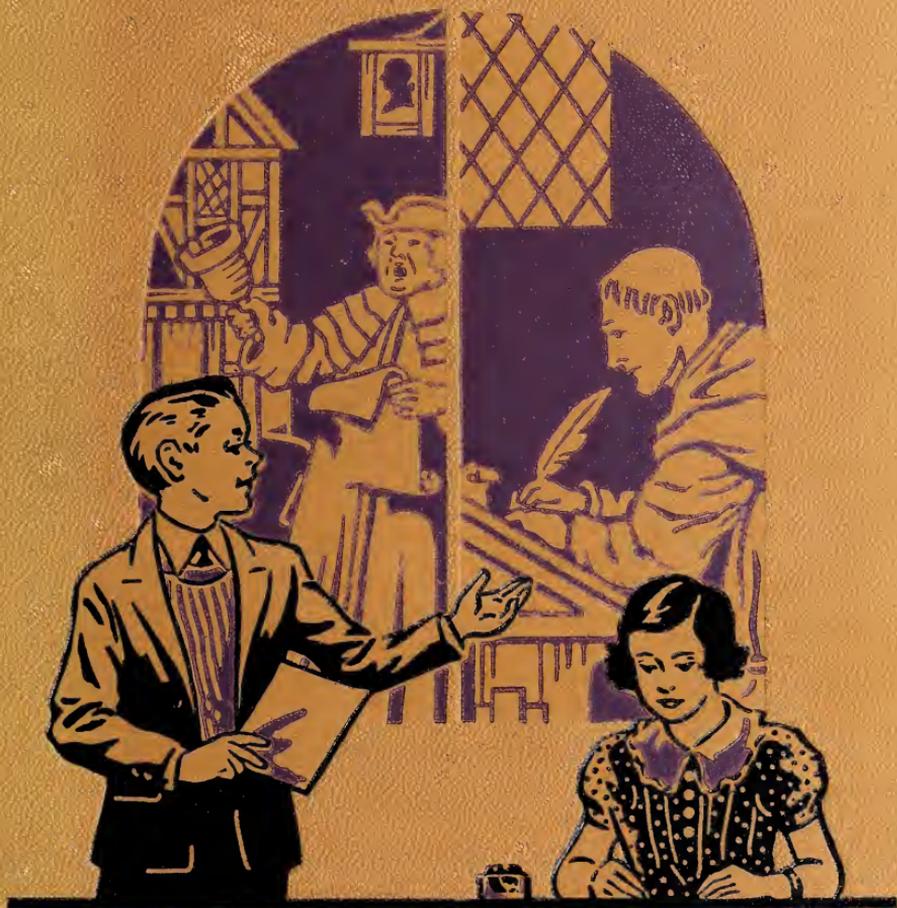


Elementary English in Action

BOOK II



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Elementary English in Action

BOOK II

BY

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R. W. BARDWELL ✓

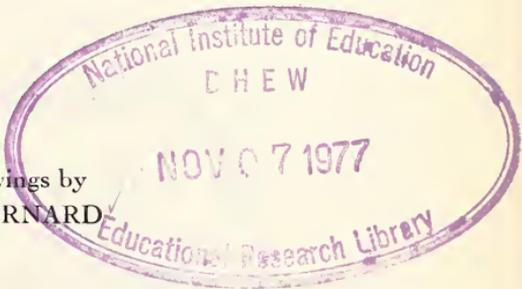
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and co-author of *Junior English in Action*



With Drawings by
C. E. B. BERNARD ✓

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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.

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, also, for the coöperation of many school children whose letters, reports, poems and other writings have been used in the books.

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In directing the typing and preparation of the manuscripts and securing permissions for quoted material Miss Irma Kahle, of Madison, Wisconsin, has been most generous with time and effort.

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E. M.

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GRADE V

Part I

YOUR
PROGRAM OF ACTIVITIES



THE AZTEC RUNNERS DELIVER THE SCROLL MESSAGE
TO THEIR EMPEROR



UNIT I

CARRYING MESSAGES FAR AND WIDE

THE FIRST ROYAL POST

In the throne room of the king of Assyria, on a day almost five thousand years ago, were gathered the leading men of the realm. King Sargon had called to his court his lords and vassals from the most distant parts of his kingdom.

In front of the throne stood the herald, with his trumpet richly inlaid with gold. At the third blast of the trumpet twenty young men marched up the center of the great hall. Each man was lightly clothed, as for a foot race. Around each man's head was a band of gold — the badge of the king. As the men reached the throne, they knelt and awaited the king's command.

King Sargon arose and spoke in a clear voice: "Know, all my subjects, that it pleases the King to start on this day a royal post. It shall run on stated days, carrying my words to the ends of the world, and bringing back any news or advice helpful to my government."

Then the king gave his first message to his subjects. When he had ended, the trumpet blew again. The

messengers arose, and the king said: "These be my messengers to bear my words to all men. Give ear to them and treat them with respect."

— ADAPTED

That day the people stood upon the walls of the city and watched the messengers of the king's post disappear into the distance — north, south, east, and west. As they watched, little did they dream that the post which King Sargon established that day would be spoken of thousands of years later, that it would be known as the first postal system established by a government and would be remembered when their great city had crumbled to dust and King Sargon's empire was only a memory.

Practice 1 — Conversing

How did King Sargon's plan for sending his messages to his people compare with the postal system of today? What would be the difficulty of such a system in our country? What are the different ways by which the President presents his messages to the people today? What part do newspapers play? How is the radio used? Few people could read in King Sargon's day. What difference did that make in sending messages to the people?

Practice 2 — Writing a Paragraph

Write a paragraph telling the differences in the way in which King Sargon sent his messages to distant places in his empire and the way in which the President of the United States communicates with us. Your first sentence will state whether or not there are great

differences. This is called the *topic sentence* of your paragraph. The other sentences will tell what you consider the differences to be. For help in writing a good paragraph, turn to your Handbook, Section VIII, on "Paragraphs."

INDIAN MESSENGERS

In America the first messages were also delivered by men who traveled on foot. When the Aztec Indians saw the Spaniards landing on the Mexican coast, they sent the news to their emperor with the greatest speed. Their artists drew pictures of the invaders and of their horses and cannon. Every small item was shown by the picture-makers; not one detail was left untold.

The pictures were rolled in a scroll, and two runners were chosen to carry them to the emperor almost three hundred miles away. Day and night the Indian messengers traveled. Through forest trails, over treeless plains, across hills and valleys they ran. On the fourth day, nearly exhausted, but proud of their achievement in bringing the news with such speed, they delivered the scroll to their emperor.

Practice 3 — Discussing Pictures in News Reports

Pictures still help to give us a better understanding of a news report. When a "big story" of some important happening is headlined on the front page of the newspaper, there are usually pictures to illustrate it. How do the newspapers get the pictures so quickly? Can you find out what is meant by a newspaper "morgue"? Have you seen pictures that were marked

“telephoto”? What does that mean? How do modern ways of sending pictures as a part of messages differ from the way of the Aztecs?

THE BEGINNING OF OUR POSTAL SYSTEM

Three hundred years ago (1635) the first public post was established in England. It took three days to carry a message from London to Edinburgh. About every twenty miles there was a station or post for the riders carrying the government mail. The keeper of each post had to have at least two horses ready at all times to carry government messages. The riders were expected to make seven miles an hour in summer and five miles an hour in winter.

It was not until one hundred fifty years later that the English started carrying the mail in wagons. The mail coaches, as they were called, were very striking in appearance with their gilt and bright red and blue paint. Royal guards rode on top of them to protect the mail.

Practice 4 — Writing a Description

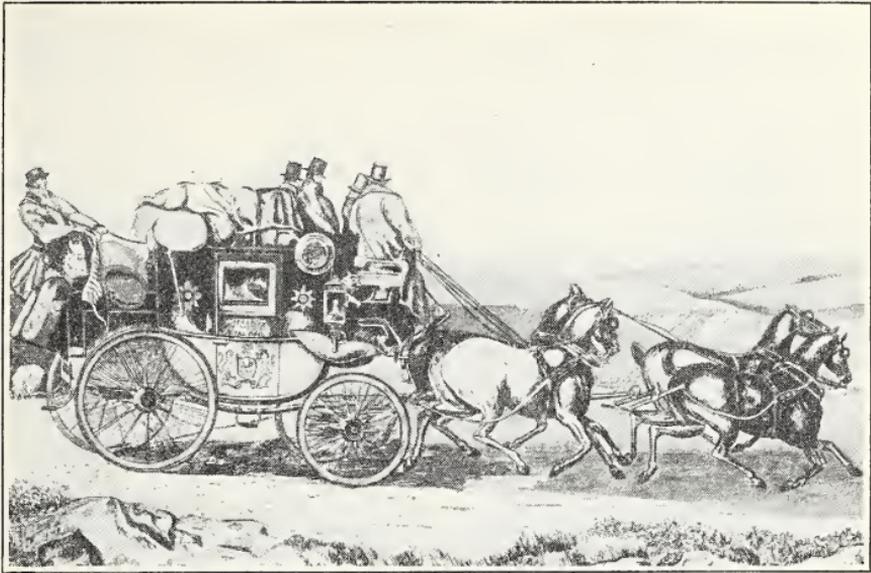
[*Handbook, Section VIII, Paragraphs*]

Study the picture of the English Royal Mail. Write a paragraph describing it. The first sentence of your paragraph will be the important one.

Here is a sample beginning sentence:

What a wonderful sight the Royal Mail must have been as it rolled through the streets of English towns a hundred years ago.

The other sentences will tell some of the things you see in the picture that will give the reader of your para-



Courtesy of the Fisher Body Craftsman's Guild

THE ENGLISH ROYAL MAIL

graph a clear idea of the mail coach. These sentences will tell of the horses, the guards, the passengers, or the richly decorated body of the coach.

AMERICA'S FIRST MAIL SERVICE

The first regular mail carrier in America set out on horseback from New York to Boston on New Year's Day, 1672. Once a month this postman made the trip by ferry, ford, and bridle path. There were no post offices, and when he returned to New York he would empty his bag on the table in a coffeehouse. This was the place where the most people were gathered together. There they got their mail when the post rider arrived.

One of the first acts of the Continental Congress was to establish a colonial system of mails. Benjamin

Franklin was the first postmaster general. In those early days it was rather costly to send a letter. The charge was from four pence to one shilling (eight to twenty-five cents in present-day money) for each letter, depending upon the weight and the distance the letter was to go. People were very careful to use only a few sheets of paper to avoid a double charge. Sometimes this meant that they wrote both ways on the sheet of paper — from side to side, as we do, and also from top to bottom.

Practice 5 — Discussing Early Mail Service

The colonies were all near the ocean. How do you think much of their mail was carried besides by riders on horseback? What effect do you think a postal rate of twenty-five cents for one letter would have on mail today? Why was it very necessary for a letter-writer in colonial times to be a good penman?

Practice 6 — Finding Information

[*Handbook, Section II, Using Book Tools*]

There are several places where you can find out about the early history of our postal system. Your post office can give you some information. Your reference books will have a short history of the post-office department, and your library will have books that tell something about this subject. How good are you as searchers? Report to the class what you find on the beginnings of our post-office department.

THE PONY EXPRESS

In 1860 much of the vast country west of the Mississippi River was a trackless wilderness of barren desert.



The United States Post-Office Department

THE PONY EXPRESS RIDER

and frowning mountains. A quick and certain method of communication was needed. Plans were made for a fleet of fast riders to be called the *Pony Express*. Eighty of the best riders were employed, and over four hundred horses were used. Each horse covered about fifteen miles between stations, and travel was at top speed night and day all the way. The time for carrying the mail from the Missouri River to San Francisco was eight days.

THE FIRST TRANSCONTINENTAL MAIL BY PONY EXPRESS

The opening day at St. Joseph, Missouri, was a gay occasion. A great crowd had assembled in the streets, and excitement was at fever heat. Flags were flying everywhere, and a brass band added to the hubbub. The train bringing the mail from the East was due in the afternoon. At last the waiting throng heard the train, on time.

Scarcely had it stopped when busy hands were transferring the mail pouches to a wagon, which rattled down the street to the post office. A few minutes more and the Pacific mail was sorted out and ready for the Express rider. The letter pouch was adjusted to the saddle. It was limited to twenty pounds and contained, besides letters and a New York newspaper printed on tissue paper, a message of congratulation from President Buchanan to Governor Downey, of California. As the last buckle was adjusted, the rider sprang into the saddle, and down the main street of St. Joseph he went at a mad gallop, the people shouting themselves hoarse.

At the foot of the street, at the Missouri River landing, a ferry boat was waiting for him, and onto it he dashed. Hardly had his horse's hoofs struck the planking when the bells clanged and the boat pushed off into midstream. The first trip of the Pony Express was begun.

— ADAPTED

Practice 7 — Writing a Paragraph

Imagine that you are an old-time Western rancher. For a month you have had no news from the East and your old home town. One afternoon you look across the prairie and see a cloud of dust. It's the Pony Express with mail! Write as if you were the rancher, and tell how the rider and horse look as they draw up to your door.

THE OVERLAND MAIL

For several years before the completion of the railroad to the west coast the mail was carried in four-horse or six-horse wagons instead of by the Pony Express. These wagons were very much like the stage-coaches that carried the mail and passengers in the colonial days. They were heavy, with wide iron tires on their wheels. They were usually painted bright red or green. Inside were three long seats, each large enough for three passengers. More passengers could be carried on top with the luggage. This was not such a good place to ride when it stormed. The driver sat in a high seat in front, and the mail was carried wherever space could be found.

“Stations” were located all the way across the country, about forty miles apart. Here the horses could be fed. Sometimes a complete new set of horses was provided. The passengers, too, could get food and lodging if the mail wagon stayed overnight. Twenty-five days was the average time that it took the Overland Mail to reach California from St. Louis.

Practice 8 — Making a Report

Many exciting adventures are told of the Pony Express riders and the Overland Mail. Not only were there hostile Indians, but there were also bands of robbers who wanted to get any valuables that the mail might carry.

Stories of the courage of the drivers in protecting the passengers and the mail were as common for many years as stories of brave airplane pilots are today. Many of these stories you can find in library books.

MAIL ON THE OVERLAND STAGE

Down the main street of old Denver a cloud of dust arose, and from its midst appeared a confused vision of plunging horses and a huge, lumbering carriage. Nearer it came and a clearer view showed six madly galloping horses and a driver who sat on top of the coach and cracked his whip. The stage drew up to the little station with a flourish. No matter how hard the journey between stations might have been, the stage always came in with a roar.

As passengers climbed out and others got in, an alert-looking fellow with a brace of pistols in his belt and a gun slung from his shoulder climbed nimbly down from his seat alongside the driver and handed a mail sack to a waiting man. Other sacks were neatly piled on top. He represented Uncle Sam. This was the government Overland Mail.

— ADAPTED

You will find more stories of these adventures in the following books:

Roughing It — Mark Twain

The Danger Trail — J. W. Schultz

Trail-Makers of the Northwest — P. L. Howarth

Children's Stories of American Progress — H. C. Wright

Heroes of Progress in America — C. Morris

Westward to the Pacific — Marion G. Clark

The Bullwhacker — W. F. Hooker

Frontier Law — W. J. McConnell

Ox-Team Days on the Oregon Trail — Ezra Meeker

The White Indian Boy — E. N. Wilson

From your reading select one incident or adventure that you think will interest your class and make a report of it to them. On the next page are some standards that you should have in mind to make your report a good one.

Standards for Telling a Story

1. Make the first sentence important. It must interest your hearers and make them want to hear the rest of your story.
2. Choose an adventure that you enjoyed and one that you will take pleasure in telling to your classmates.
3. Proceed easily from one point to the next, without hesitating or telling unimportant details.
4. End your report while your listeners are still interested. Do not ramble on until your audience is tired.

Practice 9 — Using Your Dictionary

[*Handbook, Section II, Using Book Tools*]

To have a good picture in your mind of the Overland stage just described, you must know the meaning of every word. Here is a list of those you may need to look up in your dictionary.

confused	lumbering	journey	nimbly
vision	flourish	alert	represented

Practice 10 — Conversing about the Overland Mail

How would you like to have been the driver on the Overland Mail stage with six horses to manage at one time? Or would you rather have been the mail guard? Why did he need to carry two pistols? What were some of the dangers he might meet? What sort of man was needed for this work? Are there jobs today for the same kind of men?

THE MAIL TRAINS

After the year 1830 railroads began to take the place of stagecoaches in the eastern part of the United States. The United States postal service used the railroads for carrying letters. The cost of sending a letter by mail became less and less. People began to use the postal service much more widely.

Most of our mail is still carried by the railroads. The man in charge of your post office will be glad to show you how the mail is sorted and sent out on the mail trains to all parts of the country. Your class, or a committee, can visit your nearest post office and get much information about the sending and receiving of mail.

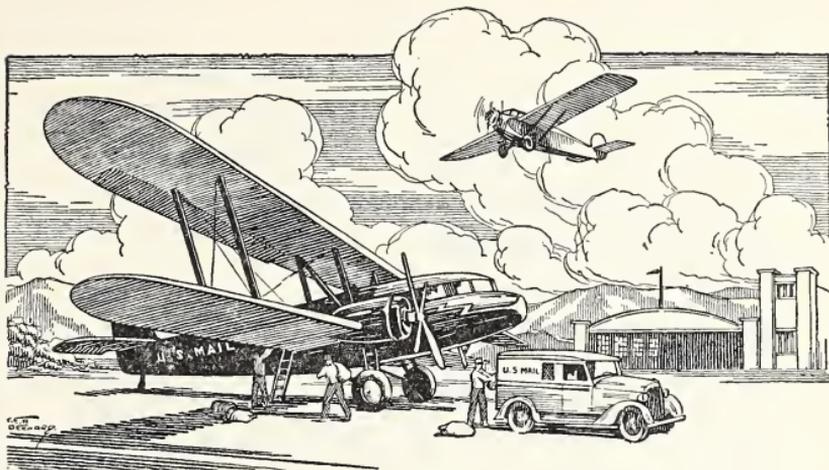
Practice 11 — Reporting on a Trip

When you have visited your post office, write a report on what you learned about the handling of the mail. Here are some of the questions you may answer in your report.

1. How many times each day does the post office send mail out on the trains? How many times does it receive mail from the railroad station or the main post office?
2. How does the clerk cancel the stamps on the letters? Why is every stamp canceled?
3. How are the letters sorted so that some letters will go east, others west, some north, and others south?
4. What are the different kinds of mail?

THE AIR MAIL

The most recent and the fastest mail service is the air mail. The railroad takes from three to four days to carry a letter from New York to San Francisco.



The mail plane covers this distance in a little over one day and travels on schedule every day. What a difference in time this is when compared with the twenty-five days that the Overland Mail took in carrying the mail from St. Louis to California! A visit to the airport at the time the mail plane takes off or lands is an experience that you will enjoy if you live in a city that is on one of the air-mail routes. The air-mail service is increasing from year to year, and it may be that some day the greater part of all the mail will be carried in airplanes.

The Post-Office Department at Washington will send you information about the air-mail service if you write for it. On the next page is a letter that you may use as a model.

Practice 12 — Writing a Letter

Write a class letter to the Post-Office Department at Washington, asking for information that you would like in your study of air-mail service.

Center School
Aurora, Illinois
January 9, 1935

Second Assistant Postmaster General
Post Office Department
Washington, D.C.

Dear Sir:

We are studying the development of the air mail in our class. If you have any maps that show the air-mail routes and any pamphlets that tell about the advantages and the cost of sending letters by air mail, we shall appreciate receiving them.

Yours truly,
Fifth Grade

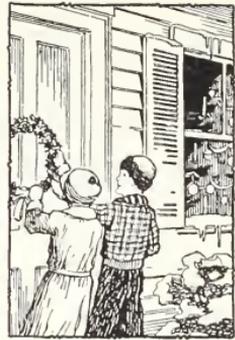
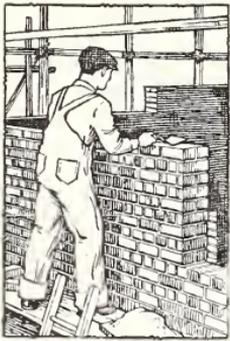
HELPING THE MAIL SERVICE

How can everyone, including fifth-grade boys and girls, help the post-office workers in their efforts to have the mail come through quickly and correctly? There are several things you can do to help. You can direct your letters very clearly, so that the address of the person to whom the letter is going can be read easily. You can avoid using abbreviations which may not be understood, such as "Cal." for "California" and "Col." for "Colorado." These look much alike in handwriting. You can be sure always to place a return address in the upper left corner of the envelope. You can be sure to have the correct amount of postage on the envelope, especially if it is heavier than the

ordinary letter. You can provide good mail boxes to receive letters in, and place them so that they will be convenient for your postmen. These are some of the things which fifth-grade boys and girls, as *good citizens*, can do to help the post-office department of their government.

Practice 13 — Making a Bulletin Board Exhibit

During the past one hundred years great changes have taken place in the method and speed with which written messages are carried. Arrange an exhibit of pictures and statements that show this progress. Mount them and exhibit them on your bulletin board. Have one section of the exhibit arranged to show *How We Can Help the Post-Office Workers*.



UNIT II

HOLIDAY PROGRAMS — FALL SEMESTER

LABOR DAY

On the first Monday in September people all over our country celebrate Labor Day. On that day stores and factories close. Meetings are held and parades march down the streets. Do you know why we have this celebration? Even if Labor Day is past when your school begins, you will be interested to learn why we have a day in honor of labor.

Many years ago in far-away Europe the workers who made things for people did not get much for their labor. Often they had to work in dark, unhealthful places. They were poor and their families sometimes did not have enough to eat. To make things better for themselves, they joined together in a sort of club. This club was called a "guild" (gild). The guild helped the workers to have better wages and better places in which to work. Then both the workers and the men for whom they worked were happier. To show their joy, they held fairs and parades. From this

custom has come our celebration of Labor Day. The parade of the Knights of Labor in New York City in 1882 began the annual celebration, which comes on the first Monday of September.

Now in nearly all our states Labor Day is a holiday. On that day we honor the men and women whose work provides us food, clothing, homes, and the many things we use each day.

Practice 1 — Discussing Kinds of Work

What kinds of work have you seen being done by the grown-up people in your community? Make a list of all the workers that members of your class have seen during the summer. Which ones were working in order to get food for people? Clothing? Homes, and the things used in homes? Transportation? What other things do workers do for people?

After your discussion you may write some paragraphs and draw pictures for a Labor Day booklet. One fifth-grade boy wrote this paragraph to show how important he thought one worker was.

AN IMPORTANT WORKER

I shall tell you why I think the work of the plumber is important. Last winter our family went to visit my grandmother over New Year's Day. The day we got back I was going down to the basement to get my sled when I heard the sound of running water. Imagine my surprise to see a big stream coming out of a broken pipe near the basement window. I called to Mother. When she saw it, she rushed to the telephone and called the plumber. In ten minutes he came and soon the pipe was fixed. I don't know what we would have done that day without the help of the plumber.

— RALPH B.

Practice 2 — Writing a Paragraph

[*Handbook, Section V, Capital Letters, and Section VI, Punctuation*]

Select one of the ten workers listed here or some other worker whom you know. Write a paragraph telling why you believe that his is one of the most important kinds of work.

After you have written your first copy, go over it carefully to be sure your paragraph is capitalized and punctuated correctly.

Carpenter	Auto repair man
Plumber	Garment maker
Grocer	Steel worker
Farmer	Truck driver
Painter	Railroad worker

Young Workers

Years ago, before Labor Day was celebrated, small children were allowed to work long hours in factories. This was not good, because it kept many of them from growing up to be strong and healthy men and women. Now children in many of our states are not permitted to do work that is harmful to them.

But there are many kinds of work at home that boys and girls can do without harming their health. And there are many ways in which they can help older people at home. Indeed, some kinds of work can be as much fun as play. It would be interesting to have your own Labor Day celebration in your classroom sometime in September. You can plan a program of talks on work you have done during the summer vacation and an exhibit of things you have made or collected or grown.

Practice 3 — Giving a Short Talk

What kind of work do you like best to do? Do you like helping your father or mother or some other person? Do you like sometimes to work at something that is your own, like furnishing a doll house, or making a racing car with the wheels from an old coaster wagon? Collecting, making playthings, raising vegetables or flowers, sewing, shoveling snow — all of these some fifth-grade boys and girls have done. Tell your classmates in a short talk of some work that you have done or like to do.

Here are some standards that you may want to use, so that your classmates will enjoy your talk.

Standards for a Short Talk

1. Be well prepared. **Know** what you want to say.
2. Start with a sentence that tells something interesting about the topic.
3. Keep to the point; don't ramble.
4. Speak clearly and loudly enough for your listeners to hear you.
5. Stop before your listeners lose interest.

Practice 4 — Having an Exhibit and Program

Things you have made, collections of different kinds, flowers or vegetables you have raised, are some of the things that you can bring to school for your exhibit. You will need to write labels telling about each item in your exhibit. Write your labels in complete sen-

tences. When the exhibit is all arranged, you can give a program at which some pupils may give their short talks on the work they like best to do.

HALLOWEEN

Why do we celebrate Halloween? Who were the first people to observe it? These questions very few persons can answer. The celebration of Halloween started many years ago, and in many different countries.

How Halloween Started

THE BEGINNING OF HALLOWEEN

Once upon a time the land that is now England was inhabited by people called "Celts." The Celts were sun-worshippers. They built huge fires on their hilltops in honor of their sun-god.



THERE WAS A MAD
RACE DOWN THE HILL

October. It was called by them "Samhain" (sä-wîn), meaning "summer's end." Although Samhain was also the

The priests of the Celts were called "druids." The druids had charge of religious ceremonies. At these festivals in honor of their sun-god they used sacred fire. It is from these early fire rites that the use of fire in our own celebrations has come. When you see the blaze in the jack-o'-lantern, you can hardly realize that its use was started hundreds of years ago by the druids.

One of the most important festivals presided over by the druids came on the last day of

beginning of a new year for them, it was a rather sad festival. The people seemed to be fearful of evil spirits. They believed strongly in fairies.

On the eve of Samhain huge bonfires were lighted on the hills, and from these fires the Celts took burning sticks to light fires in their homes. The hilltop fires were watched carefully by the people of the village until every red ember had turned to gray ashes. Then there was a mad race down the hill, with much shouting and excitement, for they believed that the devil would get the last one down.

When the Roman people came to England, this holiday was no longer called Samhain. It came to be known as Halloween.

— Adapted from *A Little Book of Halloween*
by ELIZABETH H. SECHRIST

Practice 5 — Giving an Oral Explanation

Using this story of the beginning of Halloween and any other information you can find in reference books, prepare your own explanation of "Where Halloween Came From." If you are able to tell it well, you will find many people interested in your story.

Our Celebration of Halloween

In our land today Halloween has come to be a time for fun and merrymaking, for jests and pranks. The warm evenings of Indian summer are coming to an end, the falling leaves give the night a sense of mystery, and the very air seems to call for adventure. So American children venture forth on their Halloween pranks.

Practice 6 — Discussing Halloween Fun

What kind of Halloween jokes do you play? Can some Halloween fun be harmful? Is it possible that

people may suffer from Halloween fun? Can a group of children have a good time on Halloween without causing someone harm? Name some stunts that are not good. Discuss others that give the group a lot of fun but do not cause anyone real harm.

Practice 7 — Making Rules

[*Handbook, Section VII, Sentences*]

Think of several good rules that you might observe in planning Halloween fun. Write them out in clear sentences. If you think that any one of the rules is especially good, print it and post it on the school bulletin board. Here is one rule. Surely you can think of another good one.

Let's have a lot of fun,
But let's not hurt anyone
On Halloween.

Practice 8 — Explaining a Game

In making plans for Halloween, you will want to know about the best games to play. Can you explain a good Halloween game? Here is a list of good ones. If you don't know them, you will find them explained in *A Little Book of Halloween* by Elizabeth H. Sechrist.

Bobbing for Apples
A Peanut Race
Peanut Straws
Your Eyes Betray

Ghost Feet
Cracker Race
Suitcase Race
Obstacle Walk

THE HARVEST FESTIVAL — THANKSGIVING

It has been the custom of people in all countries, as far back as records go, to celebrate the gathering in of the winter food at harvest time. Many years ago

**THE FIRST THANKSGIVING**

This first American harvest festival was celebrated in October, 1621. There were sermons and prayers as well as three days of feasting in which the Indians joined the Pilgrims.

people offered the first fruits of the harvest to spirits or gods to express their joy over a successful summer and a completed harvest. The harvest festival of our own country is called Thanksgiving. Sometimes people do not realize that there have been, and still are, other harvest festivals and that Thanksgiving is really the most recent of them.

*Practice 9 — Making a Report**¹

From interviews with older persons, library books, or encyclopedias, learn about one of the following and make a report to the class:

The Greek Festival of Demeter
The Roman Festival of Cerialia
The Hebrew Feast of the Ingathering
Old English Harvest Home Festival
Scottish Kern Festival
Canadian Fête of the Big Sheaf
French Festival of the Sheaves
German Harvest Home Festival
Hungarian Grape Festival
Indian Corn Dances
American Thanksgiving

The First Thanksgiving

The story of the Pilgrims and the first Thanksgiving Day is well known to all. However, it is one that we like to have retold again and again. In your history you have been reading stories of the Pilgrims and their travels and hardships. At Thanksgiving time it will be interesting to tell this story by dramatizing it.

Practice 10 — Dramatizing the Story of the Pilgrims

The story of the Pilgrims can be divided into four parts, each part to be presented by a committee of pupils in a scene that they will prepare. These four scenes will be:

¹ Practices with an asterisk (*) are optional. Your teacher will decide whether you are to do them or not.

Scene 1 — The life of the Pilgrims in Scrooby, showing why they left England

Scene 2 — The life of the Pilgrims in Holland, showing why they sailed for America

Scene 3 — The first days in America, showing hardships

Scene 4 — The celebration of the harvest — the first Thanksgiving

CHRISTMAS

The Christmas Tree

Have you ever wondered why we decorate the ever-green tree with lights and tinsel at Christmas time? This is a Christmas custom that has come down to us from years ago. The fir tree was first used at Christmas time in Germany. It was brought into the house secretly and was beautifully decorated. When the children saw it on Christmas morning, they believed that the Christ child had visited their home in the night.

Practice 11 — Making an Oral Report

Different countries have different customs at Christmas time. Here is a list of some customs. Select one and find out what country has it and how it is observed.

Bringing in the yule log	Decorating the tree with tinsel
Hanging the mistletoe	Placing lighted candles in windows
Decorating with holly	Placing shoes at the fireplace
Visit from Santa Claus	Hanging stocking by the fireside

Here are some books that will help you to learn about Christmas customs:

1. *The World Book Encyclopedia*
2. *Compton's Pictured Encyclopedia*

3. Chambers, Robert — *Book of Days* (2 volumes)
4. Dier, J. C. — *Children's Book of Christmas*.
5. Pringle, Mary and Urann, Clara. — *Yuletide in Many Lands*.
6. Sechrist, Elizabeth H. — *Christmas Everywhere*

Christmas in France

The children of France sing this song as they prepare for Christmas:

Have you not seen the little Noël
Running about from door to door,
Coming down from heaven above?
Have you not seen the little Noël
Bringing joy to those we love?

Noël is their name for the Christ child, who is supposed to be with them at Christmas time. On Christmas Eve the family sit around the fire and tell stories about early days in the lives of the parents, grandparents, aunts, and uncles. Children listen to these stories and ask questions. Just as the stories end, the log in the fireplace seems to explode, and candies and nuts are thrown into the room for everyone to gather. The log has been filled with these good things by the parents and a spring has been fixed with a sprinkle of powder at its latch. When the log becomes warm, the spring is loosened and throws the goodies out over the floor.

Practice 12 — Telling Stories

Christmas is a good time for telling stories. There are the stories of the coming of the Christ child and other beautiful stories of Christmas time. Choose one that you like and prepare to tell it to your class. It

may be that you will have a chance to tell it at home on Christmas Eve.

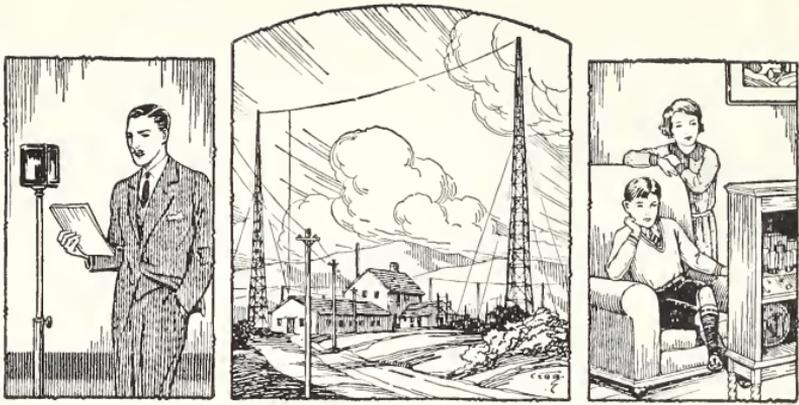
Here are some books that have Christmas stories in them.

1. Daghish, Alice and Rhys, E. — *A Christmas Holiday Book*
2. Dalgliesh, Alice — *Christmas, A Book of Stories Old and New*
3. Dickinson, A. D. and Skinner, A. M. — *Children's Book of Christmas Stories*
4. Pringle, Mary and Urann, Clara — *Yuletide in Many Lands*
5. *St. Nicholas Christmas Book*
6. Sechrist, Elizabeth H. — *Christmas Everywhere*
7. Smith, Elva and Hazeltine, Alice — *Christmas in Legend and Story.*
8. Walters, Maude — *A Book of Christmas Stories for Children*

Practice 13 — Writing Christmas Letters .

[*Handbook, Section III, Letter-Writing*]

Do you have Christmas customs in your home or your community that are followed every year? Many communities have a large tree in a square or a park that they light at a Christmas Eve ceremony. In many towns the families have developed the beautiful custom of putting lighted Christmas trees out in front of their homes or decorating evergreens with colored lights. Sometimes you find a whole street of them, half a mile or even a mile long. Write a letter describing some Christmas custom that you know from experience. If you write about a family custom, some friend or relative will be interested to know of it. If you write about a city custom, send your letter to a child in another city.



UNIT III

RADIO NEWS

Do you listen to the news reports over the radio every day? Many persons enjoy the flashes of news that are given in two or three sentences each day by the *newscasters*, as the radio news reporters are called.

Part of your language period each day can be used for radio news. Your "flashes" can tell about happenings at school, in your community, or in the affairs of the nation.

MAKING PLANS

Your Radio Staff

You will need a *staff*, or group of workers, to be responsible for the news each day. If the same staff serves for a week, the members will have time to plan their work carefully, and yet everyone in your class will have a chance to take part.

Choose an announcer, who will introduce the reporter each day of the week. You will need five reporters who will gather news and write the news flashes for

the week. Each one will read the news on one day. He will help the other reporters on the other four days. Select your staff on Thursday every week, so they can be ready to begin work the next Monday.

Practice 1 — Choosing Your Staff

You will each have a vote in choosing your staff. The one who receives the largest number of votes will be elected announcer for the week. Do not elect the same person twice until everyone has had a turn.

In selecting an announcer think of these qualities:

1. *Promptness.* An announcer must be prompt because he must broadcast at exactly the same time each day. Minutes are precious on the radio; so there is no time to wait for anyone.

2. *Clear speech.* Every word must be pronounced distinctly if the listeners are to understand the news. Your announcer should have the habit of speaking clearly and in a tone that can be heard easily.

3. *Dependability.* Your announcer will be responsible each day for deciding which reporter will give his news and for seeing that the news flashes are ready to be given. Choose someone whom you can depend upon to do that.

Your teacher will choose, or *appoint*, the five reporters each week.

Practice 2 — Discussing Plans for Broadcasting

You will have many questions to settle in making plans. Talk them over together and decide what you will do. Give everyone a chance to take part in your discussion. Here are four of the questions you will need to discuss.

1. What time of day will be best for your news flashes? The announcer will give the time just before he introduces the reporter each day.

2. Where will your broadcasters stand so that they can be heard but not seen?

3. What materials will you need? A gong? A table for the reporter's notes? A make-believe microphone?

4. Do you wish to name your station? What letters will you use?

YOUR PROGRAMS

School News

Your class will be interested in what is happening in other classes in your school. Things like this will make interesting news flashes:

1. First-grade pupils made a booklet that is a class directory. Each child drew his own picture and put his name below it. When they learn to write their addresses, they will draw pictures of their homes, too.



2. The third grade saw some rugs being woven in the craft shop.

3. A woman who had just come back from a trip to Russia told the sixth grade about the schools which the children of Russia attend.

Practice 3 — Writing School News Flashes

[*Handbook, Section VII, Sentences*]

Before you begin your broadcasts you can all be reporters and write news flashes. Select some happen-

ing to report. Write two or three sentences telling as much as possible in a few words. Which of these reports is the better for a news flash?

1

A nurse knows a lot about preventing sickness as well as making people well after they get sick. The third grade invited a nurse to talk to them about colds. The children have had so many colds this year. They are all going to try to keep from taking cold now.

2

A nurse from City Hospital, Miss Della Hansen, talked to the third grade yesterday about how to prevent colds. She told them to wear warm clothing, to keep their feet dry, and to keep away from other children who have colds.

These standards will help you to write good reports.

Standards for News Flashes

1. Make your report as short as possible.
2. Tell in your first sentence what the news is, when it happened, and to whom.
3. Give names of persons and places correctly.
4. Be definite. Don't waste words in general remarks. Make each sentence really tell something.

Community News

All good citizens keep informed about what is going on in their communities. Your reporters will skim through the newspaper each day to find city news that will be interesting to the class. This choosing of the

best news to report will not be easy. All papers print some news that is not really worth reading. Very few persons read everything in a paper. They select what they want to read.

Practice 4 — Using Judgment in Selecting News

Some of the news items below would be worth being made into news flashes for your radio programs. Which ones would not be?

1. The new library being opened
2. Election of mayor and council
3. A campaign for safer driving
4. A bandit robbing a bank
5. A famous tennis player in the city
6. A murder trial
7. A concert by the high-school band
8. Plans for a new city playground

Practice 5 — Writing News of the Community

In writing your flashes of community happenings, be sure to select something interesting and suitable for your report. Follow the standards for news flashes. You may add, "See page 4 of last night's (or this morning's) paper for a complete report."

Current Events

You are all interested in news of our country and of the rest of the world, too. Newspapers, magazines, and the radio all tell you of current events. If you are a reporter for the week, keep your eyes open for interesting news to report.

