never's in the way.

This fairy hasn't any wings,
She walks upon two feet;
She does not feed on cake or wine,
But bread and milk doth eat.
She's only Mama's little one,
This fairy kind and sweet.

— MARCIA HOYT

UNIT VIII

YOUR CLASS MAGAZINE: SPRING ISSUES

You have made four issues of your class magazine. Each number has probably been better than the one before. At the beginning of your new semester, look over the fall copies of your magazine and decide how to make your next issues better. Use the Handbook often for help in writing.

Practice 1 — Discussing Improvements

Before your discussion everyone in the class should take time to look through your fall magazines. Each of you should decide on at least one way to improve the magazine. Talk these ideas over together. Did several of you decide on the same point? Were any of these points in your list?

Neater writing

Even margins

More pictures

Better sentences

Better paragraphs

Capital letters

More interesting words

Which sections of the Handbook do you need to study?

THE JANUARY MAGAZINE

New Year's Resolutions

When the new year begins, many persons plan to make rules, or *resolutions*, for themselves. They make up their minds to be more careful of their

health or safety or perhaps more orderly than they have been in the past year. Sometimes they plan to save more money or to read more books.

This is a good time for you to think about the health of your class and to make some resolutions about being more careful than you were last year. Doctors tell us that much of our sickness is unnecessary. Make a list of health rules to put into your magazine, so that everyone in the class will be reminded of them.

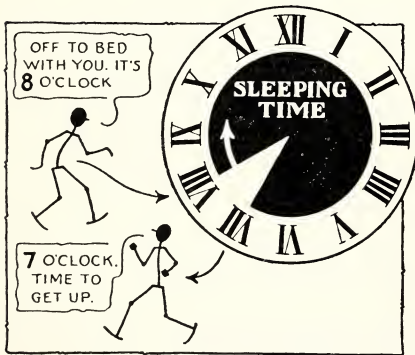
Do you like these health rules?

Keep out of crowds if you have a cold.

Go to bed at a regular time every night.

Practice 2 — Making Health Rules

Think about the times when you have had colds. Could you have avoided the cold by being more



SLEEP ABOUT ELEVEN
HOURS EVERY NIGHT.

careful? Did you go out in the rain without proper clothing? Did you play with someone who was sneezing and coughing? Did you get overtired?

Have you ever been sick from eating too much candy or other tempting foods? What rules can you make about healthful eating?

Does sleep have anything to do with your health? Why should you open your window at night?

Make your rules short and clear. Use pictures or charts to go with your rules, if you wish. They will amuse the other children and make them remember your rules.

What's Going On Around You?

To be uptodate, good magazines must have something in them about what is going on. Sometimes it is news of famous people. Sometimes it is a story about an interesting happening.

Your magazine can give some school or city news or even a paragraph about something that all of the country is interested in. Suggest something that has happened in your town lately that might make a good news paragraph.

This is a news story about something that happened in a large city zoo.

A BEAR BATTLE

When the large new bear cages were finished, brown bears and polar bears were put into the same cage. The keepers felt sure they would get along together. The polar bears did not like their dark friends so close. One day the keeper found a polar bear holding a brown bear under water in the pool, so that he could not breathe. Every time the brown head came up, the big white paw slapped it back under water before it could catch a breath. The brown bears were glad when the keeper put them back in the old cage and left the big new one to the selfish polar bears.

Practice 3 — Writing a News Story

Write a paragraph about something interesting that has happened. Make it read like a story. Choose something that all children will want to read. Before you write, make a class list on the blackboard of all the things that you might write about. These news stories will add to your January magazine.

THE FEBRUARY MAGAZINE

Stories of Famous Men

Several of our country's great men were born in February. This would be a good month for a patriotic issue of the magazine. These famous men were born in February:

Daniel Boone — February 11, 1735

Thomas Alva Edison — February 11, 1847

Abraham Lincoln — February 12, 1809

Cyrus Hall McCormick — February 15, 1809

George Washington — February 22, 1732

Are the names familiar to you? Do you know why they were great men or what they did for their country?

Paragraph Pictures

Some of the stories about our country's great men would make good paragraphs for your magazine. Which of the men just named does this paragraph picture?

Because he was so fearless was admired by even his Indian enemies. Black Fish, an Indian chief who captured at one time, made him a member of his own tribe. As a sign that they were washing away his white blood, the Indians took him to the river to be scrubbed. They cut off all his hair but a scalp lock, painted his face, and celebrated the occasion with feasting and smoking.

What words in the paragraph do you like especially?

Practice 4 — Making Paragraph Pictures

Try writing a paragraph picture of one of our great men. You may want to do some reading first. Besides those whose birthdays are in February, you might write about one of these men:

Benjamin Franklin	Thomas Jefferson
Robert E. Lee	Robert Fulton
George Rogers Clark	Alexander Graham Bell

Section III of the Handbook will help you with your paragraphs.

You will need to use many new words. In which of these men's stories could you use these words?

pioneer	fearless	witty
soldier	patient	powerful
explorer	courageous	sympathetic
inventor	clever	just
patriot	kindly	heroic



DANIEL BOONE

Suddenly surrounded by Indians, Boone had to jump from this cliff or be captured. He landed in the top of a small tree, slid down the trunk, swam the river, and escaped.

Travel Letters

It is always easy to write letters when you are traveling, because there are so many interesting things to tell about. If you cannot really travel, you can always take an imaginary trip.

Pick out some place to which you would like to travel. Find out some things about that city or that country from pictures and books. You will then be ready to write a travel letter to the class as if you were really there. Your travel letters will be an unusual section for your February magazine.

Volendam, Holland
February 24, 1935

Dear Boys and Girls,

This little village has always been kept just like the Holland of many years ago. In the rest of the country the clothes are so much like ours that I sometimes forget that I crossed the ocean. Here the houses are narrow with steep roofs of red tile. They are neat and shining inside and out. Many of them have tulip beds around them. The children wear wooden shoes. I borrowed some and tried to wear them, but it was worse than the time I tried to walk on stilts. It is all so clean and pretty that we hate to leave here. We are going to Belgium tomorrow.

Sincerely yours,
Hilda Rowen

Practice 5 — Writing Travel Letters

After deciding on the place of your imaginary visit, choose one or two things to tell about. Make your travel letter short, but interesting. For the

form of your letters, study the examples in Section I of the Handbook. Write about these things if you wish:

Learning to Ride a Camel in Arabia
Seeing the Pyramids in Egypt
Climbing the Alps in Switzerland
Watching the Rug Weaving in Arabia
Visiting the Tallest Building in New York
Skating on the Canals in Holland
Taking Pictures along the Rhine River
Seeing the Midnight Sun in Norway

THE MARCH MAGAZINE

The World about You

Spring begins during this month. You are glad to be outdoors, except on the windy, rainy days. You notice that everything is coming to life. Spend some time watching the birds or the squirrels. You may see some interesting things to write in a short paragraph for your magazine. You can have a *Nature Section* in which you report on things you have seen outdoors.

OUR BLUEJAY BOARDER

Last year a bluejay with a little silvery band around his leg was hopping around in our yard. We caught him in a cage by putting suet inside. Father wrote down the numbers on the band. Then we let him fly away.

This spring again we saw out in the grass a bluejay with a band on his leg. We wondered where this bird had come from. When we set the cage and caught him,

we found that the numbers on his band were like the others. Father says that means that it is the very same bluejay that boarded with us last year, because no two bird bands are numbered alike.

*Practice 6 — Writing a Nature Paragraph**

Write a paragraph about something that you have noticed in the world about you. You may tell about some of these things:

The First Wild Flowers of the Spring

The Frost and the Baby Leaves

The Squirrel's Spring Work

A Fight over a Bird House

Busy Nest Builders

Signs of Spring

Read over your sentences carefully. Do you need to study Section II of the Handbook for help with sentences?

Good Citizenship

Last month you studied and wrote about some of our great men. They were all good citizens because they thought of other people about them.

We all have many chances to show our good judgment and good citizenship. A good citizen often has to decide for himself just what to do. The unfinished stories in Practice 7 will give you a chance to think about what a good citizen ought to do. If you write out endings for the stories, you can use them in your magazine in a section that you may call *Little Pictures of Good Citizens*.

Practice 7 — Finishing Stories

Decide what a good citizen would do in these situations. Each of you may choose one of the stories to finish for your magazine.

1. As Herbert crossed the playground to the school-house, he saw a bright, shining quarter on the ground. He picked it up and asked his sister, Edith, what she thought he ought to do with the money. (What did Herbert do?)

2. Ellen found a book with a Public Library mark in it on a bench in the park. She and her playmate, Jane, opened it and read a story that they liked very much. Jane thought it would be all right to keep the book. (What did Ellen do?)

3. Little sister Patty was lost. Phil had taken her down town to Robbins' Store, so that she might pick out her own birthday gift. While he was watching an airplane in the toy department, Patty wandered away. Phil could not find her. He thought he ought to telephone to his mother right away. (What did he say to her? What did she tell him to do?)

4. Hugh had been playing in the basement playroom of his school. He did not notice how late it was until he suddenly found that everyone else had left the building. Even the janitor was gone. The doors of the school-house had been locked for the night. (What did he do?)

5. Peter and Ann had been sent home on the street-car by their father. They had been told exactly what corner was nearest to their home. They were talking and forgot to ring the bell at the right time. The car had gone about twelve blocks beyond their corner when they thought about getting off. (What did they do?)

THE APRIL MAGAZINE

Telling Funny Stories

April first is April Fool's Day. Sometimes children play jokes on each other on that day. It is great fun, as long as no one is hurt by the jokes. Everyone enjoys the boy or girl who can laugh at a joke on himself or herself.

Your April magazine can have a joke section. Here is your chance to tell about real jokes, true stories of funny things that happen at school or on the playground.

In telling jokes, save the funny part until the very end. Then tell it in as few words as possible. The surprise makes the story seem funnier to the reader.

Mother heard Tommy in the pantry, so she called to him, "Oh, Tommy, what are you doing in the pantry?"

Tommy called back, "Oh, just putting a few things away."

Practice 8 — Writing Jokes

Write a paragraph about some funny happening at home or at school. You may write riddles for this section, too.

Humane Week

One week in the year we remind ourselves and others of the care that we need to give to animals. This week comes in May. It is called "Humane

Week." We have a saying, or a *slogan*, for the week, "Be kind to animals."

Those of you who have pets know that animals need care, not just during Humane Week, but all the time. The special week helps to make everyone feel responsible for protecting animals from harm.

Stories of your own pets will make an interesting section for this issue of your magazine. You can also make a list of good animal stories in your readers or library books. You can write some paragraphs on the work of the Humane Society in your town. You can make some pictures to illustrate any of this writing.

Here is a pet story that may suggest one that you will want to write:

HOW THE RADIO SPOILED OUR WATCHDOG

Our dog used to be very helpful as a guard of our home. Whenever a stranger walked into the farmyard or whenever he heard a strange voice, he barked as a warning to us. After we got our radio, we had trouble with Rex. He would run up on the porch and bark every time he heard a strange voice coming from the radio. Father got so impatient that he scolded Rex. Now we can't depend on him to warn us any more when there are strangers around. He has decided to be friendly to them, and we can't blame him.

Practice 9 — Writing about Pets

Write a short story of some unusual thing that your dog or cat or canary does. Tell just one interesting happening. You might tell:

How your dog acts in heavy traffic
About the time your dog followed you to school
When your bird sings
About the time your cat was lost

THE MAY MAGAZINE

Your last issue is a very important one. It should be the best magazine of the year. If anyone has written stories or poems, this will be a good time to put them into the magazine.

Some book reviews can be written for this issue. You will all have much time to read during vacation and you will enjoy reading books that other children have liked.

Vacation Fun

Many boys and girls get tired of the long vacation. They would like to have something planned to do regularly during the summer. Can you suggest some pleasant things to do during vacation? Think of the things you enjoyed last summer and write a paragraph about one of them.

Practice 10 — Writing a Paragraph

Write a paragraph about your favorite vacation fun. These topics may give you an idea:

Collecting	The Family Goes Camping
Putting on a Circus	Hunting with a Camera
A Hiking Club	A Dramatic Club
Gardening	Exchanging Books We Like
A Neighborhood Club	Cooking Supper Outdoors

Trips to Make

Many of you will go on motor trips this summer. Some of you will drive many miles and see new places. If you have had a trip to some interesting place, you can write a paragraph that will make the class see the place just as you saw it. Perhaps someone else will go this summer to see the place you describe.

Has anyone in your class seen these places or things?



YOSEMITE FALLS

The Planetarium, Chicago
 The Shedd Aquarium,
 Chicago
 The Washington Monu-
 ment
 Your own state capitol
 Paul Revere's home,
 Boston
 The Holland Tunnel, New
 York City

Loading a steamer, New Orleans
 The Hot Springs, Yellowstone Park
 The Yosemite Falls, Yosemite Park
 Mammoth Cave, Kentucky
 National Bridge, Virginia
 The Desert in the Southwest

ARTIFICIAL STARS

We sat in the dimly lighted lecture room of the Planetarium. Suddenly from the big instrument in the center of the room came a sound, and overhead we saw reflected on the curved ceiling the stars and the moon. It was so surprising and so beautiful that everyone in the room seemed to catch his breath at the same time. With a movement of his finger, the lecturer started those stars moving across the ceiling as the real stars move through the hours and the years. That first gasp of wonder died away into silence as we watched and felt ourselves very small parts of a great big world.

Practice 11 — Writing a Word Picture

Write a paragraph about some place that you have visited. Make your word picture so clear that someone else would know the place if he were to see the spot that you have pictured.

You may need to use some of these words:

unusual	columns	marble
immense	dome	granite
beautiful	remarkable	startling

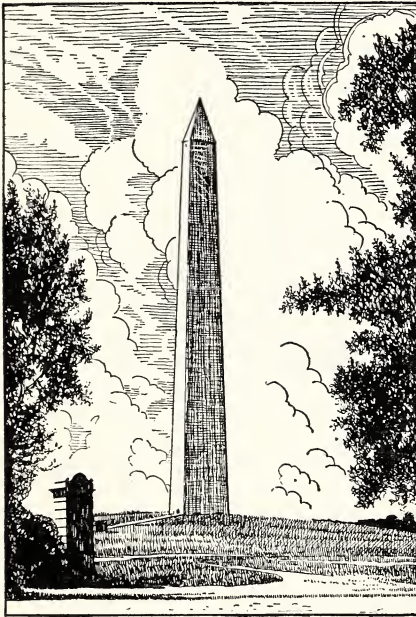
This is the last issue of your magazine. You will want to be very particular about capital letters and punctuation marks. Sections V and VI of the Handbook will be helpful to you.

UNIT IX

SPECIAL DAYS: SPRING SEMESTER

A NATION'S HERO

It often happens that the fate of the people of a nation depends upon the one man who is their



THE WASHINGTON MONUMENT

leader. The great man who was the first leader of the American people was George Washington. To him we owe a great deal in the beginning of our nation. On the twenty-second day of February, his birthday, we honor him.

Practice 1—Discussing a Program

What would be a good program for the school to give in honor of George Washington? Would stories about his boyhood be interesting? Would the reading of poetry in praise of Washington be good? How would you enjoy a little play, showing some im-

portant time in Washington's life? Plan your program carefully, so that you will honor America's first great national hero in the best way.

Letters of Boys of Long Ago

When George Washington was about nine years old he was attending a small school taught by the sexton of the parish church. Among his playmates was a lad named Richard Henry Lee, who wrote this letter to him.

Richard Henry Lee to George Washington:

Pa brought me two pretty books full of pictures he got them in Alexandria they have pictures of dogs and cats and tigers and elephants and ever so many pretty things cousin bids me send you one of them it has a picture of an elephant and a little Indian boy on his back like uncle Jo's Sam Pa says if I learn my tasks good he will let uncle Jo bring me to see you will you ask your ma to let you come to see me.

RICHARD HENRY LEE

George Washington replied to his friend Richard as follows:

George Washington to Richard Henry Lee:

Dear Dickey, I thank you very much for the pretty picture-book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it; and I read to him how the tame elephant took care of the master's little boy, and put him on his back and would not let anybody touch his master's little son. I can read three or four pages sometimes without

missing a word. Ma says I may go to see you, and stay all day with you next week if it be not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead Hero. I have a little piece of poetry about the picture book you gave me, but I mustn't tell you who wrote the poetry.

G. W.'s compliments to R. H. L.,
And he likes his book full well,
Henceforth will count him his friend,
And hopes many happy days he may spend.

Your good friend,
GEORGE WASHINGTON

I am going to get a whip top soon, and you may see it and whip it.

It is said that Richard Henry Lee's letter was probably sent just as it was written, but that George Washington's letter looks as if it had been corrected by a careful mother or teacher, and copied before it was sent.¹

These letters show that boys in George Washington's time were very much like the boys of today. Do you think that you could write as good a letter as young George did? Can you correct the letter written by Richard Henry Lee? The Handbook sections on "Capital Letters," on "Punctuation," and on "Sentences" will help you.

Practice 2 — Reporting on What You Have Read

Read a story about George Washington. You will find stories in the following books:

¹ Scudder's *George Washington*.

1. *Four Great Americans*, by James Baldwin
2. *Boys and Girls in American History*, by A. F. Blaisdell
3. *American Leaders and Heroes*, by W. F. Gordy
4. *American Hero Stories*, by E. M. Tappan

You may also find stories in many school readers and in other books in your library. Select the one most interesting thing that you have read about Washington, and tell it to the class.

A Poem to Read

HONORING WASHINGTON

We all will honor Washington;
His fame will ever lead us on
To better lives and nobler deeds,
To help our land in all her needs,
To keep us ever kind and true
To friends, and home, and country, too,
In virtue strong, in honor bright,
The foe of wrong, the friend of right.

— KATE BOWLES SHERWOOD

Practice 3 — Memorizing a Poem

Select a poem which you believe tells in the best way of the greatness of Washington. If you care to, you may use the one by Kate Sherwood just given. Remember that in memorizing a poem you think of the ideas it gives you, and not just the words. If you do this, you will remember the poem a long time.

HUMANE WEEK

Long, long ago all animals were wild. Men hunted and killed the animals for fur and food. After a while, men learned that animals could be more useful if they could be tamed and kept near by to give wool and milk and meat when they were needed. So men learned to tame the wild animals to work for them. Cattle and sheep were kept in flocks near the tents of early desert people. Wild horses were tamed for riding. Through the ages men have made animals their friends and helpers. These animals are friends of man and need care and training. If you have lived or visited on a farm, you know how much care the farmer gives his cattle, horses, and sheep.

*Practice 4 — Discussing the Care and
Training of Animals*

Talk over with the class some examples of the care and training given to animals. You can each remember at least one experience to tell. These topics may remind you of some experience:

- Training a Baby Calf to Drink
- Teaching a Dog to Sit Up and Beg
- Giving a Dog a Bath
- Training a Cat to Sleep in His Basket
- Taking Care of an Injury to a Pet
- Teaching a Dog to Bring in the Cows
- Teaching a Dog Safety First
- Feeding a Squirrel

A Story Hour

There are many good stories about the heroism and faithfulness of animals. Your reading books may have some stories of that kind.

Practice 5 — Making a List of Stories to Read

Look through the contents pages of your readers for good animal stories. Make a list of them on the blackboard. After each title write the name of the pupil who will promise to read that story and tell it for your story hour.