The reports in the papers will be too long for a

radio flash. You will need to select the main points to put into one or two sentences.

Practice 6 — Cutting a News Report

This selecting of one or two points is called *cutting* a report. Make this long report into a news flash for a radio program by cutting it:

The Chicago and Northwestern Railway sent over the rails between Chicago and Minneapolis last week a train called *The 400*. It covers 400 miles in 400 minutes and is to date the fastest train scheduled on the American Continent. To all appearances a standard, all-steel, air-conditioned train, *The 400* was hauled by an ordinary, big, black, puffing steam locomotive.

A year of scientific study and preparation and \$100,000 made the new train possible. The roadbed had to be made over for safety, the boiler pressure of the engine was increased, and the locomotive made to burn oil instead of coal so as to prevent the need for stops.

The 400 costs 95¢ a mile for operation, but the fare on the train is the same as on other trains that cost 75¢ a mile to run.

Other railroads have been placing fast trains on their lines. The race for speed goes on.

The Weather

Weather reports are part of all radio news flashes. You can get your information from the newspapers, from real radio news, or from the daily weather report cards sent out by the United States Weather Bureau.

Practice 7 — Reporting the Unusual

Weather reports that are most interesting are the unusual ones. Cold winds and snow in Florida or California are unusual. Heavy rain in one city with

no rain in a neighboring city is real weather news. A heavy dust storm in the West is news.

The Weather Bureau tells ahead of time, or *predicts*, the weather for the next day or two. That is always news because people are curious to know what the weather will be.

Try to make your weather reports interesting.

Announcements

The radio is excellent for announcements. The news reaches many persons quickly. You can make all class announcements during your radio news broadcasts. Announcements should be clear, complete, and brief.

If anyone in your class has an announcement to make, he may write it and give it to one of the reporters before it is time for the news to be read. The announcement may be about something that has been lost, about a committee meeting, about a program to which the class has been invited, or about a notice from the principal. Are these good announcements?

1

Ross Lewis has lost a fountain pen somewhere in the building. If anyone finds one, please let Ross know.

2

There will be a meeting of the Safety Patrol in Miss Barrett's office, at 4:00 P.M. today.

Practice 8 — Writing Announcements

Write an announcement about one of these items:

1. A lost library book
2. Meeting of the committee in charge of a Christmas program.

3. An invitation from the sixth grade to an exhibit of pictures and souvenirs of Switzerland
4. New playground rules about snowballing
5. A free swim at the Y.M.C.A. for all boys over nine years of age

Write an announcement of something in your own school.

Making More Complete News Reports

Sometimes you may wish to write out longer and more complete stories of the news that you told briefly in your radio report. These papers may be put up on the bulletin board, where anyone who wishes may read them. Sometimes you may wish to put on the bulletin board the printed article from the newspaper. Then over the radio, after the news flash, you might say, "A longer report of this event will be posted on the bulletin board."

This longer report of the news should be clearly written. Keep the margins even and the page neat. Is the announcement on the next page about the school exhibit a good example?

*Practice 9 — Writing Longer News Reports**

[*Handbook, Section VIII, Paragraphs*]

Write a news flash and then a longer report of any of these happenings:

1. A severe storm
2. A holiday celebration in your school
3. An important person visiting your community
4. The number of pupils absent from your room the last week and the reasons for absence

The School Exhibit

On Friday and Saturday of this week, from 2:00 p.m. to 9:00 p.m., an exhibit of school work will be on display in the gymnasium of Central High School. Every school will take part. You are asked to invite your parents to see the exhibit, especially our Lincoln School section.

During the evening there will be a program by the music and physical education departments. The home economics classes will serve tea. A movie of school activities will be shown in the visual education booth. The manual training classes will show some of the actual work that they do. In the art booth children will be modeling in clay and working with metal to show how they do those things. Every part of our school work will be shown in some way in the exhibit.

Special Numbers

Sometimes you may wish to have special numbers on your programs. For example, your announcer may arrange to have a short poem or a book review given.

*Practice 10 — Preparing a Special Number **

Prepare some special number for each week's program. You may read your favorite poem, begin the telling of an interesting story, or make a talk about something for the good of the school. This last talk will be like an editorial in the newspaper. It may be about order in the halls, or the care of books, or perhaps the welcoming of new pupils in the school.

PLANNING IMPROVEMENTS

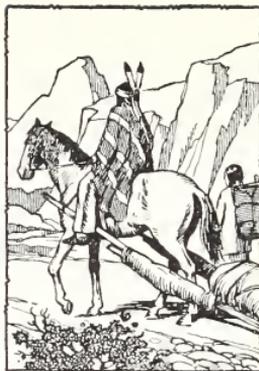
At the end of each week talk over the news reports for the past week and plan how to improve them.

Practice 11 — Discussing Improvements

These questions will guide your discussion.

1. Was the news always interesting and worth while?
2. Were the reporters well prepared?
3. Did they read their notes clearly?
4. Did they have different kinds of news each day?
5. Did the news flashes make you want to read the more complete reports in the newspapers?

How should the reporters receive your criticisms? A courteous, kindly voice is very important in giving others suggestions. You are not likely to get others to agree with you if you give your criticisms in an annoying manner. Remember this during your discussion.



UNIT IV

OVERLAND TRAVEL

In the center of Africa there is a country into which very few white men have gone. The native tribes live there today very much as they did thousands of years ago. The climate is always warm. There are two seasons, however: the wet season when heavy rains fall day and night, and the dry season when the people are better able to go out to hunt and to gather food. In the wet season the tribes live in the hills or higher land. When the dry season comes, they move down into the lowlands.

How do you think these African tribes move from one place to another? They have no railroads, no automobiles, no wagons, not even horses. In fact, they do not have any roads like ours. When they move, they go on foot, carrying their belongings on their backs. This is the way our own ancestors traveled thousands of years ago. What a great change has come about in our ways of traveling! This unit traces the progress that man has made in his method of going from place to place.

OUTLINE FOR STUDYING LAND TRAVEL

There are so many things to find out about in the study of land transportation that it will be best to divide the work and let committees of pupils select the topics they would like to study. Here is an outline — a list of topics — from which each committee may choose the one it will prepare.

- I. Man carries a pack
 - A. In ancient times
 - B. Today (Boy Scout)
- II. The litter and the sedan chair
 - A. In ancient times
 - B. Today (Red Cross)
- III. Horseback
 - A. The post rider
 - B. The cowboy
 - C. The pack horse
- IV. Travel by other animals
 - A. Oxen
 - B. Dogs
 - C. Camels
 - D. Reindeer
 - E. Elephants
- V. The first use of the wheel
- VI. Carts hauled by men
 - A. Chinese carts
 - B. Wheelbarrows
 - C. Jinrikishas
 - D. Bicycles
- VII. Carts hauled by animals
 - A. Chariots
 - B. Coaches



- C. Wagons and buggies
- D. Covered wagons

VIII. The steam train

- A. The first locomotive
- B. The development of tracks
- C. How engines and railroad cars have improved

IX. Streetcars

X. Automobiles

- A. The first automobiles
- B. How automobiles have improved

GATHERING MATERIALS ON TRAVEL

A Book Shelf

Here are some ways of getting your materials together and using them.

With so many topics and with committees searching for information on every one, it will save time and energy if, before the committees start to work, all the pupils search for every bit of material they can find on transportation by land. This they can bring into the schoolroom and place on a special table or shelf. Geographies, history books, story books, encyclopedias, magazines, newspapers, pamphlets, circulars, advertisements — anything that tells something of interest about ways of travel will be of value.

A Bibliography

When you have gathered as much material as you can find, then you can all become *bibliographers* for a while.

What does this mean? It means that you are going to make it possible for any committee to get the most out of your collection of material in the shortest time possible. You can see that, if you have many books

and other sources, each committee will waste time if it has to go through each book looking for just the material on its topic. So you will all work together to make a bibliography.

Practice 1 — Making a Bibliography

[*Handbook, Section II, Using Book Tools*]

This is the way you will work. Each pupil will take one book or magazine from the book shelf. He will also take a plain card. At the top of the card he will write the author's name and the title of the book, thus:

Brigham and McFarlane
How the World Lives and Works

Then he will look through the table of contents and the index of the book and find out what is given there on any of the topics listed in the outline on travel. Sometimes he may glance at the pages of the book to make sure that the topic listed in the contents or in the index is the right one. His card will then look something like this:

Brigham and McFarlane
How the World Lives and Works

1. *Man carries a pack — p. 294 (picture)*
6. *Carts hauled by men — p. 294*
7. *Carts hauled by animals — pp. 294-295*
8. *The steam train — pp. 295-301*
10. *Automobiles — pp. 319-320*

When each pupil has finished going through his book and writing the topics on his card, he will place the card in a box where the cards from all the pupils are being collected. In this way thirty pupils can make out thirty bibliography cards for thirty different books in a short time.

Writing for Information

In your search for the best material on your topic you may want to write to someone for information or for printed material. One committee learned that a manufacturing company published an interesting pamphlet on transportation. They wrote a letter like this one:

Horace Mann School
Manchester, New Hampshire
March 15, 1935

Fisher Body Craftsman's Guild
Detroit
Michigan

Gentlemen:

In our class study of transportation our committee has selected the topic "Carts Hauled by Animals." We have been told that you publish a pamphlet called "An Outline History of Transportation," which will be of help to us. We should appreciate very much your sending us a copy.

Yours truly,
Jeanette Miller

Practice 2 — Writing a Business Letter

[*Handbook, Section III, Letter-Writing*]

As you read your books and magazines, you will find reference to other materials that you may obtain if you write for them. This calls for the ability to write a letter which will meet these standards:

Standards for a Business Letter

1. If the letter is handwritten, it should be clear and neat, so that it can be read without difficulty. There should be no misspelled word in it. The different parts of the letter should be in their proper places, with good margins.
2. The letter should be courteous. You are asking a favor.
3. Your request should be clear, so that there will be no misunderstanding.

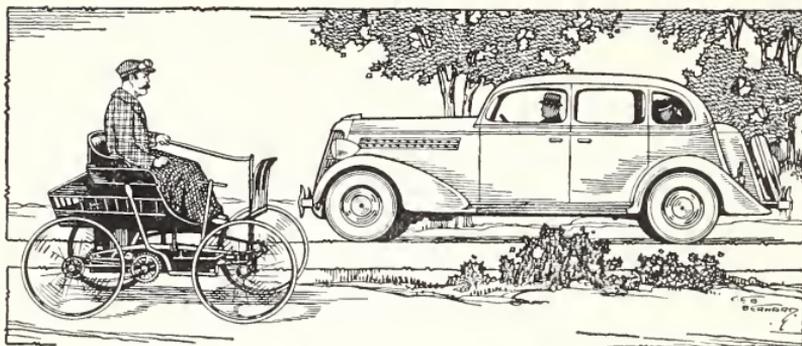
Committee Outlines

Each committee will find in planning its work that an outline will be helpful. Each member of the committee may then choose one topic of the outline to report upon.

Here is an example of an outline that the committee reporting on the automobile might use.

THE AUTOMOBILE

1. The invention of the gas engine
2. The first electric automobile
3. Early gas automobiles
4. The improvement of automobiles
5. Uses of automobiles today



*Practice 3 — Making an Outline **

When your committee has selected or been given its topic, make an outline and divide the different topics among the members to report upon.

REPORTING ON YOUR TOPICS

The Chairman's Job

The chairman of a committee is an important person in the success of the committee report. Do you believe the committee members were helped in starting their reports by what Chairman George said in the example that follows?

TEACHER: Yesterday we heard an interesting report on "Travel by Horseback." This morning we are to hear the report of the committee on "Travel by Other Animals," George Reynolds, Chairman of the Committee.

CHAIRMAN GEORGE: When our committee started to work on the topic "Travel by Other Animals," we didn't realize how interesting it would be. It has taken us to many parts of the world and back to the time when traveling was a very simple matter. One of the first methods of travel

was by oxen. Jane and Helen will show you some pictures and tell you the story of this beast of burden.

Practice 4 — Introducing a Committee

As each committee is ready to report, the chairman will introduce the speakers. He should announce the topic and arouse the interest of the class by his opening sentence. He can make it easy and natural for each committee member to give his report.

The Committee Member's Oral Report

When a committee member is introduced by his chairman and rises to give his report, he should tell something interesting and of value to his classmates.

Here is an oral report made by a fifth-grade girl. Is it interesting?

I wish to tell you about the first bicycles. The first bicycle had no pedals. The rider had to push it with his feet. This bicycle was invented in 1817 and for many years it was the only kind of bicycle. We should hardly call it a bicycle today. It was more like a child's "scooter."

Next came the velocipede. It was called by this name because it could go swiftly. It was moved by pedals that were attached to one of the wheels which was larger than the other. With the velocipede many people began to ride for pleasure. The velocipede was much improved by the use of the chain sprocket,



which has the same effect as the large wheel without being heavy and unwieldy.

Bicycles are used in Europe much more generally than they are in our country. Dorothy will show you some of the interesting pictures of the different kinds of bicycles that we found in our reading.—MARY LEE

Practice 5 — Making an Oral Report

[*Handbook, Section IV, Good Usage*]

As a member of a committee you will make an oral report on some topic that has especially interested you and that your committee has agreed you should study. Can you make your report as good as Mary Lee's? Can you really interest your classmates in what you have to tell them?

A Written Report

Sometimes it is better for a committee member to write out his report in full, instead of just giving it orally from an outline. This is especially true when the report contains numbers, dates, or the names of persons. The following is an example of a short written report:

THE BEGINNING OF THE AUTOMOBILE

The automobile is not much more than forty years old, but for a hundred years people had been experimenting with engines that would run on the highways. The steam engine was too heavy. The gasoline engine was the invention that made the automobile possible. In 1896 there were only four automobiles driven by gasoline engines in the United States. There are several persons who claim to be the inventor of the first automobile. It is probable that no one person deserves that credit. Between 1879 and 1895 George Selden, Charles

Duryea, Ellwood Haynes, and Henry Ford had all produced gas-driven cars. Since that time cars have been greatly improved and their number enormously increased. In 1930 if all the automobiles had formed one long parade, they would have reached seventeen times across our country.

Practice 6 — Making a Written Report

When a committee makes its complete report to the class, it will probably have at least one of its members read a report that he has written in full. Here are standards for a good written report.

Standards for a Written Report

1. The report should be written legibly, so that the reader will not have to hesitate because he cannot read a word.
2. Correct spelling is important.
3. Proper margins and indented first lines of paragraphs help the reader.
4. The first sentence of the report is important. It should arouse the interest of those who read it or hear it read.
5. If there are two or more different ideas presented in the report, the sentences telling about each idea should be grouped into a paragraph.

DISCUSSING THE REPORTS

After each committee has made its report, you will find it interesting to ask questions and to discuss the most interesting parts of their report.

Practice 7 — Discussing Transportation

Here are seven questions that the study of transportation may bring up in your mind.

1. After the horse, what animal is the most important in travel?
2. What would be the effect if there were no wheel in your community?
3. How do the stagecoach and the modern Pullman car compare in traveling convenience?
4. What changes has the automobile brought to life on the farm?
5. What advantages have motor busses and motor trucks brought to your community?
6. Why are railroads still a necessary method of transportation for your community?
7. What are the latest improvements in trains?

Standards for Class Discussion

1. Ask questions courteously. Do not interrupt a speaker.
2. Make your answers clear and understandable.
3. Speak so that all can hear you.
4. Use complete sentences.
5. See that each question is answered before another is discussed.

Story-Telling

There are exciting stories connected with transportation, stories just as thrilling as any ever told. You

can have an interesting true-story hour telling these adventures.

Practice 8 — Telling a True Story

You may use one of these happenings, or tell some other adventure that you have read:

Buffalo Bill, the Pony Express Rider

An Attack by Indians while the Railroad Was Being Built

The Golden Spike

By Dog Sled with Byrd

The Race with the First Locomotive

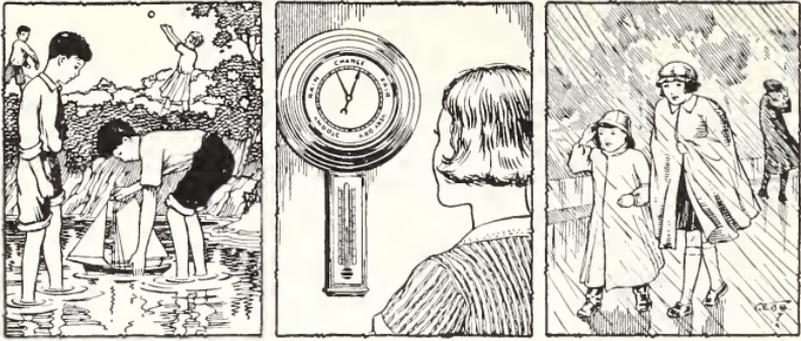
You can find stories of this kind in your history books or in the library.

Standards for Story-Telling

1. Did I know my story well?
2. Did I choose the main incidents and leave out unimportant details?
3. Did I speak clearly and use good sentences?
4. Did I watch my listeners and keep them interested?
5. Did I make the exciting parts sound exciting?

Practice 9 — Making a Booklet

Using the best written reports and pictures, either those drawn or painted by pupils, or those cut from old magazines or newspapers, make a class booklet that will tell about the various kinds of travel by land.



UNIT V

MOODS OF THE AIR

Have you ever noticed how often people talk about the weather? When your mother goes into the grocery store to do her purchasing for the day, the grocer greets her with some remark about the weather, such as, "Good morning, Mrs. Martin, it's a little crisp today. I shouldn't be a bit surprised if we had some snow before night."

Everyone seems to be interested in the weather. Do you know why? Is it because people have nothing else to talk about? Or is it because the weather is something that is really important to all of us? How important is the weather? Does it affect all of us?

If the weather is important, wouldn't it be a fine thing to learn more about it? Early peoples had many queer ideas about the reasons for the weather. Everyone is curious and interested in the changes taking place in the air. One purpose of this unit is to make you more intelligent listeners and speakers when the weather is the topic of conversation.

A WEATHER DIARY

A record of the weather from day to day is called a *weather diary*. This is a sample entry:

Dec. 20 — The thermometer on our front porch registered 10° this morning. Snow is falling and the wind is increasing. Mr. Martin thinks we are in for a blizzard.

Practice 1 — Keeping a Weather Diary

[*Handbook, Section VII, Sentences*]

Begin at once to keep a weather diary, writing a little paragraph about each day's weather. Here are some suggestions that may help to make your diaries interesting and useful to you all through this unit.

1. Notice the conversation of older people about the weather. If they make interesting comments or use new words, you may want to use them in your diary.

2. Watch for stories and reports about weather in the newspapers. You will find that you are becoming interested in weather in all parts of the country and the world, and you will begin to put sentences in your diaries comparing your weather with that of some other place.

3. Observe the weather more carefully yourself. Notice the temperature at different times of the day. How was it affected by the sun? If it was a windy day, did the wind go down when the sun went down? Can you describe a cloudy or gray day in interesting words?

New Words

As you learn more about the weather, the new and strange words that you meet will arouse your curiosity. By this time you already know some of the words in the following list. But can you tell what they

mean in words of your own? For instance, can you explain *precipitation* or *prevailing* — two words that are often used in talking about the weather? Here is a list of words for your *weather vocabulary*.

altitude	Fahrenheit	prevailing
annual	forecast	register
atmosphere	humidity	revolution
barometer	hurricane	rotation
blizzard	mercury	thermometer
bureau	nimbus	tornado
condensation	orbit	vacuum
cumulus	oxygen	vapor
cyclone	precipitation	velocity
evaporation	prediction	westerly
expands	pressure	windward

Practice 2 — Using the Dictionary

[*Handbook, Section II, Using Book Tools*]

The meaning of the words just listed will become clearer to you as you study about the weather. In order to understand the new words better as you come upon them in your reading, look up in your dictionary those you do not know the meaning of.

A WEATHER BIBLIOGRAPHY

There are many sources of information on the weather — books, magazines, newspapers, bulletins, films, and pictures. Every member of the class should report where he has found information on the weather. If all these sources are listed either on the blackboard or in a special book for that purpose, you will have a class bibliography.

Another way to list references is to place each one

on a separate card. If there are many cards, it might be a good plan to keep them in a box, like the cards in a library catalog.

Practice 3 — Making a Class Bibliography

Make a class bibliography on *Weather*. You may organize it into parts, like this:

- | | |
|-------------|-------------------------------|
| 1. The air | 4. Clouds |
| 2. The sun | 5. Rain, fog, sleet, and snow |
| 3. The wind | 6. Forecasting weather |

THE AIR

To see and touch something does not mean to know about it. Do you know that there is something which you use every day and feel as you swing your arms back and forth, but which you do not really know very well? There is. It is the air that you breathe and that always surrounds you.

To understand the weather and its many changes, we must find out what men have discovered about the ocean of air in which we live. At first men thought that the air was just nothing at all. Then they noticed that some things were lighter than air. From this they knew that air must have weight. They discovered by sending men high above the earth in balloons that the air becomes thinner and lighter, the farther above the earth one goes. They discovered, when they removed the air from a large glass container, that where there is no air, there is no sound. From this they knew that air can carry sound waves. So men have found that air has other uses than just for us to breathe.

The following is a report made by a committee who searched and found many interesting things on their topic.

WHAT IS IN THE AIR?

There are many things in the air which we do not see. Of course, we cannot expect to see the oxygen, nitrogen, and other gases, because when they are clear they are invisible. But we learned that there are millions of particles of dust in the air. These are so small that we can't see them. We noticed that when a ray of sunlight came into a darkened room, we could see some of the dust particles in it.

We also found that the air is filled with tiny drops of water, too fine to see. We noticed that the water on the sidewalks dried up. This water went into the air. We also watched the steam from the teakettle on the stove disappear into the air. This proved to us that the air holds water. In still another way we discovered that there is water in the air. We put a glass of ice water on a table. We noticed that drops of water began to appear on the outside of the glass. These drops, of course, didn't come through the glass. They came from the air around the glass. John Kramer's father told us that the water in the air had condensed on the outside of the glass.

Practice 4 — Making Committee Reports

There are so many things to find out about the air that it may be best to divide your class into committees and ask each committee to report on one topic. Here are some good questions about the air for committee members to study and report on to the class.

1. How far above the earth does the air go?
2. What is in the air?
3. What makes the colors in the sunset?

4. What is fresh air?
5. How does heat depend upon air?
6. How is air weighed?

Your bibliography will be most helpful in this work. If you do not already have these books on your list, try to locate them and use them.

Britannica Junior — “Air”

Compton's Pictured Encyclopedia — “Air”

Craig and Hurley — *Pathways in Science, Book IV* — “The Earth and Living Things”

Hayes, Elizabeth — *What Makes Up the World*

Spencer, Gans, and Fritschler — *Thought-Study Reader, Book V*

Tappan, Eva M. — *Wonders of Science*

World Book Encyclopedia — “Air”

THE SUN

There is one other thing just as important as the air in its influence on the weather. This is the sun. All light and practically all heat come from the sun. Through many millions of miles, light and heat travel from the sun to the earth.

The white light that we get from the sun may be thought of as a mixture of light waves of all colors — red, orange, yellow, green, blue, violet. When this light shines through certain objects, like glass or tiny drops of water, it breaks up so that it shows these various colors. This is why we see a rainbow when the sun shines through many drops of water.

When the sunlight strikes the dust particles in the air, the blue waves are turned aside, or scattered. It is because of this that the sky looks blue to us.



AURORA

In this beautiful painting by Guido Reni, Apollo, the sun god, is driving his chariot across the heavens. Before him is Aurora, the dawn, with rosy-tipped fingers. His chariot is escorted by a band of the hours, and a cupid with his torch flies over the horses to light the way.

*Practice 5 — Giving an Oral Description **

Describe a rainbow you have seen either after a rain or in the spray made by the sprinkler on the lawn. You can make one with a glass prism, if the sun is shining, and give your description as you look at it.

THE RAINBOW

If all were rain and never sun,
 No bow could span the hill;
 If all were sun and never rain,
 There'd be no rainbow still.

— CHRISTINA G. ROSSETTI

Sun Myths

Without the sun's rays neither plants nor animals could live. The earth would be a cold, barren place. It is no wonder that in ancient times men were sun

worshippers. They thought of the sun as a great god from whom all the good things of the earth came. They built temples to the sun and burned sacrifices on the altars, that the sun might be kind and bring them good fortune. Different peoples had different names for their sun god.

The Greeks called their sun god "Apollo." They believed that Apollo crossed the sky each day in a golden chariot, driving four beautiful horses. The Egyptians called their sun god "Ra," and he was one of their most important gods. The Indians told stories of the sun and of the brave Indian warriors who hunted it and brought it back to the people.

Practice 6 — Reporting on Sun Myths

You will find in many different books the stories that men told years ago about the sun. Report to your classmates the story that you find most interesting. Here are some of the books in which you will find these stories. Here is a chance to use the Table of Contents and the Index properly.

Cooke, F. J. — *Nature Myths*

Couzens, R. D. — *Stories of the Months and Days*

Hyde, L. S. — *Favorite Greek Myths*

Mabie, H. W. — *Norse Stories*, "The Making of the World"

Wells, M. E. — *How the Present Came from the Past*

THE WIND

To the men of olden times the wind was also a mysterious force. They could not understand where it came from or where it went. So they made up stories to explain these things. The Greeks called the

god who ruled the winds "Aeolus." They said that he lived on an island in the ocean, where he kept the winds shut up in a cave, and that he only let them out when he pleased or when other gods wanted them.

We do not make up stories about the winds, because men have discovered what causes them. They have found out that the sun, with the heat that it brings, really starts the winds blowing.

THE WIND

The wind has a language I would I could learn;
 Sometimes 'tis soothing, and sometimes 'tis stern;
 Sometimes it comes like a low, sweet song,
 And all things grow calm, as the sound floats along;
 And the forest is lulled by the dreamy strain;
 And slumber sinks down on the wandering main;
 And its crystal arms are folded in rest;
 And the tall ship sleeps on its heaving breast.

— LETITIA ELIZABETH LANDON

Practice 7 — Writing a Paragraph to Explain the Wind

[*Handbook, Section VIII, Paragraphs*]

How the winds start to blow is a very simple matter, but can you write a paragraph explaining it so clearly that the one who reads it will understand? Here are some of the phrases you may use. Make sentences out of five or six of these phrases explaining the wind. Make your sentences clear and not too long.

Warm air light
 Cold air heavier
 Warm air rising
 Low-pressure areas

Air rushing in
Earth warming and cooling
Ocean and lakes cooler than land in summer
Air at mountain tops cooler

Wind Speeds

On a warm day in June a gentle breeze comes in through your open window laden with the fragrance of flowers and growing things.

The "light breeze" is air moving at the rate of about ten miles an hour. If air moves faster, say at twenty-five miles an hour, it is called a "fresh breeze." If it should get up to thirty miles an hour, it is called a "strong breeze."

When the wind blows forty-five miles an hour, it is called a "fresh gale." "Hurricanes" go as fast as a very fast auto-

mobile — eighty to ninety miles an hour. In the "tornado" — the most terrible of all storms — air reaches its greatest speed. Men have estimated that the air in the whirling funnel of a tornado reaches a speed of four hundred to five hundred miles an hour. That is faster than any airplane has yet traveled.

Tornadoes are often spoken of as "cyclones," but cyclones are not necessarily storm winds. When the air moves around a low-pressure area, the weather man calls that movement a cyclone. Such a general movement of air can cover an area of five hundred miles or more, but the wind speed may be low.



Wild storms and wants and dangers
 Will thrill a poet's heart,
 And free his viking spirit
 Far more than feeble art.
 So welcome to the storm wind!
 The Northers I invoke.
 Here's to the strong, gray weather
 That makes the heart of oak!

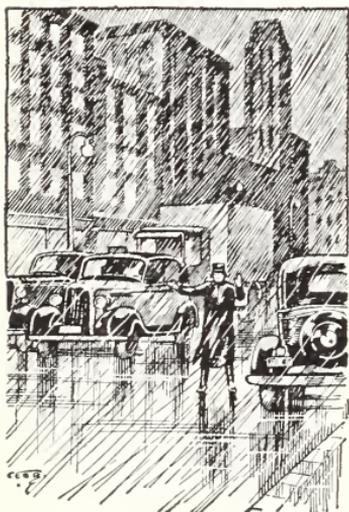
— WILLIAM LAWRENCE CHITTENDEN

Practice 8 — Giving an Illustrated Talk

Make a collection of pictures of the work of the wind. Divide your class into two parts. One group will look for stories and pictures showing the value of wind, and the other of harm done by wind. Newspapers have many stories and pictures of storms. Try to find others, too. Plan exactly what to say to explain your pictures.

WET WEATHER

There is water in the air at all times. It is only when we see this water as fog, rain, sleet, or snow that we realize that it is there. Wet weather sometimes seems to be gloomy weather, and we are glad to see sunshine afterward, but we know that the rain is very necessary in order that plants and animals may live and grow. The desert is an example of what our country would be like if it had no rain.



CITY RAIN

Rain in the city!

I love to see it fall
Slantwise where the buildings crowd,
Red brick and all.
Streets of shiny wetness
Where the taxis go,
With people and umbrellas all
Bobbing to and fro.

Rain in the city!

I love to hear it drip
When I am cozy in my room
Snug as any ship,
With toys spread on the table,
With a picture book or two,
And the rain like a rumbling tune that sings
Through everything I do.

— RACHEL FIELD

Practice 10 — Making Committee Reports

Divide the class into committees and, with the aid of the bibliography, let each committee look up and report on one of the following subjects:

1. The difference between fog and a cloud
2. Where rain comes from
3. How hail and sleet are made
4. What causes snow
5. Why snowflakes fall in beautiful shapes, like stars and flowers

Practice 11 — Telling a Story

Fog, rain, sleet, and snow are four forms of water in the air. Tell of some experience you have had

with one of these. You may have been lost in the fog at some time, or been snowbound, or have seen a cloudburst or a sleet storm. If you have heard or read of an experience more exciting than your own, you may tell that.

*Practice 12 — Writing a Poem **

Watching cloud shapes in the sky, hearing wind blow, or watching rain or snow falling on trees and all about, makes us contented, happy, or sad. These feelings are often expressed in poetry.

Look back over the poems in this unit. Read them all aloud if you like. Then let each member of the class write a little poem about some kind of weather. If you have many good poems, you may want to bind them into a booklet and call them "Our Weather Poems."

It isn't only flakes that fall
On the street and roof and all,
All the day and evening hours,
But white and shining stars and flowers.

A million, million tiny stars,
Dropping from the cloudy bars,
Falling softly all around,
On my sleeve and on the ground.

A million, million flowers white,
Falling softly day and night —
But not a leaf or stem at all —
It isn't only flakes that fall.

— ANNETTE WYNNE

FORECASTING THE WEATHER

The weather is so important to us that our government has a Weather Bureau at Washington and about

two hundred weather stations in all parts of our country. The men in these weather stations know much about the air and the weather, both from study and from experience. With special instruments they measure the temperature and weight of the air, the direction and speed of the wind, and the amount of rainfall or snowfall. Twice a day these weather men report their measurements to the Washington Weather Bureau, and there a weather map of the entire country is made from them. If a bad storm is moving across the country from the west, the map shows it. If freezing temperatures are approaching, the weather men can warn the people whose crops will be harmed by frosts.

Sometimes the weather forecast in the newspaper contains just a statement like this.

Fair tonight and Thursday. Colder tonight. Temperature about 25 degrees Thursday morning. Fresh northeast winds. Sun rises 6:44. Sun sets 4:46.

At other times, especially when the weather is very unusual, a report of the temperature or rainfall from the weather station in another part of the country is given. The newspapers of the large cities usually print on their market page an "Official Weather Forecast," containing reports from all sections of the country.

*Practice 13 — Preparing an Exhibit for
the Bulletin Board*

Clip from the newspapers as many different types of forecasts as you can find. Also clip stories about

the weather. Mount them on heavy paper and write a brief explanation of them below. Tell where they are from, date, location, purpose, etc. Then make an exhibit of them on your bulletin board.

*Practice 14 — Writing Letters**

If there is a weather station near you and if you would like to visit it, write a class letter asking permission to make a visit. If you cannot visit a weather station, you can write to the Weather Bureau at Washington and ask for several weather maps of the country, or of your section of the country. The Department of Agriculture also sends material on weather and the protection of crops, upon request.

THE WEATHER AND OCCUPATIONS

The man who stays indoors all the time will probably not be very much affected by the weather. But most persons do go outdoors every day, and the weather means much to them. To many, it means only how they will clothe themselves. But to some, it may mean loss, with its hardships and disappointment; and to others it may mean profit and plenty. For some occupations unfavorable weather means great loss or hazard.

Practice 15 — Writing a Paragraph

Pair off one of the kinds of weather and one of the occupations listed on the next page (as, *hot and dry weather* and *grain merchant*) and describe briefly the effect of the first upon the second. Make your paragraph as interesting and complete as possible.

<i>Weather</i>	<i>Occupation</i>
Hot and dry	Grocer
Very cold	Coal dealer
Hurricane	Fruit grower
Steady, warm rain	Grain merchant
Early frost	Baseball manager
Heavy snow	Bus driver
Sleet storm	Airplane pilot
Hail	Doctor



UNIT VI

IN THE BOOKSTORE

Just about Christmas time a bookstore is an interesting place. Many beautiful new books are on display. Crowds of people are in the shop selecting books as gifts for their friends.

If you receive a lovely book as a gift, you sometimes ask your parents to let you take it to school to show your classmates. There is something about books that makes everyone want to share the pleasure of them with others.

Practice 1 — Discussing the Choice of Books

Why did you decide to read the book that you just finished reading yesterday or last week? To find out what makes most people choose certain books and not others, ask that question of everyone in your class. You will hear such reasons as:

“Because Peter said he liked it.”

“Because I saw it in the library and liked the pictures.”

“Because we had it at home.”

Probably more of you will give a reason like the first than any other. We like to read the same books that

our friends read because we enjoy talking about them together. We do not always like the same books, just as we do not always like the same friends. That is why a good library has many different kinds of books in it.

SHARING YOUR KNOWLEDGE OF BOOKS

If you are going to talk about a book, you must be able to give the main idea of the book in a few sentences. You must also be able to pick out certain very interesting parts to tell in detail. Here are summaries of three books for children. Do you know from these few sentences what each book is about and whether you would like it?

1

The World We Live In and How It Came to Be, by Gertrude Hartman

This is a different sort of history book. It traces the history of the world from the very beginning. The important discoveries and inventions of each age are described. The book makes us realize how each invention has changed the lives of people.

2

Airways, by F. E. Engleman and Julia Salmon

Mr. Engleman was a flight officer in the United States Naval Flying Corps. The book tells the story of some children who visit an airport and see airplanes, gliders, weather balloons, and many other thrilling things. They even take a ride over their city in a plane and find what air bumps and tail spins are like. There are many interesting pictures.

3

Something Perfectly Silly, by Marni and Harrie Wood

This book is nothing but nonsense. It is full of ridiculous poems that are ideal for reading aloud. The many colored illustrations add to the attractiveness of the book.

Practice 2 — Discussing Books You Like

Perhaps five or six of your classmates like animal stories. You might draw your chairs into a circle and talk over your favorite animal book. Try to make the book that you liked sound so attractive that the other children will all want to read it.

Always know the exact title and, if possible, the name of the author of the books you are discussing. Other children cannot find the book in the library unless they know the title. Story books are placed on the library shelf alphabetically by the last name of the author. If you give your friend the name of the author, he will be able to go right to the K shelf for Rudyard Kipling's *Jungle Tales*. On what shelf would you find Louisa Alcott's *Little Women*?

A TRIP TO THE BOOKSTORE

A trip to the bookstore will give you much information about new books and about the books which are favorites with boys and girls.

A small committee, perhaps three or four pupils, can plan to visit a bookstore. Later the committee will report to the class.

Choose for your committee to visit the bookstore those pupils who are the most thoughtful and businesslike in their manner.

The manager of the bookstore will be glad to have



you visit his store if you are courteous and quiet and treat his books carefully. You will remember that a new book is easily damaged. If you handle the books at all, be very careful of them.

An Interview with the Manager

While you are in the store you may be able to talk with the manager or a clerk about books and book-selling. This will be an *interview*. When you are asking information of a stranger in an interview, you should be very polite and very thoughtful not to waste the other person's time.

Practice 3 — Dramatizing an Interview

Play that one pupil is the store manager, another the clerk, and three others the committee that go to the store. Let your committee members introduce themselves to the clerk and ask for the manager. When you have met the manager, tell him what you wish to know.

Standards for an Interview

1. Tell immediately who you are and what you want to know or do.
2. Listen carefully, if another person is introduced, so that you will understand his name.
3. Ask your questions briefly and courteously.
4. Listen closely to the answers. Ask another question if you do not understand.
5. Thank the other person for his kindness in giving you information.

Practice 4 — Getting Information at the Bookstore

Some things you can learn in your visit to the bookstore are listed here:

- What some of the newest books for children are
- How new books are displayed to attract attention
- How the books are arranged on the shelves
- Why books are sometimes put out on tables
- What kinds of books boys buy most often
- Which books girls buy
- Whether children's tastes in books have changed lately
- How expensive children's books are
- Why one edition of a story is sometimes more expensive than another
- Whether a bookstore ever sells books that are not really worth owning

Make a list of the points that you want to find out about. At the store take notes on what you learn.

Remember when you leave to thank the manager for his attention to you.

Practice 5 — Reporting an Observation

Each member of the committee may report on one of these topics or on some other topic that is interesting. Keep to your topic and report exactly what you learned on your visit.

- The Cost of Children's Books
- The Titles of Favorite Books
- Making Books Sell
- What Children Like in Books
- The Arrangement of Books in the Store

A BOOKSTORE OF YOUR OWN

The visit to the store may make you want to have a bookstore in your classroom. You can bring to school some of your own books. You can also use library books and your schoolbooks for your bookstore.

Arrange them on tables, as you saw them in the store. Put animal stories together in one group, poems in another, history stories in another, and all books of short stories in still another group.

Practice 6 — Skimming a Book

In order to group the books in your bookstore, you may need to skim through some of the books by reading a few pages here and there, looking at pictures, and deciding what each story is about.

Preparing for Business

After you have arranged the books, you will need to put a price on each of them. Decide upon a reasonable price, considering what you learned at the store. Fasten the price tag on the book with a clip or slip a piece of paper with the price mark just inside the cover. Do not mark any book.



Make the signs that you need for the tables in your store. Will you use any of these?