Write the title in this way:

“A Dog of Flanders,” in *Elson-Gray Basic Reader, IV*, pages 204–213

“A Dog that Flew over the North Pole,” in *Child-Story Reader, IV*, pages 52–57

Practice 6 — Telling Stories

Pick out the most exciting part of the story that you have read and practice telling it in a story hour. Leave out all unimportant happenings. Tell the story in order. Use words that are interesting. Will you need any of these?

frisky
wagged
trotted
loyal
leaped

galloped
shaggy
protected
faithful
whined

grateful
snuggled
purred
proudly
tossed

Getting Information

The National Humane Review is a magazine that tells about animals and the care that they need. Perhaps it is in your library where you can learn about it.

Each year in April the American Humane Society sends out pamphlets and bulletins for a "Be Kind to Animals Week." You can get some of these without charge by writing to the society.

*Practice 7 — Writing a Letter**

Write a letter to the American Humane Society, Albany, New York, to ask for pamphlets on the care of pets. This is a business letter. Section I in the Handbook will give you an example of such a letter.

A Program

A pet show makes an interesting program for "Be Kind to Animals Week." If you cannot have a real pet show, you can bring kodak pictures or make crayon drawings of your pets for an exhibit.

Practice 8 — Giving a Talk

Every pupil who has a pet can prepare a talk for the exhibit. Some of these topics will be interesting:

- How I Keep My Dog's Coat Glossy
- What Kind of Pets to Keep in the City
- The Best Pet for a Farm Boy to Have
- Feeding My Rabbits

Obeying Rules at the Zoo
Taking Care of an Aquarium

MAY DAY

Do you know which is the first flower to bloom when the springtime comes? In the woods or the park, sometimes even before the last snow is melted away, you may find the delicate little white or pinkish flower called the spring beauty, or Claytonia.

But if you cannot find the little spring beauty, what is the first flower that you see blooming in your region? You may possibly find the arbutus, or the hepatica, or any one of several other early spring flowers. Perhaps it is the cultivated crocus or the snowdrop that you will see first. In some places where the sun is warmest the dandelion blooms first. Who will be the first to see a flower blooming outdoors in the spring?

Practice 9 — Reporting on Observation

Tell the class where you have seen the first flowers blooming. Why do you think they appear first in that place? Describe them and see if your classmates can guess the name of the flower.

Spring Poetry

MAY

Merry, rollicking, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,

And gurgled and scolded with all his might;
She chirped to the birds and bade them sing
A chorus of welcome to Lady Spring;
And the bees and butterflies she set
To waking the flowers that were sleeping yet.
She shook the trees till the buds looked out
To see what the trouble was all about,
And nothing in Nature escaped that day
The touch of the life-giving, bright young May.

— GEORGE MACDONALD

The return of the flowers makes us glad. Their gay blossoms make the world brighter. If you have a favorite flower, it may be that you can write a poem to celebrate its return in the springtime.

Here are poems written by two fourth-grade children.

Dainty little violet
Tucked beneath the leaves,
You are shy, but you are pretty,
As you look up toward the trees.

— ELLEN M.

As I looked outside my window
How surprised was I.
The garden tree was changed to white,
Covered with blossoms over night,
Beneath the bright blue sky.

— GEORGE K.

*Practice 10 — Writing a Poem**

Write a poem about your favorite flower or the first spring flower you have seen. Can you make us feel the same way you do about the flower?

A Flower Festival

When you have written your flower poems, plan a celebration of all the spring flowers. You may give a Flower Festival and welcome the flowers of the springtime.

Practice 11 — Dramatizing

With your teacher writing on the blackboard for the class, make up a play that will represent the coming of the month of May and the spring flowers. The central character will be the "Queen of the May." She will tell about the joy that comes with



the end of the cold weather and the coming of the summer. Other characters will be the flowers that make May beautiful; fairies representing warm, gentle breezes that turn leaves and grass green; and possibly an elf or two, who will represent cold days, whom the fairies chase away. When you have written your spring play you can invite your mothers to see you present it. Section I of the Handbook will help you in writing your invitation.

UNIT X
IN ESKIMO LAND

Far away up in the Northland the Eskimos live. You would think it a strange and dreary place. The sun is never high in the sky as it is here. In fact, for several months the sun does not shine at all. That is the Eskimos' wintertime. Finally, when the sun first appears, it does not rise in the east but in the south. Even then just a thin edge of it is seen during the whole day. Later in the spring it comes up in the southeast, never rises much above the sky line, and during the day gradually moves around to the southwest. Then for a few weeks in early summer it does not set at all, but stays up, a little way above the sky line, the whole twenty-four hours of the day.

Practice 1 — Talking Over Eskimo Land

Do you believe that you would like to live in a country where one night is several months long? Why do you think it is better to live where there are days and nights as we have them? Is it better for work? For school? For play? For health?

READING ABOUT THE ESKIMOS

When you make a snow fort, you first roll up great balls of snow to use in building it. If you

were to help Mother make a cake, you would first make sure that the flour, eggs, milk, sugar, and other necessary supplies were on hand. So it is with making a study of the Eskimos. What are the things you will need to make such a study? You will get these supplies together, or at least a list of them, and put them where you can use them easily in making your study. There will be books, some of them all about the Eskimos, and others with just a few pages about them. Where will you find these books? You may find some at home, at school, or in the library. You may bring a book to the class, or you may bring the name of the book and have it listed on the blackboard. Then you may look through magazines for articles about the Eskimos and pictures of them. Your teacher may be able to get lantern slides and even films that picture the Northland. It is great fun to see how much reading and picture material the members of your class can find on the subject you are studying.

Practice 2 — Making a Bibliography

A list of books on one subject is called a *bibliography*. Make such a list on the subject of Eskimos. Some of the books named in this unit may be included in your bibliography. List the magazines in which you have found articles on your subject and give the page numbers on which the articles appear.

Practice 3 — Using Your Dictionary

When you learn about a strange country that is so different from yours, you will naturally meet many new words. You will understand your reading better if you find out the meaning of these new words. Here are words that you are likely to meet in stories about the Eskimos.

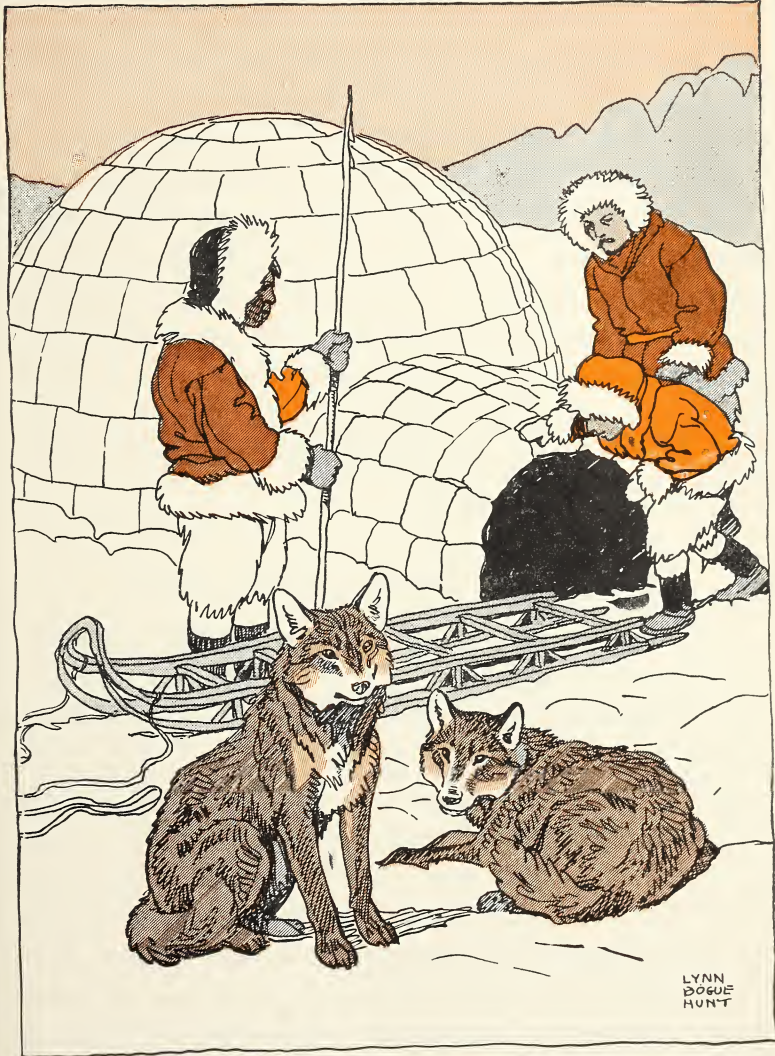
Amundsen	glacier	polar regions
Arctic	horizon	provisions
axis	huskies	reindeer
blubber	iceberg	seal
Byrd	ice floes	sledge
caribou	igloo	trail
crevices	kayak	walrus
degrees	Lapps	whale
equator	northern lights	zenith
expedition	parka	zero
Finland	Peary	
frigid	polar bear	

1. How many of these words do you know now?

2. With the help of your dictionary, find the meaning of the words in the list that you cannot understand. The words with capital letters are the names of men or countries. In some dictionaries you will find these names in a special section. This is sometimes called the *Proper Name* section. Where do you find them in your dictionary?

3. When you finish with this unit look over the

list again and find out whether you then understand all these words because of your use of the dictionary, your reading, and your discussion.



AN ESKIMO IGLOO

THE ESKIMO HOME

There are few trees growing in the far, far North, and wood is very scarce and precious. To build a house of wood would be very extravagant. The Eskimos must use the materials that they find near by. What do you think these can be in such a desolate country?

Of course, there is plenty of ice and snow, and these are the materials used in building some Eskimo homes, especially when the Eskimos are off on hunting trips. Wild animals are plentiful, too, and this is why animal hides are often used, especially in homes made for the summer months. In Alaska near the coast are seen Eskimo houses that are built of ribs of whales, pieces of drift-wood, stones, and turf.

Practice 4 — Making an Oral Report

Make a report from reading in geographies, readers, and other books and magazines, on how the Eskimo home is made. There are different types of *igloos*, as they are called. Therefore different reports will be made by different pupils. Pictures and lantern slides will help you to make your report a good one. A little model of an igloo made of white clay to represent the ice, would be an even better way to illustrate your report. Plan your talk so that you will keep your listeners interested during every minute that you are telling about the Eskimo home.

Life in the Eskimo Home

There are so many things in the life of the Eskimo children that are different from yours, that you will like to read about them.

Millicent Blake, an Eskimo girl from the far North, now lives for part of the year in our country and goes to one of our schools. She wrote the following interesting story of home life in Eskimo land. In what ways is life there different from ours? In which country do you think Millicent would rather live? No, it is not in ours — but in the land of snow and ice. Can you understand why?

A DAY WITH THE ESKIMOS

It is early in the morning and the Mucko family have just crawled from their sealskin sleeping bags. It is cold getting on the bare ground; so Father Mucko builds a fire in the little fireplace in the middle of the room. Mother Mucko puts the pot over the fire and drops large pieces of seal meat into it. In another kettle she makes tea.

After breakfast Father Mucko and the two boys, Anglosak and Topic, put on their long skin-boots, their outdoor trousers and dickies of deer's fur. A dickie is a coat and hood combined. They lash on their snowshoes, sling their harpoons over their backs, and start walking toward the open sea. They are off for a walrus hunt.

Mother Mucko is left at home alone. She sings as she sews on skin clothes that will be needed the rest of the winter. When she has finished the boots she is making, she harnesses up her eight dogs to a *komatik*

(sled) and goes to visit her nearest neighbor. On her way back home she kills some partridges. These she cooks for her husband and children to eat when they return. The dogs, too, must be fed. Taking her ax, Mother Mucko cuts some large pieces of frozen blubber and puts them into a tub near the fireplace to thaw.

While supper is cooking, she goes to meet the hunters. She hasn't gone far when she sees them coming. It has been a lucky day, for they are dragging a walrus by ropes tied to his tusks. They have been fishing through the ice, too, for one of the boys is dragging a bundle of frozen fish.

They are all very hungry and cold. They take off their snowshoes and throw them on the roof of the little log shack and then crawl inside. From the cold, hungry children there are cries of, "Anana, Anana, teamic" ("Mother, Mother, tea, please"). The busy mother pours each a hot mug of tea and puts the pot of meat on the floor, where they all help themselves.

After supper Father Mucko carries the tub of dogs' feed outdoors, while the children protect him from the hungry dogs with their skin whips. When the tub is set down, the dogs eat with much growling and fighting.

Father Mucko takes some *babische* (deer's hide) and begins to mend his snowshoes, while Mother Mucko sits in a corner sewing skins. The children also are busy making new dogs' harnesses from a new sealskin, and fastening fox tails on them to make them look fancy.

When the walrus-oil lamp begins to burn low, the family take off their dickies and crawl back into their sleeping bags. Everything is still now, except for an occasional howl from a wolf, which may be in their trap in the morning.

More Books to Read

The books named here will tell you more about the homes of Eskimo children. See if any of these books are in your schoolroom or library:

Our Neighbors Near and Far, Book One, by Carpenter.

(Look on the Contents page for the section "With Nagook and Tukee in Their Cold Land." On what page does it begin?)

Home Life in Far-away Lands, by Atwood and Thomas.

(See Contents page for the page on which you can find the section "Eskimos of the Far North.")

Journeys in Distant Lands, by Barrows and Parker.

(See Contents page for the section "Farthest North and Farthest South.")

The World and Its People, by Dodge and Lackey.

(See Contents page for the section "Our Trip to the Far North.")

Trailing Our Animal Friends, by Nida and Nida.

(Look on the Contents page for the sections on "The Eskimo's Winter Camp," "The Eskimo Dog," and "How the Eskimo Hunts Seal.")

World Folks, by Smith.

(See Contents page for the section "The Far North and the Far South.")

Across Seven Seas to Seven Continents, by Aitchison and Uttley.

(See Contents page for "The Coppermine Eskimos" and "Life in Polar Regions.")

Home Life around the World, by Mirick.

(Look on the Contents page for the sections on "A Home on the Ice" and "At the North Pole.")

Little People of the Snow, by Waller.

How Other Children Live, by Perdue.

Practice 5 — Writing a Description

Write a paragraph telling about the Eskimos' houses. The sentences in your paragraph might answer some of these questions:

Of what is the house made? How is the door arranged?
Does it have windows? What furniture is there?
How is the house warmed?

Section II of the Handbook will help you in writing your sentences.

Practice 6 — Telling a Story

Imagine that you are an Eskimo child. Tell a story about something that happened to you. These subjects may give you ideas:

Making Our Winter Clothes	Lost in a Storm
Chasing the Reindeer	A Trip by Dog Sled
Hunting the Seal	Fishing through the Ice

FOOD IN THE ARCTIC

We depend for our food largely on plants that grow in the soil. The Eskimos have little good soil in their country, and the weather is too cold to allow plants to grow on the little soil that they have. So they cannot depend on plants for their food.

Instead, they fish in the cold waters and hunt the seal, the walrus, and the polar bear. These animals of the Arctic have thick layers of fat that protect them from the cold. When the Eskimo

hunters kill an animal, they carefully cut off the fat and put it outside to freeze. They call these frozen strips of fat *blubber*. Blubber is used as food and also as fuel to heat the Eskimo houses.

One fourth-grade girl, in her reading about the Eskimos, found a story about a little boy eating a candle, and she made the following report:

ESKIMO CANDY

Nanook is an Eskimo boy. He likes fat, oily foods as well as you like candy. That is because his body needs a lot of fat and oil to produce energy and heat in his cold country. Once an explorer visited the igloo of Nanook's people. He made Nanook a present of a tallow candle. To his surprise, Nanook ate the candle instead of using it to make a light.

— RUTH M.

Practice 7 — Making an Oral Report

Make a report on some interesting fact about the Eskimo. You may not be able to find a funny story, as Ruth did, but there are many interesting and sometimes exciting stories about the following:

The Eskimo's Weapons	Seal Hunting
Fishing from a Kayak	Feeding the Dogs
Hunting the Polar Bear	Walrus Hunting

TRADING IN ESKIMO LAND

Would it not seem strange to live in a place where there were no stores in which to buy your food and clothes and other things you want? If you went to visit Nanook, the Eskimo boy, and

offered him a dollar or a gum drop, he would take the candy. There are no stores in many of the Eskimo villages, so that he would have no use for the dollar, even if he knew what it was.

The Eskimos trade the skins of wild animals for the supplies they want. When the first white traders went into the North, the Eskimos would give them many beautiful fur pelts for just one knife. Now they are learning more about the value of their furs and are not foolish enough to trade them for cheap things.

Practice 8 — Conversing about Trading

Do you believe it was right for the traders to take so much and give so little? How would you get things you want if there were no stores in which to buy them? Suppose there were no such thing as money. How would you get the things you need? How would you feel if someone gave you a pocket knife for furs worth hundreds of dollars? Have you ever made a foolish trade?

DRESSING IN FURS

Nanook, the Eskimo boy, does not mind the cold. His mother has made him some warm clothes. They keep him snug, indeed. Of course they are very different from the clothes you wear, for the Eskimos do not use cloth. They do not even have knitted stockings. But they are very comfortable, and they think that their clothes are better than ours.

Practice 9 — Writing a Paragraph

Write a paragraph telling how the Eskimos dress. What materials do they use? How many suits do they wear at a time? Do they have buttons? How are their clothes fastened on? Of what do they make their shoes? Do the girls dress differently from the boys?

Section III of the Handbook will help you in writing your paragraph.

*Practice 10 — Giving Oral Explanations**

The Eskimo children have games different from those that you play. Because of the cold and of the long, long night of winter, it is no wonder that they like to play games. If you have books that describe the Eskimo games, read carefully about one of the games. Then explain it to the class. Make your explanation so clear that your classmates will know how to play the game.

THE GREAT ARCTIC EXPLORERS

The first explorers to venture into the land of ice and snow were brave and daring. They took great risks, for they had to go on foot with dog sleds hundreds of miles across the cold, desolate country. They had to take their food with them, for they were not able to live on blubber and wild-animal meat as the Eskimos do. For many years these explorers tried to reach the North Pole, the point farthest north in the whole world. After

many failures they finally reached the "top of the world." An American, Robert Peary, was the leader of the first exploring expedition to reach the North Pole. Two other great Arctic explorers were Amundsen and Byrd. You will find stories of these men in geographies, reference books, and other books in your school and library.

Practice 11 — Reporting Orally on Reading

Make a brief report on one of the great Arctic explorers. Select the most important facts and the most interesting incidents in his journey to the North to tell to your classmates.