BOOKS FOR GIRLS

ADVENTURE STORIES

STORIES ABOUT GREAT MEN AND WOMEN

WILD ANIMAL TALES

Decide upon your clerks. They should become acquainted with the books; then they can answer questions that the customers may ask.

Letters to Publishers

Publishers of children's books will send you catalogs. Some of these catalogs are illustrated and will be interesting to you.

To find the name and address of a publisher look at the bottom of the title page, or on the back of the title page, of some story book.

Your letter may be written like this one:

<p><i>The Macmillan Company</i> <i>Dallas, Texas</i></p>	<p><i>1428 Canal Street</i> <i>New Orleans, Louisiana</i> <i>January 27, 1935</i></p>
<p><i>Gentlemen:</i></p>	
<p><i>Please send me a catalog of your books for children.</i></p>	
<p><i>Very truly yours,</i> <i>Robert Orr</i></p>	

Practice 7 — Writing a Letter

[*Handbook, Section III Letter-Writing*]

Each of you may choose your own publishing company. Write to the nearest office, if there are several office addresses given. Make your letter short and polite. Be sure to write plainly.

Advertising Books

Many bookstores have little folders printed describing the new books. They give these folders away as advertisements. You can make some advertisements for the books in your store. If you cannot have several copies made, you can fasten your one copy on a bulletin board, where customers can see it. An advertisement is different from a review because an advertisement tells only the good things about a book, while a review tells what the reader really thinks about the book.

Here are advertisements of some books, both old and new, written by pupils who had a play bookstore.

Gay-Neck; the Story of a Pigeon, by Dhan Gopal Mukerji

This is a story of a pigeon from India that was taken to France during the war as a message carrier. Maybe you have seen pigeons with beautifully colored feathers on their necks as Gay-Neck was colored. The experiences of this clever bird until the time that he returned to his master in India make an unusual story.

Hitty: Her First Hundred Years, by Rachel Field

A little wooden doll carries you through one hundred years of adventures in pioneer America. You almost forget that Hitty is a doll because her story seems so real.

Smoky, the Cowhorse, by Will James

You will feel that you are out on the range or in the corral as you read this story supposed to be told by a real cowboy. You will not mind that the cowboy uses poor English because you will be so excited about the round-up and the rodeo as Smoky, the cowhorse, tells his story.

Mrs. Wiggs of the Cabbage Patch, by Alice Hegan Rice

You've never met anyone like Mrs. Wiggs, but you have always hoped you would. She has a welcome for everyone.

She and her amusing family make a delightful story. The Cabbage Patch is a group of poor little cottages, or shanties, near the tracks in a Kentucky town.

Practice 8 — Writing Advertisements for Books

[*Handbook, Section V, Capital Letters, and Section VI, Punctuation*]

Write some paragraphs that will make people want to read the books in your store. Give just a hint of what the book is about. Tell a little about the main character, as you would introduce one good friend to other friends. Be sure to give the title and the author's name, as in the advertisements just given. You want the customers to remember what books you are urging them to buy. You may underline the title.

Book Posters

For a corner in your classroom bookstore you will want some attractive book posters. You can find pictures in magazines to illustrate certain stories, but better yet, you can draw pictures for your posters.

*Practice 9 — Making Posters**

Work out posters in your art class, using crayons, paints, or paper cutting, whichever you prefer.

Make a title for your poster. Do you like any of these?

Buy a Book a Month
Every Page a Thrilling Adventure
Follow the Animal Trail through Books
Read One of Dr. Dolittle's Books and You'll Want to
Own Them All

Practice 10 — Playing Bookstore

It will be fun to play bookstore, to have some of the pupils serve as clerks while others are customers.

Courtesy is important in business. The clerks should try to answer all questions and to please the customers if possible. Customers, too, should be thoughtful, polite, and reasonable.

When your bookstore fun is over, you will know much more about books, and you will probably have decided upon some new ones that you want to read as soon as you can.

Be sure to return all books to the owners. Many persons are careless about borrowed books, but you will want to see that every book is returned.

JUDGING BOOKS

When you were at the bookstore, you saw many books that you would not care to own. Some of them were not especially interesting; some of them were poorly written; some were so cheaply made as not to be worth the price you would have to pay for them. The manager himself probably told you that he would like to sell only good books, but that people sometimes want to buy poor books. If everyone who bought books had good taste, stores would sell only the best books. It is very important for you to learn to tell good books from poor books in order not to waste your time and your money. Books differ in value, just as much as apples or shoes or houses do.

Practice 11 — Discussing Good and Poor Books

Usually you have told in your class about books you liked. You sometimes read books that you think are

not good stories and that you cannot recommend to other boys and girls. Tell the class about some books that you did not like and that you would not care to own.

One boy reported: "I've been reading some of those Boy Scout adventure books, but I don't think they are very good. They tell about things that aren't possible, and the characters certainly aren't like real Scouts. I'm a Boy Scout myself, and none of those things ever happened to me."

A RECORD OF YOUR READING

It is always worth while to keep a record of the books that you read. You can use your list in discussions or in making up a class list to suggest to other children.

A pupil's card catalog makes a very good place for recording your reading. Each of you has a card on which you write the titles and the authors of the books you have read. On the back or on another card you

What Are We Reading?

Animal Stories 

Travel Stories 

History Stories 

Fun Stories 

Adventure Tales 

Fairy Tales 

may wish to write the names of books that you want to read sometime. It is easy to forget titles if you do not write them down.

One class made an interesting chart that showed what kind of books the children were reading. They used squared paper and filled in one quarter-inch square for each book read by anyone in the class. A glance at the chart showed whether the children in this class were reading many kinds of books or only a few kinds. Different colors could be used for the different kinds of books.

Practice 12 — Making a Record of Reading

Decide in what way you wish to make a record of your reading. Plan to keep your record for the rest of the year.

DRAMATIZING STORIES

We remember better the things that we see as well as hear or read. That's why we like motion pictures and pictures in our geographies. If you can make your classmates see the persons and the happenings in a book, you may make them want to read it.

When four or five of you have read a certain book, you can plan a dramatization of an interesting scene, practice it, and give it before the class. Do not try to remember the words of the book, but give the ideas in your own words.

The scene between Robin Hood and the Friar in *The Merry Adventures of Robin Hood* makes an excellent play with few words. It may be almost a *pantomime*, because it can be played with only three or four short speeches, the orders that each player gives to the other.

Acting out stories in this way can become a regular part of your work. *Monologs* (dramatizations by one person) or *dialogs* (dramatizations by two or more persons) may be given by one or several pupils each week. Here is a monolog that was given by a girl who had just read the old Greek story, *Pandora's Box*.

PANDORA: (*Holding the cord on the box between her fingers and wondering whether or not to undo it*)

Let me see. I wonder how that knot was tied anyway. I can pull it a little without really untying it. Even if it came open, I could fasten it again.

Of course, I wouldn't really open it unless Epimetheus told me that I could. He's so silly when he insists on our obeying orders.

I wonder if it's heavy. Not so very. But what can be in it to be so precious and to be tied so tightly? I'll bet I could undo that knot.

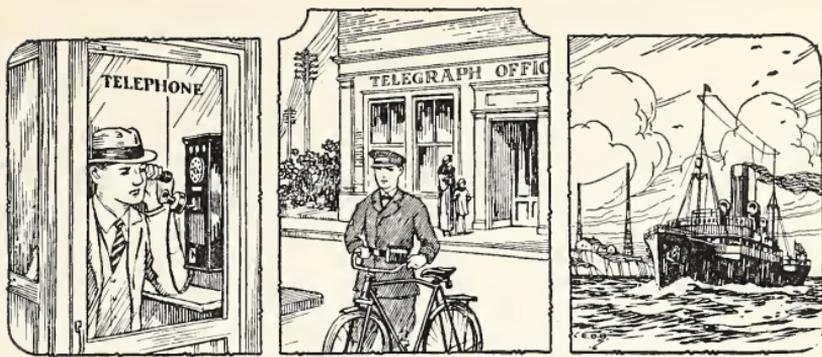
Oh! It's unfastened, and now what will Epimetheus say? He'll never believe that I did not look in. I'll take just one little peek!

(*Opens the box and covers her head as the troubles fly out.*)

At the end of six weeks ask how many in the class have read the stories that you chose to dramatize. Were your reviews a success?

Practice 13 — Playing Scenes from Stories

Choose a character or a scene from some book that most of the boys and girls know. Play it in pantomime or as a monolog. See whether your classmates can tell what story you are playing.



UNIT VII

ELECTRICAL MESSAGES

If a Rip Van Winkle who had gone to sleep one hundred years ago should wake up today, what do you think would surprise him most in this modern world? Some might say the railroad train, others the automobile, and possibly others the airplane. He would probably be surprised by many things, but wouldn't the way we send messages and speak over thousands of miles in the fraction of a second seem really the most mysterious to him?

Since one hundred years ago electricity has come to be the fastest, and probably the most important, message-bearer for men.

Have you ever stopped at the telegraph office and listened to the clicking of the instruments as the messages came over the wires from distant cities? You will be interested to know how this method of sending and receiving messages was invented.

THE INVENTION OF THE TELEGRAPH

For many years men had known that electricity would travel along a wire with amazing speed. What a

marvelous message-bearer it would be if it could only be made to take a message! Benjamin Franklin tried to find a way, but the electric battery had not been invented and he had no method of keeping an electric current going through the wire. This difficulty was overcome by an Italian, Volta, who discovered the electric battery. Later an American inventor, Joseph Henry, discovered that when an electric current went through a wire wound around a piece of iron it made a magnet of the iron. This was an important discovery. It made possible the telegraph, as well as the electric motor.

It was another American, Samuel F. B. Morse, who made the first practical telegraph by using this electromagnet. By turning the current on and off the magnet, he arranged the instrument to make dashes or dots with a sort of pencil on a moving strip of paper. Later it was found that the trained telegrapher could "read" the dots and dashes just by listening to the click-clack of his instrument.

The first public message, "What hath God wrought?" was sent over a line between Washington and Baltimore in 1844. After many trials and much discouragement, Samuel Morse had made electricity our swiftest message-bearer.

The Morse Code

It was now just a question of having the telegraph make signals that would have meaning. This question Mr. Morse answered by working out a set of dashes and dots for each letter. Here is the Morse Code used in the United States and Canada. The dot stands for a short click, the dash for a long sound.

A	·—	N	—·
B	—···	O	··
C	···	P	·····
D	—··	Q	··—·
E	·	R	···
F	·—·	S	···
G	— —·	T	—
H	····	U	··—
I	··	V	··— —
J	—·—·	W	·— — —
K	— — —	X	··—·
L	—	Y	····
M	— —	Z	····

Practice 1 — Writing with the Morse Code

Write a sentence, using, instead of words, the dots and dashes of the Morse Code. Here is such a sentence. The vertical marks separate the letters.

— | ···· | · | ··· | —· | —· ··· | ··· | — | —· | ··· | ·— | · ··· | ·
 ··· | · ··· | — — | ··· | —· | — —

When you change this sentence from the Morse Code into words, it reads: "The Indians are coming." Make your first sentence in the telegraph code a short one, so that it will not be too hard for someone else to read. After you have written your code sentence, exchange papers with a classmate and change his code message into a written sentence.

WRITING A TELEGRAM

Writing a good telegram takes thought and a little practice. A good telegram is brief and clear. If you use more than ten words, you must pay extra for each

additional word. It is therefore a saving to make your message a short one, if possible, just ten words.

Here is a message written by letter.

34 Cold Spring Street
New Haven, Connecticut
October 14, 1935

Dear George,

I have just received a letter from Uncle Bob telling me that he has two extra tickets for the football game next Saturday. I had wished that you and I could go, but I hadn't expected this good luck. I'll arrive at the Grand Central Station at 11:30 Saturday morning. Meet me at the information booth, and we'll go over to Uncle Bob's office from there.

Sincerely yours,
Frank

Frank's letter could be changed to this message if it were to be sent by telegraph:

GEORGE MORRISON
462 FOURTH AVENUE
MOUNT VERNON
NEW YORK

UNCLE BOB HAS TICKETS FOR GAME STOP
MEET ME NEW YORK GRAND CENTRAL STATION
INFORMATION BOOTH SATURDAY ELEVEN
THIRTY

FRANK

Practice 2 — Writing a Telegram

Select one of the following situations and write the telegram that is necessary. Remember that you must pay extra for each word over ten, but also remember that your message must be so clear that it will be easily understood by the person receiving it. A misunderstanding might also be expensive.

1. You are on your way to your home city in an automobile. You had planned to go to a party with your sister or brother when you arrived home that evening. You have had an accident and cannot get home until the next morning. Notify your sister or brother by telegram.

2. You are on your way to spend a week's vacation at your uncle's ranch. Telegraph him telling him when and where you will arrive, so that he can meet you.

3. You have arranged to go on a camping trip with a friend, but because of the illness of a member of your family you will have to postpone the trip one week or possibly longer. Telegraph your friend, who was planning to come to your city to meet you, that your plans must be changed.

MESSAGES ACROSS THE OCEAN

When the telegraph had proved to be a very useful instrument for sending messages across the country from one city to another, it was natural to think of using electricity to send messages across the ocean from one country to another. To do this the wire had to be protected from the water. A thick cable was made with the wire in the center of it, *insulated* so that the electricity could not go out into the water. The first successful cable was laid on the bottom of the ocean across the English Channel from England to France in 1851, seventeen years after the telegraph was in-

vented. An American merchant, Cyrus W. Field, was fired with the idea of laying a cable across the Atlantic Ocean. The newspapers on both sides of the ocean made fun of him, but after several attempts in which he spent millions of dollars, he succeeded. The first electrical message across the Atlantic came from Queen Victoria of England to President Buchanan of the United States.

Practice 3 — Making an Oral Report

[*Handbook, Section II, Using Book Tools*]

Make a report on the laying of the first Atlantic cable. You will find the story of it in your encyclopedia or in any of the following books:

- Faris, J. T. — *Makers of Our History*
Gould, F. J. — *Heroes of Peace*
Kaempffert, W. — *A Popular History of American Inventions*
Tappan, E. M. — *Heroes of Progress*
Webster, H. H. and Powers, E. M. — *Famous Seamen of America*
Williams, A. — *Engineering Feats*

THE TELEPHONE

The telephone is so generally used today that it seems to you a common and ordinary thing. At one time it seemed very thrilling and mysterious to make one's voice heard over a wire. The story of this wonderful invention is most exciting.

THE BIRTH OF THE TELEPHONE

During the time that the telegraph was being invented and put into service, a young lad named Alexander Graham Bell was growing up in Scotland and England. When Alex-

ander was a young man, the Bell family came to live in a small Canadian town, where he taught a tribe of Mohawk Indians for a year.

There were two tasks he had set his heart upon, and for a long time he hardly knew which he thought the more important — the teaching of deaf-mutes or the invention of a musical telegraph. He said, "If I can make a deaf-mute talk, I can make iron talk." He dreamed of replacing the telegraph and its sign language of dots and dashes by a new machine that would carry the human voice. How he would do this, he did not know. At first he thought of sending the voice through a speaking trumpet to be received by the strings of a harp at the other end.

He spoke of these things to a doctor friend of his. The doctor said, "Why don't you use a real ear?" and he gave Bell a part of a dead man's skull to work with. The young inventor worked earnestly with this ear. He whispered, sang, and shouted into it and studied the resulting marks on a smoked glass touching the eardrum. From this dead man's ear he really learned how to make the speaking telephone. He thought, "If this tiny membrane (the eardrum) can vibrate a bone, then an iron membrane, or disc, could vibrate an iron wire," and he set about to build a machine made of two iron discs connected by an electrified wire.

Even then it took some time before the infant telephone was brought to life. It was on a hot June afternoon in 1875 that its first cry was heard. Perhaps no ear but Bell's could have heard it, but he had been expecting it for months and to him it was loud. His eyes blazed with joy, and he sprang into the next room, where the young mechanic who was helping him had snapped the clock spring on one of the machines. "Snap that reed again, Watson," he cried. Watson did, and the same twang was again heard on Bell's machine. That was the cry of the baby telephone.

It was nine months more before it talked. On March 10, 1876, it said clearly, "Mr. Watson, come here, I want you."

Watson, who was in the basement, rushed excitedly up three flights of stairs. "I can hear you!" he shouted breathlessly. "I can hear the *words!*"

When Bell applied at the Patent Office for a patent on his machine, it was so new and different that there was no name for it and he had to ask for a patent on "an improvement in telegraphy." Of course it was no such thing. It proved to be as different from the telegraph as great oratory is from sign language. On Bell's twenty-ninth birthday he received his patent — "the most valuable single patent ever issued" in any country. — Adapted from *The History of the Telephone*, by HERBERT N. CASSON

Practice 4 — Summarizing

[*Handbook, Section VIII, Paragraphs*]

Each paragraph in this story of Bell's invention of the telephone develops one point. The first tells when and where Bell lived. The second tells of his two great ambitions. What are the topics of the remaining paragraphs? When you have listed them, you will have an outline of the story.

Practice 5 — Comparing References

The story of the birth of the telephone is also found in these books. Use the index or the table of contents to find the pages to read.

Beeby, D. J. — *How the World Grows Smaller*

Kelty, Mary G. — *The Growth of the American People and Nation*

McGuire, Edna and Phillips, C. A. — *Building Our Country*

Stone, G. L. and Fickett, M. G. — *Famous Days in the Century of Invention*

Webster, H. H. — *The World's Messengers*

When you find two or more reports about the same topic, you have an interesting chance to compare them. As you read the references, ask yourself these questions:

1. Are the same main points brought out in the five books? What are the points that all the authors thought important?
2. What new ideas did you find in each book?
3. Are there any points upon which the books do not agree? If so, you will probably want to find even more references to read, in order to see what other authors think.
4. Which book gives the story most completely and clearly?

Practice 6 — Discussing the Telephone in Our Life Today

How important is the telephone in our life today? Can you find figures about the number of telephones, or of conversations, or of the miles of wire used? What advantages does the telephone give us? What would happen if all telephones were done away with? Which is more important, the telegraph or the telephone? Give your reasons. Are there any disadvantages in these swift means of sending messages?



Using the Telephone

When a person whom you have not met talks with you by telephone, he decides what sort of person you are, just by what he hears. How important it is, there-

fore, that you know how to talk and what to say over the telephone. You will find rules for the use of the telephone in your telephone directory. How to make a call, how to report trouble with your telephone service, and how to make a long-distance call are all told there.

Practice 7 — Improving Your Use of the Telephone

Read the rules in the telephone directory and discuss the reasons why the telephone company has given you these rules.

Here are some good standards for telephone conversation. Check yourself by them.

Standards for Talking by Telephone

1. Speak in a natural and pleasing tone.
2. Speak clearly and directly into the transmitter.
3. Speak courteously at all times.
4. Do not drag out your conversation. Someone else may be waiting to use the telephone.

Dramatizing the Magic of the Telephone

How much fun it would be to show Rip Van Winkle our way of getting messages by telegraph and telephone! One class did this very thing in a play they wrote. In this play Rip went to sleep in 1855, awoke in 1935, and wandered into a schoolhouse. Here are some of the lines the class wrote.

RIP: Yes, I must have been asleep for eighty years. (*Children nod.*) I hope you won't think me rude if I ask you a question.

TEACHER: I'll be glad to answer any questions that will help you solve your problem.

RIP: What was that black thing that you were talking to in the other room?

TEACHER: Oh, that was a telephone.

RIP: A telephone. What is that? Could it understand you?

TEACHER: It is a little instrument that we use in speaking to people at a distance.

Later, when Rip hears about the perfection of the telegraph, which had been invented before he went into his long sleep, the following discussion takes place:

RIP: That's quite an improvement. I wonder when somebody is going to invent a way of sending money and flowers and other things in that way.

MARILYN: Oh, that has already been done.

RIP: What? How funny it must look to see money and flowers dangling over the wires. Now I'm afraid you're fooling me.

MARILYN: Oh, no; that's not the way it's done. First you go to the florist and select the flowers you want the person to have . . . etc.

*Practice 8 — Writing a Play**

Write a play showing Rip Van Winkle's surprise at the inventions of today. Notice how the speaker of each line is shown on the left. In a play the exact words of the speaker are given, but quotation marks are not needed.

MESSAGES THROUGH THE AIR

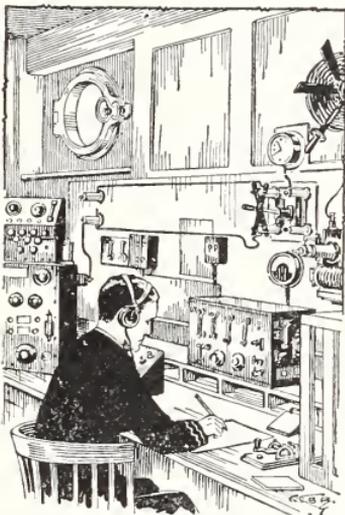
The nations of the world have been brought closer together, ships at sea have been made safer, and millions

of homes have been able to receive information and entertainment every hour of the day by the discovery that electricity can bring messages through space without having to stretch a wire from the sender to the receiver. If Rip Van Winkle were to return today from a fifty-year sleep, his greatest surprise would come when he sat before the radio and heard the voices of people speaking from thousands of miles away.

The Wireless Telephone

In 1901 the first wireless message came across the ocean.

For several years wireless messages were only in Morse code; they were wireless telegrams. Each large ship was equipped with wireless sets and carried an operator who could send and receive code messages.



It was ten years after Marconi had received the first wireless code message across the Atlantic that the human voice was first carried by wireless. Now any person could receive a message. In time people were able to place receiving sets — radios — in their homes. Today much of our news, music, and entertainment comes to us by radio. By 1927 the radiotelephone became so well developed that commercial service was opened between New York and London. Short-wave sets have now brought into the home music and messages from far-distant countries.

Practice 9 — Reporting on a Radio Program

[*Handbook, Section IV, Good Usage*]

Report on a radio program that you have heard recently. If you enjoyed it, tell why. Adventure serials for children are broadcast each evening. Select one that is approved by your teacher and have a short daily report on it for several days. Can you make the pupils who failed to hear it understand and enjoy it from your account of it?

Practice 10 — Discussing Electrical Messages

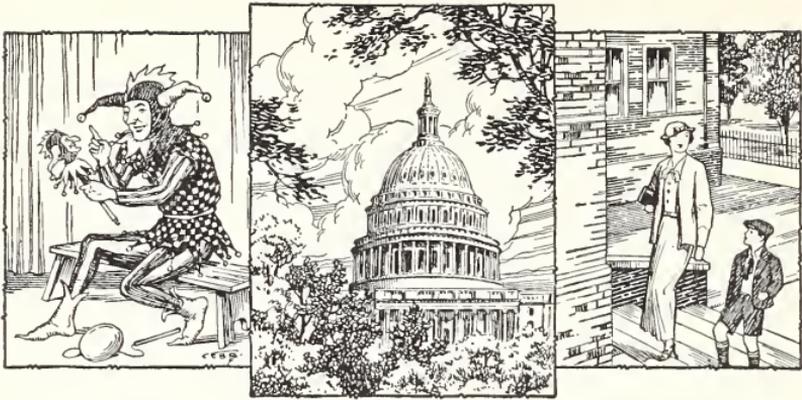
You have been reading about the telegraph, the telephone, and the radio — methods of communication that connect the smallest town with the whole wide world. How important these three kinds of electrical messages have come to be! Which do you think is the most important? That is a question that will lead to an interesting discussion.

Choose a committee of three members to present to the class the importance of the telegraph, another committee to show the value of the telephone, and a third to present the benefits we receive from the radio.

In presenting your ideas, use examples that will make your points clear. One committee might say that the telephone helps to make living safer. What example could be given to prove that?

After your committees have presented their points, give them a chance to answer your questions. This is not a debate in which one side wins. It is a discussion that brings out important points. Every member of the class may take part.

Summarize the main points of your discussion.



UNIT VIII

HOLIDAY PROGRAMS — SPRING SEMESTER

WASHINGTON'S BIRTHDAY

This year on our first president's birthday you will study the beautiful city that was named in his honor, our national capital, Washington. It is on the banks of the Potomac River, in the District of Columbia, which belongs to the entire United States and is not a part of any one of the forty-eight states in our country.

Practice 1 — Finding Information

[*Handbook, Section II, Using Book Tools*]

Geographies and encyclopedias will tell you many interesting things about Washington. You may find something by looking under any of these words:

cities District of Columbia Washington, D.C.

These are *key words* with which you find the pages to read. Can you think of any other key words to use?

Make note of the pages upon which you find information about Washington. You can do it in this way:

Compton's Pictured Encyclopedia, Volume 15, pages 22-28
World Book Encyclopedia, pages 7636-7644

After you have located the pages to be read, put the books on your library table. Each of you will want to read as many of the books as you can.

Practice 2 — Taking Notes

As you read, you will need to put down on a card or small piece of paper some of the points to remember. Put down also anything that you do not understand and wish to have explained in the class.

One pupil put down in his notes, "Residents of Washington cannot vote in a national election." He asked to have that explained.

Study a map to find out where the city is.

If you find the answers to these questions, put them in your notes:

1. How large is the District of Columbia?
2. Does Washington have a mayor? How is the city managed?
3. How large is Washington?
4. Who planned the city?
5. When was the city first built?
6. When did it become the national capital?
7. What are some of the important buildings?
8. How far is Washington from where you live?

Practice 3 — Reporting on Your Reading

Use your notes in reporting to the class what you have learned. Make your statements in clear sentences. Do not repeat what someone else has told.

If your notes do not agree with something reported, which of these things will you do?

1. Say nothing about what you found.
2. Tell the other pupil that he is wrong.
3. Courteously say that you found something different, and report what you found, so that the class can discuss the differences.

When such a thing happens, you will often want to go back to your reference to see whether you took notes



correctly and completely. You may bring your book to the class discussion to help settle any questions that arise.

In one class, a boy reported that the District of Columbia covers 100 square miles, and a girl reported that it covers 70 square miles. Can you find out which is right, and why both numbers were given in the reference books? It is always important to read accurately and completely.

Enjoying the Beauty of Washington

If any of you are fortunate enough to have been in Washington, you know that it is a beautiful city.

Pictures will help you to enjoy its beauty if you cannot actually see the marble buildings, wide streets, and carefully kept parks.

Practice 4 — Arranging and Explaining an Exhibit

Postcards and magazine pictures will make an interesting collection for an exhibit. Mount your pictures and arrange them well on your bulletin board. Can you find pictures of any of these beautiful buildings and scenes in Washington?

The White House	The Capitol
Washington Monument	Library of Congress
Lincoln Memorial	Supreme Court Building
The Treasury Building	National Museum
Arlington Memorial Theater	Patent Office
The Japanese Cherry Trees	Rock Creek Park
The Washington Cathedral	Tomb of the Unknown Soldier

A sentence of explanation beneath each picture will make your exhibit more interesting. This sentence was written beneath the picture of the Pan-American Union in one exhibit:

The Pan-American Union was built by the twenty-one republics of the Americas to promote trade and friendly relations.

Practice 5 — Writing Sentence Labels

[*Handbook, Section VII, Sentences*]

Write one clear sentence to be printed or written beneath each picture.

Reports about Washington

Any of the beauty spots of Washington will make a good report. Study the pictures, read your books, and talk with anyone who has been in Washington. No two reports should be alike. You do not enjoy hearing ideas repeated. Even though two of you choose to talk on the same topic, you should plan to tell different things in order to please and interest your listeners. Plan your talk so that you can tell something interesting in a few sentences.

Do you like this report about Mount Vernon?

MOUNT VERNON

About sixteen miles from Washington, overlooking the Potomac River, is the home where George Washington lived, Mount Vernon. It is a large, rambling, white house with pillars along the side that faces the river. Visitors always enjoy seeing the furniture and the rugs that Martha and George Washington had in their home. The gardens are kept as nearly as possible as they were when the Washingtons lived there.

Practice 6 — Criticizing a Report

Read carefully the report just given to see whether you can make it better. From your reading can you tell other things about Mount Vernon that are more interesting than the things in the report? Would you like to have heard about Washington's tomb at Mount Vernon, the old kitchen, the other rooms, the lights, the old-fashioned beds, rather than the things told in the report? Criticize it by the standards on the next page. After criticizing it, give a better report on Mount Vernon if you can.

Standards for an Oral Report

1. Did the speaker make clear to the listeners just what his topic was?
2. Did he choose interesting, worth-while things to tell about his subject?
3. Did he use clear, complete sentences?
4. Were his statements all true?
5. Was he prepared with enough information to be interesting?

Practice 7 — Making a Report

Choose a subject and plan a report for your class. Try to meet all the standards. These topics will be interesting. Select another if you prefer.

The Building of the White House
 The Paintings in the Library of Congress
 Famous Pennsylvania Avenue
 The Capitol at Night
 The Washington Monument
 New Buildings in Washington
 The Homes of Foreign Ambassadors — Embassies
 The United States Treasury Building
 Statues of Famous Americans

*Practice 8 — Discussing Changes in Washington **

You learned from your reading that the city of Washington today is very different from the city in 1800 when the national government was moved there. If George Washington could see it now, he would be very proud of the beautiful city that he helped to design.

Talk over together some of the changes in the city of Washington in this period of more than a hundred years. How is the city a more comfortable place in which to live? The original plans for the city streets and for the architecture of the buildings have been carried out. Why was that a wise thing to do? What buildings that are now in Washington were not needed a hundred years ago? Do you think our first president was wise in his choice of the location and plans for the capital city of our nation? There are many memorials to him throughout the country, but the city of Washington has been called his greatest memorial.

APRIL FOOL'S DAY

How everyone enjoys a good joke! We like the person who can tell a funny story and who laughs easily even when the joke is on himself. April Fool's Day is a good time to have fun. You can begin by telling jokes on yourselves.

Funny Experiences and Funny Pictures

Practice 9 — Telling Funny Experiences

In telling about your own funny experiences save the surprise until the very end. Do not tell unimportant happenings that have nothing to do with the point of the story.

You may tell about fun that you have had at home, on birthdays or on holidays.

Practice 10 — Making Up Titles

Magazine covers and newspapers often have funny pictures and cartoons. A collection of these on the

bulletin board on April Fool's Day will entertain your class. Writing titles under the pictures will add to the fun.

Each of you may be responsible for finding one funny picture or cartoon and bringing it to school for your April Fool's Day collection.

Select your pictures a few days before April 1, trim them, and mount them neatly. During language class suggest titles for each of them. Print the cleverest title under each picture.

You can make a booklet of these pictures to send to some absent pupil after April Fool's Day.

Nonsense Poetry

Poems that are full of ridiculous nonsense are always fun to read aloud. Here is one you will enjoy.

CONTRARY MARY

You ask why Mary was called contrary?
 Well, this is why, my dear:
 She planted the most outlandish things
 In her garden every year.
 She was always sowing the queerest seed,
 And when advised to stop,
 Her answer was merely, "No, indeed —
 Just wait till you see the crop!"

And here are some of the crops, my child
 (Although not nearly all):
 Bananarcissus and cucumberries,
 And violettuce small;
 Potatomatoes, melonions rare,
 And rhubarberries round,
 With porcupineapples prickly-rough
 On a little bush close to the ground.

She gathered the stuff in mid-July
 And sent it away to sell —
 And now you'll see how she earned her name,
 And how she earned it well.
 Were the crops hauled off in a farmer's cart?
 No, not by any means,
 But in little June-buggies and automobeetles
 And dragonflying machines!

— NANCY BYRD TURNER

Be sure to pronounce your words clearly because your listeners will miss the fun if they cannot hear. Like many nonsense poems, this one is full of odd words that are hard to pronounce, but they make part of the fun. You will have to practice to read them easily.

Practice 11 — Locating Poems to Read

[*Handbook, Section II, Using Book Tools*]

Ask five or six of your class to find funny poems for you to read. Look through the table of contents in poetry or reading books. Can you find any of the poems below? Bring in any other funny poems for your class to read. Notice how the titles are written.

“The Pirate Don Durk of Dowdee,” by Mildred Plew Merryman

“The Jumblies,” by Edward Lear

“The Bottle Tree,” by Eugene Field

“Neighbors,” by Sonia Ruthèle Novák

“Radiator Lions,” by Dorothy Aldis

“The Walrus and the Carpenter,” by Lewis Carroll

*Practice 12 — Dramatizing a Poem**

Select for dramatizing three of the poems that you have read aloud. Choose your characters. They may

act in pantomime without speaking while someone else in the class reads the poem aloud.

Humorous Stories

For several days before April 1, you can be hunting for amusing stories. Look through your readers. These are some of the writers of humorous stories and poems. Do you find any of their stories in your readers or library books?

Hugh Lofting

Edward Lear

Lewis Carroll

Carolyn Wells

Mark Twain

Dorothy Aldis

A. A. Milne

Rachel Field

Hilaire Belloc

Gelett Burgess

Practice 13 — Reading Aloud

Choose a funny *incident*, or happening, in the story you found to read to the class. Make your selection short, but read enough so that the class will enjoy the fun.

A Program of Nonsense

From your stories, poems, and jokes make up a program for April Fool's Day. Choose an announcer and five or six persons to take part in the program.

Your announcer will need to speak clearly. He will use notes, so that he can tell the titles and the speakers' names exactly. His writing should be legible, so that he can read it without mistakes.

When you have prepared your program, send an invitation to another class to come and enjoy your fun with you.

Just for Fun

We invite you to Room 204, Monday, April 1, at 2:30 o'clock, for an hour of nonsense.

Admission — One hearty laugh to be paid during the hour.

Practice 14 — Writing an Invitation

[*Handbook, Section III, Letter-Writing*]

You may either write a letter or send an invitation something like the one shown. Should your invitation be different if you are writing to smaller children? Why?

Entertaining Your Guests

On the day your guests arrive, have several pupils ready to greet them and show them where to sit during your program. Try to make your visitors feel at home. They should expect to enjoy themselves on April Fool's Day, especially.

MOTHER'S DAY

Mothers and fathers are always interested in what their children are doing at school. Sometimes you probably wish they wouldn't ask so often, "What did you do in school today?" Perhaps if you invite them to visit your room, you will not have to answer the question so often, because they will know what you do in school. Fathers usually work during your school

hours, but mothers can often plan to spend an afternoon visiting at school. Mother's Day is on the second Sunday in May, but you can entertain your mothers on the Friday afternoon before Mother's Day.

Planning Your "At Home"

When you invite guests to visit you in your home, you say that you will be "at home" to your friends. On this Friday you will be "at home" to your mothers in your schoolroom.

Practice 15 — Making Plans

Talk over the questions that your mothers usually ask. Aren't most of them about your school work? Decide which subjects your parents would be most interested in seeing. Which would you like best to show them? With your teacher, plan your program for the day. Your mothers will want to see your regular work, not a special program. Some of these suggestions may help you:

1. Dramatizing a story in reading
2. Reading interesting parts of stories aloud with the class as an audience
3. Locating in different books the information on some topic that you are studying (using the table of contents and the index).
4. Taking a silent-reading test
5. Discussing some problem in history or geography class
6. Reporting on some topic that you have studied
7. Correcting your own arithmetic papers and discovering your mistakes
8. Doing committee work

Inviting Your Guests

Your mothers would like to have written invitations. You may each write your own invitation. That will please your mother.

Practice 16 — Writing an Invitation

Write your invitation in the form of a letter. Study the letter-writing section of the Handbook for correct form and punctuation.

Read your invitation to the class for suggestions. Then copy your letter neatly and take it home to your mother a few days before your "At Home."

Receiving and Introducing Your Guests

When your mothers come to school, you will introduce them to your teacher. You will get up quietly when you see your mother enter the door and greet her. She will feel at home right away if you do that.

You will introduce your mother to your teacher in about this way:

DONALD: Miss Gray, this is my mother.

MISS GRAY: How do you do, Mrs. Snider. We are glad that you could come this afternoon.

MRS. SNIDER: Thank you, Miss Gray. I am very much interested in Donald's work; so I am also glad that I could come.

Practice 17 — Dramatizing an Introduction

Play that you are introducing your mothers. Let certain children play being your guests. You will find it easier to introduce your mothers after this practice.



UNIT IX

WILD ANIMALS

Not so many years ago wild animals crept down forest trails where now we hear the honk of automobile horns and the screech of brakes on paved streets. These animals of the forest have become fewer as the number of people has become larger, as farms, villages, and cities have grown and covered the land. Now, unless we visit a zoo or one of our national parks, it is almost impossible to catch a glimpse of the larger wild animals that used to inhabit our forests.

Still we like to know them, to hear stories about their life in the great outdoors, and the adventures of men who hunted them in order to get meat for their families.

Practice 1 — Conversing

Have any pupils in your class seen a bear or a deer or any other animal running wild and free in the forest? If you have, tell the class about it. Many of you have seen wild animals at the circus, the zoo, or in cages somewhere. Tell about these experiences.

Make a list of wild animals that members of your class have seen.

THE BEAR

Of all the wild animals of the forest, the bear seems to be the best known to us. Do you think it is because he is bigger than the others? Is it because he is easier to see, being seldom in a hurry? Or is it because he is one wild animal that is not so afraid of men as other animals are. When we come along the road, the bear will take his time getting out of sight, while we catch only a glimpse of other animals as they leap into the underbrush of the forest.

If you have not seen a bear in the forest, you have probably seen one in captivity. "In captivity" means captured by man and kept in a cage or tied to a chain. If bears are well fed and cared for, they do not seem to mind being kept in a cage. They seem to enjoy good food more than anything else.

Practice 2 — Telling about Bears

Tell about the bears you have seen when you were on an auto trip, at the zoo or the circus, or in any other place. What kind were they — black, brown, polar, or huge grizzly bears? What did they do? Here is an opportunity to exchange interesting information and stories of your experiences. If you will follow good standards for conversation, you will enjoy telling one another your experiences with bears.

Someone who has not seen real bears can tell what he has read about the habits of bears. Do you think the make-believe stories about bears that are told to little children give them ideas that are not true?

Standards for Conversation

1. Listen quietly when some other pupil is speaking.
2. If you don't understand or would like more information, ask questions when the speaker pauses or has finished what he has to say.
3. If you do interrupt without intending to, stop speaking as soon as you realize it. Say quietly, "I am sorry," and wait until the speaker has finished what he was saying.
4. When you speak, make your remarks interesting and to the point. Don't ramble along so that your listeners tire of waiting for you to say something of interest.

A BEAR IN OUR AUTO

How would you feel if you should start to get into your automobile and should find a good-sized bear in it? That is what happened to us last summer when we were driving through Yellowstone Park.

We had all got out of the car for a cool drink of water from a mountain stream. We rested for a few minutes in the shade of some pine trees and then started back to the car. My sister was the first one to reach it. She had put her foot on the running board just ready to step in when she gave a scream and jumped back.