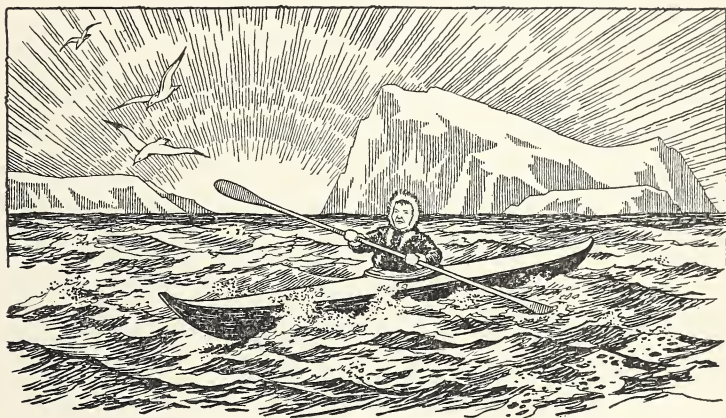


HARD GOING IN THE ARCTIC

TRAVEL IN ESKIMO LAND

When you go for an auto ride with your father, you think nothing of it if he takes you fifty miles and back in one afternoon. How different it is

traveling in the land of the snow! A hundred-mile trip there would take several days. In that country there are no autos. Even if there were, they would be of no use, for there are no roads. Unless he walks, the Eskimo's only means of traveling is by dog sled or in his small boat called a *kayak*.



“OVER THE BRINY WAVE I GO”

THE KAYAK

Over the briny wave I go,
In spite of the weather, in spite of the snow:
What cares the hardy Eskimo?
In my little skiff, with paddle and lance
I glide where the foaming billows dance.

Round me the sea birds slip and soar;
Like me, they love the ocean's roar.
Sometimes a floating iceberg gleams
Above me with its melting streams;
Sometimes a rushing wave will fall
Down on my skiff and cover it all.

But what care I for a wave's attack?
With my paddle I right my little kayak,
And then its weight I speedily trim,
And over the water away I skim.

— UNKNOWN

*Practice 12 — Giving a Talk with
Picture Illustrations*

Read all that you can find of interest about the Eskimo dog sled — how it is built and how it looks — and about the dog team that hauls it across the snow. Prepare a talk on “How the Eskimo Travels.” Write down a few notes on what you are going to say. These notes will help you to remember the order in which you want to give the several points about Eskimo travel.

AN ESKIMO PLAY

The children had been reading about the Eskimos. They had learned how these people of the far North fished and hunted for their food, how they lived in their igloos, and how they protected themselves from the bitter cold.

“Wouldn't it be great fun to give an Eskimo play?” suggested Dorothy, as they finished looking at some pictures of igloos and dog sleds.

“Who would make the costumes and the scenery?” asked George, who liked the idea, but thought it would be too difficult.

“Oh, we could pretend that white flannel is polar-bear fur, and that black cloth is seal. You

boys could certainly fix up a dog sled and an igloo," replied Dorothy. She already had the whole plan in her mind.

Their teacher thought that an Eskimo play could be given if the class really wanted it, and if each one would help.

What a time they had! First they talked over the general plan. What should the story or action be? How many scenes would they have, and what scenery would be needed? They agreed upon plans to meet these problems and divided the work among the members of the class. With the teacher writing on the blackboard, they wrote the lines for the play.

The story was to be a visit by three American explorers to an Eskimo home. There were to be two scenes, one outdoors and one inside the igloo. The scenes were to show just as many interesting things about Eskimo life as possible. Here is just the start of their play:

EXPLORERS IN ESKIMO LAND

Scene 1. Just outside an igloo. Dogs are harnessed to a sled, on which a man (the father) is working. The time is a winter day during the visit of the Byrd Expedition.

Characters:

Three Eskimo boys — Koohna, Almuch, Neewah

Three Eskimo girls — Shollging, Annevirk, Shugla

One Eskimo baby boy — Tookee

Father — Koogah

Mother — Toomash

Three Explorers — Rear Admiral Byrd, Mr. Haines,
Mr. Harrington

KOOHNA: Father, what are you doing?

KOOGAH: I am cutting up the seal that we just caught. Isn't it a fine large one!

.

Sections II and VI of the Handbook will help you in writing good sentences and punctuating them correctly.

Practice 13 — Dramatizing

When you have finished your study of Eskimo life, present a play showing what interesting things you have learned. The start of the play just given may give you suggestions about scenes and characters. But the best thing to do is to work out your own play after you have talked it all over in your class discussion. When you have completed your play, you can give it in your school auditorium, where other grades can see it. Or you can give it in your room and invite your mothers to come and see how much you have learned about Eskimo life.

UNIT XI
IN THE WORLD OF INSECTS

HARMFUL INSECTS

All about us, in the air and on the ground, live a multitude of small creatures. Some of them are very helpful to us; others are very harmful as well as very annoying. By spreading sickness, some insects are capable of doing us real injury. The two most common insects of this kind are the house fly and the mosquito. At one time, not so many years ago, these two insects were responsible for a great deal of sickness among us. But now we have learned how to protect ourselves from them, and they do not cause the harm that they once did.

*Practice 1 — Conversing about Flies
and Mosquitoes*

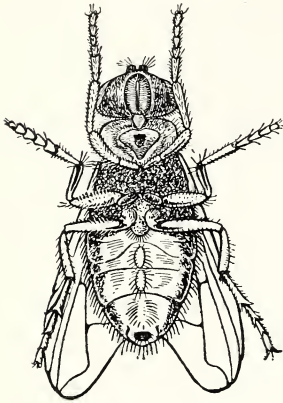
In what way can the house fly be harmful to us? How do we keep him out of our homes?

How is the mosquito different from the house fly? Mosquitoes hatch from eggs that are laid on the top of still water. How do you think we could reduce the number of mosquitoes?

WHAT INSECTS LOOK LIKE

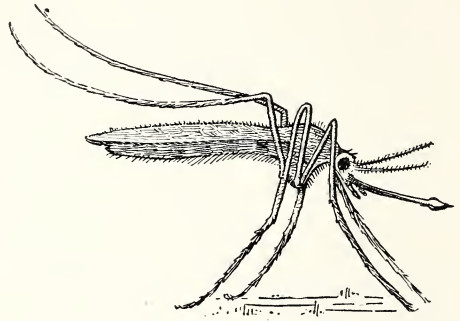
Insects are called by that name because their bodies are in several different parts or sections.

Examine a fly or some other insect and you will notice three parts to its body — a head, a middle part called the thorax, and a back part called the abdomen. Most insects have two pairs of wings and six legs, three on each side.



THE FLY

As Seen Walking Up
the Outside of a Window
Pane



THE MOSQUITO

With Two Hind Legs
Raised in the Air

THE GRASSHOPPER

He's a topsy-turvy fellow
In his coat of green and yellow.
His six legs are near his ears;
With one jump a leaf he clears.

He breathes through holes upon his tummy.
In danger, spits brown juice that's gummy.
Beneath the grass in sunny meadows,
You can see his leaping shadows.

— ELEANOR DAWES WALTER

Practice 2 — Writing a Descriptive Paragraph

Catch a fly, a grasshopper, or a cricket, and place it in a bottle or a covered glass. When you have examined it carefully, write a paragraph describing it. Here are suggestions for the sentences in your paragraph.

1. The general appearance of the insect
2. The body of the insect
3. Its wings and legs
4. Its movements
5. How it protects itself

Section III of the Handbook will help you in writing your paragraph.

*Practice 3 — Imaginative Story-Telling**

Boys and girls must seem like huge giants to the flies, and houses like great mountains. The following story about Mr. Fly brings out this idea.

THE NARROW ESCAPE OF MR. FLY

This morning I received a terrible fright. I was sunning myself on a large piece of white material that had all over it black figures about as tall as I am [a newspaper]. I was very happy and comfortable, and was cleaning up my wings a bit. Everything seemed so quiet and peaceful that I was not on the lookout for danger. You can imagine my surprise when I beheld a large iron screen [fly swatter] coming rapidly down on me. Fortunately I was in a good place to jump and fly. This I did, and just in time, for the big screen just

brushed my wing as it landed on the white material with a terrific boom. As I flew out through a great open space [window], I was still trembling from the shock of my narrow escape.

Try a story of this kind yourself. Imagine yourself a fly and write about a happening that shows how things that are really small look large to a fly.

THE BUTTERFLY

The monarch butterfly is one of the most beautiful of all the insects. As you see it spreading its brilliant reddish brown and black wings and fluttering through the air, it is hard to believe that it was once a worm, an ordinary caterpillar. Here is the story of how this change takes place.

FROM CATERPILLAR TO BUTTERFLY

One little caterpillar stayed on the milkweed plant and he set to work to eat everything in sight. He ate so much, and he grew so fast that he split his skin-covering four different times and grew four new coats until he became very large and very handsome.



THE MONARCH BUTTERFLY

He had grown from the tiny egg, which had been no larger than the head of a straight white pin, to be fully two inches long. His greenish-yellow coat was

satiny smooth and glistened in the sunlight. The bands which ringed his body were shining black, and from his back at either end rose pairs of fleshy black threads that stuck out like horns!

The caterpillar had grown so large and so heavy that it tired him to move. He looked around for a place where he could go to sleep. He chose, at length, a strong stem of the milkweed plant, spun himself a little button of silk, and hung himself upside down with his head curled back toward the stem. As he hung there his skin split once more, but this time instead of squirming out of the old skin, he kept very quiet, for a strange change was taking place. The old skin withered up and dropped to the ground. His new skin turned to a thin, shining, silvery green and covered him so that he looked like a queer-shaped, silvery-green acorn with shining golden spots. He had changed into a chrysalis!

There he slept for many days. The sun shone warm upon him. The rain drops splashed down his silvery sides. The warm September winds swung him from his silken thread.

Nothing seemed different; only inside the shining chrysalis strange things were happening. One afternoon the silvery-green color inside the thin, transparent, outer coat of the acorn chrysalis was gone. In its place could be seen patches of reddish brown and lines of black. Next morning the chrysalis began to shake from side to side. Something in it was trying to get out. But the silken thread still held it safely to the stem of the milkweed plant. The chrysalis split open and out crawled a wet, crumpled-looking insect with six legs. Two threadlike feelers, or *antennae*, waved

from his dark, shining head, two small wet patches of reddish brown bunched over his back, and a long brownish body dragged behind. It was the sickliest, most uncomfortable-looking creature that anyone could imagine.

Very slowly it dragged itself up on the empty chrysalis and hung there as if it were too feeble to move. The warm September sun shone brightly upon it. The warm September wind blew upon it softly. The long wormlike body began to shrink. The patches of reddish brown began to uncurl, to unfold. As they unfolded, the little creature waved them slowly up and down, shaking out every tiny wrinkle, holding them where the breeze could dry them. And presently they were no longer little patches of reddish brown; they were wings! They were gorgeous reddish-brown wings bordered and lined with black, spotted with rows of white and pale yellow dots. The caterpillar who had put himself to sleep in the silvery-green and gold chrysalis was no longer a caterpillar; he was a beautiful monarch butterfly!

— HELEN HYER in *Stories by Seasons*

Practice 4 — Discussing Caterpillars

What did the caterpillar have for food? What changes took place in the caterpillar? After he had become full-grown, what did he then change into? How did he look when he first came out of the chrysalis? Have you ever seen a monarch butterfly? Tell about his beautiful wings. On what plants is this butterfly often seen?

Practice 5 — Selecting Important Points

If you were to tell this story of the butterfly to another class, you would have to decide which were the important points and tell them in the right order. Make notes on these points. The first one might be: *Growing out of four coats.*

What is the next main point? Finish the notes and see if you can retell the story well by just looking at the notes.

THE CATERPILLAR

The caterpillar eats leaves
 From the mulberry trees.
 He's a furry little creature
 With two little reachers.
 I look at his furry back,
 I see exclamation marks that are black.
 Oh, he sleeps in a cocoon!
 Will he wake up soon?
 Yes, he'll break the cocoon by and by
 And off he'll fly — a butterfly.

— A CLASS POEM

Practice 6 — Writing from Observation

If you can find a cocoon or a chrysalis, bring it in to your schoolroom. Moisten it occasionally. Watch for the moth or the butterfly that will come from it. After it has appeared, write a short story about it. Tell just what you saw. It will be different from the story of the birth of the milk-

weed monarch. Section II of the Handbook will help you to write good sentences.

THE BEE

There are some insects that live and work together, just as we live in towns and cities. We call them *social* insects. One of the best known of these is the bee. There are many different kinds of bees. The one which is most useful to us is the honeybee. From the flowers the honeybees sip the sweet nectar and store it away as honey. Men have found that honey is good to eat, and they have taken it away from the bees. They have made homes for the bees, called *beehives*. These are made so that the men can open them at the top and take out the honey. Of course they do not take away all the honey, because the bees need some of it for themselves.

Practice 7 — Making an Oral Report

You will find many stories about the bees in books in your library or in your readers. In them you will read about the queen bee, the drones, and the workers, and how they live and work together. Here are some of the things that you can tell about the honeybee:

How the Bee Carries the Nectar

Where the Bee Places the Honey in the Hive

How the Cells of the Honeycomb Are Made

What Happens to the Drones of a Hive

What the Queen Bee Does

How the Workers Make Bee Bread
How the Bees Keep the Hives Very Clean
How the Bees Help the Flowers

FRIGHTENING BUMBLEBEES

Twice bumblebees have stung me. When I was about three years old, I smelled a blossom that had a bumblebee in it. That one stung my nose, and my mother thought that I looked more like a little pig with a long snout than a child. The bee was not to be blamed. I had frightened it. The second time was not many years ago. I rolled under a fence just where there happened to be a bumblebee den. On the way home I met some friends who did not know who I was, because I looked so queer. Those bees were not to be blamed, either. That was the only way they had of teaching me not to come blundering so suddenly and roughly at the door of their den. There is nothing mean about bumblebees, but it is a very bad plan to frighten them.

—EDITH M. PATCH in *First Lessons in Nature Study*

Practice 8 — Reporting an Experience

Have you ever been stung by a bee? Do you know someone who has had that painful experience? Do you think the bumblebee was to blame for stinging the little three-year-old girl on the nose? If a huge giant should roll over and crush your house, would you thrust a sword at him, if you had a good opportunity?

More facts about bees and other social insects can be found in *Honey Bees and Fairy Dust*, by

Mary Geisler Phillips and in *The Ant Queen's Home and Other Stories*, by Frances H. Rarig.

THE BEE

When a yellow bee bends her head low in a flower
Her measure of honey to draw,
She sips up the nectar with triple-tipped tongue,
Who would guess that she drinks through a straw!

She has five watchful eyes, and six jointed legs;
The ones that are farthest behind
Hold a basket for pollen, a brush, and a hook
Used in making her comb, you will find.

— ELEANOR DAWES WALTER

THE ANT

Have you ever watched ants at work? If you have, you know what tireless workers they are, and you understand the old saying, "Go to the ant, thou sluggard. Consider her ways and be wise."

The best way to know how the ants live and work is to watch a colony of them. You will find them in your back yard or in the park, as well as out in the country. If you could watch some kinds of ants, you would see some of the interesting things that they do. Some of them gather food, others are a "sanitary squad" and keep the ant home clean. There are soldiers who go on raids against other ants, and carpenters that build the homes. There are the captured ants who become slaves. There are the ants whose job it is to milk the *aphids*, or "ant cows"! These are some of the things you might see as you watch an ant colony.

THE ANTS

In their tidy buried city
Underneath green grass and plants,
Live the clever little people
That we call the ants.

They build roads and store up grasses;
They eat seeds and sweets and flies.
They milk a "cow" that's called an aphid;
All have feelers; some have eyes.

— ELEANOR DAWES WALTER

*Practice 9 — Writing for Information**

The United States Government pays for the writing and printing of many books and pamphlets that people can get for just a few cents. Perhaps you would like to send for some of these.

This is a sample letter that will show you where and how to write for bulletins.

Room 206
City Park School
Dallas, Texas
February 20, 1935

Superintendent of Documents
Government Printing Office
Washington, D. C.

Dear Sir:

For the enclosed money order for fifty cents, please send us ten copies of Farmers' Bulletin Number 740, on *House Ants*, at five cents each.

Very truly yours,
The Fourth Grade

This bulletin tells where the ants came from when they came to our country. It also tells how to keep them out of our houses.

Other bulletins that you may want to send for are:

Insect Enemies of the Flower Garden, Farmers' Bulletin No. 1495, 15¢

Bees, Farmers' Bulletin No. 447, 5¢

Write to the address in the sample letter.

Practice 10 — Reporting on Observation

Find an ant colony and watch it whenever you have an opportunity. If you can find one near the school, then you can all study the same ants. You will see many ants hurrying back and forth. At first you may not be able to tell what they are doing. If you watch them closely, you may find out. Report your observations and talk over the different things you see the ants doing.

Here are some cautions about reporting:

1. *Be careful to report only what you really see.* If you report something you did not actually see — something you imagine or would like to see — your classmates will lose confidence in you. They may not want to believe you later when you report things that you really did see.

2. *Make an effort to report something that will interest your classmates very much.* For example, tell how the ants acted when you threw a little sugar on their hill, or what they did with the dirt you let fall on their home.

3. *Before you make your report, think over the points you are going to speak about. Have them in mind, so that you won't hesitate in your reporting.*

4. *Speak distinctly and clearly, so that your classmates will be sure to hear and understand you.*

Practice 11 — Writing a Report

When you do not find it possible to watch an ant colony, you will find in books, magazines, or bulletins, stories of how the ants live and work together. Write a paragraph on one of the following topics:

1. The Queen Ant's Work
2. Bringing Home Food
3. The Ant Slaves
4. Milking the Ant Cows
5. Making the Ant Hill
6. Ways in which Ants Are a Help to Men
7. Ways in which Ants Are a Nuisance to Men

Section III of the Handbook will help you in writing your paragraph.

NOISY INSECTS

Most insects make very little noise. The bee, as it flies, makes a humming sound, and the buzzing of the fly and the mosquito can be heard if they get close enough to our ears. But it seems to be the business of some insects, like the grasshopper; his cousins, the katydid and the cricket; and the cicada, or harvest fly, to make just as much noise as they can.

In the middle of the summer these insects may keep you awake at night. They do not sing, for they have no voices. They are fiddlers, and their legs are the bows. Or, again, some of them just rub their wing covers against each other. In this way they can make a noise that sometimes can be heard a quarter of a mile away.

THE CRICKET

Whenever the musical cricket sings,
He rubs his legs against his wings.
He does not use these wings for flight,
But jumps about, with all his might.

He's black, and almost one inch long.
"Chirrup, chirrup" is his shrill song.
His home is under stone or thicket.
Are you as merry as this cricket?

— ELEANOR DAWES WALTER

Practice 12 — Talking about Grasshoppers

You have seen grasshoppers in the fields or the park. Some of them can fly, and others just take big hops. How is it that they can hop so far? Have you noticed the stiff wing covers on the grasshopper's back? Why do you think he is sometimes called the "king of the insects"? Do you know of any other insect that is as big? Did you ever read about the damage that swarms of grasshoppers can do to growing crops? What do farmers do to save their crops from grasshoppers?

*Practice 13 — Writing Group Poems**

The noise that some insects make at night, or their strange appearance as they leap through the air, are good subjects for poems. With your teacher writing on the blackboard, your class can try writing verses about any one of the insects you have studied.

UNIT XII

YOUR FLAG AND MY FLAG

The old flag had been raised to the top of the flagpole in the school yard for the last time. The soot from the chimneys of the homes and shops of the neighborhood had dimmed its colors until you could hardly tell the red from the blue, while the white stripes had turned to a dingy gray. Lashed by the wind in all kinds of weather, its outer edge had finally given way, and now was torn and ragged.

Tonight when the school closed, it would be lowered for the last time, for next Monday a fine new flag would take its place. On each bright school day for three years the old flag had flown proudly over the building and the happy children playing below it.