Then a chubby brown bear jumped out of the car, blinked sort of sheepishly, and ran off down the hill. It is needless to say that the bag of candy that sister had left on the back seat had disappeared with the bear.

— JOHN F.

Practice 3 — Writing a Paragraph

[*Handbook, Section VIII, Paragraphs*]

Possibly you have seen a bear on a summer auto trip, or have watched the bears at the zoo or circus. It may be that someone has told you a story about an experience with a bear. Write a paragraph telling the experience or story you have selected.

The Grizzly

The grizzly is the largest and the most dangerous of the bears living in our country. But even these huge beasts become peaceful under certain conditions. The following story told in Seton's *The Biography of a Grizzly* shows that this may be true.

WAHB, THE GRIZZLY, ON VACATION

Wahb was a mighty silvertip grizzly who had ranged the Big Horn Basin and the Little Piney Valley for many years. Several hunters had trailed him to their sorrow. They had not returned to tell the story of their hunt. He was the most dangerous grizzly on the range. But it became known that Wahb disappeared from his range each year during the heat of the summer, as completely as he did each winter during his sleep.

One day the owner of the ranch on the Little Piney came through Yellowstone Park and stopped over night at the Fountain Hotel. The bears are especially numerous about this hotel. In the woods, a quarter of a mile away, is a smooth open place called the Bears' Banquet Hall, where



THE BEARS' BANQUET HALL

the waste food is put out daily for the bears. It is a common thing to see a dozen bears feasting there at one time. They are of all kinds and come from all parts of the vast surrounding country. All seem to realize that in the Park no violence is allowed, and, although they sometimes quarrel among themselves, not one of them has ever yet harmed a man.

The ranchman watched the bears eating at their banquet hall. There were several black bears feasting, but they made way for a huge silvertip grizzly that came about sundown.

"That," said the man who was acting as guide, "is the biggest grizzly in the Park; but he is a peaceable sort, or Lud knows what'd happen."

"That!" said the ranchman, in astonishment, as the grizzly came hulking nearer, and loomed up like a load of hay among the piney pillars of the Banquet Hall. "That! If that is not Wahb, I never saw a bear in my life! Why, that is the worst grizzly that ever rolled a log in the Big Horn Basin."

"It's not possible," said the other, "for he's here every summer, July and August, an' I reckon he don't live so far away."

"Well, that settles it," said the ranchman; "July and August is just the time we miss him on the range. Now I

know where he puts in his summers; but I did not suppose that the old reprobate would know enough to behave himself away from home."

The big grizzly became very well known at the hotel in the summers that followed. Only once did he really behave ill, and that was the first season he appeared, before he fully knew the ways of the Park.

He wandered over to the hotel one day, and in at the front door. In the hall he reared up his eight feet of stature as the guests fled in terror; then he went in to the clerk's office. The man said: "All right, if you need this office more than I do, you can have it," and leaping over the counter, locked himself in the telegraph office to wire the superintendent of the Park: "Old Grizzly in the office now, seems to want to run hotel; may we shoot?"

The reply came: "No shooting allowed in Park; use the hose." Which they did, and, wholly taken by surprise, the bear leaped over the counter too, and ambled out the back way, with a heavy *thud-thudding* of his feet, and a rattling of his claws on the floor. He passed through the kitchen as he went, and, picking up a quarter of beef, took it along. This was the only time the big grizzly was known to do ill in the Park.

— ERNEST THOMPSON SETON

Practice 4 — Reporting on What You Have Read

Can you answer these questions after reading the story of Wahn?

1. When was Wahn away from his range each year?
2. Where did the Park bears eat?
3. What did the ranchman say when he saw Wahn?
4. How large did the grizzly seem to be?
5. What reply did the Park superintendent make when the clerk asked permission to shoot?



THE BUSY BEAVER: AN ANIMAL ENGINEER

Among the animals of the forest the beaver seems to be the cleverest in several ways. In the first place, he can cut down fairly large trees. Then, using the branches of these trees, together with rocks and mud, he can make a dam in a flowing stream — a very unusual piece of building for an animal. On the edge of the pond made by damming up the stream, he makes his house. This house, or “lodge,” as it is usually called, has one large room and an entrance that is under water. In the water just outside the lodge the winter’s food supply of tender branches and twigs is stored.

Here is a story that gives you some idea of what a wonderful worker the beaver is.

BUILDING THE BEAVERS’ LODGE

Ahmeek, the beaver, swimming slowly with only his eyes and the tip of his nose above the water, came to a stop where the shores of the stream were low and flat. He was soon joined by his mate, and the two clambered out upon the bank, where they looked about with satisfaction.

It was an ideal spot for a beaver settlement. Poplars, yellow birches, and willows on the banks offered material for a dam and assured plenty of winter food; the low banks

would enable the stream to spread out, making a pond deep enough to prevent freezing to the bottom in winter; best of all, it was a lonely place where there was no evidence of man.

The darkness had fallen when the beavers began their work. Ahmeek selected a poplar to his liking, not far from the bank of the stream. Grasping the trunk with his hand-like paws and turning his head to one side in order to bring his great cutting teeth into play, he bit out a huge chunk, following it with another and another until the tree swayed and crashed to the ground. Then both beavers set to work to strip it of branches and lay the foundation for the dam.

The dam, when finished, was a work worthy of a trained engineer. The twigs and trunks of trees Ahmeek and his mate laid lengthwise with the current. On the upper face, where the force of the water would but drive it the more tightly, the moss was plastered and bound together with a cement of mud and stones, which in the freezing days of winter would become as hard as a rock. Here again the beavers showed their wisdom by leaving several low places over which the water could trickle, thus relieving the pressure that otherwise would have broken the dam. Now the stream overflowed its low banks, making a deep pond, soon to become the home of pickerel and trout and of a great colony of water-lilies, delicacy for the beaver larder.

The next work was the construction of the lodge, a hollow mound of mud, sticks, and stones, twelve feet in width and four in height, within which was a dry room, its floor safely above the high-water mark. The entrance was cleverly hidden beneath the roots of a great tree which had fallen across the stream.

Ahmeek and his mate were soon joined by other beavers who built their dwellings, and by spring the beaver city was swarming with sleek brown youngsters.

— From *Followers of the Trail*, by ZOE MEYER

Practice 5 — Making an Oral Report

The animals of the forest have different kinds of homes. Some animals use just the shelter of trees. The beaver has one of the finest homes. Make a list of the forest animals that you know. Divide them among the members of the class and have each pupil or committee report on the home which that animal uses or makes for himself in the forest.

THE HAZARDS OF THE FOREST

The forest is not so dangerous for a man unarmed as we are sometimes led to think. Forest animals will not hunt a man. They will attack him only when they think he is trying to harm them or when they are starving. It is not man who needs to fear the dark forest, but rather the animals that are sought for food by other animals. The following story shows how the deer must always be watchful for danger.

A LUCKY ESCAPE

One night, as the two deer were lying at the foot of the hill, they heard a strange noise in the valley. Both raised their heads and listened. Again the sound came, this time a long, low howl. The mother well knew what this meant; it was the cry of a pack of wolves who sometimes came there to hunt. She sprang quickly to her feet, and, closely followed by the young one, she dashed through the bushes. The howling of the wolves became louder. The pack were on the trail, coming closer and closer.

Faster and faster the deer ran, leaping over rocks and bushes, bounding over ditches and fallen logs; but nearer and nearer came the hungry pack of wolves.

The young one began to grow tired. He had not the strength of his mother and could not endure the long run.

She saw that he was going more slowly, and that the leader of the pack was almost up to him. Unless she could save him, she knew that in a moment the cruel teeth of the leader would be fastened into his sides.

Suddenly she turned and ran straight toward the river. The young one followed, and close behind came the greedy pack.

A few more leaps and the mother had reached the sandy shore; then she gave a great bound that took her far out into the water. A moment more, and the young one was with her, swimming toward the other side; while behind, on the river's bank, a pack of hungry wolves howled at them and snarled at each other.

— From *In the Animal World*, by EMMA SERL

Practice 6 — Telling an Animal Story

Have you heard someone tell a thrilling story about wild animals? Have you read a good story about life in the forest? Choose one of the stories you have heard or read, and tell it to your classmates. To have them agree that it is a good story, you must know it thoroughly, decide beforehand just how you will tell it, and make it really interesting.

CONSERVING WILD ANIMAL LIFE

As the number of people living in our country has increased from year to year and the forests have been cut down to make way for the farm lands, the wild animals have become fewer. In order to protect the animals and prevent them from disappearing completely, the national government and many of our states have set aside large tracts of forest land and have passed laws that prevent the shooting of wild animals except during a short period each year.

You can learn about the work that your government is doing by writing a letter asking for information. Here is a letter like one you may write.

Hawthorne School
St. Cloud, Minnesota
May 1, 1935

Conservation Commission
State of Minnesota
St. Paul, Minnesota

Gentlemen:

Our class are interested in learning of the work that our state government is doing to conserve the wild animal life of the state. We should appreciate any information on the subject that you may send to us.

Yours truly,
Dorothy Lang
For the Fifth Grade

*Practice 7 — Writing a Letter**

[*Handbook, Section III, Letter-Writing*]

Write a class letter to the conservation department of your state government for information on their work, or a letter to one of the departments named here, asking for one of the publications listed.

1. Superintendent of Documents, Washington, D.C.
 - a. *Fauna of the National Parks* (Fauna Series No. 1, published by National Park Service)

- b. *Improving the Farm Environment for Wild Life*
(Farmers' Bulletin No. 1719)
2. Emergency Conservation Committee, 3548 Tyron Avenue, New York City
 - a. *A Crisis in Conservation*
 - b. *The Antelope's S O S*
 - c. *The Tragic Truth about the Elk*
3. Department of Forests and Waters, Harrisburg, Pa.
 - a. *The Deer Problem in the Forests of Pennsylvania*
4. School of Forestry and Conservation, Ann Arbor, Mich.
 - a. *Foods of Some Predatory Fur-Bearing Animals in Michigan* (Bulletin No. 1)

FOREST TRAILS

Whether we live in the country or city, we all enjoy a hike through the woods. The more we know about



the forest and the animals that make their home in it, the greater fun we have on our hike. Even though we may not see many of these animals, if we are able to read the signs they have made, if we know the meaning of their tracks, if we recognize their burrows, and notice where they have rested, where they have eaten — then the forest will mean more to us than just so many trees growing close together. It will make us feel that we are right in the

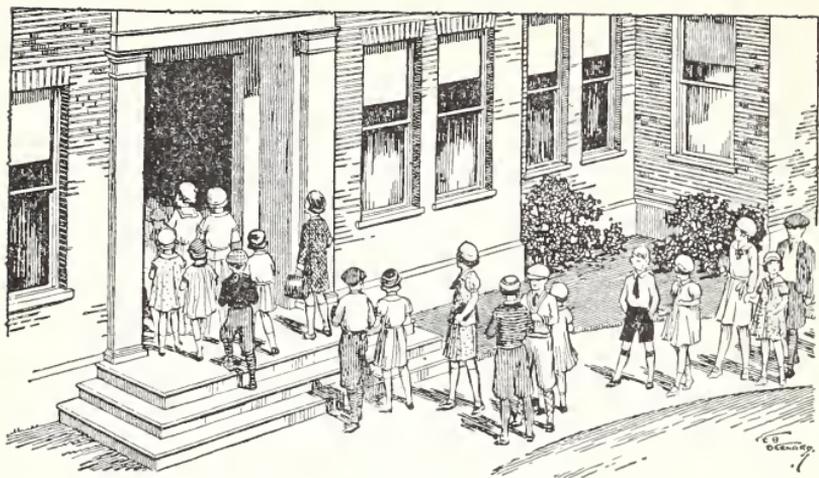
home of our fellow creatures. The Indians who roamed the forests years ago must have had that feeling toward the wild animals about them.

HIAWATHA'S BROTHERS

Of all the beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Practice 8 — Making a Booklet

In this unit you have learned much about the wild life of the forest. A record of what you have learned will be of interest and value to you. The stories you have written about animals, the description of an animal home, pictures, and information you have obtained about conserving animal life you can bind together in a booklet. This booklet you may call "Stories of the Forest" or "Wild Animal Tales."



UNIT X

OUR SCHOOL

THE FIRST DAY IN SCHOOL

When the school bell rings for the opening day of school in September, there is considerable excitement for certain children. These are the girls and boys who are going to enter school for the first time. Do you remember your first day in school, how large the school seemed to you, and how many strange faces there were?

Older persons like to tell about the days that have gone by. Grandfather usually starts by saying, "Once, when I was a boy," and then he tells of some exciting experience he had years ago. Even Father likes to tell of the things that happened to him when he was a lad.

It has now been about five years since the day when you started to school. It seems a long time ago, but you can still remember how you felt that day and how you gradually began to feel differently about leaving home and going to school each day.

Practice 1 — Telling an Experience

Recall how you felt when someone at home said: "Well, in a few days you'll be starting to school." How did you feel about it when that first morning came? Who helped you when you first came into the school building? Were you afraid or was it easy for you? What school was it? These are some of the questions you may answer when you tell the story of your first day in school.

CHANGING TO A NEW SCHOOL

Changing from one school to another is seldom an easy thing to do. There are so many new children to meet, and the ways of each school are so different that you are likely to feel strange and uncomfortable for a time. But it is usually much easier to be a new pupil in a school now than it was years ago. With a kindly teacher and schoolmates who are ready to help and make you feel at home, it doesn't take long to get settled in the new school.

In the schools years ago this was not always true. The following story, taken from *The Hoosier School Boy*, by Edward Eggleston, shows how different was the old school and how hard it was for the new pupil.

THE NEW PUPIL

The village schoolhouse was a long one built of red brick. It had taken the place of the old log building in which one generation of Greenbank children had learned reading, writing, and Webster's spelling book. There were long writing tables down the sides of the room, with backless benches, so arranged that when the pupil was writing, his face was turned toward the wall — there was a door at each end, and a box

stove stood in the middle of the room, surrounded by four backless benches. These benches were for the little fellows who did not write, and for others when the cold should drive them nearer the stove.

When the school had settled a little, the master struck a sharp blow on his desk for silence, and looked fiercely around the room, eager to find a wrong-doer on whom to vent his ill-humor. Mr. Ball was one of those old-fashioned teachers who gave the impression that he would rather beat a boy than not, and would even like to eat one, if he could find a good excuse. His eye lit upon the new scholar.

"Come here," he said, severely, and then he took his seat.

The new boy walked timidly up to a place in front of the master's desk. He was not handsome, his face was thin, his eyebrows were prominent, his mouth was rather large and good-humored, and there was that shy twinkle about the corners of his eyes which always marks a fun-loving spirit. But his was a serious, fine-grained face, with marks of suffering in it, and he had the air of having been once a strong fellow; of late, evidently, shaken to pieces by the ague.

"Where do you live?" demanded Mr. Ball.

"On Ferry Street."

"What do they call you?" This was said with a contemptuous, rasping inflection that irritated the new scholar. His eyes twinkled, partly with annoyance and partly with mischief.

"They *call* me Jack, for the most part," — then catching the titter that came from the girls' side of the room, and frightened by the rising hurricane on the master's face, he added quickly: "My name is John Dudley, sir."

"Don't you try to show your smartness on me, young man. You are a newcomer, and I let you off this time. Answer me that way again, and you will remember it as long as you live." And the master glared at him like a savage bull about to toss somebody over a fence.

The new boy turned pale, and dropped his head.

"How old are you?"

"Thirteen."

"Have you ever been to school?"

"Three months."

"Three months. Do you know how to read?"

"Yes, sir," with a smile.

"Can you cipher?"

"Yes, sir."

"In multiplication?"

"Yes, sir."

"Long division?"

"Yes, sir; I've been half through fractions."

"You said you'd been to school but three months!"

"My father taught me."

There was just a touch of pride in his voice as he said this — a sense of something superior about his father. This bit of pride angered the master, who liked to be thought to have a monopoly of all the knowledge in the town.

"Where have you been living?"

"In the Indian Reserve, of late; I was born in Cincinnati."

"I didn't ask you where you were born. When I ask you a question, answer that and no more."

"Yes, sir." There was a touch of something in the tone of this reply that amused the school, and that made the master look up quickly and suspiciously at Jack Dudley, but the expression on Jack's face was as innocent as that of a cat who has just lapped the cream off the milk.

Practice 2 — Discussing the Hoosier School

In what ways was the schoolroom described in *The Hoosier School Boy* different from yours? Do you think the schoolmaster was a good one? How would you like to have such a person as your teacher?

Practice 3 — Writing a Paragraph

[*Handbook, Section VII, Sentences, and Section VIII, Paragraphs*]

Those of you who have had to change from one school to another can write about your experience in coming into the new school. Tell about the things that were difficult and how you were helped. Those of you who have never had to change schools can write a paragraph telling how the pupils in a school can help a new pupil.

EARLY SCHOOLS

Long, long ago there were no schools to which boys and girls could go. Unless their parents were rich and could hire a tutor, or private teacher, for them, children grew up without learning to read or write, to say nothing of all the other things pupils learn in school today.

In America the first schools for children were called "dame schools." They were called this because the fathers of several families got together and employed a woman (dame) to take care of and teach their children. The school was often held in this woman's home, and the pupils were usually all very young.

When the children became as old as you are, if their fathers were well-to-do, they had private tutors or were sent away to a boarding school. The children from the other families received no more schooling.

Learning about Earlier Schools

When you want to get information from a person, you go to see him and ask him questions. It is best to ask for an appointment before the time of your inter-

view. It is a good plan, in order to save the time of the person you are interviewing, to have your questions written on a small piece of note paper.

During the interview, after you have repeated briefly the reasons for your coming, ask your questions. You will find it advisable to make a few notes on your paper as each question is answered. After the interview write out your



report as soon as possible, while the information is still fresh in your memory.

Practice 4 — Telephoning

[*Handbook, Section IV, Good Usage*]

There are sure to be persons in your school or in your community who will be glad to tell you what they know about the schools of long ago. If you call one of them by telephone to arrange for an interview, it is important that you be able to explain in a courteous and pleasing way the reasons for your wanting to see him. Rehearse in class what you would say over the telephone. What would your first words be? How would you explain why you wanted to see Mr. Superintendent or Mrs. Old-Resident or Mr. Schoolboy-of-Fifty-Years-Ago? Do not make this telephone conversation too long. Remember this is to be a request for an interview and not the interview itself.

After your practice select one or two pupils to telephone for the interviews you want.

Practice 5 — Interviewing

When you have arranged appointments for your interviews, decide on the questions you believe should be asked. Members of the class can help the pupils who are to make the actual interviews by suggesting the points that they think should be covered, such as:

1. What was your first reading book like?
2. Did you have "spell-downs"?
3. Did you recite pieces at Friday afternoon exercises?
4. What did your schoolhouse, your schoolroom, and your desks look like?
5. Did you study geography and history?

When the interviewer returns, he can read to the class the notes he made on the answers to his questions. The class can then help in writing the report of the information he has gained.

Practice 6 — Reporting on Early Schools

You want, however, to know more about early schools in our country than you can learn from interviewing three or four persons. From the information you get from encyclopedias and other books, write a paragraph report on one of the following topics:

Early New England Schools (Dame Schools, Charity Schools)

An Early Plantation School in the South

Where George Washington Went to School

Mission Schools in the West

A Pioneer School

You can find some information on early schools in the *Work-Play Reader, Book IV*, by Gates and Huber,

and in the *Learn to Study Readers, Books III and IV*, by Horn and McBroom. *Adventuring in Young America*, by McGuire and Phillips, has some material on pioneer schools. Find the pages to read by studying the Table of Contents in each book.

YOUR SCHOOL BUILDING

The school buildings today are very different in their appearance from the Hoosier school and other pioneer schools you read about. There are also many different sizes and kinds of schools today. Some are small one-room schools in country districts. Others in cities are large brick buildings with many rooms. Whether a school building is large or small does not determine whether it is a good school. The important things are the boys and girls who are pupils in it, the teachers, the materials they work with, and the healthfulness of the building.

Practice 7 — Reporting on Observation

Make a tour of your building, if it is a large one, and talk with the janitor about how it is kept warm and clean and filled with pure air. If it is a small building, notice the way in which it is heated and whether the children are well provided with books, maps, a globe, and other materials to use. Report on your observation. If you have an opportunity to visit another school, do so. Compare your school with it or with one you attended before you became a pupil in your present school.

SCHOOL CITIZENSHIP

If the people of a community do everything they can to make their town a clean, safe, and healthful place in

which to live, we say they are *good citizens*. So pupils who help to make their school a better school by keeping it clean and attractive and safe for all the children are good school citizens.

One fifth-grade class, after discussing what it means to be a good school citizen, decided to divide into two committees; one they called the Clean-Up Committee, the other the Safety Committee. Once each month these committees made a report. Here are some of the reports made by committee members.

JEAN'S REPORT

I should like to suggest that paper on the floor is a very hard thing to contend with. Many children are not careful where they throw old papers. Some forget to hold their paper over the wastebaskets when they punch holes in it.



The janitors tell us how hard it is to sweep up these tiny pieces of paper. The committee believes that if a special drive were made, the paper problem would soon disappear.

PETER'S REPORT

Mr. President, our committee would like me to bring out a few facts about safety. All of us know that after we have done something dangerous to our own safety or that of somebody else, we feel inside of us that something has been wrong. We realize that we haven't used our heads. We realize that we have acted quickly without thinking. Since our brains often are too slow to save us, we simply will have to learn our rules of safety now, so that they will come to our rescue even before we have a chance to get into

a dangerous spot. Because we often are careless, the committee wishes to suggest the following safety rules:

1. Be careful when crossing streets.
2. Walk in your room, in the halls, and on the stairs.
3. Walk quickly but carefully during a fire drill.
4. Reduce accidents by obeying your parents, your teachers, and your Patrol Boys.

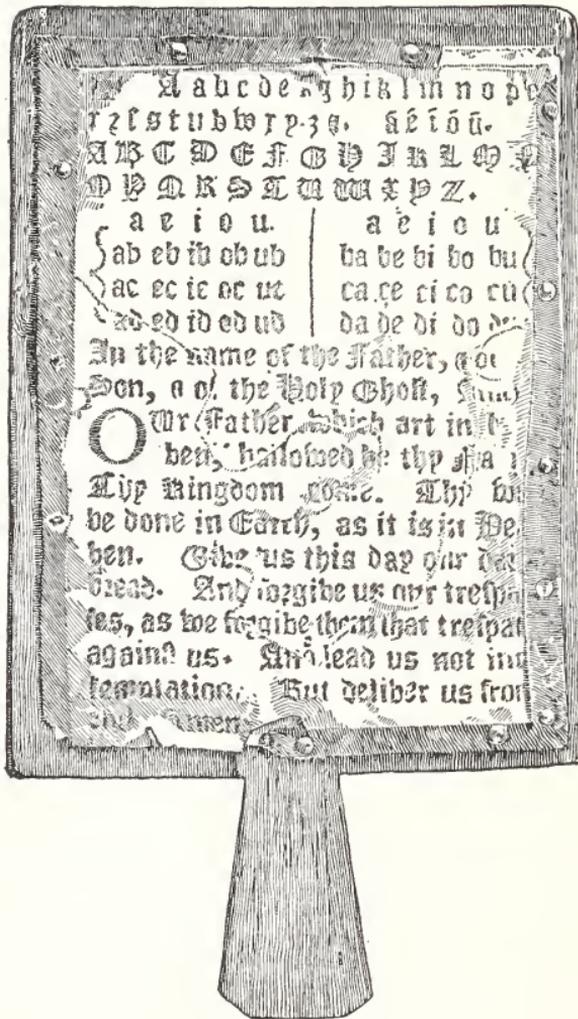
These are our four most important rules for safety. Be sure you learn them.

Practice 8 — Making a Committee Report

Divide your class into committees who will try to make your school a better place in which to work and play. You may need other committees than the Clean-Up and Safety committees. Arrange to have them make a report each month. If they do their work well, you should have a better school because of it.

CHANGES IN BOOKS

When you see an automobile that is ten years old, you notice how different it is from the model of this year. Automobiles change in appearance even from year to year. Schoolbooks change, too, but not so rapidly as automobiles. In fact, it is not until you see a schoolbook that was used in a school fifty years ago that you realize how much books have changed. If you see a still older book, the changes are very surprising. Notice the page taken from a hornbook, which was a kind of reader that children used some two centuries ago, and the page from the New England Primer first printed in 1688. How do these compare



A HORNBOOK

This was a sort of primer in which the printed sheet of paper was fastened to a thin board with a handle and then protected by a sheet of transparent horn.

with the primer or first reader that is used in your school?



A PAGE FROM THE "NEW ENGLAND PRIMER"

Notice the size and quality of the illustrations, the poorly made type, and the curious material that was used to teach little children to read.

*Practice 9 — Arranging an Exhibit **

Make a collection of schoolbooks that were used long ago. It may be that your grandmother has one of the books she read as a schoolgirl. Possibly a neighbor would be willing to lend you an old schoolbook. How interesting it will be to see who brings the book with the earliest copyright date. Make an exhibit of these books on a table in your schoolroom.

Practice 10 — Giving a Talk

Give a talk about old schoolbooks and new. If you have a variety of books in your exhibit, one committee can take readers, another spelling books, and so on. Then they can illustrate their talks by pointing out the differences between the old and the new, holding up the books for the class to see. You may invite your mothers to hear unusually interesting talks.

Practice 11 — Writing an Invitation

Write a letter inviting your mothers to visit school and see your exhibit of schoolbooks. Make your invitation so interesting that they will want to come. Here is shown a letter written by one fifth-grade class.

*Orrington School
Evanston, Illinois
January 18, 1956*

Dear Mothers,

We have been studying about schools and books during the past two weeks. We have made an interesting collection of the schoolbooks used many years ago. You will be surprised to see how different they are from those we use. Next Friday afternoon our committee on Changes in School Readers will give a number of talks. You are invited to come to hear them and see our exhibit of old schoolbooks.

*Sincerely yours,
Fifth Grade*

NEW SCHOOL SUBJECTS

Look at the illustration of the page from the horn-book. At one time that was the only book used by pupils in learning to read. How would you like to have to read pages like that over and over again, and have nothing else to read that really interested you? And suppose that you turned from that book to copying this line fifty times:

<i>Fidelia</i>	<i>Truth is a priceless jewel</i>	<i>Thaxter</i>
<i>Fidelia</i>	<i>Truth is a priceles jewel</i>	<i>Thaxter</i>
<i>Fidelia</i>	<i>Truth is a priceless jewel</i>	<i>Thaxter</i>
<i>Fidelia</i>	<i>Truth is a priceles jewel</i>	<i>Thaxter</i>
<i>Fidelia</i>	<i>Truth is a priceles jewel</i>	<i>Thaxter</i>
<i>Fidelia</i>	<i>Truth is a priceles jewel</i>	<i>Thaxter</i>

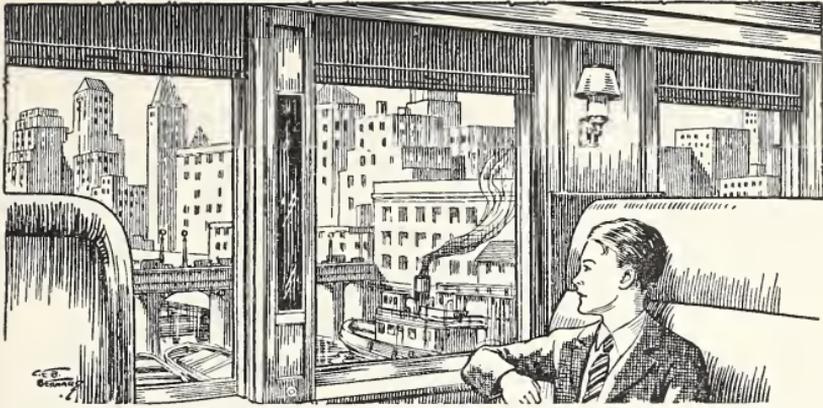
And after that, you did "sums" in arithmetic for an hour or so.

The three R's — Reading, 'Riting, and 'Rithmetic — were all that the pupils in the early schools studied. Is it any wonder that most of them disliked their school and left it to go to work as soon as possible?

Gradually, our schools, like our books, have changed. No longer do pupils spend hours on work that is of no interest to them and of little value. Not only have schools changed the ways in which children learn to read and write and do arithmetic problems, but they have also added new subjects that interest pupils and are useful to them. Today school is a much better place in which to work and to learn than it was years ago in the days of our parents and grandparents.

*Practice 12 — Conversing about School Work**

List all the subjects that are taught in your school. Which of them were in the first American schools? Can you find out which of them have come into the work of the school most recently? How is life today different from life in colonial times? Do these differences explain why the newer subjects have been added?



UNIT XI

THE GROWTH OF CITIES

ENTERING A BIG CITY

Jimmy pressed his face against the window of the railroad car to get a better look at the view ahead. He was getting a bit nervous, for this was his first long trip, and his father had just told him that in ten minutes the train would arrive in the big city. The landscape that had been fields and farm homes was changing now to groups of houses closer and closer together. Small stations appeared oftener, with lumber yards and coal sheds clustered around them. Switch engines and freight cars stood on sidings near sprawling factory buildings. The air became darker with smoke, and street lights were burning although it was not yet sundown. On all sides were hurrying autos and trucks. Then appeared tenement houses, rows upon rows, with people sitting on back porches three floors above the ground. The train roared as it passed over wider streets streaming with autos. Now the buildings began to tower high, shutting out the little light that re-

mained. Lights in the car went on. The trainman called the station, and "Don't leave any articles in the car!" Jimmy and his father gathered their coats and baggage, and the train came to a slow stop in the great train shed.

Practice 1 — Discussing Cities

Have you had the experience of going by train or automobile into a large city? Have you wondered, as Jimmy did, how the city came to be, why so many people live in the same place, how many years it took to build this city? Talk over your experiences, and your impressions of cities that you know.

A BIRD'S-EYE VIEW OF THE CITY

When the aviator flies high above the city, how different it looks to him from the way it did to Jimmy coming into it by train. As the aviator looks down below him, he sees all parts of the city at a glance. The tall buildings of its business section look like small structures built with children's blocks. A haze of smoke hangs over the factory chimneys. The streets are like threads. The river or the harbor is seen more plainly. The residences are just the roofs of many houses, and the parks are mostly the dark green tops of trees. When one is high up in the sky above them, it is hard to believe that thousands of persons are living in this city he sees below him.

*Practice 2 — Labeling Pictures**

From geography texts and magazines, and the picture sections of Sunday newspapers, collect views of cities taken from the air. Make an exhibit of them,

placing the books on a table and the pictures on a bulletin board. For each picture write a sentence that tells the name of the city and, if possible, when the view was taken.

Practice 3 — Writing a Description

[*Handbook, Section VIII, Paragraphs*]

If you have ever been up in a tall building in a city, write about what you saw of the city from there. If you have not had that experience, take one of the pictures in your bird's-eye view collection and describe the city in it.

From a city window, 'way up high,
I like to watch the cars go by.
They look like burnished beetles black,
That leave a little muddy track
Behind them as they slowly crawl.
Sometimes they do not move at all,
But huddle close with hum and drone
As though they feared to be alone.
They grope their way through fog and night
With the golden feelers of their light.

— ROWENA BASTIN BENNETT

New Words

As you start out on your study of cities, get a "city vocabulary" to begin with. You are going to read in books and magazines and to write for information about cities and how they came to be as they are. Are you going to recognize certain words in the books? Are you going to ask intelligent questions? Here is a list of words that will help to "citify" your vocabulary.

artificial
by-products

census
delta

export
factories

foreign	levees	settlements
harbors	location	shipping
immigration	manufacturing	skyscrapers
import	metropolis	suburb
industries	navigable	tenements
interior	occupation	textiles
lake port	pioneer	transportation
landlocked	raw materials	utilities

Practice 4 — Using Your Dictionary

[*Handbook, Section II, Using Book Tools*]

Look up all the words in the list that you are not sure about. Study their meanings until you can use them all one hundred percent correctly, because this will be a big help to you in your work.

WHY DO GREAT CITIES GROW SO LARGE?

There is a very good reason why every great city is located where it is. The reason may be a fine harbor on the seacoast. Perhaps a city grew in a certain location because river boats could bring supplies there for the people living on the broad plains. A city may grow up near coal and iron fields, where these raw materials can easily be brought together for use in factories. Often cities grow where electric power can be made cheaply. The natural center of a great farming country may become a city with railroads coming there to bring farm machinery and equipment and to take away the food supplies. These and other good reasons explain why our large cities are located where they are.

Practice 5 — Making an Oral Report

Divide your class into groups of two pupils each. Each pair of pupils may select one of the twenty largest

cities in the United States listed in Practice 6. Search for the reasons why the city you selected is located where it is, and report them to the class. You can divide the job of reporting between the two members working on each city. Remember that there is likely to be more than one reason why the city has come to be one of the twenty largest in our country.

In making your report, do you meet the following standards for a good report?

Standards for a Good Oral Report

1. A good oral report starts with a sentence that is interesting and informs your audience about the general topic you are about to report on.
2. Your voice should be loud enough to be heard by all your listeners, and at the same time not be harsh or unpleasant.
3. Your words should be pronounced distinctly, so that they will be easily understood.
4. Your report should progress from one point to the next without useless repetition or long pauses.
5. You should close your report while your listeners are still interested.

Cities in the Old and in the New World

The cities of the Old World have been great centers of population for centuries. Some are even thousands of years old. But many of the cities of our country were only small villages one hundred years ago. And two hundred years ago even our two oldest large cities — Boston and New Orleans — were not much larger

than villages. When you see the skyscrapers, the factories, the streets of houses and apartments, and the many other features of a great city, you wonder how it is possible that so much has taken place in so short a time.

*Practice 6 — Discussing Causes
of Rapid Growth*

From the list of cities that follows, showing the population for 1930 and 1880, select the ten that have grown the most rapidly during the last fifty years. What in your opinion made them grow so rapidly? Why did the others grow more slowly?

<i>City</i>	<i>1880</i>	<i>1930</i>
New York	1,206,299	6,930,446
Chicago	503,185	3,376,438
Philadelphia	847,170	1,950,961
Detroit	116,340	1,568,662
Los Angeles	11,183	1,238,048
Cleveland	160,146	900,429
St. Louis	350,518	821,960
Baltimore	332,313	804,874
Boston	362,839	781,188
Pittsburgh	156,389	669,817
San Francisco	233,959	634,394
Milwaukee	115,587	578,249
Buffalo	155,134	573,076
Washington	177,624	486,869
Minneapolis	46,887	464,356
New Orleans	216,090	458,762
Cincinnati	255,139	451,160
Newark	136,508	442,337
Kansas City	55,785	399,746
Seattle	3,533	365,583

Getting Information

Here is one way to find out more about the cities you want to study.

*Powell School
Birmingham, Alabama
November 5, 1935*

*The Secretary
Association of Commerce
Los Angeles, California*

Dear Sir:

We are studying the cities of the United States, how they have developed and the advantages they offer. If your Association publishes any information in regard to the city of Los Angeles that would help our class to know about its history and its growth, we should be very grateful if you would send it.

*Very truly yours,
Elmer Morgan
For the Fifth Grade*

Practice 7 — Writing a Letter

[*Handbook, Section III, Letter-Writing*]

Divide your class into committees and have each committee select one of the cities that have grown most in the last fifty years. The duty of the committee will be to get as much information as they can about the city they choose. Each committee will write a letter similar to the one above, asking for information.

CITIES PROTECT THEIR PEOPLE

In order to prosper, a city must take care of its citizens. Every great city, as it grew, had to provide protection for its people from thieves and robbers by organizing a police department, and from fire by a fire



department. One of the first and most important things a city does for its citizens is to provide clean living conditions through a "sanitary district," or sewage system. This is also a health measure, as it does much to prevent sickness and the spread of contagion. The safety and health of many people depend upon the protection that the city gives them.

Practice 8 — Arranging a Visit

The departments of a city that protect the people will be very glad to help you know about their work. Write or telephone to one of these departments in your city, or in a city near your school, telling of your interest and requesting permission to interview the department superintendent or to visit the department offices.

Practice 9 — Preparing for an Interview

When you visit a city department, you will save time and find out the things you want to know if you prepare a list of questions for your interview. Here are questions that you might ask the health department of a city.

1. How many persons are employed in the department?
2. What are their duties?
3. How do you keep contagious diseases from spreading?
4. What do you do to make sure that the water, milk, and food are pure?
5. How do you take care of people who cannot afford to go to the hospital when they should?

If the department you plan to visit is one of the others that give protection to the people — the police, or fire, or sanitary department — make out a list of questions that you will ask.

Practice 10 — Writing a Report

When you return from your visit to the city department, write a report on the work that you saw or learned about, and the ways in which it protects the people of the city. Make a booklet, giving a page in it to each of the branches of work in the department.

Practice 11 — Writing a Courtesy Letter

[*Handbook, Section III, Letter-Writing*]

It is a matter of everyday courtesy to thank a person who has been kind and thoughtful toward you. Write a letter to the person who conducted your class through the city department, or whom you interviewed, thank-

ing him for his kindness. Possibly you can send him one of the best booklets to show him how much you learned about his department.

CITIES SERVE THEIR PEOPLE

When many people live in one place and, as the city grows, live closer and closer together, it becomes impossible for them to do things for themselves as people



do in the country. It would be difficult to have a well in each city back yard. It would be impossible in the city for each family to go out and chop wood for cooking and heating. So the city must care for these needs. It therefore has a water department to furnish its people with pure water for drinking and all household purposes. The city arranges either to furnish, or to have a private company furnish, gas,

electricity, and transportation. The city serves the citizens, young and old alike, by providing day schools, evening schools, places for meetings and entertainments, and recreation centers. A carefully planned city also provides many parks and playgrounds to promote the health and pleasure of its citizens.

*Practice 12 — Making a Survey **

How many services does your city or the city nearest your school provide for its people? Make a list of them.

The New Year edition of the city newspaper may help you. Your teacher can be your secretary and from your lists write on the blackboard a class list of these city services.

Practice 13 — Making a Committee Report

Divide your class into as many committees as there are different services provided by your city. Each committee will select one of the services on the class list. They will then investigate this service, first, by reading the annual reports of the departments and newspaper accounts of their work; second, by talking with parents and older people who know about it. When the committee has made the investigation, they will make a report to the class.