Dorothy had become thoughtful as she looked up at the old flag still flying so proudly in the breeze. Then she spoke to Mary and Alice. "Why does the flag fly above our school each day? Just what does it mean?"

This was a question that none of the girls could answer offhand; so they took it into their school-room with them as the last bell rang. When their teacher heard the question, she said: "That is a good thing for us to find out. We certainly ought

to learn what the old flag has stood for, as it has flown from our flagpole each day. When it is taken down for the last time tonight, let us bring it into our room and keep it until we know its meaning."

And that is how one group of fourth-grade boys and girls came to know more about their national flag.

AMERICA'S FLAGS

Has the American flag always been the same as the one that is flying over your school building today? The story of how our flag started and grew into its present form is one that you can find in your library, or in reference or history books.

Practice 1 — Making Committee Reports

You can divide your class into three committees who are to report on three different parts in the story of our flag, as follows:

Committee No. 1 — *The Early Flags*. Tell about the flags that were in this country before there was an American flag with its stars and stripes. What did they look like? Where had these flags come from? Why were they used in this land? When you describe one of these early flags, you can show the picture of it to the class.

Committee No. 2 — *The First American Flag*. You will find the story of Betsy Ross and the first stars and stripes in one of your reference or library books. Who was the first great American to use this flag as his country's flag?

Committee No. 3 — *Our Flag Today*. Examine the flag of our country today. How many white stars has it? How many red and white stripes? Tell what they represent.

Practice 2 — Writing for Information

The Daughters of the American Revolution is an organization of women who have always been interested in our flag. Perhaps they have a chapter in your city. If they do, you can get some booklets about the flag to use in your study.

Your letter might be like this sample:

Avondale School
Cincinnati, Ohio
April 6, 1936

Regent of the D.A.R.
Cincinnati, Ohio

Dear Madam:

Our class is studying a unit on the flag. We are trying to find out many things about the history of the flag and the respect and treatment that should be given to it.

If you have any booklets about this, will you send them to our class? We shall be glad to receive them and we'll study them carefully.

Very truly yours,
Ronald Clark
Secretary, Fourth Grade

OTHER FLAG-MAKERS

The first flag-makers decided that the colors in our flag were to be red, white, and blue. They

also decided what its design was to be — that it should have its stars and its stripes. But who do you think decided what that flag should mean, and whether or not it should be a truly great flag?

The flag stands for our country; whoever has helped to make our country a great country has helped to make our flag. Usually when we think of helping our country, we think of our nation's heroes, of its great men.

A committee of one fourth-grade class reported on brave deeds that have helped our country. Here is an example of their reports.

NATHAN HALE

A man doesn't have to be a president or a general to do a great deed for his country. Nathan Hale was a brave young soldier who fought in the Revolutionary War. When he was captured and was about to be shot as a spy, he said, "I regret that I have but one life to give for my country."

Practice 3 — Making a Short Talk

Who were some of the great men who helped our country? Choose one and in a short talk tell in what way he helped our country and thus helped to make our flag a great flag.

Pioneers

The heroes and other great men have not been the only ones who helped to make our flag. The pioneers who settled in the wilderness, the men

who built the railroads across the prairies, the fathers and mothers who have made good homes for their children, in fact all those who have worked to make our country better, have helped in the making of our flag. The following paragraph tells of such a person:

A FLAG-MAKER

Down at the end of our street is a little white house that stands far back from the road. In this house there lives an old man. This man is one of the best men I know. He helps anyone who is in trouble. He is kind to the boys and girls. I like to meet him on the street. I think he is a good citizen. If making our country better is helping to make our flag, I think he is one of our flag-makers.

— BETTY S.

Practice 4 — Writing a Paragraph

Do you know of anyone who is making your city or your neighborhood a better place in which to live? Select someone whom you know and write a paragraph about that person, telling why you think that he or she is helping to make our flag.

Section III of the Handbook will help you in writing your paragraph.

How Boys and Girls Can Be Flag-Makers

No one is too young to help in the making of our country's flag. Fourth-grade boys and girls can do many things that will make their neighbor-

hoods better places to live in. When you have done something of that kind, you can look at the flag and say, "I have helped to make you mean just a little more."

Practice 5 — Reporting on Observation

Think of some boy or girl you have known who in your opinion might be called one of our flag-makers. Tell the class why you believe this person should be considered a good citizen. Here are some of the things boys or girls can do to become flag-makers.

1. Do school work well.
2. Help to prevent fires and accidents.
3. Help at home.
4. Be kind to older people.
5. Prevent the destruction of property.

RESPECT FOR THE FLAG

It is important that every citizen, young and old alike, should know the laws that prevent the flag of our country from being used in wrong ways. Here are some of the things that our laws say.

1. No figure, mark, picture, or drawing may be made on the flag.
2. No advertisement may appear on the flag or picture of the flag.
3. No flag or picture of a flag may be put on the wrapping of an article to be sold.
4. No one may publicly damage or step upon the flag.

Practice 6 — Discussing the Wrong Use of Our Flag

Why is a law preventing people from pasting pictures on the flag a good law? Why do you think that people should not use the flag in advertising? How could it be misused in advertising?

FLAG CUSTOMS

During the years since the first American flag was made, certain customs about its use have grown up. No law was passed to cause the people to observe these customs. They are like unwritten laws. Here are several of the best-known flag customs.

1. The flag is raised at sunrise and lowered at sunset.
2. The flag, when lowered, is not allowed to drag upon the ground.
3. The flag is not kept up in stormy weather.
4. At the death of a very famous person the flag is lowered to half-mast.

Practice 7 — Writing Sentences

Add more sentences to the three just given, telling of other flag customs. Possibly you can tell what the customs are in saluting the flag, in displaying it inside of buildings, and in raising it with other flags. State each different flag custom in a complete sentence. Section II of the Handbook will help you to write good sentences.

A POEM ON THE FLAG

There have been many poems written about the American flag. Here is one that many boys and girls like the best.

A SONG FOR FLAG DAY

Your flag and my flag!
And how it flies today
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam;
Snow-white and soul-white —
The good forefathers' dream;
Sky-blue and true blue, with stars to gleam aright —
The gloried guidon¹ of the day; a shelter through the
night.

Your flag and my flag!
And oh, how much it holds —
Your land and my land —
Secure within its folds!
Your heart and my heart
Beat quicker at the sight;
Sun-kissed and wind-tossed,
Red and blue and white.
The one flag — the great flag — the flag for me and
you —
Glorified all else beside — the red and white and blue!

Your flag and my flag!
To every star and stripe

¹ Pronounced gī'dūn.

The drums beat as hearts beat
And fifers shrilly pipe;
Your flag and my flag —
A blessing in the sky;
Your hope and my hope —
It never hid a lie!

Home land and far land and half the world around,
Old Glory hears our glad salute and ripples to the sound!

— WILBUR DICK NESBIT

Practice 8 — Memorizing a Stanza

Choose the stanza that you like the best in the poem by Nesbit, and memorize it.

PLEDGING ALLEGIANCE TO THE FLAG

When the children in Dorothy's room had learned the story of their country's flag and what its meaning was, as it flew so proudly in the breeze at the top of its high flagpole, they understood better the pledge of allegiance with which many boys and girls in our schools salute the flag and say:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

Practice 9 — Using the Dictionary

To understand the exact meaning of the pledge, look up in your dictionary the meaning of some of the words. Discuss the meanings that you find for *allegiance*, *republic*, *indivisible*, and *justice*.

Practice 10 — Memorizing the Pledge

Memorize the pledge. Be sure that you are able to speak it clearly without making a single mistake.

FLAGS OF THE NATIONS

Each country has its own flag. Every flag means as much to the people of the country over which it flies as the American flag means to us. It is flown high in the air as they celebrate their own national days. It is used to honor the heroic men who have served the country well. It flies from the mast yards of its ships at sea.

Practice 11 — Arranging an Exhibit*

Collect pictures of as many different flags as you can find. Mount them on paper and write a sentence under each one telling to what nation it belongs and any other interesting fact about it which you may know.

If you do not find colored pictures of flags that you can use, you can have fun making some yourself. In the back pages of some large dictionaries or in the flag number (1934) of the *National Geographic Magazine*, you will find a great many pictures in color of the flags of different nations. Draw some cardboard oblongs of the size you want your flags to be. Study the design of the flag you want to copy. You will probably find in the scraps of colored paper you have in your class-

room just the shades you will need. Cut them in strips, squares, or triangles as they are on the flag you are copying. Then paste them on your cardboard. It is a good plan to put your flag under some books to press until the paste is quite dry.

Part II

YOUR HANDBOOK

YOUR HANDBOOK

Dear Girls and Boys,

One of the first signs that you are growing up is your pleasure in doing things by yourself. Do you remember the first summer that you had a garden or the first trip that you took alone?

This Handbook is the part of your language book which you will learn to use without your teacher's direction. Your independence in finding in it what you need will grow this year. It will be your handy book of language helps.

THE AUTHORS

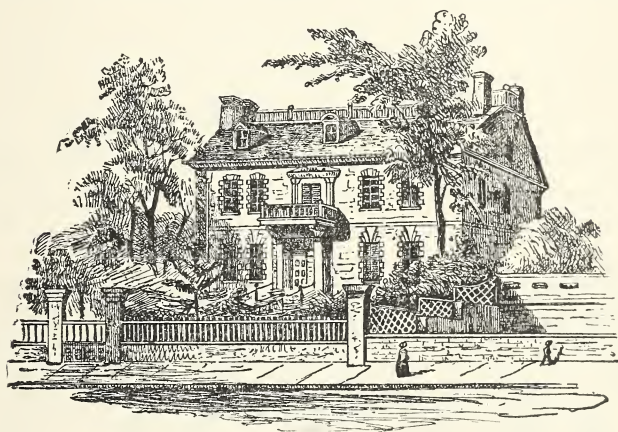
SECTION I
LETTERS

THEN AND NOW

1

IN BOSTON — TWO HUNDRED YEARS AGO

Prudence hurried down to the inn with her money held tightly in her hand. The postrider had just arrived in town after his long trip from New York. He had been almost two weeks on the way, because he



THE HOUSE OF JOHN HANCOCK

It faced Boston Common two hundred years ago.

could travel only about five miles an hour on horseback. Prudence and her mother had looked for him for two days now, because he was late on this trip.

When she reached the inn, she saw a crowd of people around the table. The letters had all been dumped out

of the postrider's bag on the table, where everyone could hunt for his own mail. Prudence was little enough to wriggle through the crowd to the edge of the table. She looked eagerly at the letters. There it was in her father's neat, careful writing — the letter she and Mother had waited for so long.

Prudence picked up the letter and gladly paid the postrider the twelve cents he asked for carrying it. Father never sent a thick letter because postage was so high. She and Mother had lots of fun reading the criss-cross letters he wrote to save paper and postage. First, they read across the page; then they turned it and read what had been written from top to bottom. One page could tell so much that way!

2

IN NEW YORK — IN MODERN TIMES

Billy and his mother said "Good morning" to the clerk at the desk on their floor of the hotel as they waited for the elevator that Sunday morning. They



THE SKY LINE OF NEW YORK

had just arrived in New York the night before. The clerk said, "Here's a letter for you, Mrs. Norberg."

"It's from Daddy," said Mrs. Norberg. "This letter came from Chicago faster than we did. It was mailed yesterday, right after noon."

"How could it get here so fast?" asked Billy. "Let me see it."

There it was with a Chicago postmark, dated the day before. In the corner was an *air-mail, special delivery* stamp.

"That explains the speed," said Billy's mother as she pointed to the stamp.

These two word pictures show you how much faster and easier the sending of letters is today than it was two hundred years ago. It is so easy for us that we should be glad to help in every way we can to make the work of the postman easier. We can help him by being very careful how we address our letters.

ADDRESSING THE ENVELOPE

The address on a letter should be *clear, complete, and correct*. You can remember these as *the three C's* of an address.

Clearness

First and most important is your writing. Do you make your writing so clear that the postman can read it with one glance? If not, you need to practice on the letters that you do not write clearly. What are they?

Next, you should arrange the address well on the envelope. This plan shows you where the writing should go:

<u>Your name</u>	STAMP
<u>Street and number</u>	
<u>City and state</u>	
Name _____	
Street and number _____	
City _____	
State _____	

1. The stamp belongs in the upper right corner. The space around it is left clear so the canceling machine will not blur the address. If the stamp is placed anywhere else, the letter must be canceled by hand at the post office. That wastes time, because thousands of letters are canceled quickly by machine.

2. Your own name and address belong in the upper left corner. If you should forget to put on a stamp, the letter could be returned to you. Otherwise, there will be delay and extra work when the letter is delivered. If you have made a mistake in your friend's address, your return address will bring the letter back to you for correction.

3. The name of the state should be placed alone

on the last line of the address. The mail clerks can sort letters more quickly if it is placed there.

Practice 1 — Making a Collection of Envelopes

1. Each of you may bring from home an envelope that has been mailed to someone.
2. Put all these envelopes on the bulletin board.
3. Look over the envelopes and judge the arrangement of each one. Are all the addresses clear? Answer these questions:

Is the address well spaced?

Is the state written alone on the last line?

Is the return address given?

Is the penmanship clear?

Completeness

Always give the complete address. Some persons leave off house numbers. Someone at the "Nixy Desk" in the post office has to look up the house number in the city or telephone directory. Find out how many workers are needed at the Nixy Desk in your post office. You will be surprised to learn how careless people are about giving a complete address. In some large city post offices there are workers, called "hards," who are busy all day correcting incomplete or wrong addresses or those hard to make out. During the Christmas rush at Boston these "hards" had to correct 7000 addresses in one day.

*Practice 2 — Discussing Mistakes in
Addressing Letters*

How are people careless in addressing letters? Send a committee to the post office to talk with the postmaster or a clerk about the mistakes that are made in addressing letters. Bring back to the class for discussion the answers to these questions:

1. What is most commonly left out of an address?
2. What is needed for an address to a farm?
3. In how large a town are the street and number needed in the address?

Perhaps you can bring back some examples of addresses that are not complete.

Practice 3 — Making an Address Book

Nearly everyone keeps a little notebook in which he writes the addresses of his friends. You cannot remember street names and house numbers very well. Begin your own address book now. You can keep it for years.

Allow one page for each letter of the alphabet. Put the names into your book according to the first letter of the last name. Give the complete address for every person. You will use this book often, especially at Christmas time when you are sending greetings and letters. The line under one letter in each of the following names shows on what page each of these addresses would go.

Burton Wright 603 Broad Street, Philadelphia, Pennsylvania
Charles Allen 2917 Riverside Drive, New York City

On what page would each of your classmates' names go?

Correctness

We are often careless about numbers; 1917 and 917 may be house numbers in different postmen's routes. A letter wrongly addressed would have to be carried out by one postman, brought back, and delivered finally by another.

In different states there are many towns with the same name. There is a Bloomington in Illinois and another in Indiana. There are Springfields in Illinois, in Ohio, in Massachusetts, and in several other states. There is a Salem in almost every state in this country.

Be sure to give the correct address always. Read it over carefully after you have written it to be sure that it is right.

Practice 4 — Addressing and Judging Envelopes

1. Using paper of envelope size ($3\frac{3}{4}$ " by $6\frac{3}{4}$ "), write addresses for these people:

An uncle or aunt

The manager of the nearest radio station

A friend who has moved away

The company that sells your reading book

2. Pass your practice addresses to each other for judging on *clearness*, *completeness*, and *correctness*. Compare them with the examples that follow.

Arthur Baker
409 Evergreen Street
Memphis, Tennessee

Mrs. E. L. Jackman
2708 Pierce Street
Sioux City
Iowa

J. D. Lamson
R. F. D. No. 6
Pierre, South Dakota

D. C. Heath and Company
285 Columbus Avenue
Boston
Massachusetts

SCHOOL LETTERS

All through this year your class will be writing letters for different reasons. Each letter will probably be like one or another of these class letters.

Invitations

You will invite your father and mother or another class to see your work during the year. You may want to send an invitation to your principal

to see a program that you are having. An invitation should be friendly, so that the guest will want to come. It should tell your guests just where and when to come. Are these good invitations?

Dear Sixth Grade,

We have planned a program called "Advertising Switzerland." Will you come to the Auditorium at 3:30 Friday afternoon and let us try to make you want to go to Switzerland?

Fourth Grade

The Fourth-Grade Citizens' Club

invites you to a Fire Prevention show at 1:30, Friday afternoon, October 11. Fireman Sloane will talk.

Practice 5 — Writing an Invitation

1. Write an invitation to another class to enjoy a story hour with you.

2. Invite your mother to come to visit your favorite class. Will your letters all be alike?

Write invitations any time during the year. Keep a copy of each invitation that you need to write.

Answers to Invitations

You should always answer a written invitation. If you are going to the party or program, you will *accept* the invitation. If not, you will *decline* the invitation as politely as you can. If you decline, you should give the reason.

Here are two letters written by a fourth-grade class, one accepting and one declining an invitation.

Dear Girls and Boys,

Our class will be very glad to come to your Thanksgiving party Wednesday afternoon. Thank you very much for asking us.

Ben Rice
For the Fourth Grade

Dear Sixth Grade,

We are sorry that your program is to be given at the time that we had invited a speaker to talk to us on Holland. Thank you for inviting us. We wish that we could come.

Fourth Grade

Are these two answers courteous? Will the people who sent the invitations feel that the class is glad to accept the one invitation and sorry that it must decline the other?

Practice 6 — Answering an Invitation

Write the answers to these invitations:

1. Your class has been studying butterflies. The father of one of the boys has invited the class to see his fine collection of butterflies. He will show the class how to mount butterflies. Accept this invitation for the class.

2. You have been invited to a program on pets to be given by the first grade. Write an answer accepting the invitation.

Asking Favors

You often write letters to ask people to talk to you or to let you visit their places of work. These sample letters will help you to write similar letters asking favors. They should be very courteous and thoughtful. This letter is a model for you to use.

Lincoln School
Minneapolis, Minnesota
January 28, 1935

Oriental Rug Company
908 Nicollet Avenue
Minneapolis, Minnesota

Gentlemen:

Our class would like to visit your store while your rug weaver is working on his loom. We can come on Friday, February 1, at 2:30 p.m. If that time is not convenient for you, will you telephone to our teacher at the school, please? She is Miss Olive Ross.

Very truly yours,
Fourth Grade

You have not learned about business letters yet. Do you notice the difference between the letter to the Oriental Rug Company and the other letters you write? The extra part of the letter is the address (the street and number, the city, and the state) of the person or firm to whom the letter is written. It is placed just above the greeting, even with the margin line. Notice how it differs from the model letter to Mr. Williams.

Lafayette School
New Orleans, Louisiana
February 4, 1935

Dear Mr. Williams,

Our class has been studying about early days in New Orleans. We know that you can tell us many stories about your boyhood and the city when you were little. Will you talk to our class on Thursday, February 7, at 2:30 in the afternoon? One of the class will call for you if you will come.

Very sincerely yours,
Fourth Grade
Teacher, Miss Lawson

Do you think Mr. Williams would accept? Is the letter thoughtful and courteous?

Practice 7 — Writing a Letter Asking a Favor

Write the letters that these classes would need to write:

1. One fourth-grade class at Harvey School, San Francisco, California, was studying about

book-making. They wanted to visit a book bindery to see how books were fastened together and how the covers were put on. Mr. L. S. Grimm owns the Grimm Book Bindery at 708 Market Street, San Francisco, California. Write a letter asking if the class may visit his bindery.

2. Miss Ellen Bennett has some tropical fish that a class at Logan School, South Bend, Indiana, wanted to see and hear about. Write the letter asking if the class may come to her home.

3. Mrs. Oscar Jacobsen has just come back from Norway. The fourth grade at Williams School, Columbus, Ohio, would like to hear her talk about the Land of the Midnight Sun. Write a letter asking her to do it.

Thank-You Letters

When someone does something for you, you always say, "Thank you." If your friends are a long way off, you will have to write a "thank-you letter." To forget to do it would be thoughtless and impolite.

Sometime this year you may need to write a letter to thank:

1. A father or mother who has done something for your class.
2. Another class for inviting you to a party.
3. Your principal for some kindness.
4. A business company for pictures or reading material.
5. A speaker who has talked to your class.

The thank-you letter that follows was written by a fourth-grade girl who had listened to a radio talk on pine trees. The speaker, Ranger Mac, had told the children how to make a toy turkey out of a pine cone, some wire, and some red tissue paper.

Washington School
Madison, Wisconsin
December 4, 1934

Dear Ranger Mac,

We thank you for the pine cones. All the children in the fourth grade made pine cone turkeys. When I took my turkey home my mother thought it was clever. It was easy to make. I had to be helped with the head and feet.

We had three turkeys on the table for Thanksgiving dinner. There were the pine cone turkey, a chocolate turkey, and a great big real one.

The man who spoke over the radio when you were gone was good, but we would rather have you.

One of your Trail Hitters,
Madelon Bentley

Practice 8 — Writing Thank-You Letters

1. Imagine that your class received the book of poems, *Silver Pennies*, from Mrs. J. S. Lockwood. Pretend that her son Everett is in your class. Write a letter to thank Mrs. Lockwood.

2. Imagine that you have enjoyed a talk by James Blake on Byrd's trip to the South Pole. Write a letter to thank Mr. Blake.

HOME LETTERS

Do you ever have letters to write at home? Do you have invitations to answer, gifts or good times to say "thank you" for, or absent friends to whom you write? When we have visited friends or relatives, we should write letters very soon after we reach home to let our friends know that we enjoyed our visit. It is never polite to forget to write such a letter.

Practice 9 — Talking about Writing Letters at Home

Talk over with the class the times when you have had letters to write at home. To whom do you write? Which letters are easier to write? Why? What kind of letters do you like to receive?

A Good Form for Your Letter

The letter from Edith to Olive will show you where the different parts of your letter should be placed. Study it and answer these questions:

1. Where is a margin left in a letter? A margin of about one inch is usually wide enough.
2. Where does the first line of the heading begin?

1609 Fourteenth Street
Denver, Colorado
March 7, 1935

Dear Olive,

We all miss you since you moved to Washington. You probably have not had time to be lonesome because everything is so different there.

Have you been through the Capitol and the White House yet? Have you ever seen the President? Are you going over for the Easter party on the lawn? Don't forget to answer all my questions and tell me all about your new home.

Our class made a booklet about Denver. We are sending it to you to show in your room at school. If you can send us some pictures, we would like that. We are studying about a lot of different cities in the United States.

Alice has been absent. She had the chicken pox but she isn't very sick. She had the main part in our assembly play "Pioneer Days." Patricia is doing the part now.

We are all looking for letters from you.

With love,
Edith

3. Where does the greeting begin? This is called the *margin line*.

4. What does indentation mean? Every new paragraph should be indented.

5. Where is the closing placed? The signature belongs directly under the closing.

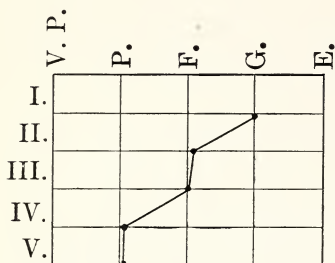
Notice that all words in the heading begin with capital letters. The greeting and the closing expressions begin with capitals, too. Commas are used between the name of the city and the state, between the day of the month and the year, and after the greeting and the closing.

KEEPING A LANGUAGE GROWTH RECORD

Here is a chart upon which you can mark your growth in letter-writing this year.

My Letter-Writing Chart	Very Poor	Poor	Fair	Good	Excellent
1. Is my letter courteous? Do I consider the interests of my reader?					
2. Do I write as though I were talking to the one who is to receive the letter?					
3. Do I know the proper form for heading, greeting, etc., and use it?					
4. Is my page neat? Do I have a margin all around the page?					
5. Are my spelling, punctuation, and handwriting good?					

Make a chart like it to mark three times this semester, using crayons of three different colors. Every time you write a letter, think of these points.



For each point on the chart mark the grade which you think you should have. Connect these points with crayon lines, as shown in the illustration at the left. Then you can tell on which points you need to improve.

On what points does the pupil shown in this chart need help?

SECTION II
SENTENCES

“Oh, Mother, we went out in a boat to fish and it was a big boat and we found a good place and Uncle stopped rowing and, boy! just as soon as we threw in our lines the fish began biting and we just kept hauling them in and here they are, look, aren't they beauties?” said Tommy, as he held up his string of fish for his mother to see.

“But wait a minute, Tommy. Take time to catch your breath. Then tell me one thing at a time. I can't think fast enough to understand those thoughts all run together that way.”

RAMBLING OR RUN-ON SENTENCES

Have you ever met anyone who ran his sentences together that way? Did you have trouble in understanding what he was trying to tell you? Perhaps you may even have this fault yourself. Do your thoughts run away with you?

Take time after every sentence to use a little silence as a period. It will make what you say seem more important. When several different ideas are *joined* together with the word *and*, we have a *rambling* sentence. Sometimes it is called a *run-on* sentence. Do you see why these names fit? A good sentence has only one main thought.

Practice 1 — Picking Out Rambling Sentences

The same thoughts are told below both in good sentences and in rambling sentences. From each pair, pick out the rambling sentence. Then read the good sentences. Remember the silence between sentences.

EXAMPLE:

a. We went to the circus and the elephants were given water before they performed.

b. We went to the circus. The elephants were given water before they performed.

The rambling sentence is *a.* Read the better sentences in *b.* Put a silence between the two sentences. Don't you like the sound better?

1. Tom leaned against the wall and suddenly the rock on which he pushed fell out.

Tom leaned against the wall. Suddenly the rock on which he pushed fell out.

2. The pitcher was waiting for the catcher's signal and all at once he began "winding up."

The pitcher was waiting for the catcher's signal. All at once he began "winding up."

3. They reached the cottage. It was just about dinner time.

They reached the cottage and it was just about dinner time.

4. I was awakened by Jake's noisy voice. He ordered me to get up.

I was awakened by Jake's noisy voice and he ordered me to get up.

5. The merry little elves laughed because they had played a joke. They ran away and hid themselves beneath the mushrooms.

The merry little elves laughed because they had played a joke and they ran away and hid themselves beneath the mushrooms.

6. Animal stories are my favorite kind of book. Sometimes I like a good mystery story, too.

Animal stories are my favorite kind of book and sometimes I like a good mystery story, too.

7. Mother lets me choose what we will have for dinner on my birthday and I got a bicycle from my grandfather.

Mother lets me choose what we will have for dinner on my birthday. I got a bicycle from my grandfather.

Practice 2 — Improving Sentences

Make these rambling sentences into good sentences. Use the silence between sentences. It will be the period in your spoken sentences.

1. The thermometer showed that it was ninety-eight in the shade and it was even too hot for swimming.

2. The ground seems to fall away from the airplane when it rises and a good pilot takes the plane up smoothly.

3. Byrd and his men thought the penguins very funny and while they were in Little America they took pictures of these birds.

4. The dust storm blew over the prairies and after it was over people had to clean everything in their houses.

5. Police dogs are supposed to like just one person very well and I wish I owned one.

6. Black bears have cubs just once in two years and the baby bears sleep with the mother bear in the cave all winter.

7. Bonfires spread easily if there is a wind and you should always build your fire away from dry grass because if you don't a spark might set the grass on fire.

8. Children all over the world play games and our games must seem as queer to Dutch children as theirs do to us.

A NEW KIND OF SENTENCE: THE EXCLAMATORY

You have learned two kinds of sentences, those that ask something and those that tell something. There is another kind of sentence that you will see in your reading books and want to write sometimes. You often speak this kind of sentence, so you should learn how to write it.

Oh, look, it has begun to rain!

I think it is raining.

Did you notice any difference in the way you read those sentences? One shows more surprise than the other. Read these next sentences:

Mother, I didn't know you were here!

Henry, we must not lose a minute!

There it is, the old flag again!

Dad, come quickly! Mary is hurt!

Run to the fire station!

In these sentences there is much excitement, fear, surprise, or happiness. The mark at the end

tells you to read the sentence as though you were excited. The mark is an *exclamation mark*.

***Practice 3 — Choosing Sentences that Show
Different Feelings***

Can you tell what feelings the person who spoke or wrote these sentences had? From the list of feelings choose the one that each sentence shows.

disappointment excitement fear
joy pain sorrow surprise

EXAMPLE: What a dive that was! (surprise)

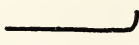
1. He didn't walk all the way!
2. You don't mean that!
3. Look out! The car is skidding!
4. It's ruined, my prettiest hat!
5. How cold it is up here!
6. A bandage quickly! He's hurt!
7. "Oh, not so hard!" said the boy.
8. What a gay party!
9. Harry's coming! Harry's coming!
10. Ouch, my foot is in the trap!

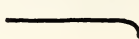
Notice that these sentences are short. Sometimes the reader has to imagine the whole thought from only a few words. When people are excited, they talk fast and leave out all words that they do not need. In the exciting parts of stories you will find this kind of sentence.

When you read sentences like these, you show by your voice that there is fear, surprise, pleasure, or some other feeling in the sentence.

Practice 4 — Picking Out Exclamatory Sentences

In some exciting story in your reader, see if you can find any sentences with the exclamation mark at the end. Read them to the class. You enjoyed making lines for questions and telling sentences last year.

EXAMPLE: Why didn't we stay longer? 

We promised to meet father. 

You will enjoy making lines to show how your voice goes when exclamatory sentences are read. One boy made a line like this:

Henry, we must not lose a minute!



The exclamation mark is very important, you see, because it tells you to read the sentence very differently from the way you read questions or telling sentences.

Practice 5 — Choosing the Right Ending Marks

You now know when to use each of the three ending marks for sentences. Put the right marks after the sentences below. Some of them are exclamatory sentences.

1. Many of the records about Columbus were lost
2. Do the Dutch people live in Holland
3. Some cities build "safety parks" for birds
4. Imagine crossing the desert in a car

5. Look, the toy airplane really flies
6. Did you enjoy the trip
7. Some eagles measure six feet from one wing tip to the other
8. Run, or we shall miss the parade
9. Do they water the land from those ditches
10. Why does a camel look so proud
11. New York city boys do not see circus parades
12. I am going early, aren't you
13. The Japanese children sent dolls to the American children
14. Why, it can't be ten o'clock already
15. How fast that airplane goes

Practice 6 — Taking Dictation

Write this paragraph as it is read, or *dictated*, to you. Begin each sentence with a capital letter and use the right ending mark after each sentence.

everyone in an Eskimo family has to work the men hunt seal and catch large fish the women take care of the skins and make clothes even the little children gather berries and bird eggs for the winter in the short summer the family works from early morning until late at night days are too short and the weather is too cold for work in the winter how would you like to have so little play time

Practice 7 — Writing the New Kind of Sentence

In the exciting parts of the stories you write, you will use this new kind of sentence, the *exclamatory sentence*. Try writing some of them. Make one sentence of each of these five suggestions:

1. What you might say after your first airplane ride.
2. What a little girl might say if she were given a bicycle to ride.
3. What someone might say about a car accident.
4. What a little boy might say if he wanted something very much.
5. What a child might say who saw a camel or an elephant for the first time.

We do not use so many exclamatory sentences as telling or asking sentences. You will want to know how to read and write one, though, whenever you need it.

REVIEW OF COMPLETE OR INCOMPLETE SENTENCES

You have learned in other grades how important complete sentences are. Practice 8 will show you whether or not you can tell when a sentence is complete and the meaning is clear.

Practice 8 — Deciding Which Are Sentences and Which Only Parts of Sentences

Number a paper from 1 to 10. If the group of words is a complete sentence, put *yes* after the number. If it is not complete, put *no* after the number.

EXAMPLE: *a.* Back in the distance *a.* No
 b. Suddenly my foot slipped *b.* Yes

1. Down the hill I stumbled
2. He spoke in a quiet, steady voice

3. When they pulled in their lines
4. One sunny, pleasant morning
5. With all of his strength
6. The biggest fish he ever saw
7. Peonies come up year after year
8. *Little Eagle* is a book about Indians
9. Indian drums and blankets
10. Sometimes big fish eat little fish

Did you make a perfect score on this practice?
If not, you need to work out the next practice.

Practice 9 — Making Complete Sentences

Parts of sentences are given here. What words can you add to make each line into a clear, complete sentence?

EXAMPLE: Without a pencil

Completed: Without a pencil I couldn't write my story.

(or) Can you work the problem without a pencil?

1. When the lake freezes over
2. The best baseball game of the season
3. Skating or sliding every day
4. Before I could swim
5. If you have a big back yard
6. Driving a car in rainy weather
7. If we could not read
8. Sleeping with your windows open

Practice 10 — Improving Sentences

In the report that follows are some good sentences and some poor sentences. Decide which are the poor sentences. Copy the report, making better sentences of those that need to be improved. Read your reports to the class when you finish.

Radio has been a wonderful help to people in trouble. Sometimes it has even been the means of saving lives.

A little girl in a hospital. The doctors decided that she must have blood from the arm of some healthy person drained into her arm if she was to live. No time to lose. The announcement was made over the radio. Within an hour more than a hundred people called at the hospital to offer their blood to save the little girl's life.

I remember another example. During a hard storm a river overflowed its banks and flooded the country for miles. Telephone poles were down and wires were broken. Cars on the highway. Driving toward the flood. By the radio many homes were warned and farmers all along the highways stopped travelers from running into danger.

Practice 11 — Making Sentences with Meaning

On the next page there are parts of sentences on both sides of the line. Can you match the parts in such a way that the sentences will tell something? Read the first part and add to it the right ending from the other side of the line.

- | | |
|--|---|
| 1. A reaper does the work | — many things upon |
| 2. The Egyptians carved | the walls of their |
| 3. May you come back
from vacation | buildings. |
| 4. The tallest building in
the world is | — healthier, happier,
and stronger! |
| 5. The eagle is called | — the king of all birds. |
| 6. Birds help man | — of many men in the
grain fields. |
| 7. One of the greatest
dangers to birds | — the Empire State
Building in New York. |
| | — is the cat. |
| | — by eating insects. |

SUMMARY SENTENCES

You know what a *sum* is in arithmetic. You put several numbers together to get one number for a *sum*. A *summary sentence* is one that puts together the important thoughts of several sentences. It adds them all together in one main sentence. The main thought of a whole paragraph can often be put into a summary sentence.

THE WHOLE PARAGRAPH:

In forests the ground is covered by a thick layer of rotting leaves, sticks, and other decaying parts of plants. This material is called *leaf mold*. It holds the water from rain and melting snow, like a big sponge. The water then trickles out slowly into springs or sinks slowly into the soil where the tree roots draw it in. This keeps the water from running off quickly and making floods. If it were not for forests, we should have more floods.

SUMMARY SENTENCES:

1. Forests save us from floods because leaf mold under them prevents water from running off quickly.
2. The water from rains and melting snow in forests runs off slowly so that it does not cause floods.

Can you make another summary sentence for this paragraph?

Practice 12 — Making Summary Sentences

In your geography and other classes you will need to be able to make summary sentences about what you read. Try making a summary sentence for each of these paragraphs:

1

Several years ago there was a terrible wind storm on the little island of Porto Rico. Houses were blown down, and one-third of the people were left without homes, food, or clothing. The American Red Cross took care of the people.

2

The Japanese people plant cherry trees for their flowers, not their fruit. Their cherry trees have more beautiful blossoms than ours. The Japanese people gave us some of their beautiful trees one time. These trees are now planted in Washington.

3

The deer shed their antlers once each year. The old antlers are rubbed off against tree trunks. The new ones are covered with soft hairy skin. Hunters call

this the "velvet." When the horns are grown out, the velvet rubs off.

After you have given good sentences for these paragraphs, turn to your geography books. Find a paragraph to read to the class. Then give a summary sentence for it.

TESTS ON SENTENCES

Test I — Writing in Sentences

To show that you know sentences, copy this paragraph, using capital letters and correct ending marks where they belong. Remember that:

Every sentence should begin with a capital letter.

Every sentence should end with a period, question mark, or exclamation mark.

DINING OUT IN EGYPT

a servant came into the room with steaming hot towels after we had washed our hands and faces the servant gave us tiny cups of coffee it was Turkish coffee, thick and black as ink we sat down to dinner at a large table knives, forks, and spoons lay on the white linen tablecloth the Egyptians serve only one thing at a time first we had rice soup then spaghetti was brought to the table then the servants brought in duck, vegetables, and rice we had a clean plate for each kind of food wasn't that an odd way to serve

When you have written the paragraph correctly, you will find it much easier to read than it is without capitals or periods.

Test II — A Dictation Test

Write this paragraph as your teacher dictates it to you. Divide it into sentences by putting capital letters and ending marks where they belong.

your feet will grow straight and strong if you take care of them they need exercise like the rest of your body they need shoes that fit well short or narrow shoes will crowd and bend your toes shoes should fit close around your heels so they will not slip when you take off your shoes at night give your feet some exercises rise on your toes ten times pretend you are picking up marbles with your toes you will always be glad to have strong feet

Test III — Good and Poor Sentences

You should now be able to tell:

When a sentence is complete and clear.

When only part of a sentence is given.

When a sentence is rambling.

In this test there are sentences of all three kinds. Number a paper from 1 to 15. Put a letter after each number to describe these fifteen sentences. Use *S* for the good sentences, *P* for the parts of sentences, and *R* for the rambling, or run-on, sentences.

1. In our basement we have a shower bath
2. When we have a picnic
3. Ice cream can be covered with chocolate and I like cherry pie
4. Do you know where to find frogs' eggs

5. As he passed the circus tent
6. Eskimo women chew the men's boots
7. Baby ducks learn to swim and sometimes we go to the park
8. Under the big elm tree
9. Harold made a home run
10. When the storm came, I was afraid
11. When the hailstones fell
12. Fruit is good for you and Mother makes cookies for me
13. In Holland now people's clothes are much like ours
14. We saw the flood pictures in the news reel
15. Because I cannot swim

Test your ears as well as your eyes. Fold your paper so that you cannot see the letters that you wrote down. Number again from 1 to 15. As your teacher reads each line, write *S* for good sentences, *P* for parts of sentences, and *R* for rambling sentences. Score your answers on both tests. Are your ears as good judges of sentences as your eyes are?

SECTION III

PARAGRAPHS

Have you ever picked up tacks or steel shavings with a magnet? Did you find out that the magnet wouldn't pick up everything? A needle would cling to the magnet, but a pencil would not. Your father probably told you that a magnet draws to itself only things that have iron or steel in them.