Practice 14 — Writing Paragraphs

[*Handbook, Section VIII, Paragraphs*]

Look through the material that you have received from the associations of commerce of the various large cities and see what you can learn of the services provided by their city governments. Do the booklets tell how many parks and playgrounds and schools Los Angeles has? Do they tell anything about the size and work of the water or transportation departments? Look in other places, too, as in geographies, the *World Book Encyclopedia*, the *Junior Britannica*, or *Compton's Pictured Encyclopedia*. Then write short paragraphs on what you learned of the services given by each large city.

HELPING YOUR CITY

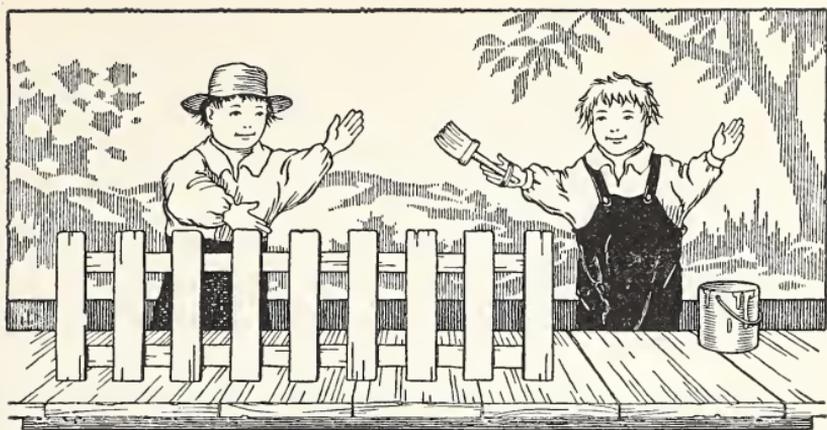
Knowing as much as you can about your city is a very good way to be a good citizen, for the person who knows

what is being done is sure to want to help make things even better. Since so many of our cities are very young, perhaps you will be surprised to learn that many centuries ago the young men of Athens, that ancient and beautiful city of Greece, swore this inspiring oath when they came to manhood:

We will never bring disgrace to this our city, by any act of dishonesty or cowardice. We will fight for the ideals and sacred things of the city, both alone and with many. We will respect and obey the city's laws and do our best to make those above us, who may forget or disregard them, do likewise. We will try always to make people realize their duty toward the city. Thus in all ways we will pass on this city — not only not less, but — greater, better, and more beautiful than it was given to us.

Practice 15 — Writing Your Own Citizen's Oath

After talking about the Athenian oath, write an oath that you think would be appropriate for yourselves. You may each write one and put your ideas together later, or write it as a class. What are the ideals and sacred things of your city? What acts would be dishonest or cowardly toward your city? How can you make older persons feel greater loyalty and responsibility toward the city that they are to pass on to you? How can you make the city greater and more beautiful?



UNIT XII

PUPPETS AND MARIONETTES

TOM: Oh me! Oh my! What a job! Whitewashing a fence when I wanted to go fishing! (*Whistles a little tune.*) It's hard work too. Makes my back tired. (*Sits down on a box, head in his hands.*) Well, well, it just doesn't seem right for one fellow to have to work so hard. (*As Tom looks around, he sees Ben coming. He jumps up with his brush and starts to whitewash.*)

BEN: (*As he enters, makes believe he is a steamboat.*) Choo — Ding-dong-dong! Ding-dong! (*Slows up.*) Stop her, sir! Ting-a-ling-ling! Ship up to back! Ting-a-ling-ling! Come ahead on the starboard! Stop her! Out with the headline! Lively now! Done with the engines, sir! Ting-a-ling-ling! Sh! Sh! (*Steam escaping*)

TOM: (*Pays no attention. Goes on whitewashing.*)

BEN: Hi-yi! I see you're up a stump.

(*No answer*)

BEN: Hello, old chap, you got to work, hey?

TOM: (*Turns suddenly.*) Why, it's you, Ben! I warn't noticing.

BEN: Say, I'm going in a-swimming, *I* am. Don't you

wish you could? But of course you'd rather work, wouldn't you? Course you would!

TOM: (*Turns slowly.*) What do you call work?

BEN: Why, ain't that work?

TOM: (*Returns to whitewashing.*) Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer.

BEN: Oh, come, now, you don't mean to let on that you *like* it.

TOM: Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day? (*Works on carefully.*)

BEN: Say, Tom, let *me* whitewash a little.

And so Tom Sawyer gets his fence whitewashed. Tom and Ben are puppets, but they seem very much alive in this puppet show.

But what is a puppet show? Puppets are doll-like figures that are made to act on a little stage. They are operated either from below or from above by a person standing behind the stage. Marionettes are the kind of puppets that are operated from above by strings or wires.

When we speak of puppets, however, we almost always mean the little cloth figures that are slipped over one's hand. By placing your forefinger up into the head you can turn it in any direction — from side to side, or up and down — while with your thumb and second finger you move the arms as you wish. In this way, as you stand hidden back of the little stage, you can make your puppet seem almost alive. With every word, which *you* speak for him, you can move his head and arms, so that to the children who are watching and listening in front, the puppet seems to be doing the speaking. (See the pictures farther on.)

You can operate two puppets at one time — one on each hand. In this way, by changing your voice to suit each of the two characters represented by the puppets, you can carry on a lively conversation between them. This can be very entertaining to the audience, and it is certainly great fun for the boy or girl who has made the puppets and who gives them their words and actions from behind the scenes.

Puppets have many uses. Sometimes they are used to illustrate such short and terrible tales as "Punch and Judy." Just as often they are used to teach some little fable or lesson. Perhaps you will think of new and different uses for them.

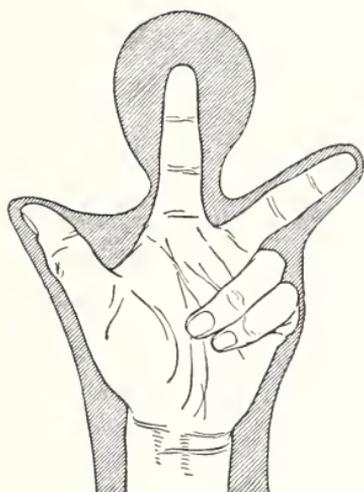
Practice 1 — Discussing What to Do with Puppets

Talk over all the things you could and would like to do with puppets. Would you like to use several in health talks as one school did, to emphasize brushing of teeth or promoting a clean-hands campaign? Perhaps your room has been discussing safety or school citizenship rules. If you use a puppet or two with a talk of this kind, it will be remembered longer. Puppets can illustrate the quaint dress and manners of a foreign people you are studying in geography, and someone is sure to want to do a little scene from a history lesson. When all your suggestions have been written on the board, talk them over and decide on a number of the best ones to carry out. Then read the following directions carefully:

HOW TO MAKE PUPPETS

The first step in making a puppet is to design it on paper. You do this by drawing with a pencil around

the thumb and first two fingers of your hand spread out as is shown. Tuck the last two fingers back into the palm, so that they will not show. Draw all the way down to your wrist, because your hand will represent the puppet's body and the legs will be sewed on about where your wrist begins. Since the first finger becomes the puppet's head and the other two his arms, the head will of course be made a little larger and filled in with cotton or other stuffing.



Sometimes a head and hands are carved of wood and slipped on the fingers separately. You had better make several of these drawings, keeping the best one for a pattern and sketching on one of the others the clothes you plan to dress your puppet in. Then from your pattern cut out the puppet from an old stocking or other cloth. Sew it up and turn it inside out. Stuff the head a little, but

be sure it moves easily when your finger is in it. Paint the features or sew them on. Legs can be stuffed and stitched to the front of the body if you need them. Dress the puppet simply. Now you will want to practice making it move about and gesture.

THE PUPPET THEATER

The puppet theater is simple to make, but you will have to figure out which is the best way to have one in your room. If you should happen to have an open window-like space between two rooms, or a Dutch door

(half-door), you have an ideal theater right there, because you can so easily conceal yourself behind the door or window while you march the puppets around upon the ledge.

In this picture you see John and Sally, two fifth-grade pupils, giving a puppet show. Their puppet theater is a wooden frame covered with cloth. The stage is high, so that John and Sally can stand without being seen while they speak for the puppets and make them "act." Sally is looking at the "lines" her puppet is speaking.



Here are a few books that will be helpful to you in making your puppets and your theater.

Ackley, Edith Flack. — *Marionettes*

Buffano, Remo. — *Be a Puppet Showman*

McIsaac, F. J. — *Tony Sarg Marionette Book*

Walters, Maude Owens. — *Puppet Shows for Home and School*

Practice 2 — Making Puppets and a Theater

Now the time has come, after all the plans are made, really to make the dolls themselves and the stage for them. Divide your class into committees to do this work. You will need only one committee to arrange for the stage, but you will need several committees to make puppets. Choose a chairman for each committee to guide the work of the members and to see that the work is done on time.

Here is a sketch written by a fifth-grade boy after he had heard his teacher tell how the clean-faced boy looked at the dirty-faced boy and decided to wash his own face, while the dirty-faced boy, looking at the clean-faced boy, decided he didn't need to wash his face.

PUPPET SKETCHES AND PLAYS

CLEAN-FACE AND DIRTY-FACE

There are two puppets, Clean-Face and Dirty-Face, who have just come in from recess. They come on the stage, and both start to sit down at their desks. Clean-Face looks over at Dirty-Face and is horrified (*jerk him suddenly, throwing up his hands, to show horror*).

CLEAN-FACE: My goodness, I didn't know faces could get so dirty during recess. I must hurry and wash mine before the class comes to order. (*He hurries off the stage.*)

(*Dirty-Face looks at his hands, wiping them on his trousers.*)

DIRTY-FACE: Humph, dirty hands. Maybe I should wash them before we start our language lesson. (*Re-enter Clean-Face.*) Here comes Clean-Face; he looks O.K. I guess I don't need to wash. (*He settles back in his seat.*)

CLEAN-FACE: (*Coming slowly to his seat and muttering.*) Well, look at him, still dirty. He needs a face-wash if anybody does, but I'll bet he doesn't know it. (*He takes a small mirror from his coat and sticks it up in front of Dirty-Face, who gives the same horrified jump that Clean-Face did when the play opened. Clean-Face makes a pleased bow to the audience and the curtain closes.*)

Practice 3 — Writing a Puppet Play

You can see from this little sketch that a puppet play requires two kinds of planning. It needs directions for actions — the part printed in italic type in the

sketch — and it needs conversation. In writing your plays remember to get plenty of both of these into them.

Of course you do the speaking for your puppets. Your "lines" should be fastened up before you where you can read them as you operate the doll. Soon you will know the lines and will not need the paper any longer. One person can sometimes handle two puppets, one on each hand, changing his voice for the speaking parts. If more than two puppets appear in the play, it is better to have one operator for each puppet.

Committees can read their plays to one another before acting them to get criticisms and suggestions on them. After polishing them up and rehearsing them, you will, of course, want to show them to other grades or to visiting mothers.

JACK, THE PUPPET

Clickety, clack, clickety, clack!

That's the sound of a puppet named Jack.

He gestures so grand

With each little hand

For he's the best actor in many a land.

His head is of wood and so is his brain,

He doesn't much look as if he were sane,

But when he starts walking and turning and running

His body and brain take on a shrewd cunning.

He twists and turns and bows and flops

And now and then completely stops.

And all he has is magic strings

With which to do these marv'ulous things.

Clickety, clack, clickety, clack!

That's the sound of a puppet named Jack.

With a body so neat

And two tricky feet

He gives us a show that he oft must repeat.

— CARRIE RASMUSSEN

MARIONETTES

Once you have put on a successful puppet performance, both you and your audiences will be enthusiastic about these small people who come to life the minute you move them, and you will want then to see what you can do with marionettes. These will be somewhat more difficult to make. For this reason you will want to get additional help and advice if you can.

Practice 4 — Writing a Class Letter

[*Handbook, Section III, Letter-Writing*]

Often there is someone in a school system or in a community who has had experience in making marionettes and putting on shows. If there is such a person in your community, write a class letter asking him or her to come and visit you and tell you about the making and operating of marionettes. He will be able to give you much valuable advice. You might suggest in your letter that he bring along one or two of the dolls, so that you can see how they are made and worked.

If there is no one whom you can get to advise you in this way, you might try to get a marionette show to visit your school or town. Write a letter to your school principal asking whether he will arrange to have a marionette performance given so that you could see it and inspect the figures and the stage afterward.

Making Marionettes

If you cannot see a performance or hear a speaker, you will proceed to make your marionettes according to instructions you find in books.

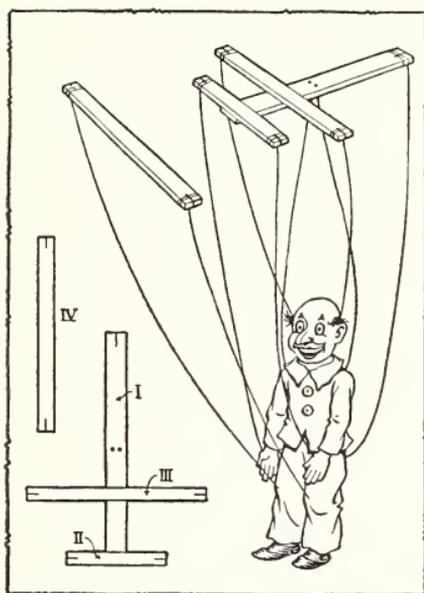
Here is one way of making them. First you make patterns for them, just as you did for the puppets. Next stuff the marionettes completely as you would rag dolls, except the joints — arms, knees, and hips. The marionette must be free to move easily at these points. Stuff the head tightly (unless it is carved of wood, like “Jack’s”), but let the neck be a loose, unstuffed piece just the right length so that the head will move easily in all directions. Weight the hands and the feet with small pieces of lead, and sew a lead weight to the seat of the doll, so that it will sit down easily. Hair can be made of yarn, embroidery floss, velvet, or wool. Features that are sewed on show up better than those that are painted. Clothes can be sewed right on the stuffing, since marionettes do not change their clothes. Bright colors help to make them showy, particularly in electric light. Avoid large hats and use soft materials because stiffness of any kind will hinder the free movement of the figures.

Stringing Them Up

In stringing up your marionettes, it will help you to look from time to time at the drawings that follow. *I* is a strip of wood about a foot long and an inch wide. *II* is a strip about five inches by a half-inch, which is fastened to one end of *I*. *III* is a strip about nine inches by a half-inch nailed to *I* just a little back of *II*. *IV* is about ten inches by a half-inch and is held in the right

hand by itself. Small holes or slits are made in both ends of *II*, *III*, and *IV*, and in the free end of *I*; two holes are drilled side by side in *I* just about at the middle.

If you string your marionette with wires, it will be best to sew small metal rings at the proper places on the doll first. If you use black thread or fish line, take



small stitches at the proper points, tying strong knots after you take off the needle. Give your fastenings a good jerk each time you finish one, so that they will surely be secure. Dangle the doll in front of you, with your hands at a comfortable height — not too high — before cutting each wire or string; then cut several inches above your hand. The head strings are fastened to the

ends of *III*. The shoulder strings are passed through the two holes near the center of *I*. The seat string runs to the back of *I*. The strings from the hands go to the ends of *II*, and those from the knees to the ends of *IV*. The main control is held in your left hand and the leg control in your right. Have a loop to slide your hand under about the middle of the control, so that it will hang there without your lifting it and you will be free to move the strings with your fingers. Your forefinger is used to lift the arm strings, while another finger is hooked under the shoulder string and

pushed down to make the head move forward. Try tipping the control different ways and see what effect these various movements have on the doll. You will enjoy practicing, and of course you will improve immensely with practice.

YOUR FIRST MARIONETTE PLAY

For your first marionette play you had better select a very simple scene or story, because there will be so many things to think of at one time. The fairy tales that you have known ever since you were in the first grade make very good marionette plays. You can choose scenes from such stories as "Little Red Riding Hood," "Hansel and Gretel," "Jack and the Beanstalk," "The Sleeping Beauty," or "Cinderella," and make little plays of them. You will need to write out the speaking parts for the characters and plan some of the actions and gestures. Here is the beginning of a scene from *Heidi* to show you how it may be done.

The Grandmother is seated on the stage when the curtain opens. Heidi comes in.

HEIDI: How do you do, Grandmother. Here I am. It is Heidi. (*She holds out her hand.*)

GRANDMOTHER: (*Lifting her head and reaching for Heidi's hand.*) How did you get here, little one?

HEIDI: My grandfather brought me down on his sled.

GRANDMOTHER: (*Still touching Heidi's hand.*) Is it possible? And how did you keep so warm? Your hands are not the least bit chilled.

HEIDI: (*Moving away to look around the cottage.*) My grandfather wrapped me up.

GRANDMOTHER: To think the old hermit wrapped the child up and brought her down here!

HEIDI: (*At the window.*) Oh, Grandmother, there is a

loose shutter. If Grandfather were here, he would drive a nail in it for you.

(And so on)

Practice 5 — Writing the Lines

Choose the story or scene that you will have your marionettes act first and write the lines and stage directions for it. If it is a short scene, you will enjoy working as a class while your teacher writes the lines on the blackboard. If you are to have several scenes or a complete story, you will need to divide the work among committees.

Inviting Guests

When you have rehearsed until you are satisfied with your performance, the next thing you will think about is inviting someone to see it. Probably the most appreciative audience you could have for these fairy tales is the kindergarten or the first-grade or the second-grade children. Here is an invitation to see "Jack and the Beanstalk" performed.

Dear Second Grade,

Have you ever wished you could see Jack really climb a real beanstalk? Have you wanted to hear the giant roar and then see Jack escape right under his nose? We have been getting this play ready for you for several weeks, and we invite you to come to our room next Thursday at two-thirty to see our marionettes perform it. Be prepared for a lot of fun.

*Sincerely yours,
The Fifth Grade*

Practice 6 — Writing an Invitation

[*Handbook, Section III, Letter-Writing*]

Write an invitation to one of the classes in your school to see your first marionette play. Perhaps besides inviting one of the other grades, you will also invite your principal or a supervisor.

Making Up a Play of Your Own

Perhaps there are some children in your class who will think it is more fun to make up plays of their own than to rewrite fairy stories. Of course, you will encourage these children, because they may be able to give you something very worth while. One fifth-grade girl, after she had read the story of *Pinnocchio*, got the idea for the following little play, which she wrote and called "The Brave Petro."

THE BRAVE PETRO

Petro has run away from home and is lost in a forest.

PETRO: Hi-yah! Hi-yah! Well, I guess this is pretty fine. What if I am lost? I don't care. No more work for me at home. I've run away for good this time. I'm free now, and I'll do what I please. Nobody's going to boss me any more. (*Struts around.*)

OWL: (*Flies down and rests on branch of tree.*) Oo-oooo! Oo-oooo!

PETRO: (*Jumps around, startled; sees owl.*) Oh-ho! Thought you could scare me, eh? Well, you're fooled this time, old bird. I'm my own boss and a very brave man. Nobody can scare me. (*Keeps turning around until owl flies away.*)

OLD MAN: (*Bent over, limping in.*) Kind sir, I've walked all day and have had nothing to eat. Kind sir, will you give me a piece of bread from your basket?

PETRO: My lunch is for myself. I have nothing to spare.

OLD MAN: But, sir, I am near dead of hunger, and I have walked many a mile without food.

PETRO: Then you can walk some more miles till you find some. I have none for you.

OLD MAN: But, sir —

PETRO: No, I said, and go along.

(Old man limps off. Petro is tired and sits down on a log, but the log springs up and frightens him. He whistles to keep up his courage. It grows dark rather quickly. There is lightning and thunder, at first faint, then louder and more often. Petro gradually becomes more and more frightened; he stops strutting and finally begins to cry.)

PETRO: Oh! Oh, dear! I shouldn't have run away. I don't really want to be my own boss. If I were home now, I'd do everything I was told.

OLD WOMAN: *(Dragging herself in weakly.)* Sir, can you help me? I am so tired and drenched.

PETRO: *(Going to her at once.)* I'll be glad to help you. It's a terrible storm. What can I do? Tell me.

(He helps the old woman sit down. He is about to take off his little cape and wrap it around her, when her own cloak falls off and shows that she is a shining fairy. The thunder stops and it grows lighter as Petro stands looking at her in amazement.)

FAIRY: You see, Petro, I'm the Golden Rule Fairy. I want to be kind to people who are kind to me. What would you like me to do for you?

PETRO: I — I — Oh, thank you! I see now. It's because I said I'd be glad to help you. Oh, Fairy, can you take me home again?

FAIRY: Certainly, Petro. Come, I'll show you the way. *(She slowly rises and floats off.)*

PETRO: *(Dancing about joyously.)* Now I know! Now I know! And when I get home, I'll tell mother about it. I'll be a smart boy and a good boy too! *(He dances off, following the fairy.)*

*Practice 7 — Planning and Writing
an Original Play **

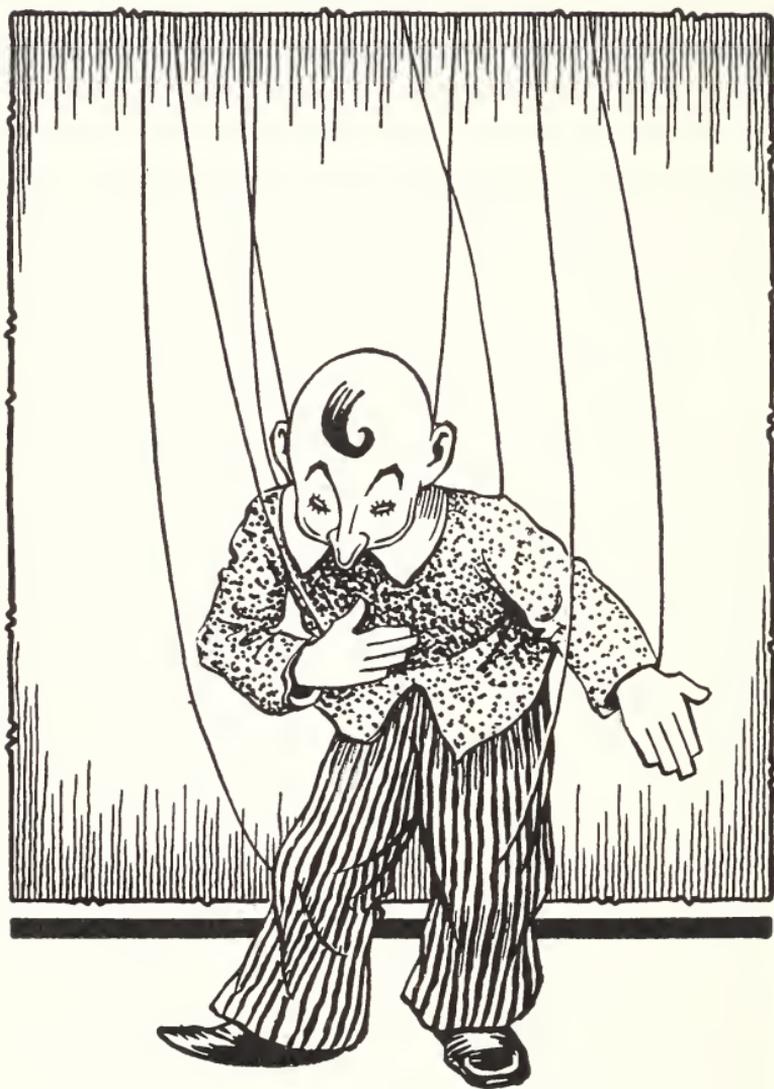
Have your class talk over ideas that any of the members may have for writing plays of their own. Anyone having such an idea will probably be glad to get suggestions before actually producing his play. Give him your help and encouragement, for you will all be very proud of a play written by a pupil in your own grade.

*Practice 8 — Making Posters and
Writing Advertisements*

Making the posters and writing the advertising for a play are sometimes almost as much fun as writing the play. After you have rehearsed your marionettes and have seen how funny and clever they are, you will want to tell others about them.

On your posters show your marionettes in their colorful costumes and in their best poses. In your notice beside the picture, write what it represents, as: "This is the Brave Petro as he looks when the log springs out from under him!" Then go on to tell just enough about the play to make everyone curious and interested in it. Perhaps you will have the picture of the marionette speak for itself, as: "I am the Brave Petro. Come and see me in the play that's named after me. You will think I'm quite a fellow. The play will be given in the Fifth-Grade room, Friday, at three o'clock."

One of the pupils in your grade may write a review (or preview) of the play for publication in your class paper. Notices for the bulletin board or for other class papers should state clearly the time and place of the performance.

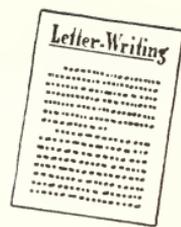
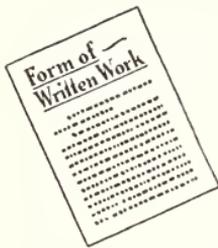


GOOD-BYE

GRADE V

Part II

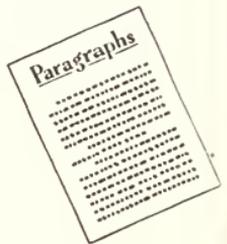
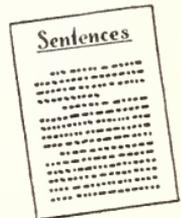
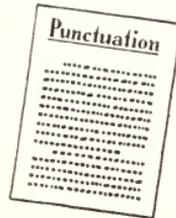
YOUR HANDBOOK



YOUR HANDBOOK

This part of your language book is full of suggestions and practices that will improve your writing and speaking. Sometimes you will study a part together, because there are many new things for fifth-grade boys and girls to learn. Often you will turn to a section of your Handbook for help with something that you are doing by yourself. Sometimes you will review rules you have forgotten and work out practices on them.

Look through your Handbook now so that you will know just what help you can find in it. Use the index and table of contents in locating the information you want.

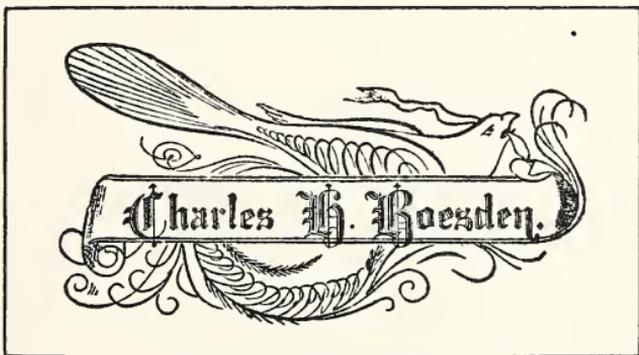


SECTION I

FORM OF WRITTEN WORK

CHANGES IN STYLE

There are fashions in books and writing, just as there are in clothes. If you wish to see how much change there has been in fashions in books, find some old books, printed about fifty years ago, and examine them. You will notice that the print is small and that the entire book is different from your latest attractive story book. If you are fortunate enough to find some old letters and diaries also, you may notice differences in writing. Some old papers have very elaborate capital letters and designs in pen and ink around the edge. Here is an old-fashioned calling card, for example.

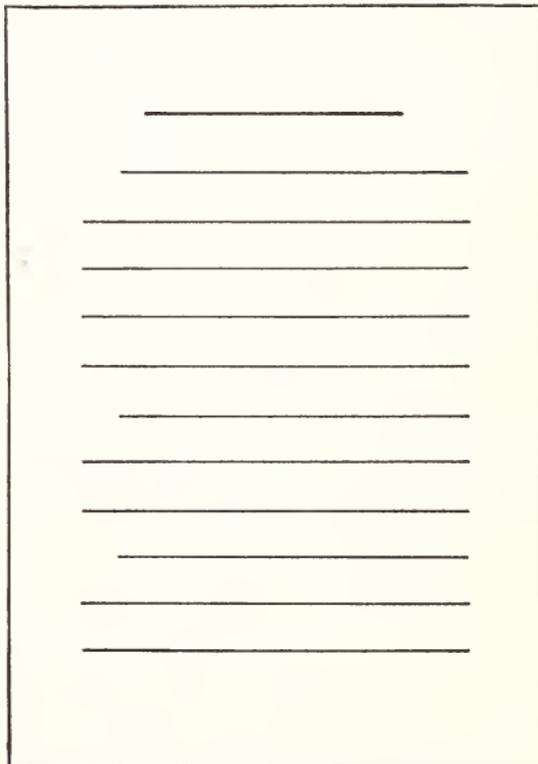


Everyone wants to be in style. The pages that follow give you suggestions on arranging your papers in what is considered good style today. These styles, like others, will change as the years go by. There is

seldom just one good style. That is why in this book you are sometimes given a choice of several acceptable forms. You are old enough now to use your judgment in deciding which form you wish to use. You should know what forms are not considered in good taste, because you will want to avoid using those. Certain forms that are used in modern advertising and magazine writing are not yet considered by the best writers to be good style, as, for instance, the practice of using all small letters in titles.

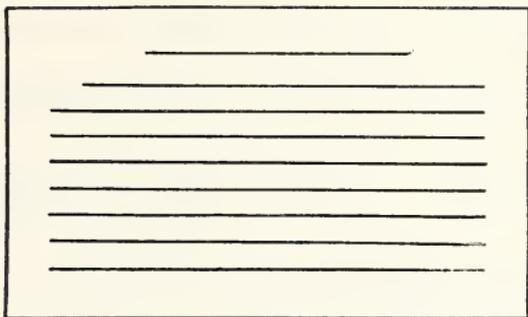
MARGINS

The width of the margins depends upon the size of the paper and the length of the message. It may vary



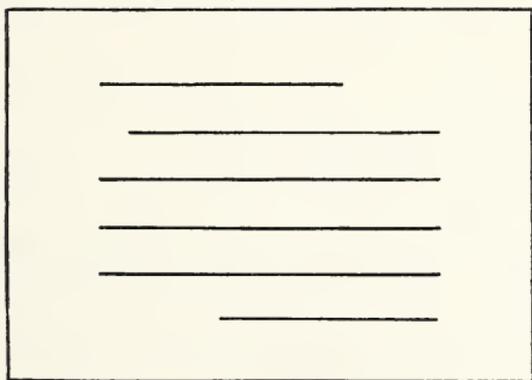
One inch margin on a large sheet

from one-half inch to two inches, but the usual margin kept on the left, and as evenly as possible on the right side of the paper also, is one inch wide. Wider spaces are often left at the top and the bottom.



Above - Narrow margin because the message is long

Below - Wider margin for a short note



In the lower grades, when you were just learning about margins, you were always asked to keep a margin one inch wide on the left. You are now able to use judgment in deciding how wide a margin to leave. You can also try to keep an even margin on the right. This is not easy to do.

In the illustrations of children's writing on the next page, notice that these boys and girls have kept the right margin even in several ways.

The Story of Books

1

The Story of Books

2

The Story of Books

3

Whenever papers are written in your class, have them held up before the class, so that the placing of titles and the width of margins may be inspected.

Practice 2 — Arranging Titles

Practice estimating the spacing of titles by writing the titles below, keeping the width of margins equal on the left and the right.

The Bear Cub

Why the Kangaroo Hops

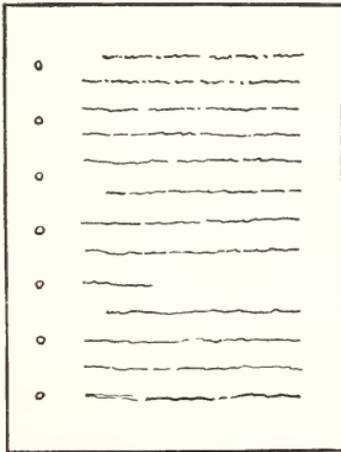
Sambo

The Best Game the Fairies Play

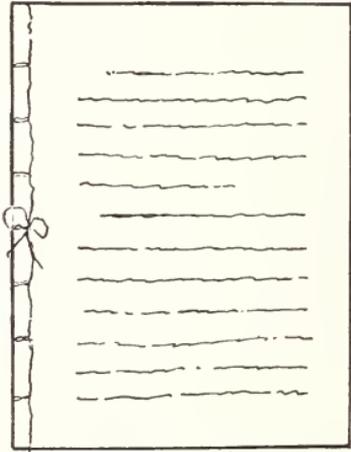
The Challenge of the Gallant Knight

RULES FOR ARRANGEMENT

1. There should be a margin all around the story or paragraph.
2. The left-hand and the right-hand margins should be the same width.
3. Margins should be wider on larger paper.
4. The story should be placed as nearly as possible in the center of the paper.
5. The title should be placed in the center of the first line with a suitable margin at the top of the paper.
6. When the paper is to be put into a notebook, or bound into a booklet, an extra half-inch margin should be allowed on the left for the fasteners or for the sewing.



Page for a Notebook



Page for a Booklet

SECTION II

USING BOOK TOOLS

There are so many things to learn that no one can possibly know and remember all of them. However, you know that in some book you can find the answer to almost any question. So, if you know how and where to search in book-land, you will always be able to learn just what you want to know.

You can save time in finding material in libraries if you learn about the guides that help you to locate what you are looking for.

The *card catalog* contains at least two cards for every book in the library. By using the catalog, you can find books that you need.

In each book there is a *table of contents* and in many books there is an *index* that tells you what is in the book

THE TABLE OF CONTENTS

The *table of contents* is usually found just before the first chapter of a book. The contents page lists the chapter titles in the order in which they appear in the book. It also gives the page upon which each chapter begins.

Practice 1 — Using the Table of Contents

See if you can find in this language book suggestions for making puppets. On what pages will you find them?

Through the tables of contents in your language or

your reading books find poems, stories, or suggestions for one of the following:

1. Current Events
2. Book Week
3. A Program on Animals
4. Early Mail Service

Let each pupil in a small group take a different book for this work. See how quickly each one can discover whether or not his book contains any material on the subject. Do not take time to read the pages. This is an exercise in finding your own way in books. The reading can be done later.

You will want to look through the entire table of contents, because the topics are arranged there in the order in which they are found in the book, not in alphabetical order.

THE INDEX

Most books that are not story books contain indexes. The index is usually placed at the back of the book. On these pages are listed the most important topics or subjects in the book. These topics are arranged in alphabetical order.

Here is a sample of what might be found on the index page of a language book.

- Learning a poem, 55-56
- Letter-writing, 17, 35, 78-96, 101
- Library, making rules for use of, 19-20; public, 21-22
- Listeners, standards for, 4-5, 27, 46

- Magazine, listing, 58; making a class, 62-68
- Making a record, 123, 137, 148
- Margins, 22, 25, 36
- Memorizing, 55-56
- Moon Song*, Hilda Conkling, 67

Motion picture show, 15; criticizing, 27; making a toy movie, 18-20

When a number is followed by a comma, material on the subject can be found on only the page of that number. Where there is a dash between the numbers, material can be found on all pages between the first and second numbers. After "letter-writing" in the sample just given, you see five numbers with dashes between two of them. This means that on page 17, page 35, and page 101 you will find something about letters; also on page 78 and all the following pages through 96.

Titles are printed in italics (underlined or put in quotation marks when typed or written). There is a title in the sample index page. What is it?

The alphabetical arrangement saves time for you and makes it possible for you to find references more easily.

Practice 2 — Using the Index of this Book

Study the index pages of this language book.

1. On what page can you find an example of a business letter?
2. On what page is there a practice exercise on using *seen* correctly?
3. On what pages can you find poems? What are their titles?
4. If you wanted help on paragraphing, could you find any in this book?
5. If you wanted to know how to write book reviews, could you find directions and examples by using the index?

Practice 3 — Using the Index of a Geography

Look through the index of your geography book and make a list of all the pages on which you can find any

information about your state. Include the map on which your state is shown.

What is the principal industry in your state? On what pages can you find more information about that industry in the United States?

SECTION HEADINGS

Many times in history, science, and other books each chapter is divided into sections, and each section is named so that you can find material quickly. In this book, for instance, this section on *Using Book Tools* is divided into a number of parts. What are the headings for each part? Form the habit of looking at the titles of sections within a chapter when you are hunting for information.

Sometimes these section headings are printed at the side of the page, even out in the margin. They are called *sideheads* when they are placed in that way. They are sometimes printed in heavy type or underlined, so that you can locate them quickly.

You could outline a chapter by listing these sections or sideheads, in order. They are very helpful if you are skimming through a chapter to find information on a certain subject. Don't overlook them.

Practice 4 — Using Section Headings

Choose a chapter of your geography book to outline by section headings. Notice whether the section headings are in the center or on the side of the page. Perhaps you will find both. If you do, the center headings are the main topics and the side headings are subtopics under each main topic. Subtopics are usually in smaller type than main topics.

Your chapter outline may be arranged like this part of an outline:

THE SOUTHERN STATES

- I. The Cotton Belt
 - A. Where cotton is raised
 - B. Cotton plantations
 - C. Shipping cotton
- II. Work in the Southern Forests
 - A. Southern forests
 - B. Lumbering in the Coastal Plain
 - C. Products of the forest
- III. Southern Oil Fields
 - A. Three oil fields
 - B. Oil wells

The center headings in the book are the topics marked I, II, and III, while the side headings are the topics that are lettered A, B, etc.

LIST OF ILLUSTRATIONS

Many books like histories or geographies have a list of *illustrations*, or pictures, in the front, or sometimes in the back, of the book. This will be useful to you when you want to use pictures in illustrating your talks.

Practice 5 — Using the List of Illustrations

In your geography book see if you can find any pictures to use in making a report on one of these topics. Put down the number of the page on which you find the illustration.

- | | |
|--------------------------|-------------------------|
| 1. Cotton Growing | 4. River Transportation |
| 2. Lumbering in the West | 5. Meat Packing |
| 3. Our National Parks | 6. Ranch Life |

LIST OF MAPS

There is also a list of maps in most geographies. Find the one in yours. How many maps does the book have? Find the map that shows your own state. What is the title of that map?

THE CARD CATALOG

You have probably learned where the card catalog is in your public or school library. Every book has an author card and a title card. Some books have subject cards, too.



On the author card the name of the writer is given at the top of the card with the last name first. When locating a book by the author's name look in the catalog under the first letter of the last name.

If there are two authors, you will find a card for each.

591
B47

Bianco, Mrs. Margery.

More about animals, by
Margery Bianco. Illus-
trated by Helen Torrey.
New York, The Macmillan
Company. 1934.

AN AUTHOR CARD

Practice 6 — Alphabetical Arrangement

Here are the names of some writers of children's books. Arrange them in alphabetical order according to the last name of the author, as the cards would be found in the catalog.

Johanna Spyri

Kathryn Dopp

Virginia Olcott

Rose Fyleman

Elizabeth Coatsworth

Rachel Field

Lewis Carroll

Lucy Fitch Perkins

Do you know any of these names of authors? Perhaps you can name some of the books that these authors have written.

More about animals

591

B47 Bianco, Mrs. Margery.

More about animals, by Margery Bianco. Illustrated by Helen Torrey. New York, The Macmillan Company. 1934.

A TITLE CARD

On the *title card* the name of the book is placed first. The card is placed in the catalog under the first letter of the title. (If the title begins with *A* or *The*, the second word is used.)

Practice 7 — Locating Books Alphabetically

Number to 10 on a piece of paper. Put down the two letters in the card catalog under which you would

look for these ten books. One letter will show the alphabetical location of the author card and the other that of the title card.

EXAMPLE: *Travel by Air, Land and Sea*, by Hanson Hart
Webster

Title card — T Author card — W

1. *Viking Tales*, by Jennie Hall
2. *East o' the Sun and West o' the Moon*, by G. W. Dasent
3. *Voyages of Dr. Dolittle*, by Hugh Lofting
4. *Peter Pan*, by James M. Barrie
5. *The World We Live In and How It Came to Be*, by Gertrude Hartman
6. *Jataka Tales*, by Ellen C. Babbitt
7. *Just-So Stories*, by Rudyard Kipling
8. *Northward Ho*, by Vilhjalmur Stefansson
9. *Little Maid of Bunker Hill*, by Alice T. Curtis
10. *Docas, The Indian Boy of Santa Clara*, by Genevra S. Snedden

Other Information on the Card

Besides the author's name and the title, the card usually tells the name of the publisher of the book. That is the company to whom you would write if you wanted to order the book.

The card gives the copyright date, too. That tells you how old the book is, because it is the date when the book was first published.

In the upper left corner of the card is the number of the book, by which you can find it on the shelves.

In most libraries story books are not numbered. They are just placed on the shelves according to the first letter of the author's last name.

Practice 8 — Using the Card Catalog

If you have a school library, or if you are near enough to a public library so that you can use the catalog, find the answers to these questions:

1. Who is the author of *Black Beauty*?
2. What is the title of a book of poems by Eugene Field?
3. What is the name of the publisher from whom you would order *The Pioneer Twins*, by Lucy Fitch Perkins?
4. There are several collections of Robin Hood stories. Find the author of one.
5. What is the copyright date of *The Little Book of the Flag*, by Eva M. Tappan?

BOOK LISTS

Whenever you have to make a book list, or *bibliography*, you should give the title and the author's name. If there are two authors, give both names. You may put them down as these books are listed:

1. MacDonald, Rose M. *Then and Now in Dixie*
2. Waddell and Perry. *Long Ago*

There are two authors for the second book. The last name of each has been given.

If you wish to put the title first you may write it in this way:

1. *Then and Now in Dixie*. Rose M. MacDonald
2. *Long Ago*. Waddell and Perry

When the author's name is listed before the title, the last name is put first. A comma then separates the first and last names. When the title is given first, the first name of the author is given first.

Practice 9 — Arranging a Book List

Arrange these books in a list with the author's name before the title. Put the last name first and place a comma after it. Put the list in alphabetical order.

1. *All About Pets.* Margery Bianco
2. *Rootabaga Stories.* Carl Sandburg
3. *King of the Golden River.* John Ruskin
4. *Heidi.* Johanna Spyri
5. *Picture Tales from the Japanese.* C. W. Sugimoto
6. *Gulliver's Travels.* Jonathan Swift
7. *How the World Rides.* Florence Fox
8. *Star Myths from Many Lands.* Dorothy Renick

Many times this year you will need to make a book list. You may refer to this section each time to see how the lists are arranged.

YOUR DICTIONARY

You may know how to use your dictionary fairly well, but you can probably find in it new sections and more help than you realize.

**Practice 10 — Discussing the Use of
the Dictionary**

Without looking at your dictionary, talk over with your class some of these questions:

1. Besides the main word list, what other sections are there in your dictionary?
2. What general information, like tables of weights and measures, weather signals, or the history of our language, is given in your dictionary?
3. How does your dictionary help you with pronunciation?

4. Does your dictionary show the syllables for every word, so that you will know how to divide it at the end of a line if necessary?

You will probably discover that you really know very little about this interesting book.

Turn to the contents page of your dictionary and find out how much information it gives.

Keys to Pronunciation

You can learn from your dictionary exactly how to pronounce a word. You will have to learn:

1. How accents are marked in your dictionary.
2. What the "key line" is and how you can use it.
3. What "diacritical marks" are and how they show pronunciation.

If your dictionary has a "Guide to Pronunciation" in the front, study it carefully.

Accents

Some words have two accents, a strong (*primary*) accent and a weak (*secondary*) accent.

Practice 11 — Marking Accents

Look up the following words to see how the two accents are marked. Pronounce the words clearly, showing the difference in accent.

architecture	communication	graduation
automobile	congratulation	pronunciation

Locate the accent in these words:

address	horizon	mischievous
equator	impudence	recess

Pronunciation Symbols

The marks used to show how letters should be sounded are called *diacritical marks*. The ones below are probably in your dictionary. Look up in your own dictionary the "Guide to Pronunciation" and know what marks are used there.

Diacritical Marks

ā — āte, lābor	ĩ — ĩt, hĩll
ǎ — ǎdd, cǎt	ō — ōpen, cōld
ä — fär, cǎlm	ö — nōt, bōb
à — pàth, àsk	ōō — fōōd, rōōm
â — râre, câre	öō — gōōd, wōōl
ē — ēqual, ēve	ū — ūse, tūbe
ě — děsk, lět	ů — cůp, trůst
ē — nevēr, othēr	û — tûrn, cûrl
ī — nīce, līght	th — then, that

Usually words are rewritten in parentheses to show just how they should be pronounced. Does your dictionary do that?

lounge (lounj)	union (ũn'yũn)
soldier (sōl'jēr)	education (ěd'ũ kǎ'shũn)

Practice 12 — Using Pronunciation Symbols

What are the words for which these are the sound symbols?

tĕhř mōm'ě tĕř	rĕ'jũn
ǎ prĕ'shĩ āt	krĕ'tũr
thĕm sĕlvz'	ǎ pĕrd'

In looking up a word you may have to check back several words to get the complete pronunciation.

Words that come from the same word are often given as follows:

leg'is-late (ləj'is lāt) . . .
 . . .
 . . .
 leg'is-la'tion (-lā'shŭn)

Here the hyphen at the beginning of the second word shows that the first part of it is pronounced just like the word above.

The Key Line

At the bottom of every two pages in your dictionary is a line of key words to help you with pronunciation. They are always simple, familiar words that you are sure to know how to pronounce. When you find other words spelled and marked the same, you can use these simple words as a key. Study the *key line* in your own dictionary.

Syllable Division

Knowing how a word should be divided is important when you need to break a word at the end of the line. The dictionary shows the syllable division. Syllables are separated by a short mark or by a dot. A hyphen is a longer, heavier mark. Notice the difference in the words below.

jack'-o'-lan'tern
 jus'ti-fi-ca'tion

Practice 13 — Using the Dictionary for Syllable Division

Look up the syllable divisions for the words on the next page. Pronounce them clearly to show each syllable.

absolutely	convenient	important	positive
appreciate	development	interesting	recognize
candidate	government	paragraph	satisfactory

Alphabetical Arrangement

Words are arranged in alphabetical order in the dictionary in order that you can turn quickly to any word that you want to find. It is worth while to know the alphabet thoroughly. You can use a telephone directory, an index, or a letter file, as well as the dictionary, more easily if you know the alphabet. This does not mean just knowing it from *a* to *z*, but knowing also whether *s* is before or after *t*, whether *w* is before or after *v*, etc.

Practice 14 — Arranging Pairs of Words Alphabetically

Consider not only the first letter, but also the following letters of each word, in putting them in alphabetical order. Which word within each pair of words comes first? For example, does *why* or does *where* come first in alphabetical order?

- | | |
|------------------------|---------------------|
| 1. allow — almost | 6. would — wood |
| 2. accent — accidental | 7. drain — dreary |
| 3. obey — oral | 8. fence — fancy |
| 4. why — where | 9. more — monkey |
| 5. absent — arrange | 10. written — wreck |

Practice 15 — Arranging Groups of Words Alphabetically

Arrange in alphabetical order the words in each of the five groups on the next page.

EXAMPLE: never, new, nearly, nice, numb
nearly, never, new, nice, numb

1. dead, dazzle, dirty, do, daughter
2. lot, letter, little, ladder, laugh
3. bribe, bring, bright, bought, bond
4. address, answer, attitude, account, accent
5. mountain, many, mild, mouth, main

Guide Words

So that you can locate words quickly, two words are printed at the top of each dictionary page. They are called *guide words*. They are always the first and the last words explained on the page, or on the two pages that face each other. Find the guide words in your dictionary.

Practice 16 — Using Guide Words

Here are five pairs of *guide words* from a dictionary.

1. fiction . . . fig
2. flock . . . flow
3. ingratitude . . . injury
4. manor . . . marble
5. may . . . meaning

Between which of these five pairs of guide words will you find each of these words?

field	floor	initiate	maybe
fierce	flour	injure	meadow
fifteen	inhabit	mansion	meal
flood	inherit	mantel	mean

Practice locating words in your dictionary by the use of the helpful guide words.

A Test of Book Tools

Copy these fourteen sentences, filling in each blank with a word or words from the list at the end.

1. When words are in a, b, c, d, e, f, etc., order, they are in _____.
2. The person who writes a book is its _____.
3. The name of a book, story, or magazine is the _____.
4. A list of books named by title and author is a _____.
5. The company that sells the book is the _____.
6. A list of the chapter titles in the book, arranged in order, is the _____.
7. The pictures in a book are the _____.
8. A list of all the topics in the book, arranged in alphabetical order, is the _____.
9. A case in which cards for every book are kept in alphabetical order is a _____.
10. The titles of parts of chapters are called _____. Sometimes they are in the center and sometimes at the side of the page.
11. The mark that shows which part of the word should be pronounced with emphasis is the _____.
12. When you divide a word at the end of a line of writing, you need to know its _____.
13. The list of words at the bottom of the dictionary page to help with pronunciation is the _____.
14. Two words at the top of each dictionary page, which help you to find words, are _____.

accent
 alphabetical arrangement
 author
 bibliography
 card catalog
 guide words
 illustrations

index
 key line
 publisher
 section headings
 syllabication
 table of contents
 title

SECTION III

LETTER-WRITING

HOW IMPORTANT ARE LETTERS?

Letters help to make history. We usually think of letters only as pleasant messages between friends. Years after they have been written, some of these messages tell readers about the lives and ways of people of the time. Then they are making history, for history is a record of the lives of people. Sometimes letters are the only historical record of an event.

From letters like this one by John Winthrop, the first governor of the Massachusetts Bay Colony in New England, we have learned of the hardships of the Pilgrims. This part of Governor Winthrop's letter to his son in 1646 tells of one of the storms that they often had:



Mr. Haynes is come safe to us, but in great danger to have perished in the tempest, but that beyond expectation, wandering in the night, God brought him to an empty wigwam, where they found two fires burning and wood ready for use. There they kept two nights and

a day, the storm continuing so long with them, with much snow as well as rain.

Later in the letter he wrote:

At Salem the Lady Moody's house being a flat roof and but nine feet high, the roof was taken off, and so much of the chimney as was above it, and carried in two parts six or eight rods off. Ten persons lay under it, and knew not of it till they arose in the morning.

We are very glad that such letters have been saved for us to read, because they give us real pictures of the lives of people.

Today letters are kept even more carefully than in early days. Letters between countries are kept as historical records.

YOUR LETTER FILE

Your letters this year will be a record of some of the things your class has done. Business men keep a copy of every letter they send. Whenever you write a class letter, have someone in the class make one copy for your letter file. A *letter file* is a folder in which letters are kept. They are arranged alphabetically by the last name of the person to whom the letter is sent or by the first word in the name of a company. Letters that come to your class can be kept in your file, too.

Choose someone in your class as your secretary to keep your letter file in order and to see that a copy of every letter is made for your file.

Later in the year take out your letters and arrange them by dates to see if you have improved in your letter-writing.

Practice 1 — Arranging Letters for a File

If you have letters from the following persons, under what letter of the alphabet will you place them in the file?

Sarah Anderson
Lillian Ormond
Marks Book Store

Helen Young
Stanley Peterson
Modern Publishing Company

A LETTER EXCHANGE

Letters from different parts of our country will tell you about the different ways in which people live and work and think. What your geography book tells would seem very real to you if you were to get a letter from a fifth-grade class in the part of the country you were studying. Probably letters from you would be interesting to the children in other places, too.

You can arrange a letter exchange with classes in the schools of other places if you wish. You should not expect that all of your letters will be answered. Some schools may not wish to exchange letters. It will be fun to see how many answers you do receive. Of course, the more interesting and attractive your letter is, the more likely you are to have it answered.

Your letter can be addressed in care of a teacher if your teacher knows the name of a teacher in the town to which you are writing. The person in charge of all the public schools in a town or city is usually called the *superintendent*. Your letter can be sent in his care. He will probably be kind enough to send it to some class to answer. Your letter can be sent to a school if you know the name of a school in the city to which you are writing.

If your letter is addressed like one of those that follow, it will probably reach some class and be enjoyed. It may be answered, too. The sign c/o, written in that way, means *in care of*.

*Room 205
Public School Number 50
250 East 88 Street
New York City*

*Fifth Grade, Hawthorne School
c/o Miss Ceda Lawrence
Houston
Texas*

A CLASS LETTER ADDRESSED IN CARE OF A TEACHER

*Garfield School
Lima, Ohio*

*Fifth Grade, Roosevelt School
Pittsburgh
Pennsylvania*

A LETTER ADDRESSED TO A CLASS IN A SCHOOL

Forwarding

A letter addressed in care of the superintendent of schools will probably be forwarded to some school. The

address is changed, the letter is dropped into a mailbox again, and delivered to the school.

*Room 5, Bancroft School
Minneapolis, Minnesota*

*Fifth Grade
Piddick School ~~to Supt. of Public Schools~~
St. Louis
Missouri*

A LETTER FORWARDED FROM THE
SUPERINTENDENT'S OFFICE

Practice 2 — Discussing a Letter Exchange

Talk over this idea of a letter exchange. Would you like to plan one? To what places do you wish to write? Pick them out on your map of the United States.

What can you tell about your part of the country that will be new and interesting to other children? To whom will you address your letters?

Practice 3 — Writing Addresses

Put on the blackboard the addresses of several classes to whom you are going to write. Decide in whose care you will send the letters.

Notice how the address is placed. The name of the state should always be written alone below the name of the city.

Be sure to put your return address in the upper left corner.

Committee Work

Your class may be divided into committees to write these letters. One committee may write to Seattle, Washington; another to Springfield, Illinois, or to Salt Lake City, Utah, perhaps. One member of the committee will be the writer. The others will dictate the letter. You can take turns in suggesting sentences, so that everyone does part of the work.

After your committees have written their letters, they will read them to the class for suggestions and approval. The standards below will help you to judge the letters.

Standards for Letters

1. Will the letter be interesting to children in another part of the country?
2. Is the letter courteous? Have you asked for a reply in a polite way?
3. Have you written a complete, correct heading, so that the answer can be addressed properly?
4. Is the letter neatly arranged and written? Is the signature legible?
5. Is every word spelled correctly?

Practice 4 — Criticizing a Letter

Use the standards in judging the letter that follows. Is it neatly arranged? Do you think this letter would be answered? Is it courteous and pleasant? Would you suggest any change in it?

Fruitvale School
Oakland, California
April 19, 1935

Dear Girls and Boys,

Our class has been studying about farming in different parts of the country. We are writing to fifth grade classes in the cotton-raising districts, in a dairy-farming country, and in other farming regions. We would like very much to have you write to us about the wheat farms in South Dakota.

Oakland is near San Francisco. We go across the bay on the ferryboat. You have probably read about the wonderful harbor that boats enter from the Pacific Ocean through Golden Gate.

The farms near here are poultry farms. Farther south are fruit farms that raise apricots and almonds.

We are sending you some pictures of our city and the country near here.

We shall be glad to have you tell us about your city.

Sincerely yours,
Sylvia Robb
Secretary for fifth grade

Practice 5 — Writing Letters to Exchange

Your committees should be able to write their letters for the class now. Be sure to ask in your letter what you would like to know about. Don't forget to put in something interesting about your own city. Ask very courteously for an answer.

When your letters have been approved by the class, copy them neatly, address and mail them. If they are answered promptly, when can you expect replies? Will some letters take longer to come than others? Why?

Letter Courtesy

There are certain letter courtesies that everyone should know and follow. The letters that your class writes to another class may be read aloud and enjoyed by all the children. Letters that one person writes to another person are not like that. They are meant for the eyes of the person to whom they are written.

Practice 6 — Discussing Courtesy

Talk over the situations below. What is the courteous thing to do? What should not be done? Why?

1. If a letter is delivered to your home by mistake and opened before you notice that it is for someone else, what should you do?

2. If a letter that has been received and opened by the person to whom it was written is lost on the street, what should the finder do with it?

3. If you find a letter unstamped but all addressed for mailing, what should you do with it?

4. If a letter for someone else is put into your mailbox by mistake, what should you do with it?

5. If a letter to someone else in your family comes while you are alone at home, should you open it?

6. If letters to others in your family are left about the house, should you read them?

7. After you have opened and read a letter from a friend, what should you do with it?

8. Is promptness a part of courtesy in letter-writing? About how soon after receiving a gift would you be expected to write a thank-you note? If you have been visiting, when should you write a letter of appreciation to your hostess? Do you like to have your letters answered promptly? Do you answer letters as promptly as you should?

Practice 7 — Making Courtesy Rules

Make a list of rules about good manners and letters. The questions you have just discussed may give you ideas for rules. Make your sentences short and clear.

GOOD FORM FOR LETTERS

The form that follows shows you where each part of the letter is placed and what belongs in each part:

*1692 Park Avenue
Baltimore, Maryland
September 6, 1935*

Dear Roddie,

By the time

.....

.....

.....

.....

*Sincerely yours,
Harold*

*Practice 8 — Reviewing the Arrangement
of a Letter*

You would be surprised if someone said “Good-by” to you before saying “Hello.” It would be queer to meet someone who began talking to you without any greeting. It would seem almost as odd to get a letter that did not have the parts placed in the usual way.

Arrange these seven parts in the order in which you would write them in a letter:

date	signature
city and state	greeting
complimentary close	body or message
street and house number	

*Practice 9 — Reviewing the Arrangement
of the Heading*

Write these headings in the best arrangement:

1. January 9, 1935 Birmingham, Alabama 308 Powell Avenue
2. St. Paul, Minnesota June 8, 1935 502 Grand Avenue
3. 706 Thirty-fifth Street February 2, 1935 Washington, D.C.
4. Your own address and the date
5. Your school address and the date

INVITATIONS

Invitations should always tell the time of day, the date, and the place of the party or program. The guests will have to know when and where to come.

You will want to write invitations often this year. The first example is from a class to parents and friends; the second is from one class to another class.

1

The Fifth Grade of Marquette School invites you to its school exhibit during Education Week, November 12-16. The regular work of the school will be going on with a special program at 3:00 p. m. each day in the auditorium.

2

December 16, 1935

Dear Second Grade,

Will you come to our Christmas party on Thursday afternoon at 2:00 o'clock in the gymnasium? We hope you can come.

The Fifth Grade

A Letter File of Invitations

Practice 10 — Writing Invitations

1. Write an invitation form that your class might use when inviting another class to your room for a program. This form can be used several times during the year, just as you use the examples in this book. It can be kept in your class letter file.

2. Write an invitation form that your class might use when asking parents to visit school for a program. Keep this invitation in your class letter file as an example.

3. Write an invitation form that you might use at home when inviting friends to a party. Your invitations will not all be the same. Read them to the class for criticisms. When you write a real invitation at home sometime, this example will help you. Keep it in your own letter file.

Invitations to Be Written This Year

The work of many of the units in Part I calls for invitations to be written. You may want to write other invitations although they have not been suggested. You can see how important it is to be able to write a good invitation.

1. For your holiday programs you may want to invite your parents or another class as guests.

2. You will surely wish to invite someone to see your puppet show.

3. When you finish studying about electrical messages you can send an invitation in code if you send the key to the code with it.

4. Perhaps you would like to invite your first-grade teacher, who taught you to read, to come to your bookstore in Unit VI and to see how much you have learned in four years.

5. Your principal, too, would like to receive a carefully written invitation to enjoy some of your work.

LETTERS ASKING FAVORS

You will need to write letters to speakers or to arrange for trips. Sample letters 1 and 2 on the pages that follow will suggest how such class letters may be written. Why was it a good idea to put the teacher's name in the first sample letter arranging a trip?

Practice 11 — Writing a Letter to Ask a Favor

1. During the summer many people visit our national parks. If you have not been there, the next best fun is to hear about such a trip from someone who has gone. Find out if a father or mother or a school friend has

been in Yellowstone Park, Glacier Park, or in some other beautiful place this past summer. Write a letter asking this traveler to tell you about the trip. Perhaps the speaker will bring pictures to show you.

1

Webster Street School
Manchester, New Hampshire
January 7, 1936

Dear Mr. Sanders,

Our geography class would like to visit your mill to see how cotton cloth is woven, if you are willing to let us come. We understand the danger of getting too close to the machines and will promise to obey the guide and be very careful. Our teacher will come with us.

If you will allow us to come, we should like to have you telephone to our school and suggest a convenient time for the visit.

Very sincerely yours,
The Fifth Grade
Miss Lucy Hodgins, Teacher

2. If you are interested in gardens, you would like to see some attractive ones. Some of your parents or neighbors who live near your school will be glad to let you see their gardens and to tell you about them. Write letters asking these friends if you may come for an hour.

3. There are many interesting clubs for boys and

girls in different parts of the country. There are 4-H clubs, Boy Scouts, Girl Reserves, Girl Scouts, hiking clubs, and bird clubs. Find out what clubs there are in your community. You will soon be old enough to

2

Froebel School
Gary, Indiana
May 16, 1935

Dear Miss Rathburn,

Our class has been studying about early schools in this part of the country. We should like to have you tell us about the building in which you taught your first school. We read in the paper that you began teaching thirty years ago. Will you tell us how our schools are different from the schools at that time?

Lester Barr, who is bringing this letter to you, will plan with you the time for your talk. We surely hope that you will come.

Sincerely yours,
Lowell Roche
Secretary, Fifth Grade

join some of these. Learn who their leaders or directors are. Invite some of these men and women to come to your room to explain the work of their clubs and the rules for joining them.

In all these letters be careful to find out exactly how to spell the name of the person to whom you are writing. It is only courteous to be careful about

pronouncing and spelling names correctly. The city and telephone directories will help you with this.

Other Letters of This Kind

During this year you will have many different kinds of letters to write. You may want to write letters for these units:

Carrying Messages. If you know of someone who worked in the post office twenty years ago, you may want to ask him to talk to your class about the differences in the mail service now.

Transportation. Someone from a travel bureau or from a railway company will talk to you about some interesting trips if you invite him.

Bookstore. You will want to visit a bookstore. You may make arrangements for your visit by letter.

Cities. There will be several interesting places to visit in studying about your city. You may write a letter to the water department or to your health department to arrange for a visit.

LETTERS OF APPRECIATION

We always remember to say "thank you" to our friends, but we sometimes forget to *write* our thanks to those who do things for us.

Whenever you have a speaker or someone who does a favor for you this year, you should write a "thank-you" letter. The letters asked for in Practice 12 will help you when you want to write real letters of appreciation.

Practice 12 — Writing a Letter of Appreciation

1. Imagine that the father of one of your classmates has sent some pumpkins to your room to be used in

*Saratoga School
Omaha, Nebraska
March 18, 1955*

Dear Mr. Fairmont,

Our class enjoyed your talk about Norway. We appreciate your taking time to come and tell us all about the mountains, the fjords, the midnight sun, and the fishing. We are going to save our money so we can have a trip like that some time. Thank you very much for talking to us.

*Sincerely yours,
Edwin Larson
Secretary, Grade Five*

A THANK-YOU LETTER FROM A CLASS SECRETARY
TO A SPEAKER

making jack-o'-lanterns for your Halloween party. Write a letter of thanks for the class.

2. Pretend that you have been to the railroad station with your class to see freight cars, mail cars, passenger cars, Pullman cars, and refrigerator cars. Write a letter to the station agent to thank him for showing you all about the station and through the different cars.

3. Imagine that someone who has just been traveling in Mexico has given a talk to your class. Write the letter to thank him.

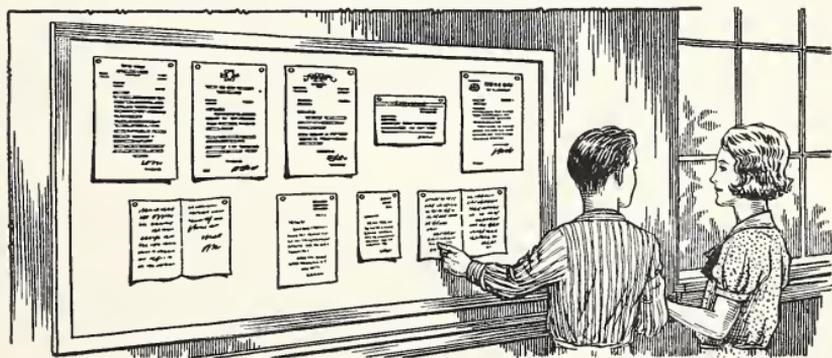
You will need to write many letters of this kind during the year.

BUSINESS LETTERS

Sometimes you need to write letters about business. You write a business letter when you order a book or magazine, when you answer a radio advertisement, when you send for free booklets or advertising folders about trips or manufacturing, or when you send a money order in payment of a bill.

Finding Out for Yourselves

Business firms that send many letters can teach you many things about good business-letter writing. Each of you should try to find at home a business letter that you can bring to school to study. Your father can give you several if he works in an office.

***Practice 13 — Discussing Business Letters***

Study the letters that you brought for answers to these questions:

1. What size of paper is usually used for business letters?
2. About how wide are the margins? Are they alike on all letters?

3. What is given in the heading? How is the heading arranged? If you find only the date in the upper right corner, where is the address of the company? Why do firms often have their *letterheads* printed?

4. What extra part do you find that is not in letters to friends?

5. What kind of greetings and closings are used?

6. How many different things are talked about in each letter?

7. Business letters should always be polite. Read certain sentences that might be called "courtesy sentences."

8. Are there any sentences that are not necessary? Business letters are usually as short as possible.

9. Are the letters written in paragraphs? How many main thoughts has each paragraph? How is the beginning of a new paragraph shown?

10. Where are commas used in the letters?

11. How many of the letters are typewritten?

12. Is the signature written by hand? Is it clear? Is the name of the writer printed or typed in any other place on the page?

You will find that all letters are not alike on these points. They may be different and still be in good form. Some business firms use few commas and others use many. Some firms mark off a paragraph by indenting, as you do when you write. Others begin the paragraph at the margin line, but separate the paragraphs by leaving a double space between them. Do you find examples of these? On one thing they are probably alike. Look at the signatures. Every letter, whether typed or pen-written, should be signed in handwriting, because that makes the receiver certain that it comes from the person whose name is at the bottom.

A Letter to Study

Below is an example of a business letter. It may be different in some ways from the letters that you have been studying, but it is a good letter and one that you can use as a model.

Room 203
Larchmont School
Norfolk, Virginia
February 26, 1935

General Electric Company
Schenectady, New York

Gentlemen:

Our class has been studying about the famous electrical expert, Steinmetz. We have learned that your company has a booklet about his life and work. We shall be glad to have you send us any free pamphlets or articles about him.

Very truly yours,
John Trumann

*Practice 14 — Testing Your Knowledge of
Business Letters*

After studying the letter to the General Electric Company and other letters, take the following test on writing business letters. Choose the best ending for each sentence. Write the ten sentences correctly.

1. A business letter should have a margin
all around the page.
on the left side only.
at the top and left of the page only.

2. Abbreviations should be used
as often as possible.
in no place in the letter.
for only a few words that are seldom written out.
3. A business letter should be
courteous but brief.
short and rude.
long and full of friendly news.
4. The words used in a business letter should be
very unusual.
hard to understand.
clear and simple.
5. The lines in the heading should
be crowded in the upper right corner.
all begin about the center of the page.
begin at the left margin.
6. The address of the receiver and the salutation should
be written in the upper right corner.
all begin about the center of the page.
begin at the left margin.
7. In the heading the writer should capitalize
all the words.
some of the words.
none of the words.
8. A business letter usually tells about
many different things.
one main thing.
9. A good ending for a business letter would be
"Lovingly yours,"
"Yours truly,"
"Affectionately yours,"
10. Paper for a business letter should be
smaller than for a social letter.
larger than for a social letter.
the same size as for a social letter.

Practice 15 — Writing Business Letters

Your state and national governments print many bulletins that are free to people who want to read them. If you are interested in these topics, write for some of these bulletins.

1. The United States Department of the Interior at Washington, D.C., will send you without charge a 66-page booklet named *Glimpses of Our National Parks*. It gives descriptions and illustrations of the twenty-two national parks.

Sometimes a small charge is made for a bulletin. For those you will have to write to the Superintendent of Documents, Government Printing Office, Washington, D.C.

2. If you are interested in studying birds, you may want to send for the bulletin called *Food of Some Well-known Birds of Forest, Farm, and Garden*. (Farmers' Bulletin, Number 506, 5 cents.)

3. If you have a garden or live on a farm, you may want the bulletin called *Weeds: How to Control Them*. (Farmers' Bulletin, Number 660, 5 cents.)

4. In a health unit you may be studying the harm done by flies and ways of keeping them out of your homes. You can send for a bulletin called *The House Fly and How to Suppress It*. (Farmers' Bulletin, Number 1408, 5 cents.)

Practice 16 — Writing for a Catalog

It often saves time to write for a catalog. The letter on the next page will show you how to do that.

Write to some publishing company for a catalog of their books on something in which you are interested. You can find the names and addresses of publishing companies on the title pages of your books.

If several addresses are given, write to the nearest one. Can you tell why? Why do some companies have several addresses?

Arlington School
Lexington, Kentucky
September 10, 1935

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

Dear Sir:

Will you please send me a catalog of your bulletins on health?

Very truly yours,
Mary Lisson
For the Fifth Grade

*Practice 16 — Writing an Order Form for
Your Letter File*

It will be very useful for you to have in your letter file a form for an order. Some pupil may want to order something for himself, or the class may want to order a book or other article during the year.

Tell clearly what it is that you want to order. Put in a sentence like this one about the money that is being sent:

“I am enclosing fifty cents in payment.”

SECTION IV

GOOD USAGE

Language grows and changes all the time. The English language is hundreds of years old and is used now in many parts of the world. You would not expect a language that has been spoken so long and in such widely separated countries to stay just the same, would you?

You have read in the Bible such expressions as "he saith unto them," "for unto everyone that hath shall be given," and "verily, I say unto you." You have read stories of colonial days and have noticed that the Quakers said "thee" and "thou." An old book tells of the houses being "neat to admiration" and of the "spoon-meat" (hash) that was served. These are not like our expressions today.

In your daily use of English you want to use the expressions that the people in our part of the world consider good English. You would not want to attract attention by using words that would embarrass you and your friends. If you have the habit of using any expressions that are not good, you will want to learn better ones.

Practice 1 — Discussing Usage

Talk over with your class some expressions you should avoid. What do you think of "they ain't," "we didn't have nothing," "they seen us," or "I ain't

done it''? Are those expressions used by the educated people about you? Put on the board a list of poor expressions. Beside this list, write the words that would be good usage for each of these poor expressions.

WORKING FOR BETTER USAGE

Wouldn't you like to try this year to use the best language possible? No one can really teach you good usage. You must form your own word habits. Your teacher and your friends can help, but the real responsibility is yours.

Mistakes in words are just like the measles or any other contagious disease. People may work hard to get rid of all the illness in a community and almost succeed. Then if they stop working, the illness breaks out again. Incorrect expressions are like that. You have to watch your speech habits all the time or you find some careless mistake among them.

Here is a test of the good speech habits that you tried to master in the third and fourth grades. Can you make a perfect score on it?

A Review Test

Number a paper to 25. If all the words in the sentence are correct, put C after the number. If one word is incorrect, write the correct form after the number.

EXAMPLES:

- | | |
|-------------------------------|----------|
| 1. Wilson has written a book. | 1. C |
| 2. He ain't my cousin. | 2. isn't |
-
1. Father has went to the garage for the car.
 2. The Wright brothers done much for aviation.

3. They seen the Edison workshop at Dearborn near Detroit.
4. This is the heaviest snow what we have had.
5. The spare tires came with the car.
6. My father and I saw the animals in the Field Museum.
7. Why ain't the chairman here to welcome us?
8. The car throwed mud all over the people at the curb.
9. My! Hasn't he growed fast!
10. The cows have ate leaves from the trees during the drought.
11. I wouldn't believe that a six-year-old child had wrote the letter.
12. They have taken corn stalks to burn for fuel.
13. The ice has broke the thin glass.
14. The children begun practicing weeks ago.
15. We just run over from Atlanta for a few hours with you.
16. Aren't we lucky to have so many lovely books?
17. Those flowers in the shade ain't blooming well.
18. You are welcome in our school at any time.
19. Where was you when the siren sounded?
20. The officer asked us if we had seen the car with that number.
21. Franklin knowed about many different things.
22. There is more boys on the team than girls.
23. I don't like to read out of them old books.
24. Don't you wish that sailboat was yourn?
25. Why does he care if the sled isn't hisn?

RECORDING YOUR OWN DIFFICULTIES AND YOUR IMPROVEMENT

From the review test and from the suggestions of your teacher, put down five expressions that you will

try to say correctly. You may keep a page in your notebook for this list, or perhaps your class will have a catalog of small cards that can be kept as a Progress File. Different pupils will have different words on their lists, although a few expressions may be found on many cards. Molly Silver's card shows what expressions she is trying to learn.

Molly Silver

he isn't
I broke it
they have done
he had taken
we asked them

After you have studied the practice lessons for your list, you will take a test on the words. If you pass it correctly, your teacher will check off those expressions unless she has heard you using them incorrectly.

As soon as you master one expression, write another on your goal card. How many can you master this year?

COURTESY IN CRITICISM

Working together is more fun than working alone. You can help one another to correct poor word habits if you are very careful to be courteous in offering suggestions.

Practice 2 — Discussing Courtesy

Talk over these questions in your class:

Do you like to be interrupted during a report by someone who corrects your use of some word?

Do you think you should ever criticize an old person's speech? Why not?

How can you offer suggestions to one another without making your corrections too noticeable? One class worked out a plan for putting the incorrect expression on a little slip of paper that was handed to the speaker after his talk.

REVIEW PRACTICES ON GOOD USAGE

Several of you can work together on a practice lesson if you have the same mistake. You can test one another with the practice lists, too. Do not write in this book.

*Practice 3 — Reviewing the Use of
Gone, Done, and Seen*

Read these questions and complete the answers. Write the answers, filling the blank space with the correct word. Remember that a helping word, *have*, *has*, *had*, *was*, *is*, *are* or *were*, is needed with each of these three words you are reviewing.

1. What *have* you *seen* in the woods? I have -----
2. How often *have* you *gone* to the library this month?
I have -----
3. What *have* you *done* to get rid of your sunburn? I
haven't -----
4. *Have* you *gone* hiking this fall? Yes, I have -----
5. *Had* the deer *seen* our lights? Yes, they must
have -----
6. *Have* you *done* fractions yet in arithmetic? We
have -----

7. The pine and cedar trees *will be gone* before long, won't they? Many of them are -----

8. *Will* the knitting *be done* by the women? Yes, it is always -----

9. *Were* the paintings *seen* by many? They were -----

10. Will you see if the neighbors *have gone*? Yes, they must have -----

Practice 4 — Reviewing the Use of Eaten, Written, Taken, Broken, and Frozen

Read these questions and answers aloud. Fill each blank with the correct expression. Remember that a helping word is needed with these five words you are reviewing.

1. *Have* you ever *taken* a long trip by bus? No, I have never ----- a trip longer than six hours.

2. We ate scallops for lunch. *Have* you ever *eaten* them? Yes, I have ----- them often.

3. How many Christmas cards *have* you *written*? I have ----- all of mine.

4. *Was* the plate *broken* when you saw it? No. It must have been ----- afterwards.

5. Isn't that the best pie you *have* ever *eaten*? Yes, I have ----- too much of it.

6. *Was* the letter *written* lately? Yes, it was ----- a week ago.

7. All of the band instruments *were taken*, weren't they? No, the drums were not -----

8. Could the dog *have broken* the window? He has never ----- anything before.

9. The paper hasn't announced that the lake *is frozen*, has it? No, it is not ----- yet.

10. *Has* the ice cream *frozen* yet? Yes, it has ----- hard.

Practice 5 — Avoiding the Use of Ain't

Ain't is often incorrectly used for *isn't*, *aren't*, or *haven't*. *I ain't* is sometimes used for *I'm not*.

Each of these sentences needs one of the correct forms just given. Read the sentences aloud with the correct forms in the blank spaces.

1. A soldier ----- allowed to be late to meals.
2. They ----- members of the club.
3. I ----- too tired to go to a movie.
4. Newspapers ----- always correct in their reports.
5. ----- they got their tickets by this time?
6. We ----- as thrifty in farming as the Germans are.
7. A football player ----- afraid of bruises.
8. I ----- going to be tardy if I can help it.
9. The captains ----- received their orders yet.
10. Music ----- hard for me.

Practice 6 — Reviewing the Use of Are and Were with You

The words *are* and *were*, not *is* and *was*, are correct to use with *you*.

Try a little guessing contest for practice on *you are*. Choose one of your classmates and say, "You are four feet six inches tall." If you guess the height correctly, you may have another turn. If not, you lose your turn to the one whom you choose, and he tries to guess someone else's height.

Another contest for practice on *you were* is guessing a book character. Call on one person in the class. He will write down, where you cannot see it, the name of some familiar character from a book such as *Penrod*, *Tom Sawyer*, *Robin Hood*, or *Heidi*. Then you will

say, "You were thinking of -----." You may have three guesses before losing your turn.

***Practice 7 — Reviewing the Use of You
Are and You Were***

Copy these sentences, filling each blank with the correct word. *Are* and *were* are the words to use with *you*.

1. You ----- playing quietly last night.
2. ----- you having a party?
3. ----- you using these books right now?
4. You ----- elected while you ----- absent
5. Where ----- you going when we telephoned to you?
6. How old ----- you on your last birthday?
7. When ----- you weighed last?
8. You -----n't as excited as I was.
9. Why -----n't all books made with lots of pictures?
10. You ----- willing to send the gift, weren't you?