Your magnet is like a good paragraph. The topic of the paragraph is the magnet itself. The sentences that make up the paragraph are like the tacks that are drawn to the magnet. Only sentences that have something about the main paragraph thought in them should be put into the paragraph.

THE MAIN THOUGHT

If you make good paragraphs, you must have clearly in mind the main thought. Being able to find the main thought, or topic, in other paragraphs will help you to make better paragraphs of your own.

Practice 1 — Finding the Topic

Does Paragraph 1 tell about "The Boy Scout Tree Doctors," or "Cutting Down Trees," or "Boy Scouts on a Hike"?

1

Boy Scouts learn to take care of trees. They are fine tree doctors. The boys hoe the ground and keep weeds from growing near the young trees. When trees have decayed places, the Scouts dig out the rotten wood. Then they paint the hole with tar, and afterwards fill it with cement. The tree becomes well and strong after that.

What is the topic of Paragraph 2? Of Paragraph 3? Several of you may have good topics to suggest for the main thought.

2

In the mountains of North Carolina men have made a lake. They blocked up a little mountain stream. The water had nowhere to go except to spread out over a hollow place between the hills. Slowly a pond was formed. As the water came down from the hills in the spring, the pond grew bigger until it had become a lake. After six months the lake was twenty-seven miles around the edge.

3

The Rose Parade on New Year's Day in Pasadena, California, is a beautiful thing to see. About ten o'clock in the morning, down the broad street come the cars, driven slowly so that you can enjoy the beautiful decorations. The cars are so covered with flowers that you cannot even see the wheels. Sometimes the floats look like big houses, a peacock, or a dragon. The car is hidden beneath a wire frame. Flowers are put into the wire so close together that you see nothing but the lovely colors in some beautiful shape and design. Millions of flowers are used on the floats.

KEEPING TO THE POINT

Every sentence in the paragraph should be about the topic. Sometimes people jump from one topic to another; then it is hard to follow their thoughts.

***Practice 2 — Testing Sentences with
the Topic Thought***

In each of these three paragraphs there is one sentence that does not belong to the topic. Which is it?

CLOTHING ONE ANOTHER

In different parts of the world people make cloth that goes far away to be made into clothes for other people. Cotton from our farms in the South is sent to China and to other lands. Silk from the silkworms in Japan is worn in our country. The linen from Ireland is made into dresses in France. Meat comes from our western farms, too.

WINTER FUN

Winter carnivals are held each year in the North. There are skating races, ski-jumping contests, and toboggan slides. Many people go ice-boating on the frozen lakes. Everyone wears warm clothing, and takes part in the fun. I like to swim in summer.

MEASURING TIME WITH A CANDLE

A long time ago before there were any clocks or watches, one wise king measured time with a candle. He marked off the candle with stripes around it. When the candle burned down to the first stripe, about

an hour had gone by. You see how people could tell when two or three hours had passed, don't you? This king fought many wars.

BUILDING IDEAS WITH SENTENCES

Every sentence in the paragraph should add something about the main thought. Sometimes one of the sentences will halt your thought, as one automobile can halt a whole line of cars in traffic. Each sentence should carry the thought along. No sentence should just repeat the thought of the sentence before it.

Practice 3 — "Keeping Traffic Moving"

Which sentence in each of these two paragraphs is "holding up traffic" by repeating ideas?

OUR NATIONAL SONG

Until a few years ago our country had no special national song. Then a law was passed that made "The Star-Spangled Banner" our real national song. They made it our national song. We have sung this song for many years. Now the people of other countries think of it as the American national song.

A WELCOME FOR THE FAMOUS

When any famous man or woman comes to New York, there is a big parade on Broadway. People lean out of the office windows and wave and throw down torn-up papers and colored streamers. Crowds stand along the street curb. The famous person is carried along the street in an automobile filled with flowers. Motorcycle policemen clear the way. You would

never forget the excitement and thrill if New York gave you such a welcome. You would always remember the excitement.

MAKING A GOOD START

If you have ever been in a race, you know that a good start is important. If you want to interest someone in what you are saying, a good start is important, too. Have you ever listened to someone who took so long to get started on what he was telling that you wondered what he was going to tell? In making a paragraph, let your first sentence show what you are talking about.

You would know that this sentence was going to begin a paragraph about safety and traffic rules:

Driving would be easier and safer if all cities had the same traffic rules.

Can you tell from this first sentence what the main thought of the paragraph will be?

Many interesting things happen every day.

A dull letter-writer may begin his letter by writing:

I thought I would just sit down and write a letter to you today.

Don't waste time and tire your listeners by using sentences that really mean nothing. Start right out to talk or write about *something*, and make your first sentence tell what that something is. Then it will be a real *topic sentence*.

*Practice 4 — Discovering the Topic from
the First Sentence*

If these are good first sentences, you should be able to guess what the topic of the paragraph will be. Can you? Are Sentences 4 and 6 as good as the others?

1. In a sailboat race the important thing is to know how to handle the sails.

2. Did I ever tell you about the time when I was homesick?

3. Using a road map is easy if you know what the lines and marks mean.

4. The keepers were sure they would be safe together.

5. Our dog seems to know which people will be his friends as soon as he meets them.

6. It was a long time ago.

7. We have playground rules at our school, so that everyone can play safely.

Practice 5 — Making Good First Sentences

Think of a good topic for a paragraph. You can use one of these that follow or one of your own. Make up a good first sentence. Give it to the class orally. If they can guess what your topic is, you have probably made a good start with your first sentence.

Hunting with Dad

Being Saving

A Funny Mistake

Birds Are Friends

Keeping Cool in Hot Weather

KNOWING WHEN TO STOP

There is one other important rule about making good paragraphs. Stop when you have told what you wanted to say. Some people drag out the ending of a paragraph as they drag out their farewells when they leave a friend's home. Let your last sentence give an important idea on the main thought. Do not spoil it by adding another. Have you ever had a letter that ended with this useless sentence?

Well, I think I'll have to stop writing now.

Can you think of other times when people did not know how to end what they were saying or writing?

Practice 6 — Finding the Place to Stop

Some of these paragraphs have good ending sentences. Others do not. Read them carefully. Tell which ones end well. Your test is, "Does the last sentence tell something new, important, and interesting about the topic?"

THE BEGINNING OF ARITHMETIC

Before people knew much about arithmetic, as we study it today, they used their fingers for counting. Of course, that meant that they counted by fives and tens. So today we have ten pennies in a dime and ten dimes in a dollar. Our number *twenty-three* really means two tens and three. How do you suppose early man showed someone that he wanted twenty-three skins or twenty-three arrows? How do you think he showed it?

NEW PIONEERS

There are pioneers today just as there were in the early days of our country. These new pioneers may be flying over miles of ice and snow in the coldest places in the world. They may be trying a new kind of airplane to see if it is safe for flying. They may be working on something that will cure many of the sick. These new pioneers need just as much courage and patience as the pioneers who built their homes in this strange land years and years ago.

MAKING CARTOON MOVIES

Whenever I see one of those funny movies of animals or bugs, I think of all the people and work that were needed to make it. The story is made up first. Then someone draws pictures of the important happenings. After that, dozens of people are put to work drawing the pictures that go between these important ones. Each picture has to be just a little different from the one before. If a rabbit is to be shown hopping, the changes in his feet and body are made a little at a time. When the pictures are run through the machine, the rabbit seems to be moving. That is why the rabbit seems to move.

AN EASY WAY TO MAKE PUPPETS

We always thought a puppet show was too much work until we learned an easy way to make puppets. We bought a lot of big colored rubber sponges. These we cut to make animals and people. We fastened arms and legs and heads on with rubber cement. By using different colors we could make Peter Rabbit and Brer Fox and other puppets look very real. The rubber

sponge was soft; so the ears and tails wiggled when we moved them, as though the animals were alive. You can make these rubber puppets in just a little while.

JUDGING YOUR PARAGRAPHS

You can judge your paragraphs by these standards that you have now learned.

Standards for a Good Paragraph

1. Every paragraph should have a main thought or topic.
2. Every sentence in the paragraph should be about the topic.
3. Each sentence should help to build the paragraph by adding a new, important idea about the topic.
4. The first sentence should give the paragraph thought a good start.
5. The paragraph should end with an interesting, lively sentence.

Whenever you need to write paragraphs this year, turn to these standards and test your paragraphs by them. The standards will fit either your oral or your written paragraphs.

WHEN DO YOU USE A PARAGRAPH?

Every time you say or write several sentences about the same thing you have a chance for a good paragraph. Here are some of the times at school when you give oral paragraphs:

When you give a current event report

When you give a report on a book you have read

When you give a talk in your geography class on something you have read

When you tell something that happened on a trip or at home

Here are some times when you probably write paragraphs:

When you write a letter for or with your class

When you write something for your class newspaper

When you keep a diary of the things you are studying in school

When you write a report to read in a program on "Butterflies" or "Switzerland" or whatever you are studying

A Practice Test

Write out a paragraph about something that you are studying in health, nature, reading, or geography. Look at the standards just before you write. Make the best paragraph that you can. Read it to the class. Have them tell you whether or not you followed all the five rules.

SECTION IV

WORD HABITS

Do you ever wonder how a baseball player can bat a ball for a home run, time after time? He has practiced until his mind, eyes, and arms work together perfectly. You haven't always been able to throw a ball straight or bounce a ball without missing it. You have practiced until your hands and arms have the habit of doing what you wish.

Habits may either help you or cause you trouble. Name some habits of both kinds.

If you want to stop a poor habit, the best way is to make a good habit to take its place. This change does not take long, if you think about it hard enough right at the start. How long did it take you to learn these three good habits?

To hang up your coat and hat when you come into the house

To put your playthings away when you stop playing
To say "Please" and "Thank you" at the right times

You use some words so often that you say them almost without thinking. Then your speech is a *habit*. If you have good speech habits now, you will probably always speak well. If you have poor speech habits, you can change them now more

easily than you can later. Every time you say a word wrong, you make that bad habit stronger. Poor speech habits are like measles. You catch them from other people who have them. Then you must work hard to get rid of them.

People sometimes have some sickness that they do not know about. You may have poor speech habits, too, that you do not know you have. Most people have a doctor's examination at least once a year to be sure that they are well and strong. Your teacher is your language doctor. She will make an examination of your word habits at the beginning of the year. You can help her by watching your own word habits. When you have been told what poor word habits you have, it will be your own work to correct them, just as you would work hard to get well by following a doctor's directions.

EXAMINING YOUR WORD HABITS

Test I — Testing Your Eyes

Some of these thirty sentences are correct. Others have words in them that are not correct. Number a paper from 1 to 30. After the number write *correct* if all the words in the sentence are good usage. If not, write the sentence, using a better word or words for the poor word.

EXAMPLES:

- a. Where have I seen you before?
- b. This is the book what I want.

ANSWERS:

- a. Correct
- b. This is the book *that* I want.
 1. The bus had gone when I arrived.
 2. The dentist ain't in his office after five.
 3. The ball went through the window when we threw it.
 4. How much have you grew this year?
 5. Mother and I will meet you at noon.
 6. We come to get your magazine after you had gone.
 7. Tad seen the circus twice.
 8. Max and me like to go fishing together.
 9. This isn't the same road, I'm sure.
 10. We threw our coats on the ground and had a race.
 11. Wild grapes grewed along the fence.
 12. Seven boys came to the club meeting.
 13. Bring the box what is on the table.
 14. The boys have done most of the hard work.
 15. Have you ever seen the Northern Lights?
 16. We have went swimming later than this.
 17. Who done this?
 18. Give me the ticket that he left for me.
 19. Where was you yesterday?
 20. Charles has ate up most of the cake.
 21. The doctor ask me how I felt.
 22. The dog run just as fast as I did.
 23. Has the lake frozen over yet?
 24. The boy was sorry that he had wrote in the book.
 25. The stone had broken the window.
 26. He threwed the towel over the chair.
 27. Have you chosen your captain yet?

28. The chairman has spoke about the report.
29. How tall you have grown!
30. They was nobody at home.

Test II — Testing Your Ears

Before you can improve your word habits, your ears must be trained to hear the difference between good and poor words. Then you will notice your own mistakes and correct them.

Number a paper from 1 to 20. As these sentences are read to you, put a *C* after the number if all the words are correct. Put an *M* after the number if you hear a mistake in the sentence.

1. You are my choice for captain.
2. We ain't used our radio for a week.
3. The boys have took their suppers with them.
4. The fish begun to bite as soon as we threw out our lines.
5. Have you wrote to your uncle to thank him for your book?
6. You were away in the car when we left.
7. The leaves aren't so pretty this year.
8. Was that cup broke at the party?
9. He couldn't remember what he had ate.
10. We run when we heard the bell.
11. The river is all frozen over now.
12. Was you planning to go?
13. Ain't the other boys playing with us?
14. Have you give your old clothes to the poor?
15. How long have you knew those people?
16. There is six books on the table.
17. Bob and I haven't any money.

18. Them apples are not ripe yet.
19. Is that money all yourn?
20. He ran after the fire truck.

From these two tests and from the reports of your language doctor, who has been examining your word habits, you can decide what practices you need to work upon to improve your word habits.

IMPROVING YOUR WORD HABITS

Four things will help you to correct and improve your word habits.

1. *You must know what words you do not use correctly.* That is why you have taken these tests and asked your language teacher to study your word habits. Look over the list of common errors. Do you make any of those mistakes?

2. *You must really want to improve your speech and writing.* Practice will not do you any good unless you really want to form the better word habit.

3. *You must keep on practicing until the correct form sounds right to you and you use it without having to think whether it is right or not.*

4. *You should try to correct a few mistakes at a time.* If you practice on too many at once, it will be hard to form the right habits.

A List of Common Errors

From this list make up the list of word habits you need to practice upon. Will all of you need to practice on the same list? Perhaps you will

need to put some words on your list that are not given here.

WRONG

he *ain't*
 you *ain't*
 I *ain't*
me and Mother went
throwed the ball
 the plants *growed*
 he *knowed* it
 we *seen*
 he *done* it
 the dog *run* fast
 he *come* too late
 he *has* grew
 he *has* ate
have did the work
have went swimming
has froze
had wrote
was broke
have took
have give
them apples
 the box *what* he had
 you *was* tired

RIGHT

he *isn't*
 you *aren't*
 I'm *not*
 Mother *and I* went
threw the ball
 the plants *grew*
 he *knew* it
 we *saw*
 he *did* it
 the dog *ran* fast
 he *came* too late
 he *has* grown
 he *has* eaten
have done the work
have gone swimming
has frozen
had written
was broken
have taken
have given
those apples
 the box *that* he had
 you *were* tired

Gone, Seen, and Done

Practice 1 — Reviewing Gone, Seen, and Done

Read these questions and call on someone in the class to read each answer, putting in the right word.

Remember that *gone*, *seen*, and *done* all need some helping word like *has*, *have*, *had*, *is*, or *was*. The words that are used without helpers are *went*, *saw*, and *did*.

1. What *have* you *done* to that picture? I *haven't* ----- anything to it.

2. How long *have* they *been gone*? They *have been* ----- more than an hour.

3. Did you see them before they *went*? No, they ----- while I was asleep.

4. Where *have* I *seen* you before? You *may have* ----- me at church.

5. Do you know who *did* the painting? No, it *had been* ----- when I came.

6. The circus *went* down this street, didn't it? I don't know. It *had* ----- before I got here.

7. *Have* you ever *seen* a glider? Yes, I ----- one flying at the fair.

8. Could they *have gone* to the park? No, I think they *have* ----- swimming.

9. What birds *have* you *seen* in the woods? I *have* ----- cardinals and woodpeckers.

10. Who could *have done* that to the birds? I think the cat ----- it.

Isn't and Aren't

Practice 2 — Reviewing Isn't

Sometimes children use *ain't* instead of the right word, *isn't*. *Ain't* is one of the mistakes that you should try very hard to correct.

Read aloud the sentences on the next page.

1. My cap *isn't* where I left it.
2. Your name is Ned, *isn't* it?
3. *Isn't* this a beautiful day!
4. He *isn't* going with us, is he?
5. That *isn't* the way to do it.

Put the right word in the blank spaces, and read the sentences to the class.

1. Why ----- he here when he said he would be?
2. ----- this the wrong package?
3. The garden ----- doing so well this spring.
4. That ----- my book.
5. ----- that ball out of bounds?
6. Why ----- there school next Monday?
7. Mother ----- coming with us.
8. The color ----- as dark as I like it.

The word *ain't* is often used in place of *aren't*, too. When you are talking of more than one person, you should say *they aren't* or *we aren't*. *Aren't* is used with *you* whether *you* means one or more than one person. You will need much thoughtful practice if you have the *ain't* habit.

Practice 3 — Using Aren't

Read these sentences aloud:

1. There *aren't* any children absent today.
2. Cotton clothes *aren't* so warm as woolen.
3. Dad and Mother *aren't* going to the picnic.
4. Why *aren't* the flowers blooming?
5. You *aren't* tired yet, are you?

6. All of you *aren't* going to ride in one car, are you?
7. We *aren't* going swimming until sundown.
8. There *aren't* many fish in this lake.

Read these sentences, putting *aren't* in the blank spaces.

1. The lights ----- burning on your car.
2. The trappers ----- afraid of the cold.
3. Why ----- you packing your suitcase?
4. There ----- many signs on this road.
5. You ----- going to climb to the top, are you?
6. There ----- any pennies in your bank.
7. ----- you tired of reading by this time?
8. The lunch baskets ----- where you left them.

Your hardest problem will be to decide whether to use *isn't* or *aren't*. Remember that if you are talking about one person or thing, *isn't* is the word to use. If you are talking of more than one person or thing, or using the word *you*, *aren't* is the right word to use.

EXAMPLES:

The car *isn't* in the garage. (There is just *one* car.)

She *isn't* my cousin. (*She* is just *one* person.)

Those schools *aren't* very far apart. (There are *two* schools.)

Aren't you Mr. Alfred's son? (*Aren't* is used with *you*.)

Practice 4 — Using Isn't and Aren't Correctly

Put *isn't* or *aren't* in each of these sentences:

1. Which boy ----- afraid to dive first?
2. Those arithmetic problems ----- hard.

3. ----- you going to play baseball with us?
4. ----- Betty your neighbor?
5. Labor Day is on Monday, ----- it?
6. ----- those your carpenter tools?
7. That road ----- so smooth as this.
8. ----- the colors in our flag the same as those?
9. The glass ----- cracked.
10. You ----- waiting for me, are you?

Other Words That Need Helpers

There are other words that need a helping word like *have, has, had, is, are, or was*. *Eaten, written, taken, broken, frozen, and chosen* are some of these words.

Words that mean the same, but are used without helpers, are *ate, wrote, took, broke, froze, and chose*.

Practice 5 — Using Eaten, Written, and Taken

Put the right word in the blank space in each sentence. The word at the end of the line will help you by telling you the meaning.

1. They have ----- the flowers to the hospital.
(take)
2. The Chinese have ----- rice for years and years. (eat)
3. Eugene Field has ----- many poems. (write)
4. Many children have ----- interesting stories.
(write)
5. They have ----- down the decorations. (take)
6. Have the plants been ----- inside for the winter? (take)

7. This paper is ----- more clearly than that.
(write)
8. Have you ----- your breakfast? (eat)
9. They have ----- all the sandwiches. (take)
10. The address has been ----- clearly. (write)

Practice 6 — Using Broken, Frozen, and Chosen

Put the right word in the blank space in each sentence. The word at the end of the line will help you by telling you the meaning. Notice that there are helping words in all these sentences.