***Practice 8 — Reviewing the Use of Knew,
Grew, and Threw***

In these sentences use the word that fits the meaning. When you have written the sentences, read them aloud until the correct expression sounds familiar to you.

1. Our plants ----- faster than the others.
2. The pitcher ----- a curve to the batter.
3. We ----- about the storm because of the radio news.
4. The beacon ----- a strong light into the sky.
5. As he ----- older, he liked to play baseball.
6. We ----- everyone who lived in our block.
7. All of the club boys ----- up together.
8. His mother ----- what he wanted for Christmas.

9. The hollyhocks ----- well along the fence.
10. The janitor ----- just when to ring the bell.

NEW WORD HABITS TO LEARN

A Pretest

This is a test of the new words to be mastered during this year. If you can make a perfect score on the test, and if you use these words correctly when you speak, you will not need to study the practices.

Read these sentences carefully. Each one has an incorrect expression in it. Number your paper from 1 to 15. After each number write the sentence correctly.

1. The boys haven't had none yet.
2. He said he didn't want no reward.
3. There isn't nothing left.
4. The man give his name and address.
5. A salesman says to Mother, "Did you order this?"
6. The firemen painted the toys theirselves.
7. He wrote the letter hisself.
8. The cold weather brung snow.
9. The dog drunk all the cat's milk.
10. The team busted two windows in a week.
11. Was we supposed to meet you?
12. They was intending to go swimming.
13. Mother, may I have a apple?
14. He don't always play fair.
15. The books is new and interesting.

When you know which exercises your class needs to practice first, you can work on them. What words will you put in your notebook or on your card for your own study?

Double Negatives

**Practice 9 — Avoiding Two Negatives:
An Oral Drill**

Not, none, no, never, and nothing are called *negatives*.

If you use one negative in a sentence, you do not need another. Say these six sentences aloud until they sound natural:

1. He *hasn't* any friends.
2. She *doesn't* know *anyone* here.
3. They *didn't* want *any* more.
4. There *isn't* any use in complaining.
5. There *weren't* any crayons left.
6. You *can't* do *anything* about it.

The next six sentences have the same meaning as the six just given. Notice that there is just one negative in each one. Say these aloud.

1. He has *no* friends.
2. She knows *no* one here.
3. They wanted *no* more.
4. There is *no* use in complaining.
5. There were *no* crayons left.
6. You can do *nothing* about it.

Tell which word is the negative in each sentence.

Practice 10 — Avoiding Two Negatives

Answer the questions by filling in the blanks. Make the answer say "No," but be sure that there is only one negative.

1. Did anyone telephone? There wasn't ----- call while I was home.

2. Will you send us some books? We haven't ----- just now.
3. How much paint is there? There isn't ----- left.
4. Can't we help you? You can't do ----- to help.
5. Isn't there someone to carry the basket? There ----- no one here.
6. Will you read a poem today? There ----- no poems in this book.
7. Why didn't you bring lettuce? The grocer didn't have -----.
8. Where are your mittens? I have ----- mittens. I lost them.
9. Have you seen the boys? I haven't seen ----- yet.
10. Did you give the tramp food? He said he didn't want ----- food. He wanted money.

The Use of *Gave* and *Came*

Practice 11 — Using Gave and Came

He *gave* a large amount of money to the church.

He *came* early in order to get a seat.

In these sentences we are telling of *something that has already happened*. That means we are telling about *past time*. Sometimes *give* and *come* are used incorrectly in sentences like those. If you pronounce the words clearly, you will probably always write them correctly.

Copy these sentences, filling in the blanks with *gave* or *came*. Then read the sentences aloud, pronouncing the words distinctly.

1. The officer g--- the driver clear directions.
2. We c--- through deep snow.
3. They g--- three long blasts of the whistle.
4. The old lamp g--- a clearer light than the new.

5. The letter c--- in the morning mail.
6. His friends g--- him good advice.
7. The storm c--- during the night.
8. I thought they all c--- together.
9. What g--- you that idea?
10. The beacon g--- a queer light.

The Use of *Said*

Practice 12 — Using Said Correctly: An Oral Drill

Sometimes *says* is used incorrectly in place of *said*. When you stop talking, you have *said* something. Read these sentences aloud.

1. The newsboy said, "Extra! Extra!"
2. The clerk said that the package had been sent.
3. We could not hear what he said.
4. The children said the pledge.
5. We said the poem together.
6. He said we would meet on Tuesday.
7. Who said it was too late?
8. She said, "That isn't my coat."

The Use of *Themselves* and *Himself*

Practice 13 — Saying Themselves and Himself Correctly

Themselves and *himself* are words that are sometimes written incorrectly, but more often spoken incorrectly. Pronounce them clearly. Be sure you sound the *m* in *themselves* and in *himself*.

Read these sentences aloud with the right word in the blank space.

1. Did the first-grade children build their house t-----?
2. He didn't do his work h-----.

3. They wrote the invitation t_____.
4. He wanted the book for h_____.
5. Give them a chance to do it t_____.
6. He told me so h_____.
7. They took care of their garden t_____.
8. He wrote the check h_____.

The Use of *Doesn't*

Practice 14 — Using Doesn't Correctly

Doesn't is the negative, or *no* form, of *does*.

Don't is the negative of *do*.

You would say *he does, she does, or it does*; so you should say *he doesn't, she doesn't, or it doesn't*.

You would say *I do, they do, you do, or we do*; so you should say *I don't, they don't, you don't, or we don't*.

Use *doesn't* when you are speaking of one person or thing. Use *don't* when you speak of more than one, except when you say *I don't* and *you don't*.

The pen *doesn't* write well.

One bird *doesn't* hunt for worms.

The room *doesn't* need cleaning.

The dog *doesn't* like being teased.

The flowers *don't* last long.

Those boys *don't* play fairly.

The children *don't* understand.

Pines *don't* lose their leaves in winter.

A. Make each of the following sentences negative by using *doesn't*.

EXAMPLE: The newspaper tells a great deal about the storm.

The newspaper *doesn't* tell a great deal about the storm.

1. The baby gains weight as he should.
2. She likes the book we chose.

3. He reads very fast.
4. It makes much difference.
5. The captain wants to decide it.
6. The driver realizes how far it is.

B. In the ten sentences that follow put *doesn't* or *don't* in each blank. Remember that *doesn't* is used with one and *don't* is used with more than one. You can use the *do* and *does* test on these sentences, too.

1. The circus ----- come often.
2. Mail pilots ----- take dangerous chances.
3. Wild animals ----- ever grow very tame.
4. The lake ----- freeze very early.
5. Bluejays ----- go south for the winter.
6. Eskimo dogs ----- mind the cold.
7. Our car ----- start easily.
8. Some churches ----- have pipe organs.
9. The children ----- read very fast.
10. The house ----- need painting.

The Use of *Brought*

Practice 15 — Using Brought Correctly: An Oral Drill

A. Say these sentences several times:

1. The cold weather *brought* the snow.
2. We *brought* you the flowers.
3. The truck *brought* our furniture.
4. My uncle *brought* me a Japanese kimono.
5. The newsboy *brought* in an extra.

B. Answer these questions:

1. Did you bring the sandwiches?
2. When did he bring the news?

3. Didn't you bring matches?
4. What did they bring in their baskets?
5. What did Dad bring for me?

The Use of *Is* and *Are*

Are is used when you are speaking of more than one. *We* and *they* both mean more than one. Words like *brothers*, *books*, *chairs*, *people*, and *lamps* mean more than one. They are *plurals*, as explained in Section VI on "Punctuation." *Are* is used with plural words.

Practice 16 — Using Is and Are Correctly

A. Say these sentences aloud several times:

1. The campers *are* glad to be home.
2. The Smiths *are* good neighbors.
3. When *is* Father going to start?
4. Why *are* the players so slow?
5. The children *are* sleepy already.
6. *Aren't* the boys playing soccer?
7. Where *is* the President going for vacation?
8. Why *is* the pilot afraid to try?

B. Use *is* or *are* in these sentences. Write out the sentences and read them to the class.

1. We ---- giving a program on Memorial Day.
2. The clowns ---- always acting silly.
3. The magazine ---- very interesting.
4. My eraser ---- lost.
5. They ---- learning to print.
6. Pencils ---- supplied by the school.
7. The tickets ---- very cheap.
8. My wish ---- sure to come true.

9. The bus ---- waiting for you.
10. We ---- very grateful to you.

The Use of *Broke* and *Broken*

Broken is used only with a helping word, *is*, *was*, *has*, *have*, or *had*. *Busted* is not good usage.

Practice 17 — Using *Broke* and *Broken*: An Oral Drill

Say these sentences several times aloud:

1. The wings on the plane must *have broken*.
2. The ball *has broken* the windshield.
3. *Is* the glass *broken*?
4. The record *has been broken*.
5. Who *has broken* the spring in the clock?
6. The lock *was broken* by burglars.
7. He *has* nearly *broken* the rod in two.
8. He must *have broken* his leg when he fell.

The Use of *Drank* and *Drunk*

Drank is another word that is used without a helper. This is another of those words that has changed through the ages. Long ago *drunk* was used without a helper, but now the up-to-date form is *drank*.

The dog *drank* water thirstily.

All the children *drank* milk.

In the story the giant *drank* up the ocean.

The traveler *drank* tea in the Japanese home.

The camel *drank* only once in several days.

The older word, *drunk*, is still used with *have*, *has*, *had*, or *has been*.

He *has* already *drunk* four glasses of lemonade.

The whole quart of tomato juice *has been drunk*.

The waiter spilled the water before I *had drunk* any of it.

He *had drunk* salt water while swimming in the ocean.
The children *have drunk* their chocolate milk.

**Practice 18 — Using Drank and
Drunk Correctly**

Copy these sentences, using the right word in the blank space. Read the sentences when you have written them.

1. The car just ----- up gasoline on our trip.
2. The natives ----- fruit juices instead of water.
3. Even children ----- tea and coffee rather than water
in colonial days.
4. She thought the clown had ----- a gallon of water.
5. The cattle had ----- at the spring all summer.
6. When water gave out they ----- melted snow.
7. In Alaska we ----- condensed milk in our coffee.
8. The children had ----- a pitcherful of orangeade.
9. The hot sun ----- the little streams dry.
10. The birds ----- from the bird bath.

The Use of *A* and *An*

Sometimes in writing you may be careless about the use of *a* and *an*. Usually you will not make the mistake if you read aloud what you have written, because you notice what is wrong when you hear the sounds. Because words are easier to say in that way, *an* is used before any word that begins with a vowel. You have learned that *a*, *e*, *i*, *o*, and *u* are vowels. These eight words all begin with vowels:

an eagle	an address	an ice box	an object
an equal	an offer	an index	an umbrella

A is used before all words beginning with consonant sounds.

Practice 19 — Using A and An Correctly

Which word is the right word in each blank space?

1. Send ___ older boy when you send ___ message the next time.
2. There was ___ odor of burning brakes.
3. ___ garden is ___ interesting hobby.
4. Ross is always ___ good sport and ___ unselfish friend.
5. ___ careless mistake is ___ annoyance.
6. For breakfast do you want ___ orange, ___ grapefruit, or ___ apple?
7. It is only ___ little while since we had ___ ice storm.
8. ___ book is ___ friend during ___ illness.

A Final Test

When you have studied your own problems and all the practices you need, take this final test.

Number your paper from 1 to 25. If there is an incorrect expression in the sentence, write the correct form on your paper. If the words are all correct, write *C* after the number.

1. You can come even if he don't.
2. They haven't none of the green ones left.
3. I think he give ten dollars to the Red Cross.
4. The doctor says, "Have you ever been vaccinated?"
5. The dogs took care of theirselves during the storm.
6. Each member brung a friend.
7. How much milk has been drunk by each child?
8. The hot water busted the glass dish.
9. Shall I take that as a offer?
10. They was too young for such hard play.
11. The chickens have ate all the feed that we put out.
12. The class have wrote a note of thanks.
13. This must be the road they took.

14. Was the lock broke yesterday?
15. School began the first Monday in September.
16. Has the lake been froze long?
17. The rabbit run into his hole.
18. The traffic rules ain't very hard to remember.
19. Was you at the hobby show?
20. The boys knowed their poems well.
21. There is two copies of the book on the desk.
22. Can you believe the fault is ourn?
23. I don't believe them stories.
24. The soldiers have saw horrible things.
25. I don't believe he could have did it.

SECTION V

CAPITAL LETTERS

Capital letters are like markers. They mark a certain person's name, a certain city's name, a certain holiday, or a certain day of the week. We write about *four months* or *next month* without capitals, but when we write about *March* or *December*, we begin the name with a capital letter. We write about a *long river* or *high mountains* without capitals, but when we write about the *Tennessee River* or the *Blue Ridge Mountains* we use capital letters at the beginnings of the names.

You have already learned a number of rules for using capital letters as markers. They are all listed for you below. You will also find a test that will help you to discover which rules you need to review.

REVIEW RULES FOR CAPITAL LETTERS

1. **Begin the names of persons with capital letters.**

We saw Ronald Harrison at the game.

The manager of the store is Mr. Lambert.

2. **Write the word *I* always as a capital letter.**

That is the best story I know.

3. **Begin the names of the days of the week with capital letters.**

Monday, Tuesday, Wednesday,

Thursday, Friday, Saturday, Sunday.

4. Begin the names of the months of the year with capital letters.

January	May	September
February	June	October
March	July	November
April	August	December

5. Begin every sentence with a capital letter.

The game was over. The noisy crowd of boys and girls rushed outside. They formed a long line and marched down the street to celebrate their victory.

6. Begin the names of streets with capital letters.

The new church is on Central Street.
The traffic light on Jefferson Avenue and Fourth Street is out of order.

7. Begin the names of states with capital letters.

The largest state in our country is Texas.

8. Begin the names of holidays with capital letters.

Armistice Day	Flag Day	Labor Day
Christmas	Fourth of July	Memorial Day
Easter	Halloween	Thanksgiving

9. Begin the names of countries with capital letters.

Young people from China and Japan come to our country to go to school.

10. Begin the names of rivers with capital letters.

They camped near the Columbia River.

11. Begin every line of poetry with a capital letter.

Grasshopper Green is a comical chap;
He lives on the best of fare.

12. Begin the name of the people or the language of a certain country with a capital letter.

Many English people speak German and French as well as their own language.

13. Begin the first word of a quotation with a capital letter.

The principal said, "There will be no school on Friday."

14. Begin the names of cities with capital letters.

We drove from Chicago to Detroit in a day and a half.

Review Test — Rules for Capital Letters

In the fourteen sentences that follow, capital letters are needed. Each sentence breaks one of the fourteen rules just given. Copy the sentences, using capital letters where they belong. After each sentence write the number of the rule that tells which word in the sentence should be capitalized.

1. The traffic is always heavy on saturday and sunday.
2. Our school is on morrison street.
3. She invited nancy rand and lucy barrett to the party.
4. We drove from chicago to philadelphia.
5. Is ohio as large as pennsylvania?
6. We always have programs for memorial day and armistice day.
7. Schools usually begin in september and close in may or june.
8. The grandparents of many americans have come from england, france, italy, or germany.
9. Who sent the book that i received?
10. Did you see the pictures in the art room? they were beautiful.

11. The poem begins:

fluffy, fluffy snowflakes,
falling softly down,
looking like the feather bed
that grandmother stuffed with down.

12. Washington is on the bank of the potomac river.

13. The captain said, "everyone off! Boat leaves in five minutes."

14. Most swiss people speak the german, italian, or french language.

PLANNING WHAT TO STUDY

From the test that you have just taken, and from your other written work, you can find out just what you need to study. You can find out which rules your class should review and which rules each pupil needs to study.

You can make a chart, either on the blackboard or on a large sheet of paper. Down the left side of the chart, list the pupils. Across the top list the sentences and the rules. For every rule on which a pupil makes a mistake in the test put a check mark on the chart. Each sentence must be correctly capitalized and the correct rule number given, or the sentence is marked wrong.

The record chart on the next page was made by the pupils in one fifth-grade class and shows the rules that they needed to study after they had taken the test. The median, or middle score, made by this class was 10. Can your class do better?

Practice 1 — Discussing the Review Test

Which sentence in the test might show this class that they needed to study Rule 1, Rule 2, Rule 3, Rule 4, or any of the other rules?

Which rule do most members of this class need to study? Which pupils need to study and practice on Rule 7? On which rule does the class not seem to need much more study?

		Sentence Numbers														No. of mistakes made by each pupil.
Pupils	Rules	3	4	1	4	7	8	9	2	5	11	10	13	14		
R.S.			X			X	X		X	X	X	X			7	
M.H.	X				X					X				X	4	
C.H.															0	
S.D.	X		X						X					X	4	
L.W.	X					X	X						X	X	5	
F.E.	X						X			X			X		4	
E.K.													X	X	2	
S.F.				X			X	X		X			X		5	
J.S.									X						1	
M.T.	X		X	X		X	X		X			X	X	X	9	
T.M.			X		X			X					X		4	
P.C.															0	
E.S.					X										1	
J.N.				X						X					2	
V.S.		X				X	X		X	X	X			X	7	
W.T.															0	
B.W.				X											1	
D.A.				X				X					X		3	
F.S.			X		X	X		X		X	X	X	X	X	9	
J.F.			X				X			X			X		4	
H.W.			X		X	X	X	X		X	X	X	X		9	
J.M.													X		1	
K.S.															0	
P.S.			X		X		X			X			X	X	6	
E.E.													X		1	
R.I.					X	X							X		3	
M.S.		X	X		X	X		X		X	X	X	X	X	9	
E.F.		X						X				X	X	X	5	
J.H.						X			X				X		3	
G.P.	X	X	X		X	X		X		X	X	X	X	X	9	
No. of errors on each rule		6	4	10	2	11	7	8	11	5	7	12	7	18	10	

Class Record of Errors on Test

Rules that should be reviewed by the class: No. 13, 11, 7, 9, 1, 14

In what way besides the test do you think the class might find out which rules they need to work hardest on?

When you have taken the test, make a chart like the one shown. Each pupil can put his own check

marks on the chart below the rules he needs to study. He will look at his test paper. If he has missed Sentence 1 in the test, he will put a check mark under Rule 3 on the chart. Which rule will he check for Sentence 7? For Sentence 3? Do you think it a good idea to use initials, so that each pupil will know about only his own mistakes?

Study your other written work to see whether or not you use all these rules correctly.

REVIEW PRACTICES

When you have discovered which rules you need to study, turn to the drill lessons that you need and work hard upon them. You can make practice exercises for one another in the way that will be suggested to you.

Not so much practice is given on some rules as on others because boys and girls usually master some of these rules perfectly by the time they reach the fifth grade.

Practice 2 — Writing Names with Capital Letters

Copy the five sentences that follow, using the right capital letters for the beginnings of the names.

1. A famous children's poet is _____hitcomb _____iley.
2. _____ichard _____yrd has spent many months near the South Pole.
3. One of the first men to explore this land was _____aniel _____oone.
4. When he landed in America, _____hristopher _____olumbus thought he was in India.
5. The man who made the first successful steamboat was _____obert _____ulton.

Make other sentences like these for your classmates.

Fill out these sentences with names that make the sentences true. Remember to begin the names with capital letters.

1. My favorite poet is
2. The governor of our state is
3. The president of our country is
4. The author of a book I like is
5. A classmate who lives near my house is

Make five more sentences of this kind for your classmates to complete with names.

Practice 3 — Writing I as a Capital Letter

Write short sentences answering these questions:

1. How old are you?
2. Where do you live?
3. What color eyes have you?
4. How tall are you?
5. How many brothers and sisters have you?

You needed to use the word *I* in answering most of these questions. Did you make the mistake of writing it as a small letter in any sentence? This is a rule on which fifth-grade boys and girls almost never make mistakes. This one short practice on it will probably be enough to prove that you have the capital letter habit for *I*.

Practice 4 — Writing the Days of the Week with Capital Letters

Copy this paragraph, capitalizing the names of the days of the week:

Our puppy has been lost since a week ago thursday. We did not miss him until friday. Then when we began to look

for him, we found that he had not eaten his supper thursday night. We inquired of the neighbors and hunted for him all day saturday. On sunday father said that if he had not returned by monday, we could put an advertisement in the paper. The notice was run on tuesday, wednesday, and thursday. It was not until friday that we had a telephone call from someone who had found him.

There were ten capital letters needed for the names of the days. Did you make a perfect score?

*Practice 5 — Writing the Names of the
Months with Capital Letters*

Copy these sentences, filling in the blanks with the names of the right months. Remember to begin the names with capital letters.

1. The President is elected in ----- but he takes office the next -----.
2. The first day of the winter season is in -----.
3. Labor Day is the first Monday in -----.
4. Our school year begins in ----- and ends in -----.
5. We have our coldest weather in -----.
6. The birds begin building nests in -----.
7. Roses usually bloom in -----.
8. The eighth month of the year is -----.

Write more sentences of this kind for your classmates to complete with the names of months.

*Practice 6 — Beginning Every Sentence
with a Capital Letter*

It would be easy to follow this rule perfectly if we were always sure just where each sentence thought began. Read the following paragraph to yourself.

Pause after each sentence thought. Then copy it, using periods and capital letters where they belong.

Many states in our country have celebrated their three hundredth birthday they count their birthdays from the time of the landing or settlement of the first white man some Canadian cities claim to be much older than our cities in 1934 Quebec celebrated its four hundredth anniversary they count the birthdays from the time when the Frenchman, Jean Cartier, came to their part of the country.

Practice 7 — Writing the Names of Streets, Cities, and States with Capital Letters

Every time you address a letter you need to remember these uses of capital letters. Correct the addresses below:

Mrs. J. L. Sears
1629 drexel boulevard
chicago
illinois

Mr. Henry Lamson
5098 nineteenth avenue
kenosha
wisconsin

Miss Winifred Giel
1502 eastern parkway
schenectady
new york

Miss Frances Mason
2 hathaway road
cambridge
massachusetts

Practice 8 — Writing the Names of Holidays with Capital Letters

Copy the following sentences, completing each with the name of a holiday. Remember to begin the names with capital letters. Place a period at the end of each sentence. You can make more sentences like these.

1. The first Monday in September is -----.
2. We always have a party on October 31 because that is -----.

3. The World War ended on November 11. That is

4. The President proclaims the last Thursday in November as -----.

5. December 25 is -----.

6. January 1 begins the year; so it is called -----.

7. A Sunday in March or April each year is -----.

8. We plant trees and flowers on -----.

9. The fourteenth of June is celebrated as -----.

10. Our country's birthday is the -----.

Practice 9 — Writing Holiday Greetings

Choose your favorite holiday and write a holiday greeting to be sent to some friend when the day comes. Your class can plan to write messages for every holiday during the year. You can send these messages to other classes. Each one in the class can send a greeting to someone, too. It can be in rhyme if you wish. Remember the capital letters for the names of holidays.

Here's a plant for Arbor Day,
It will bloom sometime in May.

Practice 10 — Writing the Names of Countries with Capital Letters

Begin the names of countries in these ten sentences with capital letters.

1. The famous canal between the Atlantic and the Pacific Ocean was built through panama.

2. In argentina wheat is raised. The climate is like that of the united states.

3. canada and england are parts of one great nation.

4. Buildings that have been standing more than two thousand years can be seen in greece and italy.

5. Everyone who goes to egypt wants to see the pyramids.
6. Many musical instruments from germany are sold in england and the united states.
7. We buy silk from japan and the people of japan buy cotton from us.
8. Perfume made in france is sold all over the world.
9. Many factories are being built in russia.
10. Fishing is an important business in norway.

*Practice 11 — Writing the Names of Rivers
with Capital Letters*

Copy the following paragraph, beginning the names of rivers with capital letters:

In pioneer days rivers were the principal highways of travel. When the Erie Canal was built to make a waterway from the hudson river to the Great Lakes, there was much excitement and rejoicing. Flatboats and rafts carried goods down the ohio river to the mississippi river. From the West goods were carried down the missouri river to the mississippi river in the same way. Cities grew up along river banks because of trade, like Pittsburgh, where the monongahela river and the allegheny river meet to form the ohio river, Washington on the potomac river, Albany and New York City on the hudson river. Today river travel is not so important because we have other swifter ways of traveling.

*Practice 12 — Using Capital Letters in
Writing Poetry*

You probably have a notebook in which you write down favorite verses. A good plan is to copy into your notebook one poem each week. Be sure to arrange the lines as they were arranged by the poet and to begin each line with a capital letter.

*Practice 13 — Writing the Names of the
People of a Country and of their
Language with Capital Letters*

Fill in the blank spaces with the correct words. Be careful to begin each word with a capital letter.

1. A person from Norway and the language he speaks are both called

2. The people of Denmark are called and their language

3. The people of the United States are often called Their language is the language. Canadians also speak the language.

4. The people of Switzerland are called the Their languages are those of the nations nearest them. The people of the southern part speak because they are near Italy. In the northern part and are spoken because France and Germany are so near.

5. The people of Holland are called the

Practice 14 — Writing Quotations Correctly

Copy these sentences, completing them by adding the exact words that the speaker said. Be sure to begin each quotation with a capital letter. Put quotation marks at the beginning and again at the end of the quotation.

EXAMPLE: The conductor said,

The conductor said, "Don't forget your packages."

1. The traffic officer said to the driver,

2. The newsboy called out,

3. The radio announcer said,

4. The chairman introduced the speaker by saying,

5. The captain said to the team, -----
6. At the garage the mechanic asked, -----
7. When we stopped for gas, the attendant asked, -----
8. The grocer replied, -----

*Practice 15 — Using Several Rules of
Capitalization Correctly*

Copy this paragraph, using capital letters where they belong.

The visitors from the united states who arrived in panama on the day before christmas were uncomfortably warm. It was hard for them to believe that the grass could be green and the flowers so beautiful in december. they walked down front street, where there were many little shops full of chinese and japanese handwork. Many of the people whom they met spoke both english and spanish. Suddenly one of the tourists said, "look at the statue of columbus! Now i feel as if i were back home in chicago."

Did you put in seventeen capital letters? There were that many needed.

NEW RULES FOR THE FIFTH GRADE

In your geography study you will find many other words that are capitalized, the names of mountains, of lakes, of oceans, and of continents. The rules that follow will cover all of those.

Rule 15. Begin with capital letters the geographic names of certain parts of the world, like mountains, lakes, bays, oceans, and continents.

We drove around the edge of Lake Champlain and crossed the Adirondack Mountains.

Europe and Asia are really one big continent. Together they are called Eurasia.

On one side of Florida is the Gulf of Mexico, and on the other side is the Atlantic Ocean.

Rule 16. Begin with capital letters the names of parks or other famous places.

A bear put his paw through our tent in Yellowstone National Park.

Flowers were placed on the graves in Arlington Cemetery.

Did you see the airplanes in the Grand Canyon?

Rule 17. Begin with capital letters the words *north*, *south*, *east*, and *west*, when they mean sections of the country.

There are many winter resorts in the South.

Most of the largest cities in our country are in the East.

Rule 18. Begin with capital letters all the important words in the title of a book or magazine.

The hard part of using this rule correctly is to decide just which are the important words. The first word is certainly important. Little words like *and*, *the*, *a*, *of*, *for*, and *to* are usually not the main words in a title. Notice in the titles that follow which words are important enough to need capital letters. They are the words that have real meaning, the *key words*.

Sometimes all words are important.

The House on the Hill

Hansel and Gretel

The Golden Windows

A Letter to the King

Rule 19. Begin with capital letters words meaning God or Heaven and the word *Bible*.

On the first Thanksgiving the Pilgrims thanked God for caring for them.

Let us ask the blessing of our Heavenly Father.
There is some musical poetry in the Bible.

Practices on the New Rules

Here are some practices on each of the new rules for the fifth grade. Work on them until you are sure you understand and can use the new rules.

Practice 16 — Writing Geographic Names with Capital Letters

Copy these sentences, writing the names of rivers, lakes, mountains, bays, oceans, and continents with capital letters.

1. Early explorers sailed into the chesapeake bay and up the potomac river and thought they were finding a new way to asia.

2. There is a waterway from Minnesota on lake superior through lake huron, lake erie, and lake ontario down the st. lawrence river to the atlantic ocean.

3. The Great Divide is the high point in the rocky mountains from which some streams flow east into the branches of the missouri and mississippi rivers and others flow west to the columbia and the colorado rivers.

4. We followed the old Boone Trail in crossing the appalachian mountains on our trip east.

5. north america and south america are separated from europe by the atlantic ocean and from asia by the pacific ocean.

Practice 17 — Writing Geographic Names in Your State with Capital Letters

Write a paragraph about your own state, describing the rivers, lakes, or mountains that are in it. Remember to use capital letters for the geographic names.

Practice 18 — Making a Geography Test

A committee of your class can make up a geography test to give to the class. Make sentences telling clearly about a certain mountain, river, lake, or bay, but leave the name blank. See if the class can fill in the names, always remembering the capital letters. Your sentences will have to be made so that only one name will be correct in the blank. You can use your map in making this test.

EXAMPLES:

A large lake in Utah with no outlet is the -----.

(Answer: Great Salt Lake)

The only part of South Dakota that is not level plain is the region of the ----- in the western part of the state.

(Answer: Black Hills)

*Practice 19 — Writing the Names of Parks
and Other Famous Places with
Capital Letters*

Copy these eight sentences, capitalizing the names of parks or other places of interest that are mentioned.

1. We saw both the grand canyon and the petrified forest while we were in Arizona.

2. There are many huge redwood trees in yosemite national park.

3. At the foot of pikes peak in Colorado is the famous beauty spot called the garden of the gods.

4. The Confederate memorial is carved on the side of stone mountain near Atlanta.

5. In mammoth cave there are more than a hundred miles of tunnels underground.

6. People in New Hampshire will tell you to see the great stone face in the White Mountains.

7. The huge dam on the Tennessee River is at muscle shoals.

8. We drove into Virginia to see the rock called natural bridge.

***Practice 20 — Writing North, East, South,
and West Correctly***

When these words mean directions, they should be written with small letters. When they mean parts of the country, they should be capitalized.

Copy these sentences, using capital letters when they are needed.

1. Many of our oranges come from farms in the south or the west.

2. The first white people in this country settled in the east.

3. Winter comes earlier in the north than in the south.

4. Irrigation has made rich farming land in the southwest.

5. We spent two months traveling through the east.

Practice 21 — Capitalizing Titles Correctly

Divide your class into three committees. One committee can make a list of the animal stories in your readers. Another committee can make a list of fairy tales. The third committee can make a list of poems in your readers. Check the lists to be sure that all important words in the titles begin with capital letters. Then put each list of stories on the board where the other children can use it when they are looking for stories and poems to read.

*Practice 22 — Writing Titles with
Capital Letters*

These are the titles of different parts of a class booklet on "Farming in the United States." Copy them, using capital letters correctly.

1. truck and dairy farms
2. cotton plantations in the south
3. fruit farms of the southwest
4. the great wheat fields
5. sheep and cattle ranches

*Practice 23 — Writing the Words Meaning
God or the Bible with
Capital Letters*

Copy these sentences, capitalizing the words meaning God or the word *Bible*.

1. Moses said that god had sent him the Ten Commandments.
2. They learned the lord's Prayer in Sunday School.
3. The bible has been written in every language.
4. The prayer began, "Our father who art in heaven."
5. The bible is often called "the holy word of god."

Testing What You Have Learned

When you have studied all the capital letter rules, you will be ready to take a test in capitalizing.

Capital Letter Test

In the ten sentences given, capital letters are sometimes used where they are not needed and sometimes left out where they are needed. The number at the

end of the line shows you how many changes you must make to correct the capitalization in the sentence.

Copy each sentence, using capital letters correctly.

EXAMPLE: The guide Said, "this is the road to mt. ver-non." (4)

The guide said, "This is the road to Mt. Vernon."

1. There is a book of Poems called *for days and days*. (4)
2. we went across the english Channel by airplane to paris. (3)
3. Glacier national park is in the rocky mountains. (4)
4. by november the Leaves have all fallen from the trees in michigan. (4)
5. The Treasury Building in washington is on pennsylvania avenue. (3)
6. The President of the united states calls upon us to give thanks to god for our Harvests on each thanksgiving Day. (5)
7. We sang *america, the beautiful* on armistice Day. (3)
8. "we will go to lake placid when we are in new york," said the driver. (5)
9. There is always a Football game in pasadena, califor-nia, on new year's day. (6)
10. The early spanish settlers in the west Built mis-sions. (3)

The highest score for this test is 40. What was your score?

SECTION VI

PUNCTUATION

Alice was reading the night letter that her mother had just received from Uncle Todd. "How funny he is, Mother! Why did he put all those stops in a telegram?" she exclaimed.

"Those are periods. You see a telegram is not divided into sentences by using capital letters and punctuation marks as a letter is. Sometimes the meaning would not be clear without something to show when each thought is ended. Look again to see if each stop doesn't mark the end of a thought. Uncle didn't make whole sentences because he was saving words. Extra words in a telegram are expensive."

Alice took the message and read:



HAVE RESERVED ROOM FOR YOU AND ALICE
AT PALMER HOUSE CHICAGO STOP DELAYED
IN ST LOUIS STOP ARRIVING SATURDAY
STOP WE LEAVE FOR NEW YORK SUNDAY
EVENING AT SIX

“It certainly looks queer without any punctuation marks and all in capitals that way,” said Alice.

REVIEWING PUNCTUATION RULES

You have already learned several rules for using punctuation marks correctly. Before you learn the new rules for the fifth grade, review the ones you learned last year. The twelve rules that you should know follow next.

Sentence-Ending Marks

1. A period belongs at the end of every declarative, or telling, sentence.

The white fur of polar bears protects them because they are not easily seen against the snow.

2. A question mark belongs at the end of every interrogative sentence, or question.

Why didn't Byrd go to Little America in a steamboat?

3. An exclamation mark belongs at the end of every exclamatory, or very exciting, sentence.

Why, the snow has hidden the road!

Abbreviations

4. A period should follow every abbreviation and all initials.

Dr. S. L. Mr. Mrs. a.m. R.F.D.

Contractions

5. An apostrophe is used in place of omitted letters in a contraction.

couldn't	isn't	I'll	he'd	we'll
could not	is not	I will	he would	we will

Possessives

6. An apostrophe is used to show that something belongs to someone.

dog's collar Mother's wish child's fault

Quotations

7. Quotation marks are used before and after the exact words that someone speaks.

8. A comma separates the speaker's words from the rest of the sentence.

"That is the best football game I ever saw," said Dad.
The clerk answered, "We do not have your size."

Commas

9. A comma belongs between the names of a city and its state.

Miami, Florida	Baltimore, Maryland
Spokane, Washington	Philadelphia, Pennsylvania
St. Louis, Missouri	Sacramento, California

Remember Rule 9 in writing letter headings.

10. A comma belongs between the numbers of the day of the month and the year.

February 6, 1937 July 4, 1776

11. A comma follows the greeting of a letter to a friend.

My dear Marvin, Dear Frances,

12. A comma follows the closing in a letter.

Sincerely yours, Lovingly yours,

A Review Test

Copy these sentences and the letter parts, putting punctuation marks where they belong. There are two

sentences in the test for each of the twelve rules just given.

1. Who thinks up all the funny things clowns say
2. We would have waited but we hadnt had lunch.
3. The big envelope was addressed to Mr J S Harris.
4. Pull hard! Wowie! That's the biggest fish we've hooked
5. Ice floats on water
6. Lindbergh worked in St. Louis Missouri.
7. The Panama Canal was opened August 15 1915.
8. (*Letter greeting*) Dear Dad
9. This must be the babys birthday.
10. The man said, Will you let me work for my lunch?
11. (*Letter closing*) Your old friend
12. The conductor said "This is your station."
13. The train leaves at 9:35 p m on Sunday.
14. What a blinding light that car throws
15. (*Letter heading*) Osage, Iowa
August 7 1937
16. (*Letter greeting*) Dear Mother and Dad
17. I ll take his books to him.
18. Are these Fathers fish poles?
19. Federal highways are always kept open, said the man.
20. There is a great temple at Salt Lake City Utah.
21. The announcer said "Tune in at 6 o'clock for the news."
22. Palm trees grow in warm climates
23. Is the library open on Sunday
24. (*Letter closing*) Very sincerely yours

When you have taken the test, decide which rules your class needs to study. Each of you should pick out the rules that you need to practice, too. Some review practices are given on the pages that follow.

Review Practices

Practice 1 — Using Sentence-Ending Marks

Copy these sentences, using the right ending marks.

1. Thirty-five miles is the city speed limit
2. Is the Empire State Building the tallest building in the world
3. How far can one see from this hill
4. The homes of the colonists were often cold
5. It is dangerous to touch an electric light switch with wet hands
6. Do you know why a vacuum cleaner picks up dirt
7. Artificial silk is made from wood
8. Stop! That's the police siren
9. Very fine linen cloth is made in Ireland
10. Does sugar cane grow in your state

Practice 2 — Using Sentence-Ending Marks

This paragraph needs to be separated into sentences. When you copy it, put the right ending marks after each sentence and begin each new sentence with a capital letter.

A thermometer shows differences in temperature because of the liquid in it in the long glass tube and the bulb at the bottom is mercury or some other liquid that expands when warmed it also shrinks when it cools if the room is hot the liquid has to rise in the glass tube because it has no other place to go the hotter the temperature the higher the liquid rises marks along the side of the tube show just how warm the air is

Practice 3 — Writing Abbreviations

You need to know only a few abbreviations, because most words are now written out completely.

Write these sentences, using abbreviations for the underlined words. If you do not know the abbreviation, find it at the end of this practice or in your dictionary. Remember the period after each abbreviation.

1. The train leaves at 4:35 in the afternoon.
2. This flag was given to us by members of the Daughters of the American Revolution.
3. Send a letter to your senator in Washington, District of Columbia.
4. The package was mailed collect on delivery.
5. The letter was sent to Mister Lester Bardeen.
6. Put Rural Free Delivery 6 on our letters.
7. He lives in Saint Joseph, Missouri.
8. Superintendent J. L. Martin has charge of our schools.
9. The building belongs to the Young Men's Christian Association.
10. Doctor Dunn called on us.

The underlined words in the ten sentences are usually abbreviated as follows:

p. m. or P. M.	Mr.
D. A. R.	St.
C. O. D.	Supt.
D. C.	Y. M. C. A.
R. F. D.	Dr.

Practice 4 — Writing Abbreviations in Arithmetic

You may use abbreviations in your arithmetic problems. Learn to write them correctly and to use periods after them.

ounce (or ounces) — oz.	pint — pt.
pound — lb.	quart — qt.
ton — T.	gallon — gal.

minute — min.
 hour — hr.
 month — mo.
 year — yr.
 peck — pk.
 bushel — bu.

dozen — doz.
 inch — in.
 foot — ft.
 yard — yd.
 square foot — sq. ft.
 square yard — sq. yd.