1. Freezing has ----- the pipes. (break)
2. The water in our car radiator has -----.
(freeze)
3. Has the lock been ----- long? (break)
4. The cream has ----- in the icebox. (freeze)
5. The people have ----- their governor.
(choose)
6. The club has ----- its rules. (break)
7. The ice has ----- over the lake. (freeze)
8. Yellow and blue were ----- as our colors.
(choose)
9. The window was ----- during the game.
(break)
10. Seven is the number he has ----- (choose)

Began and Ran

Began and *ran* are two more words that some of you need to study. Read this sentence:

School *began* on the first Tuesday in September.

Some children use *begun* in that sentence, but *begun* is another word that always needs a helper like *have, has, had, is, or was*.

The band *had begun* to play.

Practice 7 — Using Began and Begun Correctly

Copy these sentences, putting *began* or *begun* in the blank spaces. Be sure you understand the examples just given.

1. Thanksgiving Day ----- the year after the Pilgrims landed.
2. Children *have* ----- to play golf.
3. I ----- to sew when I was playing with dolls.
4. *Have* you ----- to read *The Norwegian Twins* yet?
5. The radio ----- to crackle and bang.
6. The leaves *have* ----- to fall already.
7. Our tent ----- to leak.
8. Max *hasn't* ----- his music lesson yet.

Ran is used without a helper, too. *Run* is the right word to use with a helper.

We *ran* all the way to the library.

He *had run* farther than the other boys.

Practice 8 — Using Ran and Run Correctly

Copy the eight sentences, using *ran* or *run* in the blank spaces. Study the two examples.

EXAMPLES:

The boat *ran* aground on a sand bar.

That's the longest race I *have* ever *run*.

When you have written the sentences, read them aloud to the class.

1. We ----- into the car because it had no tail lights.
2. Carl ----- to get the paper away from the dog.
3. The girls *had* ----- into the house during the storm.
4. The stream ----- slowly in that place.
5. Our supply of paint *has* ----- out.
6. The player ----- down the field with the ball.
7. He ----- the car into a parking space.
8. What films *have* they ----- this afternoon?

You Are and You Were

We all use the word *you* many times every day. If you have the habit of using the wrong words with it, you should start right away to correct your habits. The oftener you say the wrong words, the harder it is to change your habits.

Are and *were*, not *is* and *was*, are the words to use with *you*.

Practice 9 — Using You Are and You Were

Read these sentences aloud:

1. *You were* going riding when I saw you.
2. *You are* walking too fast for me.
3. Where *are you* camping this summer?
4. What *were you* doing with those balloons?
5. How far *are you* going on your trip?
6. What *were you* saying when I came?
7. *Aren't you* coming along?
8. *Weren't you* surprised?

Practice 10 — Using Are and Were with You

Read these sentences, filling the blanks with *are*:

1. If you ----- in New York, go to see the ocean steamers.
2. When you ----- older, you can drive the car.
3. You ----- sunburned.
4. ----- you having a good time?
5. When ----- you going to wash the car?
6. -----n't you getting sleepy?

Read these sentences, filling the blanks with *were*:

1. While you ----- studying, I made a map.
2. If you ----- a year older, you could be a Scout.
3. ----- you ever in Canada?
4. What food ----- you planning for the picnic?
5. You ----- my choice for captain.
6. -----n't you interested in that book?

Is, Are, Was, and Were

Is and *are*, *was* and *were*, are hard words to use correctly. Either *is* or *was* is correct when you are talking of one person or one thing.

That *box was* too long. (One box)

She is my best friend. (One girl)

There *is* the *ball* you lost. (One ball)

Either *are* or *were* is correct when you are talking about more than one person or thing.

Those *leaves are* moving in the wind. (Several leaves)

We were planting bulbs in our garden. (More than one of us)

There *are* four *books* that I want to read. (More than one book)

Practice 11 — Using There Is and There Are

Read the questions. Call on someone to answer each one. Remember to use *is* and *are* correctly.

1. How many days *are there* in June? There -----
2. How many children *are there* in your room?
There -----
3. *Isn't there* a fairy story in your reader? There -----
4. *Is there* a holiday in May? There -----
5. How many boys *are there* in your room? There -----

Practice 12 — Using Is, Are, Was, and Were with There

Some of these sentences are correct. Others have the wrong word used with *there*. Number a paper from 1 to 10. After each number put *C* if the sentence is correct. If the sentence is not correct, write the word that should be used in place of the underlined word.

Use is or was when talking about one.

Use are or were when talking about more than one.

1. There are beautiful colors in the rainbow.
2. There is two large elm trees in our yard.
3. There were a bird's nest near our porch.
4. There are two roads from here to Milwaukee.
5. There was too many cars in the way.
6. Was there a sign on that road?
7. Was there elephants in the circus?
8. Wasn't there a sandwich left for you?

9. Weren't there more flowers than you wanted?
10. Were there a letter for me?

Ours, Yours, Theirs, Hers, and His

Ours, yours, theirs, hers, and his are words to watch carefully. Sometimes people make mistakes and say *ourn* or *yourn* or *hisn*. Just a little practice will help you to say these words correctly.

Practice 13 — Using Ours, Yours, Theirs, Hers, and His

Read these sentences aloud. Pronounce the underlined words very clearly.

1. Are these marbles yours?
2. Mrs. Andrews said the flowers were ours.
3. Is the house on the corner theirs?
4. Ben asked if the dog were his.
5. The coat on the chair is hers.
6. It isn't mine, it's his.
7. Those crayons are yours.
8. The plan was not mine but theirs.
9. The first desk in this row is hers.
10. Father says that the pony is ours.

Practice 14 — Using Ours, Yours, Theirs, Hers, and His

Fill in the blank space with the word that means *belongs to you, to him, to us, to them, or to her*. The word at the end will tell you which word to use.

1. Those flowers are ----- (her)
2. Is this swimming suit -----? (you)

3. You can always tell which room is -----.
(him)
4. Are you sure this car is -----? (them)
5. That puppy looks like ----- (us)

Practice 15 — Using What and That Correctly

What is used in asking a question.

What is the price of the tickets?

It should not be used for *that* in sentences like these:

Is this book the one *that* you wanted?

Those are the sandwiches *that* Nora made.

Read these sentences aloud, using *that* in the blank spaces.

1. You are the partner ----- I chose.
2. This is the basket ----- we used.
3. Where is the house ----- burned?
4. This is the storm ----- we expected.
5. Is Helen bringing the flowers ----- we picked?
6. Yellow is the color ----- I enjoy.
7. Is this the address ----- we are looking for?
8. Chrysanthemums are flowers ----- last a long time.

PRONUNCIATION

The habit of pronouncing words clearly is very important. Your dictionary will tell you how the word should be pronounced, but you will have to form the habit of saying it correctly.

*Practice 16 — Pronouncing Words about
Language*

You have had some new words to learn in your language work this year. Can you pronounce them all correctly?

abbreviation	capitalize	directory
address	contraction	exclamatory
apostrophe	conversation	punctuation
arrangement	dictation	quotation

If you cannot pronounce them, use your dictionary. Notice that they are arranged in alphabetical order, as you will find them in the dictionary. Pronounce each word clearly several times.

*Practice 17 — Pronouncing Common Words
Clearly*

Listen to the way in which you and your classmates pronounce common words. Which ones are not said clearly? Make a list of the words that your class needs to practice. Are any of these words among them?

again	would have	get	because
let me	picture	pretty	just
used to	can't you	often	wouldn't

A Test of Word Habits

Take this test of your word habits after you have studied all these practices. Some of these sen-

tences are correct. Others have incorrect words in them.

Number your paper from 1 to 25. After each number write *C* if the sentence is correct. If there is an incorrect word in the sentence, *write the correct word* on your paper.

- EXAMPLES: 1. That tall vase is hern.
2. The boys have eaten their lunch.

- ANSWERS: 1. hers
2. C

1. The vacation has went too fast.
2. What have they done with the old balls?
3. He seen the mistake right away.
4. The crippled girl liked the doll what I gave her.
5. Father has went to the office.
6. Cecil and me are planning a trip.
7. He ain't the best player on the team.
8. The angry pitcher threw the ball on the ground.
9. Daisies growed all over the field.
10. Father had ate before we got up.
11. That's the first poem I have ever written.
12. Has he took you to his workshop yet?
13. The cookies were all broke when we opened the box.
14. The bells and whistles begun to sound.
15. I am almost froze.
16. The man run to the firebox to put in an alarm.
17. We ain't the first ones here, are we?
18. You are the best reader in the class.
19. Where was you when I called?
20. There is a fine movie in town.

21. There is some good books about the jungle.
22. Are you sure this money is ours?
23. They made the cake; so what is left should be theirn.
24. Are those pears ripe?
25. I don't believe the fault is yourn.

SECTION V

CAPITAL LETTERS

Capital letters are pointers. They point out the beginnings of sentences. They also point out names of people, cities, streets, holidays, and many other special things. We would be surprised if we saw a story printed all in small letters. It might even be hard for us to read.

Letters or stories that you write are just as hard to read if you do not use capitals where they belong. Last year you learned the rules that you needed most to know how to use. This year you will learn more rules for using capital letters.

TESTING WHAT YOU HAVE LEARNED

This is a test of what you learned in the third grade about capital letters. Each of these ten sentences has one or two words that should be capitalized. Number your paper from 1 to 10. After each number write correctly the word or words that should be capitalized in the sentence. Give the class your reason for writing those words with a capital letter.

1. We all like that poem by rose fyleman.
2. Father said that i should know how to swim.
3. Our club goes for a hike every saturday.

4. I am always tired of vacation when september comes.
5. would you like to camp all summer?
6. There is a filling station on fifth street.
7. The World's Fair was in chicago.
8. People go to florida for the winter.
9. The United States is the only country that celebrates thanksgiving day.
10. This must be the wrong road. did you watch the signs?

When you have corrected your test paper, you can tell which of the rules that follow you need to study.

Review of Third-Grade Rules

Can you use all these rules correctly?

Begin with a capital letter:

1. The names of people

Adam Beckwith

Robert Louis Stevenson

2. The word *I*

Are you taller than I?

I like to go to the museum.

3. The names of the days of the week

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday are the days of the week.

4. The names of the months

Our coldest months are December, January, and February.

The spring months are March, April, and May.
The autumn months are September, October, and
November.

June, July, and August are warm months.

5. Every sentence

Why is it still warm after the rain?

There are three hundred sixty-five days in a year.

6. The names of streets

The library is on Carlton Avenue.

The bus runs on Bartlett Street.

7. The names of cities

On our trip we stopped in Denver, Salt Lake City,
San Francisco, and Los Angeles.

8. The names of states

Massachusetts, New York, Virginia, and North
Carolina are eastern states.

Winters are warm in Mississippi, Texas, Louisiana,
and Alabama.

On the western coast are Oregon, California, and
Washington.

9. The names of holidays

We call the Fourth of July our country's birthday.

There are about three weeks between Thanks-
giving and Christmas.

If you play baseball, you know how much you
need to practice before you get the habit of pitching
the ball well. You have to think about each ball
as you throw it, too. Just tossing the ball any way
will not make you a better pitcher.

Your habits of writing are just like that. You need to practice and to think about the habit you are trying to build. Some review practices for capital letters are suggested here.

Practice 1 — Making a Class Directory

Make a directory that will give the names and addresses of each pupil in your class.

Arrange the names alphabetically by the last names. These names are arranged in that order:

William Anderson
Sam Barton
Dorothy Clayton
Helen Mitchell

The directory can be made on the blackboard. You may each make a copy. Which two rules for capitals will you be practicing in this exercise?

Practice 2 — Planning a Trip

Collect some road maps to bring to school. Plan a two weeks' auto trip. Make a list of the cities and states that you could visit. You may each write your list on the blackboard, so that the other children can follow your trip on the map with you.

Which two rules for capitals are you practicing in this exercise?

Practice 3 — Making a Holiday Calendar

Get a big calendar for your classroom. It should be one that has the holidays marked in colored

figures. Beginning with September, make a list of the holidays, the days of the week, and the time of the year when they come. You will find this holiday calendar very useful. One day in your list may look like this:

Halloween — Thursday — October 31

What three rules for capitals will you be practicing in this exercise?

NEW RULES FOR THE FOURTH GRADE

You will study several new rules for capital letters this year. You have probably noticed that your geography and reading books use a great many capital letters for which you do not know the reason. Some of these will be explained to you now. Then you can use the rules correctly, too.

1. The names of *countries* begin with capital letters.

People came from *England*, from *Spain*, and from *Holland* to settle in *America* in the early days.

Lindbergh went to *Mexico* for our country.

2. The name by which the *people of a country* are called begins with a capital letter.

The people of Holland are called the *Netherlanders*.

The home of the *Swiss* is Switzerland.

The *French* are the people of France.

The *Canadians* live in Canada.

3. The names of *rivers* begin with capital letters.

The longest river in our country is the *Mississippi River*.

The city of Washington is on the bank of the *Potomac River*.

The scenery along the *Hudson River* is beautiful.

The *Nile River* is in Egypt.

4. Every line of poetry begins with a capital letter.

In a story every sentence begins with a capital letter.

In a poem, every line, whether it is the beginning of a sentence or not, should have a capital letter.

Little brown potato,
You have so many eyes,
I'm sure that you must see everything
From the earth up to the skies.

— CLASS POEM

5. The first word of a *direct quotation* begins with a capital letter. When you tell what someone else has said, you are *quoting*. A *direct quotation* is the exact words that the other person said. In these sentences the exact words of the speakers are underlined. They are the *quotation*.

The officer said, "The speed limit is twenty-five miles."

"Will you buy my ticket, too?" the boy asked.

Even though the quotation begins in the middle of the sentence, it should begin with a capital letter.

The postman said, "There are two cents due on this letter."

The waitress said, "Will you have fruit or cereal?"

Practice 4 — Capitalizing the Names of Countries

Rule 1. The names of countries should begin with capital letters.

There are many countries in the world. Our own United States is one. Put a list of other countries on the blackboard.

Copy these sentences, putting the right capital letters in the blank spaces:

1. There are many mountains in __witzerland.
2. Children in __apan wear kimonos.
3. The Queen of __pain gave Columbus his ships.
4. Dikes keep the sea from flooding the country of __olland.
5. At Detroit you can drive over a bridge into __anada.
6. Many of our soldiers were sent to __rance during the World War.
7. You can see the "Midnight Sun" in __orway.
8. The people of __taly have very dark hair and eyes.

Practice 5 — Capitalizing the Name of the People of a Country

Rule 2. The name by which the people of a country are called should begin with a capital letter.

Notice the ten countries and the ten peoples in this list. Sometimes the name of the people is very much like the name of the country, as *Russians* and *Russia*. Sometimes the name of the people is different from that of the country, as *Dutch*, or *Netherlanders*, and *Holland*.

<i>Country</i>	<i>People</i>	<i>Country</i>	<i>People</i>
France	French	Mexico	Mexicans
Italy	Italians	Ireland	Irish
Russia	Russians	England	English
Poland	Polish	China	Chinese
Norway	Norwegians	Japan	Japanese

Copy these sentences, writing in each blank space the name of the people. Remember to begin each one with a capital letter.

1. The _____ are usually tall and strong
(people of Norway)
with light hair and blue eyes.

2. Some of our great-grandparents were _____
_____.
(people of
England)

3. There are many Indians and _____
(people of Mexico)
living in the southwestern part of our country.

4. The _____ and _____ look alike
(people of China) (people of Japan)
to me.

5. The _____ have large farms on which
(people of Russia)
many persons work together.

Practice 6 — Capitalizing the Names of Countries and People

Copy these sentences telling of a trip around the world. Be sure to use capital letters for the names of all countries and peoples.

A TRIP AROUND THE WORLD

In my dream a magic airplane took us across the ocean to a small country where the people talked english and looked like the people of the united states. It was the busy country of england with ships and factories. Then we flew over the low country of holland, where windmills and canals could be seen. On to france and germany and up to the mountainous country of switzerland we flew. Someone told us that there was no swiss language. The swiss people all speak german, french, or italian. They speak the language of the people who live nearest to them. Before we could catch our breath we were flying over the desert of arabia and watching the arabs weaving their beautiful rugs. Just as I was about to tell the pilot that I'd like to visit egypt, russia, and italy, too, I woke up.

Practice 7 — Capitalizing the Names of Rivers

Rule 3. The names of rivers should begin with capital letters.

Copy these sentences. Begin the names of rivers with capital letters.

1. The Nile river overflows and leaves rich soil along its banks each year.
2. Salmon are caught in the Columbia river.
3. The Missouri river is very muddy.
4. The pioneers sent furs down the Ohio river on rafts in the early days.
5. Water from the Great Lakes flows into the St. Lawrence river.

*Practice 8 — Capitalizing the Beginning of
Each Line of Poetry*

Rule 4. Every line of poetry begins with a capital letter.

This is a good rule to remember and an easy one to learn. You will often want to copy favorite poems or to write poems of your own. In copying poetry, be very careful to copy the lines as they are written by the poet.

Write your favorite poem for the class to enjoy. Copy it neatly. Remember the capital letter at the beginning of every line. Put your papers on the bulletin board, where your classmates can read your poem if they wish.

Grasshopper Green is a comical chap;
He lives on the best of fare.
Bright little trousers, jacket, and cap,
These are his summer wear.
Out in the meadow he loves to go,
Playing away in the sun;
It's hopperty, skipperty, high and low,
Summer's the time for fun.

— AUTHOR UNKNOWN

Practice 9 — Capitalizing Direct Quotations

Rule 5. The first word of a direct quotation begins with a capital letter.

You will use this rule when you are writing stories in which you repeat conversation.

These paragraphs give the conversation of a family that has just gone swimming in Great Salt Lake for the first time. You can tell the *direct*

quotations by the quotation marks. Copy the paragraphs, putting capital letters at the beginnings of the direct quotations.

Ted ran into the water and called out to the others, "come on in. The water feels so funny and heavy. I can't run in it."

Father called out, "be careful not to splash it into your eyes. The salt will make them smart."

Mother said, "sit down on the water, Mary. You won't sink."

"oh! Isn't this fun! Look, Daddy, I'm floating on my back and my feet feel so light. They just bob up all the time," cried Mary.

Practice 10 — Answering by Direct Quotations

Fill out the sentences below by giving answers to the questions. Remember the rule about capital letters for direct quotations.

1. Mother said, "What would you like to do this rainy afternoon?"
Burton answered, "-----."
2. "Say, Lou, where have you been in that outfit?" asked Pat.
"-----," said Lou.
3. "What is the date of Halloween?" asked Albert.
"-----," said his mother.
4. Laura said, "How can you tell that a storm is coming?"
Grandfather said, "-----."
5. "Why can't I wear my silk dress to school?" asked Florence.
"-----," said Mother.

Practice 11 — Writing Conversation

Read some interesting story in your reader. Then write some exciting part in the form of conversation. Begin all direct quotations with capital letters.

Review Test of Fourth-Grade Rules

These sentences need capital letters because of the five rules you have learned to use this year. Number from 1 to 10 on your paper. Copy just the words that should be capitalized.

EXAMPLE: Did you visit belgium when you were in Europe? *Belgium*

1. An airplane can cross the united states in a little over twenty-four hours.

2. The pyramids in egypt are very old.

3. The arábians are desert people.

4. The Pilgrims were english people.

5. There is a new bridge across the potomac river.

6. An early colony was built on the james river.

7. This is from an old poem:

the man in the Moon, as he sails the sky,
is a very remarkable skipper.

but he made a mistake when he tried to take
a drink of milk from the Dipper.

8. The driver said, "let me see that road map. This can't be the right way."

9. "just hold the line. I'll connect you with Milwaukee," said the operator.

10. We took a long trip through canada this summer.

Final Test of Rules for Capital Letters

This is a test of both third-grade and fourth-grade rules for capital letters. The numbers at the end of the lines tell you how many capital letters you need to put into each sentence. Copy only the words that should be capitalized.

1. Many famous birthdays are in february. (1)
2. Mark Twain, who wrote *Tom Sawyer*, lived at hannibal, missouri. (2)
3. We have music on monday, wednesday, and friday. (3)
4. We put out flags on memorial day. (2)
5. The church is on the corner of washington avenue and baldwin street. (4)
6. This is part of a poem by eugene field:
 have you ever heard of the
 sugar-Plum Tree? (4)
7. do you know where i can buy a newspaper? (2)
8. *A letter heading:* 639 la salle boulevard
 detroit, michigan
 april 17, 1938 (6)
9. *An address:* mr. lester kline
 2406 market street
 san francisco
 california (8)
10. The missouri river flows into the mississippi river at St. Louis. (4)
11. People can travel from england to france by airplane. (2)
12. The norwegian and italians look very different. (2)

13. benjamin franklin said, "a penny saved is a penny earned." (3)

14. The librarian said, "we have some beautiful new books for you." (1)

15. The only holiday that is always on sunday is easter. (2)

A perfect score in this test is 46. What was your score?

SECTION VI
PUNCTUATION

You will always find that it is easier to make someone understand what you mean when you are talking than when you are writing. The tone of your voice helps to give your words meaning. *Punctuation marks* are the periods, commas, and other marks that help to make readers understand what printed and written sentences mean.

Just as everyone knows that a red traffic light means *stop*, so everyone understands what a period at the end of a sentence means. If everyone did not know the rules or did not use the same rules, do you see that the punctuation marks would not help to tell meaning? Everyone who drives a car has to learn traffic rules. Everyone who writes has to learn punctuation rules, so that he can make his commas and periods say what he wants them to say to his readers and so that he will be able to understand the meaning of such marks when he reads.

SENTENCE-ENDING MARKS

The marks that are used to show the end of a sentence are the punctuation marks that you will need to use and to understand most often.

A period is used at the end of a sentence that tells something.

A question mark is used at the end of a sentence that asks something.

An exclamation mark is used at the end of a sentence that shows excitement or strong feeling.

In deciding upon sentence-ending marks, think first about the meaning of the sentence itself. Be sure it is a clear, complete sentence. Then use the mark that shows whether you are telling something, asking something, or expressing excitement.

Practice 1 — Using Sentence-Ending Marks

Copy this paragraph, putting the correct sentence-ending marks after each sentence:

The children and their mother were watching the polar bears at the zoo. There were two small cubs and one large bear. Suddenly one of the cubs pushed the other one backward into the pool of water.

"Oh, Mother," said Dora, "won't that little bear drown?" Her mother smiled and shook her head.

"Look, Dora," said Frances, "you're missing things. Wowie. What a cuffling he got. I guess the mother bear thought he needed to be spanked for ducking the other cub."

Copy these sentences, putting the correct ending marks after each:

1. The Indians traded fur for guns
2. Don't move! You'll fall
3. The sap from maple trees is made into syrup
4. Isn't this the last day of the month
5. John Muir invented a clock that tumbled him out of bed each morning

6. Imagine having three radios in the house
7. What time shall we expect you
8. There are many train tunnels through the mountains
9. Is it true that you can drive through a tunnel under the Hudson River
10. Gracious! What a tall man he is

ABBREVIATIONS

There are styles in writing as well as in clothes. One of the new styles in writing is to use very few *abbreviations*. An *abbreviation* is a short way of writing a word. Your fathers and mothers had to learn many abbreviations and their meanings. Since people do not use many now, you will learn only the few that you will need.

All abbreviations are followed by periods.

The Hour of the Day

You have seen the train times posted in a railroad station or the time of radio programs printed in the newspaper. Three abbreviations are used to show the hour of the day:

A.M. or a.m. — before noon

M. or m. — at noon

P.M. or p.m. — after noon

8:05 A.M. means five minutes after eight o'clock in the morning.

3:45 P.M. means forty-five minutes after three o'clock in the afternoon.

12:00 M. means twelve o'clock, noon.

12:00 P.M. means twelve o'clock, **midnight.**

Practice 2 — Writing Abbreviations

Write the abbreviations for the following:

Thirty minutes after nine o'clock in the morning

Eleven o'clock in the morning

Eight minutes after seven o'clock in the morning

Twenty minutes after one o'clock in the morning

Seventeen minutes after six o'clock in the evening

Ten o'clock at night

Did you remember the periods after all of the abbreviations?

Words in an Address

In writing an address you may need to use some abbreviations. Post-office workers ask us to write out most of the address. *Always write out the name of the state* because abbreviations are easily misunderstood. These words in an address are usually abbreviated:

Dr. — Doctor (for a dentist or doctor)

Mr. — Mister

Mrs. — Mistress (for a married woman)

Miss is not an abbreviation; so it should not have a period.

When initials are given instead of names, they should be followed by periods.

J. D. Rathbun

R. S. Moore

Some cities are always written with abbreviations.

St. Louis

St. Paul

St. Joseph

Our national capital is Washington. It is in the *District of Columbia*, a small part of our country that is not part of any state. It is usually abbreviated as *D. C.*

Sometimes the words *street*, *avenue*, *road*, and *boulevard* are abbreviated. These are the correct abbreviations:

St. — Street	Rd. — Road
Ave. — Avenue	Blvd. — Boulevard

It is always better to write out the word.

Addresses in the country often give a rural delivery route number. This is written as *R. F. D.*, for *Rural Free Delivery*, and it is followed by the route number.

Practice 3 — Writing Abbreviations in Addresses

In writing these addresses, use the abbreviations that are needed. Think of the space on the envelope in deciding what abbreviations to use. Remember the periods after abbreviations and initials.

Mister James Robinson Montague
2196 La Salle Boulevard
Detroit
Michigan

Doctor John Ross Gilbert
639 Grand Avenue
Saint Paul
Minnesota

Miss Ruth Allen Thornbury
 2209 Vermont Avenue
 Washington
 District of Columbia

Mistress Harry Ray Spone
 Rural Free Delivery 6
 Duluth
 Minnesota

Abbreviations in Your Dictionary

You probably have a small dictionary to use this year. If you want to know how to write other abbreviations than the ones given above, you will find them in the dictionary. Sometimes they are in a section alone, named *Abbreviations*. Where do you find them in your dictionary? From your dictionary make a list of the abbreviations you think you will need to use.

CONTRACTIONS

In letters to friends we write as nearly as possible in the way we talk. Sometimes we use words like *don't*, *isn't*, *won't*. These are *contractions*, two words put together in one. An apostrophe shows where letters have been left out.

couldn't	— could not	I'd	— I would
it's	— it is	won't	— will not

The order of the letters is changed in the last contraction.

Practice 4 — Explaining Contractions

For each sentence write the two words that mean the same as the contraction. Which letters have been left out?

1. *Don't* answer until later.
2. *Can't* you come now?
3. *Didn't* you win the game?
4. He *hadn't* been gone long.
5. That *isn't* yours, is it?
6. Why *wouldn't* Mother agree?
7. *It's* raining hard.
8. *I'd* really enjoy going.
9. *They're* all good swimmers.
10. Why *shouldn't* he like it?
11. *They'll* all bring lunches.
12. *I'm* not fond of the book.
13. Why *won't* he go?
14. Why *aren't* the others here?

Practice 5 — Writing Contractions

Write the contractions for the words printed in italics in these sentences. Remember the apostrophes. Read the sentences aloud after you have written them with the contractions. Do they sound more like real conversation than the sentences below?

1. The girls *do not* like the game.
2. *They are* living in a tent.
3. *We have* planned our trip.
4. *They will* want a report.

5. Why *have* you *not* read it?
6. *Can* you *not* stay all night?
7. The road *is not* straight.
8. *Would* Henry *not* take his boat?
9. Jack *will not* go fishing with us.
10. I *will not* lend my books.
11. Sam *has not* seen the picture.
12. *Can* you *not* help us?
13. He just *will not* stay longer.
14. *I am* not so tall as he.

Contractions in Stories

Contractions are usually used in letters to friends and in the conversation parts of stories. They are not often used in other writing.

Notice how natural the contractions make the conversation in this story sound:

A mother had just finished her ironing. She asked Theodore, her little son, if he would take some clothes upstairs for her.

When he came down he said, "Now I'd like a penny."

His mother said, "You shouldn't have pay for that. I haven't a penny, anyway, but I'll give you a kiss."

"But," said Theodore, "I can't go to the store with a kiss, can I?"

Practice 6 — Using Contractions in Stories

The conversation in your stories will sound more natural if you sometimes use contractions, as you do in speaking.

Copy these ten sentences. Put in each blank the contraction for the *words* at the end of the line.

1. " _____ the boy I wish to see." (you are)
2. "Why, _____ ten o'clock!" said Bob. (it is)
3. " _____ an unusual story," said the librarian.
(that is)
4. " _____ you like to go?" (would not)
5. " _____ all going." (we are)
6. " _____ drive over later." (I will)
7. " _____ one of you keep score?" (will not)
8. " _____ riding my pony." (she is)
9. " _____ take you to the circus?" (who will)
10. "Of course _____ write to you." (he will)

Did you remember the apostrophe? Did you remember the capital letter at the beginning of each sentence?

POSSESSIVES

Another Use for the Apostrophe

The apostrophe is used to show that something belongs to someone or to something.

It was *Dorothy's* idea.

The apostrophe and *s* are added to the name *Dorothy* to show that the *idea* belonged to Dorothy. *Dorothy's* is a *possessive* because it shows possession, or ownership. The apostrophe is placed before the *s*, not after it, because the owner is one person or one thing in these sentences.

Practice 7 — Using Possessives

In each blank space put the possessive form of the word at the end of the line.

1. Do you like the ----- voice? (announcer)
2. It was the ----- order. (captain)
3. The first one is my ----- stall. (pony)
4. Has he done a ----- work? (day)
5. That is the ----- car. (dealer)
6. The boys played with the ----- tools. (carpenter)
7. We can make the ----- work easier. (janitor)
8. Put the ----- food in the pan. (dog)
9. It was in ----- locker. (Ralph)
10. This is the ----- shoe. (baby)

QUOTATIONS

If we repeat exactly what someone else has said, we are *quoting*, or making a *quotation*.

In class one day Tad told the other pupils that the author of the book he was reading said, "More rubber now comes from plantations than from the wild rubber trees of the jungle."

What Tad read from the book was a *quotation* because he was repeating, or *quoting* just what the author said. Notice how the quotation is set off with quotation marks ("") at the beginning and again (") at the end. These marks always go in pairs, one set at the beginning and one set at the end of a quotation.

In placing these marks correctly in your writing, you must think carefully and decide exactly what the speaker said. Just the speaker's words are to be put between the quotation marks, not the explanatory words, like *he said*.

Practice 8 — Dramatizing Conversation

Playing these four scenes will help you to understand what we mean by quoting the exact words of the speaker:

1. Play that Clara is telephoning to her mother to ask permission to go to Patty's home after school. Her mother tells Clara that her father is planning to take the family for a ride and that she ought to go with them.

2. Dramatize an argument in a playground baseball game. Have the boy who is playing umpire settle it.

3. Play that Paul has been given the wrong change at a grocery store. Make up his conversation with the clerk when he returns to correct it.

4. Dramatize the scene at a gasoline filling station when someone drives in to ask directions or help.

If you try to write down these conversations just as you heard them, you will use quotations. You will need to place quotation marks around what was said.

Practice 9 — Writing Quotations

These bits of conversation are incomplete. Fill in the *quotations*. Remember to use quotation marks both at the beginning and at the end of the quotation.

1. Bobby said over the telephone, "My mother is not at home just now. If you'll leave your number, I'll have her call you."

The woman replied,

2. The Boy Patrolman on the playground said, "This part of the playground is for the little children."
The big boy answered, -----.
3. The little boy said, "Please give me some stamps."
The postal clerk asked, -----.
4. "Oh, I'm so sorry, but I've tipped my glass over,"
said a little girl at the party.
The hostess said quickly, -----.
5. "It's bed time, Son. Better put up the book," said
Dad.
-----, said Carl.

Placing of Quotations

You may have noticed that sometimes the quotation comes at the beginning of the sentence and sometimes at the end. This is because stories would sound very tiresome if every sentence began, *Bob said, -----, Ruth said, -----, Mother said, -----,* and so on. Wherever it is placed, the quotation is the part that has the quotation marks before and after it. Sometimes, where the reader would understand without being told, the name of the speaker is not given. The quotations are still marked with quotation marks.

Leonard and his father were packing up after camping.

"Here, Dad, don't forget this long fishing pole."

"I should say not, Len. That's the one we caught that big pickerel with."

Find in your reading books examples of such quotations in which the names of the speakers are not given.

Quotation Paragraphs

The quotation may have more than one sentence in it, as the father's reply to Len had. Put quotation marks at the beginning of each person's conversation and again at the end. This is a *quotation paragraph*. *Each person's conversation is put in a new paragraph*. This helps to make clear just who is speaking.

Practice 10 — Reading Conversations from Stories

Find an interesting conversation in some story in your reading books. Notice the quotation, or conversation, paragraphs. See where the quotation marks are placed. Read your paragraph to the class.

Other Rules about Writing Quotations

In the section on *Capitalization*, you learned that *every quotation should begin with a capital letter*. Study the examples of quotations. Do they follow the rule? In writing quotations, remember to put a capital letter at the beginning, just as though it was the beginning of a sentence.

If the quotation in the first part of a sentence is a question, then a question mark belongs at the end of the quotation, although a period may be needed at the end of the sentence.

“Where are my mittens?” asked Gilbert.

If the quotation is an exclamation, then an exclamation mark belongs after it, although a period belongs at the end of the sentence.

“Oh! I couldn’t dive that far!” gasped Dolly.

A comma belongs between the quotation and the rest of the sentence, except when a question mark or an exclamation mark is needed.

“That isn’t a very long drive,” said the guide.

The operator said, “What number did you call?”

Five Things to Remember

In writing quotations remember :

1. The quotation marks before and after the quotation.
2. The capital letter at the beginning of the quotation.
3. The question mark or exclamation mark if either is needed.
4. The comma to separate the quotation from the rest of the sentence.
5. The new paragraph for each person’s conversation.

Practice 11 — Writing Conversation

You can write some jokes or stories with conversation in them now. These four situations may suggest ideas to you.

1. A little three-year-old asking his mother questions
2. A girl about seven years old picking out the doll she wants at the store and talking with her mother about it

Four Familiar Rules about Commas

Decide together which of these four rules your class needs to study.

1. A comma is used between the names of the city and the state.

Flint, Michigan Kent, Ohio Austin, Texas

2. A comma is used in dates between the day of the month and the year.

February 11, 1936 June 1, 1937 May 30, 1938

3. A comma is used after the greeting of a letter.

Dear Edith, Dear Son, My dear Miss Alice,

4. A comma is used after the closing words of a letter.

Yours very truly, Sincerely yours, With much love,

A New Rule for the Comma

5. A comma separates a direct quotation from the rest of the sentence.

Hubert said, "When shall I meet you?"

"This is certainly a winding road," said Father.

But notice that when a question mark or exclamation mark separates the quotation, a comma is not needed.

"When shall I meet you?" asked Hubert.

"What a tall man!" exclaimed the boy.

You will probably need to work out some practices on each of these rules. On the next page are practices for each of the five rules.

*Practice 12 — Using Commas between the
Names of Cities and States*

Be ready to tell where commas belong in these sentences:

1. There are many famous places near Philadelphia Pennsylvania.
2. Los Angeles California has a beautiful airport station.
3. The Rose Parade is in Pasadena California.
4. Send my mail to St. Louis Missouri.
5. We live in Rockford Illinois now.

Copy these sentences, adding both the city and the state. Remember the comma rule.

1. The largest city near ours is
2. I have a cousin living in
3. I was born in
4. Our governor lives in
5. My father was born in
6. A city I would like to see is
7. A city on the Mississippi River is
8. On the eastern coast is
9. We can drive to
10. Our national capital is

Practice 13 — Using Commas in Writing Dates

A. Copy these sentences, putting commas where they belong:

1. July 4 1776 is our country's birthday.
2. Theodore Roosevelt was born on October 27 1858.

3. Richard Byrd flew over the South Pole on November 29 1929.

4. This old letter from Grandfather is dated June 6 1920.

5. On May 21 1927 Lindbergh crossed the Atlantic Ocean alone in an airplane.

B. Write these dates correctly. Remember the comma rule.

Your birthday

The date for today

The date for Thanksgiving Day this year

The date of your favorite holiday

C. Write a letter heading giving your own address and the date.

D. Write a letter heading giving your school address and the date.

Practice 14 — Using Commas after Letter Greetings and Closings

Copy this note, putting commas where they belong:

Dear Aunt Harriet

This basket of vegetables is from our own garden. Mother said to write a note to leave with it if you were not home. Jim and I are very proud of the fine vegetables we have grown. We hope you will like them, too.

With love

Lucille

Practice 15 — Using Commas with Quotations

Show where commas belong in these five sentences:

1. "A sailboat is more fun than a motor boat" said Bud.
2. The teacher asked "What is your address?"
3. "Fire has been a help to man" my book says.
4. The clerk said "May I wrap all your packages together?"
5. "Don't go into the street after your ball" said the older boy.

A Punctuation Test

Many punctuation marks are needed in the paragraphs and also in the letter that follows. Copy them, using apostrophes, quotation marks, commas, periods, question marks, and exclamation marks where they are needed. Be sure that you have a reason for every mark you use.

1

Margaret was three years old She and her mother were talking with Aunt Edith Her mother said Margaret has learned to wink Show Aunt Edith how you can wink wont you

The little girl twisted up one side of her face and closed her eye Then she said to her aunt Now you do it I showed you how

2

A letter addressed to R H Andrews at St Louis Missouri could not be delivered because the address was not sufficient Isnt it careless of people to leave out part of an address

1706 Grand Avenue
St Paul Minnesota
February 16 1936

Dear Uncle Ben

Havent you missed the skating and ice-boating this winter We have had two months of grand fun Dad bought me skis this year but Im not very good on them yet

We have a cabin now out on the lake Cant you come up next summer and stay with us for a month Theres fine fishing out there and you like to swim and go canoeing, too

Those books and magazines you sent at Christmas time are still keeping us busy evenings You certainly picked out the kind we like Dad built me a workshop down in the basement so that I could make some of those boats and planes that craft magazine tells about

Well be looking for your promise to come camping with us next summer

Lovingly
Ronny



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