The abbreviation is the same when there are more than one; for example, 6 qt. or 7 bu.

Be ready to write from dictation the abbreviations for these measures:

45 minutes	1 peck
7 dozen	5 inches
2 hours	3 pounds
2 months	4 ounces
8 square feet	6 tons

Practice 5 — Understanding Other Abbreviations

You will often see abbreviations that you need to understand, although you may not use them often yourselves. Bring to your class a list of abbreviations that you see about town or in papers and magazines and do not understand. Talk them over in the class. You may have in your list some of these:

- A. A. A. — American Automobile Association
- A. F. L. — American Federation of Labor
- Assoc. or Assn. — Association
- Co. — Company
- F. O. B. — Free on Board (price placed on freight car, but with transportation to purchaser not paid)
- M. D. — Doctor of Medicine
- R. R. — Railroad

U. S. A. — United States of America

U. S. S. R. — Union of Socialist Soviet Republics

Your dictionary will tell you the meaning of other abbreviations.

Practice 6 — Using the Apostrophe in Contractions

Copy these five sentences, changing the underlined words to contractions. They will sound more natural when you have changed them. Remember the apostrophe. If you do not know the right form to use, find it in the list after the sentences.

1. Rob said, "If Howard Mason does not stop teasing my dog, I am going to give him a great big black eye."

2. "It is a long way from here. You would save time by telephoning," said the officer.

3. "We are not members," Joe said.

4. "They do not intend to stay, so they need not pay," said the man.

5. "You will not forget, will you? I did not make a note of it," she said.

doesn't	I'd	haven't	shouldn't
I'm	I'll	needn't	isn't
won't	it's	you'd	aren't
don't	didn't	you're	hasn't

Practice 7 — A Dictation Lesson in Contractions

Write these sentences as your teacher reads them with the contraction that is needed in each blank space.

1. He ----- see well (does not)

2. ----- you go? (could not)

3. The bell ----- rung. (has not)
4. Why ----- the boys written? (have not)
5. The train ----- late. (is not)
6. You ----- as tall as I. (are not)
7. ----- give her my book. (I will)
8. Those bears ----- harm anyone. (do not)
9. ----- like to see a real Eskimo. (I would)
10. ----- been chosen captain. (you have)

Practice 8 — Using Quotation Marks Correctly

Copy these sentences, putting quotation marks before and after the words of the speaker.

1. The postman said, There are three cents due on this letter.
2. The clerk asked, How many yards do you want?
3. What number did you call? asked the operator.
4. The President said, Thank you for my birthday party.
5. The librarian answered, That book has just come in.
6. The referee called, Out on third!
7. Use the large map, said the teacher.
8. Let me stay up a little longer, begged the little boy.
9. Turn right at the next corner, said the man.
10. The directions said, Keep cover on tight.

Practice 9 — Writing Quotations Correctly

There are three things to remember in writing quotations:

1. Begin the quotation with a capital letter.
2. Put quotation marks before and after the words quoted.
3. Use a comma to separate the quotation from the rest

of the sentence (unless a question mark or an exclamation mark is needed).

Complete these eight sentences by adding quotations:

1. The little boy at the door said, "Wouldn't you like to buy a magazine?"
The woman answered -----
2. "You look lost," said the old man to the little boy.
"Where do you live?"
----- said the little boy.
3. "You dropped your glove. Here it is," said the clerk.
The woman said -----
4. "Will you mail this letter for me, please?" asked Mother.
----- answered Ralph.
5. "What is your favorite book, Esther?" asked her cousin.
Esther answered quickly -----
6. "Oh! I've spilled it. I'm so sorry!" said the guest.
----- the hostess said.
7. "Just how much do you weigh?" my father asked.
----- I said.
8. "Boys and girls like different books, don't they?" asked Uncle.
Dan said -----

Practice 10 — Using Commas in Letters

First see if you can remember the four rules for commas in letters. Think what words belong in the blanks in these two sentences:

Commas are used between the names of the ----- and the -----, and between the ----- and the ----- . They are also used after the ----- and the ----- .

Next copy the following letter, using commas where they belong.

728 Cherry Street
Grand Rapids Michigan
April 14 1935

Dear Mr. Maxwell

The boys and girls of our class want to thank you for talking to us last Tuesday about furniture. The things you told us helped us to understand the industries of our state. That is what we are studying about just now.

Yours sincerely
Georgia Farrell

NEW THINGS ABOUT QUOTATIONS

Divided Quotations

The quotations that you have been writing have had the speaker's name either at the very beginning or at the very end. Sometimes the speaker's name is given between parts of the quotation, like this:

"I'm sure, very sure, that he won't go," said Mr. Albright, "but I'll ask him."

Leave out *said Mr. Albright* and read the quotation as a sentence. That is the part that needs quotation marks around it. The marks after *go* and before *but* are needed to separate the rest of the sentence from the quotation. This is called a *divided quotation*. What divided it? Because the last part of the quotation is not the beginning of a sentence, this part begins with a small letter.

*Practice 11 — Putting Quotation Marks
in Divided Quotations*

In these eight sentences put quotation marks where they belong. The capital letters and the other punctuation marks are given correctly in the sentences.

1. Thank you, said the newsboy, for giving me a ride.
2. I wouldn't go, said Father, if I were you.
3. We can push it, said the driver, until it starts.
4. There is much danger of accidents, said the officer, when cars back up quickly.
5. What a surprise, exclaimed Mother, to find it raining!
6. Don't go that way, the man directed, because that road is rough.
7. This is only a food shop, said the clerk, not a restaurant.
8. In just a few minutes, the announcer said, you will hear the orchestra.

Quotations Several Sentences Long

Sometimes in stories several sentences make up one quotation. If all these sentences of the speaker are quoted together, only one set of quotation marks is needed, like this:

The agent said, "Your train leaves Chicago at 1:00 p.m. You will arrive in New Orleans the next morning. That is the new Panama Flyer."

*Practice 12 — Writing a Story with
Conversation*

You will need to use quotation marks most frequently when you are writing stories. Copy this story about the robin, putting quotation marks where they belong.

A ROBIN'S EXPERIENCE

One day I was sitting on the edge of a bird basin. I was singing happily to myself when a woodpecker flew down where I was. I was angry when I saw him, for I had found that bird bath first. I said, You go away. This is my place.

The woodpecker answered, It's no more yours than mine. I'll stay now that I'm here.

So we began to fight. Now neither of us wanted to get wet. All we wanted was to sit and sing. While we were fighting, we both fell into the water. As we shook our wet heads, we both said at the same time, All right, you can stay, but I'm all through.

NEW THINGS ABOUT THE COMMA

The Comma with the Name of the
Person Addressed

A comma is used to set off the name of the person to whom someone is talking.

We sometimes call this the name of the *person addressed*. That is a new meaning for the word *addressed*. You may say that you *address* your mother when you *speak to her*.

1. Isn't there a beautiful view from this hill, Dad?
2. Operator, you must have rung the wrong number.
3. I want two quarts of milk today, Mr. Kennedy.
4. It can't be true, Darrell, or I would have heard it.

Notice that in Sentence 4 two commas are needed because the name is between parts of the sentence.

Practice 13 — Using the New Comma Rule

Copy these eight sentences. Separate the name of the person spoken to, or *addressed*, from the rest of the

sentence with a comma. In which sentences will you need two commas?

1. Let me see the book Jean.
2. Is it colder outside now Father?
3. Your car will be hard to start Sir if you leave it out in the cold.
4. Just leave the bags here Porter.
5. Is the next corner Van Buren Street Conductor?
6. Mr. Gilbert have you any work for me?
7. Paul lend me your knife, please.
8. Can you tell me Miss Larson where I can get the flowers?

*Practice 14 — Using the Comma with the
Name of the Person Addressed*

Make sentences in which the first person mentioned speaks to the second person mentioned. Be sure to use in your sentence a name for the second person. Use commas where they belong.

EXAMPLE: shoe clerk (speaker) — customer (spoken to)
Yes, Madam, we do have shoe cleaner.

- | | |
|-------------------------------|------------------------------|
| 1. doctor — patient | 6. patient — dentist |
| 2. little girl — school nurse | 7. pupil — janitor at school |
| 3. teacher — school visitor | 8. boy — playmate |
| 4. driver of a car — officer | 9. girl — uncle |
| 5. boy — dog | 10. radio speaker — audience |

The Comma with *Yes* and *No*

A comma is used to separate the word *yes* or the word *no* from the rest of the sentence.

Yes, we have lived here seven years.

No, that book is not in the library now.

*Practice 15 — Using the New Rule for the
Comma with Yes and No*

Copy these sentences, using the new rule.

1. Yes we are having a play in the auditorium.
2. No the lake has not frozen over yet.
3. Yes there are real sea horses in the aquarium.
4. No Eskimo children do not have milk to drink.
5. Yes scenes in the movies look very real.
6. Yes I can see the deer's tracks now.
7. No real Oriental rugs are not made by machinery.
8. Yes we are selling Christmas seals at our school.
9. No it doesn't pay to drive too fast.
10. Yes the mail plane stops here every day.

*Practice 16 — Using the Comma with
Yes and No Again*

Write the answers to these questions. Begin every sentence with *yes* or *no*. Remember to put the comma after *yes* or *no* each time.

1. Do you have any brothers?
2. Do you read the newspaper every day?
3. Are you ten years old?
4. Do you get ten hours of sleep every night?
5. Can you swim?
6. Do you like to drink milk?
7. Are there ever good reasons for being tardy?
8. Do you listen to concerts over the radio?
9. Would you like to spend a whole summer camping?
10. Can you play baseball?

A NEW PUNCTUATION MARK

You need to know another mark, a *hyphen* (-). When you haven't room to write all of a word at the

end of a line, you may divide it between syllables and put the end of the word at the beginning of the new line. A *hyphen* is used to show that the word is not complete.

EXAMPLE:

Every year the Junior Red Cross sends correspondence from the children of America to those in foreign lands.

The word should be divided *only between syllables*. If you do not know how the word is divided into syllables, look it up in the dictionary. The dictionary shows four syllables for *correspondence* (cor re spond ence). How else might the word have been divided in the sample sentence?

A word of one syllable should never be divided at the end of a line.

Practice 17 — Using the Hyphen When Dividing Words

Look over the last paragraphs or stories that you wrote. Did you divide any words at the end of the line? See whether you have divided them by syllables. Put a hyphen after the first part. See whether you wrote one-syllable words all on one line.

Practice 18 — Using the Dictionary to Find the Syllables

Use the dictionary to find out how these words might be divided. Write the words in syllables. Can you tell by pronouncing a word how many syllables it has?

received

little

terrify

understand

appreciate
 enjoying
 elephant

pioneer
 kingdom
 editor

POSSESSIVES

The Apostrophe with Possessives

These two sentences mean the same thing:

The orders of the doctor must be followed.

The doctor's orders must be followed.

They are different ways of showing that something belongs with, or belongs to, someone. This is called *possession*. The word *doctor's* is called a *possessive* because it names the person to whom something belongs. The orders are the orders of the doctor. Notice that an apostrophe and *s* have been added to the word *doctor* to make it possessive.

Practice 19 — Making Sentences with Possessives

Change each of these eight sentences so that the word underlined will be a possessive. Copy the second sentence of each pair of sentences, filling in the blank with a possessive. Use 's when you change the sentence.

1. The voice of the announcer was husky and low.
 The ----- voice was husky and low.
2. The address of the President was printed that night.
 The ----- address was printed that night.
3. The prediction of the weather man was right.
 The ----- prediction was right.
4. The rules of the librarian keep the reading room quiet.
 The ----- rules keep the reading room quiet.

5. Election of the chairman is the main business today.
The ----- election is the main business today.
6. The care of the baby is very important.
The ----- care is very important.
7. The bedtime of a small child should be early.
A small ----- bedtime should be early.
8. The telephone number of every child is in the office.
Every ----- telephone number is in the office.

SINGULARS AND PLURALS

All the possessives that you wrote in Practice 19 are of the same kind. The word that you made possessive meant *one person*. It was *singular* because it meant *one*. You can remember that from the word *single*.

Words that are not *singular* mean *more than one*. They are *plural* words.

Here are three lists showing the singulars and the plurals of some common words.

1		2	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
year	years	story	stories
teacher	teachers	baby	babies
car	cars	penny	pennies
cousin	cousins	fairy	fairies
inventor	inventors	library	libraries
lake	lakes	lady	ladies
girl	girls		
boy	boys		3
reporter	reporters	<i>Singular</i>	<i>Plural</i>
flag	flags	box	boxes
playmate	playmates	grass	grasses
toy	toys	glass	glasses
word	words	loss	losses
		tax	taxes

Look at List 1 and make your own rule for writing the plurals of most words. You can add to List 1 by suggesting other words that belong to it.

Rule 1. The plurals of most words are formed by simply adding ----- to the singular word.

Look at List 2. What is there alike about the endings of all these words? Something that you probably did not notice is that just before the *y* ending in every word is a consonant, *r*, *b*, *n*, *d*, etc. In List 1 there are words ending in *y*, but the letter before *y* is a vowel, not a consonant.

The vowels are *a*, *e*, *i*, *o*, *u*, and sometimes *y*. All other letters are consonants.

Rule 2. To form the plural of a word ending in *y* with a consonant just before it, change the *y* to *i* and add *es*.

Look at List 3. Those words end in a hissing sound made by *x* or *s*. To make it easier to say these words, another syllable is added for the plural by the *es* ending. There are other words that add *es* for the plural: *potato* — *potatoes*; *tomato* — *tomatoes*. It is easier just to memorize the plurals of the words in List 3 than to try to make and remember another rule.

The spelling of the plurals of the eight words that follow should be learned, also.

<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
child	children	deer	deer
woman	women	sheep	sheep
man	men	ox	oxen
foot	feet	mouse	mice

You will need to know these singular and plural spellings in order to write the possessives correctly.

Your Dictionary Helper

If at any time you cannot remember how the plural of a word is spelled, your dictionary will help you. You will find plurals given in this way:

Es'ki mo . . . ; *pl.* —mos.
de liv'er y . . . ; *pl.* —eries.

You add the plural ending given to the first part of the word. Learn to use your dictionary whenever you are not certain of the spelling.

Making Singular Words Possessive

The rule for making a singular word possessive is very simple:

To form the possessive of a singular word, add an apostrophe and s ('s) to the word.

Practice 20 — Writing Possessives of Singular Words

Write these sentences correctly, using the possessive form of the word given in the parentheses at the end of each sentence.

1. The ----- horns are shed once a year. (deer)
2. A ----- shell is his greatest protection. (turtle)
3. A telephone ----- voice should be clear. (operator)
4. The ----- skis are too long for him. (boy)
5. Every ----- work in school is important. (day)
6. Accidents are the car ----- responsibility. (owner)
7. Crowds made the traffic ----- work hard. (officer)
8. In early days taxes were the ----- property. (king)
9. A good education is every ----- right. (child)
10. The pony knew the little ----- voice. (girl)

Making Plural Words Possessive

There are two rules for making plural words possessive:

1. To form the possessive of a plural word that ends in *s*, add an apostrophe only (*'*).
2. To form the possessive of a plural word that does not end in *s*, add an apostrophe and *s* (*'s*).

The hard part of using these rules is to decide just how the plural word is spelled when it is not possessive. As you say the sentence, the possessive *s* sound may confuse you.

The players' suits were covered with mud.

The plural form is *players*; so Rule 1 is used.

Most plural possessives follow Rule 1, because most plural words end in *s*.

The children's wishes should be followed.

The plural form is *children*; so Rule 2 is used.

Put the men's wraps in the other room.

The plural form is *men*; so Rule 2 is used.

Practice 21 — Making Possessives of Plural Words

Change these ten sentences by making possessives of the underlined words. Write the sentences with the possessives. Be sure you use the right rule.

EXAMPLE: The expenses of the musicians were paid.

The musicians' expenses were paid.

1. The names of the authors are Smith and Jones.
2. The manes of the horses were braided for the Horse Show.

3. The caution of the drivers prevented accidents.
4. The help of the farmers was asked for work on the highway.
5. Much of the time of the janitors is spent in heating the schools.
6. Have you written the names of the men in alphabetical order?
7. I often wonder at the patience of telephone operators.
8. Pilots always listen for the reports of the weather men.
9. The dolls are being dressed at the club meetings of women.
10. The invitations of the children were sent to their parents.

Practice 22 — Writing from Dictation

As your teacher reads the sentences with the possessives in them, write them correctly.

As you write the sentences, ask yourself these questions: (1) Does the plural of that word end in *s*? (2) Where shall I put the apostrophe?

1. The ----- bags were left at the station. (travelers)
2. Our ----- suits are blue. (players)
3. All of the ----- skates were rusted. (children)
4. We did two ----- work in one. (years)
5. All car ----- licenses are on record. (owners)
6. That is the factory ----- clubhouse. (workers)
7. The inspector visited the ----- barns. (farmers)
8. The cooking will be the ----- work. (women)

A Punctuation Test

When you have finished studying all the new rules and reviewing all the old rules, take this test.

Some of these sentences need quotation marks, commas, hyphens, apostrophes, or sentence-ending marks.

The number at the end tells how many marks are needed. Quotation marks go in pairs and are counted as one mark.

1. A monument to war pigeons was built in Brussels Belgium. (1)

2. Please Mother may I go to camp with Lorrie? (2)

3. Will you be here when I come back asked Perry. (2)

4. The President said the Red Cross will help the drought sufferers. (2)

5. Yes we expect to send the fifth-grade pupils letters to Japan. (2)

6. "Why can't we sell the papers here" asked the boy (2)

7. No children I havent time for a story now. (3)

8. Rev Oscar Ruell talked at the Boy Scouts meeting. (2)

9. (A letter heading) Crouse North Carolina
April 18 1936 (2)

10. Dear Mr Grayson (A letter greeting) (2)

11. (A letter closing) Yours very truly
Edward L Lamson (2)

12. We cannot understand the chairmans direction (2)

13. The elephants are kept inside during the winter said the keeper. (2)

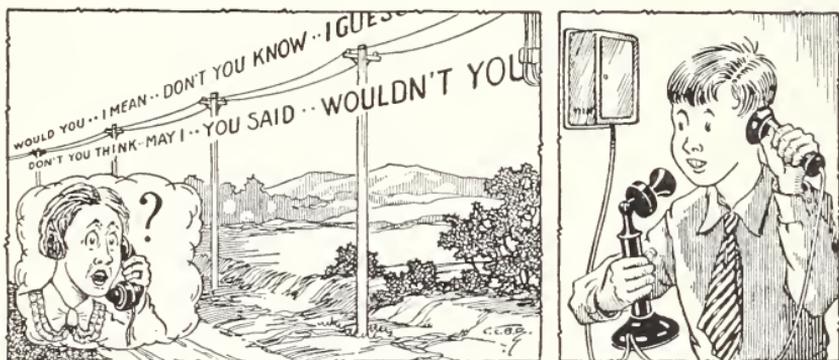
14. Yes the boat sailed December 19 1934 (3)

15. Wouldnt you like to visit the painters home (3)

When you have taken the test, decide which rules you need to review again. A perfect score on this test is 32. What was your score?

SECTION VII
SENTENCES

Read this report of a telephone conversation and decide what is wrong with Don's part of it:



Don: Hello, Mother. This is Don. Would you — don't you think — I mean, may I ask Larry to go to the movies with us this afternoon? You said, don't you know, you said I could if I wanted to, sometime.

Mother: Why, yes, Don, ask him if you wish. Or perhaps you'd rather wait until Friday and have him stay all night with you. Then you could both play in your workroom on Saturday morning.

Don: He can't then. Anyway, I'd rather — this is a good show. I guess — wouldn't you — I guess we'll go tonight.

Mother: You mean that you and Larry will both meet me then at four o'clock?

Don: Yes, that's it. Good-by, Mother.

CLEAR AND COMPLETE SENTENCES

Do you really know when a sentence is clear? Sometimes speakers do not tell enough in their sentences to

make themselves understood. They leave out a word or two that may be important. Which of these sentences is better?

Wouldn't ride if it weren't raining so hard.

I wouldn't ride if it weren't raining so hard.

Sometimes a speaker starts his sentences in one way, hesitates, and then finishes in another way. Which of these sentences is the clearer?

That isn't the — this way is shorter than that.

This is the shortest way.

If you take time to think what you are going to say, you will use clearer sentences.

Practice 1 — Dramatizing Conversation

Do you ever have trouble understanding what people say to you over the telephone? If someone starts a sentence, stops, and then begins in a different way, the meaning is not clear. Clear sentences are necessary in all conversation and writing, but they are especially important in telephoning.

1. Let two pupils in your class play that they are Don and his mother. Give a conversation between the two, using clear sentences. Notice how much better and more quickly Don can make his meaning clear if he does not repeat and change his sentences.

2. Play that you are returning to the grocery store a bottle of sour cream that has been delivered to your home as sweet cream. Let one person play the child who returns the cream and another the grocery-man.

3. Let one pupil be a railroad station agent. Let

another be someone who is asking the time of trains to a neighboring city. Ask the price of the ticket, also.

You can make up many other little scenes to show how important it is to be able to speak and write in clear sentences. Here are some scenes to play:

Explaining to your teacher why you were absent

Giving a policeman your name and address if you are lost

Asking a librarian where to find a book

Answering a stranger who asks directions of you in the hall of your school building

Practice 2 — Making Clear Sentences

These sentences were taken from the paragraphs that boys and girls wrote in criticizing their school paper. They are not clear and complete. Make them so.

EXAMPLE: Some of the sentences, the way they began, I don't like.

I don't like the way some of the sentences began.

1. The spelling, some of the spelling has not been so good.
2. There were some, a few mistakes in spelling, not as many as last time.
3. Improved in language and writing.
4. My criticisms for this issue are because we have better stories and more interesting words used.
5. Be careful try to write better by thinking before you write.
6. Book reports so short and always complimentary.
7. To make our stories more interesting we'd better try.
8. Poems should be our own or else not use them.

Sentence Puzzles

Sometimes sentence puzzles will make us realize how important it is to make the meaning of a sentence clear.



Notice how the meaning comes out clearly in the following sentence when it is put in order:

frost warns weather fruit growers bureau the of
 The weather bureau warns fruit growers of frost.

Practice 3 — Working Out Sentence Puzzles

Put the words in these ten puzzles into clear sentences. Remember to capitalize the first word and to use a period at the end of each sentence.

1. states grows in the northern wheat
2. climate a trees orange warm need
3. dangerous a storm is flying in
4. leaves the red and frost yellow turns
5. in beautiful are bloom plants cotton
6. woods the rangers forest fire protect from
7. desert marked the was the road across
8. France raised perfume are in flowers for
9. western used on are tractors farms some
10. Denver is miles of many east Chicago

OTHER SENTENCE FAULTS

Younger children sometimes leave their sentence thoughts unfinished. Then their sentences are in-

complete. Another fault that they have is joining too many thoughts together. That makes a rambling sentence. You have been working hard to make your sentences clear and complete and to have just one main thought in each one.

Practice 4 — Reviewing Sentences

This is a review exercise to see if you know good sentences. There are fifteen sentences — some good, some incomplete, and some rambling.

Number a paper from 1 to 15. If the sentence is not complete, write N after the number of the sentence. If it is a good sentence, write G after the number. If it is a rambling sentence with two thoughts in it, write R after the number.

- EXAMPLES: 1. Because the water was cold
 2. The spring rains make the river rise
 3. Glass is made from sand and the leaves made the soil rich

- Answers: 1. N
 2. G
 3. R

1. While cleaning the fish
2. Seeing Andy's cabin ahead we went on
3. Because I have business to attend to
4. You are to be given riding lessons by the stable keeper
5. Animal stories are my favorites and I like to go to the movies, too
6. A museum is full of interesting things and I have some Indian arrowheads
7. At the back of the house, in our garden
8. Do you know how rayon is made
9. When airplane travel is as cheap as travel by train

10. I discovered a bird's nest and there are some baby rabbits in the cage
11. The teams are waiting for the whistle
12. In Crystal Cave we saw queer-shaped rocks
13. Where the shadow of the tree falls
14. At first the horse was frightened
15. The score was nothing to nothing and Bill was playing in his first big game that day

PUNCTUATING SENTENCES

When you know just where each sentence begins and ends, you can easily put the capital letters and periods where they belong.

Practice 5 — Showing Where Sentences Begin and End

Read this paragraph. Decide where the different thoughts begin and end. Copy the paragraph, dividing it into sentences. Begin each sentence with a capital letter and put a period at the end. There are five sentences in the paragraph.

the early Greek people did not understand what made an echo they heard their voices come back to them from the hillsides they thought that a wood nymph was mocking them we know that sound waves bounce back from a flat surface as a rubber ball does these returning waves strike our ears and make us hear again the words we spoke a second or so before

Proof-Reading

Whenever you write a story, read over your paper carefully to be sure that you have capitalized and punctuated each sentence correctly. Everyone is likely

to make mistakes in his first writing. If you read it again, you may find careless little mistakes that you can easily correct.

A FOURTH KIND OF SENTENCE

You know how to write and punctuate three kinds of sentences: those that tell something, those that ask something, and those that show excitement or surprise. Each of these sentences has a name.

The words *declare* and *tell* mean almost the same thing. A telling sentence is called a *declarative* sentence. We all use many more *declarative* sentences than any other kind. A *declarative* sentence is followed by a period.

Interrogate is a long word that means *ask*. An asking sentence is called an *interrogative* sentence. An *interrogative* sentence is followed by a question mark, or *interrogation* mark.

Exclaim means *speak with excitement*. That is why a sentence that expresses surprise, fear, great joy, pain, or some other kind of excitement is called an *exclamatory* sentence. It is followed by an *exclamation* point.

Notice the different ending punctuation marks in the following examples:

DECLARATIVE SENTENCE:

Sound is made by air waves striking against our ears.

INTERROGATIVE SENTENCE:

Were people traveling in automobiles fifty years ago?

EXCLAMATORY SENTENCE:

A parade! Hurry or we'll miss it!

There is still another kind of sentence that you hear and use often. It is the sentence that is an order, a command, or a direction. This is called an *imperative* sentence. It is followed by a period. It is really just another kind of telling sentence.

Your mother may say, "Answer the telephone and take the message for me, please."

Your teacher often says, "Put your books away."

You read on a box of matches: Keep in a dry, cool place. The directions for your fire drill are:

KNOW WHAT EXIT YOU ARE TO USE.

WALK, DON'T RUN, IN LINE.

These are all *imperative* sentences. They give someone directions or orders.

Practice 6 — Making Imperative Sentences

Say the imperative sentence that would probably be spoken or written in these situations:

1. The fans watching a ball game call out to the pitcher.
2. Mother comes into your room and finds your clothes lying on the floor.
3. A road has been blocked off for repairs. Directions have been put up to send drivers on a road a block to the right.
4. In a traffic jam the officer gives orders to drivers.
5. In telephoning a grocery order, your mother gives directions about leaving the groceries if she is not at home.
6. A class posts a notice giving other children directions for bringing food for Thanksgiving baskets.

7. The chairman of a safety club reads to the class the rules for playground safety.

8. A pupil gives a school visitor directions for finding the principal's office.

We speak many more imperative sentences than we write.

Practice 7 — Writing Imperative Sentences

In writing imperative sentences we need to remember the capital letter at the beginning and the period at the end.

Here are some places where imperative sentences will probably be needed. Write one of the paragraphs suggested:

1. Directions on how to build a fire out of doors
2. Directions that your class should follow during fire drill
3. Instructions for finding a book in the library
4. Directions for the use of your library table during school hours
5. Directions for the courteous use of a telephone
6. Directions for Christmas mailing
7. Rules for your class baseball games
8. Safety rules for crossing streets

Practice 8 — Recognizing Four Kinds of Sentences

You need to be able to recognize the four kinds of sentences in order to use the correct ending mark after each one.

Copy these sentences, using the correct ending marks. Write the kind of sentence after each one. Notice the

spelling of these four words: *declarative* — *interrogative* — *exclamatory* — *imperative*.

EXAMPLE: Who sent that new book to our class? (*interrogative*)

1. Give me six books for our first grade, please
2. Did you see the bulletin board notice
3. The Indians in different parts of our country had different ways of living
4. What! There isn't a single piece left
5. Why is cotton grown only in the South
6. Trained glove cutters settled in the northern part of New York where Gloversville now is
7. How serious and important those penguins look
8. Trains, houses, hotels, and theaters are now air-cooled during the summer
9. Do mail planes average one hundred miles an hour
10. Books, books everywhere! What a big library

BUILDING CLEAR, COMPLETE SENTENCES OF YOUR OWN

It is much easier to recognize mistakes in sentences and correct them than it is to write or speak good sentences. The practices that you have had should help you to build good sentences of your own. Begin your work with this practice in finishing sentence thoughts.

Practice 9 — Completing Sentences

Finish these sentence beginnings in such a way that the thoughts will be clear and complete:

1. The leaves fall from the trees when -----
2. Many animals stand perfectly still when hunted because -----

3. Early American cities were built on rivers because

4. Birds fly south in the winter so that -----

5. We have snow rather than rain whenever -----

6. Railroads are making their new cars of steel because

7. Long-distance telephone rates are cheaper at night because -----

8. Cotton will not grow in the North because -----

9. Trees are useful to man because -----

10. The American Red Cross helps wherever -----

SUMMARY SENTENCES

In your reading of geography or history, you often want to tell in one sentence what you have read in a paragraph or two. Such a sentence is a *summary* sentence. It should tell the important thought of the paragraph.

PARAGRAPH:

When lightning strikes in sand, it does a peculiar thing. The heat melts the little particles of sand. They run together until they make a rock of glass. Sometimes the melted sand makes a long icicle of crystal down in the ground.

SUMMARY SENTENCE:

If lightning strikes sand, the heat melts the particles of sand and forms glass.

Practice 10 — Making Summary Sentences

Make summary sentences for these three paragraphs:

1

Most Eskimos light their winter homes with lamps. The lamps are made of cup-like stones. The wicks are fiber from

plants. The wicks burn in the stone lamps filled with seal oil. Such lamps do not give much light.

2

The DO-X was a very large airplane. It had twelve big motors on its top wing. Several of the motors could stop, but the great flying boat would still go. The plane could carry more than a hundred passengers besides the crew.

3

The game of donkey baseball is very amusing. The donkeys are trained for the game. Each ball player rides a donkey around the bases. Of course, the donkeys are not so eager to make home runs as the players; so they take their time. Sometimes the donkeys even carry the players in the wrong direction, away from the bases. The player coaxes and guides the donkey until they get around the diamond and make a score.

Using Summary Sentences for Outlines

If you are making a report on what you have read, you will find your summary sentences useful as an outline. These sentences will help you to make a report in a clear, understandable way.

In a study of farming in our country a report was made on the topic "Different Types of Farms in Our Country." These four summary sentences were used for the different parts of the report.

1. The large plantations of the South, often covering more than a thousand acres, grow cotton, tobacco, and sugar cane.

2. In the hills or the dry plains of the land just east of the Rocky Mountains large ranches produce sheep, cattle, and horses that feed on the land not suitable for growing crops.

3. Near all large cities are truck farms, every small spot of which is used for growing vegetables and small fruits that can be sold in the city.

4. Another type of farming that is profitable near cities is the dairy farm, from which the butter, cream, and milk can be taken into the city fresh each day.

After each summary sentence the speaker went on to explain in an oral paragraph more about that type of farm.

Practice 11 — Making an Outline of Summary Sentences

Using your geography or your history book, make an outline of three good summary sentences for a report to your class.

Choose a topic of your own, or use one of these topics:

Colonial Schools	Travel in the Mountains
Making Shoes	Growing Fruit in California
Growing Wheat	Travel in Pioneer Times
The Desert	Explorations in the Northwest

Using your summary sentences, give an oral report to your class. It will have three parts because you have made three topic sentences.

JUDGING YOUR OWN SENTENCES

Whenever you write a letter or a paragraph, read over what you have written to see that you have used good sentences. If you read your sentences aloud, you will easily discover any poor sentences. Your ears are usually better detectives than your eyes.

Ask yourself the five questions in the chart of standards given on the next page.

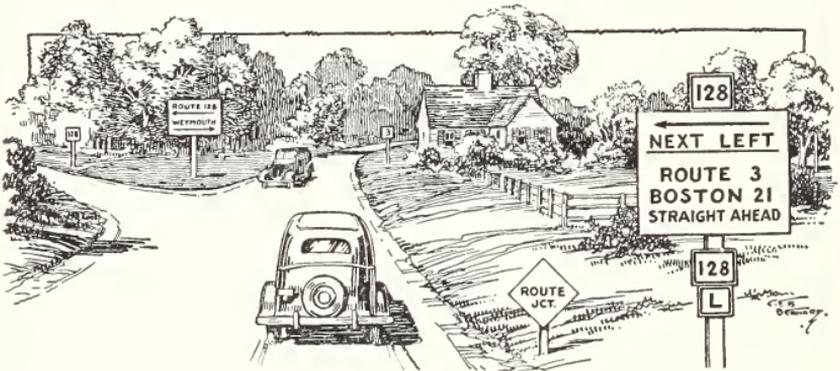
Standards for Good Sentences

1. Have I used one sentence for each idea?
2. Is the meaning of each sentence clear?
3. Is each sentence complete, not just part of a sentence?
4. Have I begun each sentence with a capital letter?
5. Have I used the correct ending mark after each sentence?

SECTION VIII

PARAGRAPHS

As you drive along the main highway, do you notice that when you come to a place where the highway number changes you see a sign giving the new route number or name clearly? If you watch the signs closely, you can travel anywhere in the country without losing your way.



In writing a story or a report, you should mark your highway of thought just as clearly. Each change of thought should begin a new paragraph. The indentation marks the change in your thought highway.

Just as the first sign on a new highway is very clearly marked, so the first sentence of a new paragraph should be a guide to tell clearly what the thought of the paragraph will be.

PARAGRAPH SIGNS

These two paragraphs are from a letter written to a friend in Wisconsin by someone who was visiting in

Panama at Christmas time. Notice how the thought changes when the second paragraph begins. The indentation marks a new thought and a new paragraph.

My geography lessons on climate in the tropics seem very real to me just now. The day after the boat left New Orleans the air felt warm. Almost over night we seemed to run into summer. It was queer to see everyone in dark, heavy clothes one day and on the next day to see the same people on deck in light suits and dresses. We were all just like chameleons and had to look twice to recognize each other. While we enjoyed the warm air and tried to avoid being sunburned, we received radio messages about your zero weather.

Imagine seeing the Atlantic Ocean and the Pacific Ocean in the same day! It is only forty-three miles across the Isthmus, and trains cross several times a day. The trip through the Panama Canal takes seven hours. We left our boat at Cristobal on the Atlantic side and took the train across to Panama City on the Pacific side. Queerly enough, we traveled south instead of west to cross the continent.

PARAGRAPH DETOURS

When you are driving, you like to go as quickly and directly as you can to your goal. You do not like detours because you feel that they take you in a round-about way. Detours in your paragraphs are just as annoying to your listeners. Keep on your main thought highway.

Practice 1 — Recognizing Detours in Paragraphs

In each of the four paragraphs that follow there is a detour that takes the reader off the main highway of thought. Which are the sentences that do not belong? Remember that you want to stick to the main thought of the paragraph.

1

As we shot up in the elevator to the top of the Empire State Building in New York, I began to realize how high one hundred two stories are. We walked out upon the balcony from which we could look in all directions over the great city below. I caught my breath because of the distance I could see, and because the air seemed thin away up so high. I marveled at the huge tower of steel and concrete under me. We went aboard an ocean liner while we were in New York.

2

The Indians were friendly toward the earliest settlers in America. They taught the Pilgrims how to plant corn and how to hunt the deer for food. If the Indians had been hostile, they could have destroyed the tiny settlement, but they allowed the pioneers to build their homes and plant crops on the land that had been their hunting ground. King Philip later became the enemy of the whites.

3

A simple test will tell you whether or not silk has been woven with lead or other metals to make it seem of better quality than it really is. Flowered silks are pretty. Burn a sample of the material. If the silk burns up completely as if it were paper, it is probably pure silk. If a hard substance is left in the ashes, the material is not pure silk.

4

On our way home from the picnic Oliver stumbled and sprained his ankle. He could not walk, and we had to get to the nearest farmhouse to telephone for a doctor. We had taken bacon and eggs for our lunch. We made a chair for Oliver by crossing our hands and taking hold of each others' wrists. Our progress was slow, but we were able to reach the farmhouse and secure a doctor's services before the painful ankle had swollen badly.

Making Paragraphs without Detours

You know how much easier it is to find the mistakes in what others do than to do something just right yourself. You have been finding the detours in other highways of thought. Now, try making some paragraphs that have no detours.

Practice 2 — Writing Paragraphs That Keep on the Thought Highway

Choose one of the exercises suggested here or write a paragraph on a topic of your own choice. Be careful to have no detours.

1. Imagine that you are writing a letter to your uncle. You have just seen a motion picture that you liked. Tell him what it is and why you liked it.

2. In a geography class you might have a paragraph report to make on one of these topics:

Gathering Sap for Maple Sugar

Cutting Granite Blocks

Tanning Hides for Shoes

Loading an Ocean Liner

Write a paragraph so that you can read it to the class.

3. A citizenship club in school has many class problems. Sometimes the members give talks to the class on certain of these subjects. Plan paragraphs for a talk on one of the four topics that follow. Remember that detours would keep your listeners from getting your main thought clearly.

Being Saving of Materials

Keeping the Halls and Grounds Clean

Taking Care of New Books

Welcoming New Pupils in the School

KEEP MOVING

On a trip you like to keep moving right along. You are impatient if you miss a sign and have to go back over part of the road to get on the main highway. Paragraphs, too, should keep moving. Readers and listeners do not like to have ideas repeated. They want to keep moving on the thought highway.

When we talk, we are more likely to put in sentences that do not keep the thought moving than we are when we write. Sentences that repeat ideas are tiresome. Learn to say things clearly, so that you will not need to repeat.

*Practice 3 — Locating Sentences That Do
Not Keep Moving*

In these three paragraphs find the sentences that slow up the main thought by just repeating ideas.

1

We noticed that Iowa roads are marked to show drivers where they should not pass other cars. Before a curve there is a sign NO PASSING FOR 700 FEET. In the center of the pavement is a yellow line for the distance that you are not supposed to pass. You are not supposed to pass for that distance. Those signs are a big help in preventing accidents.

2

You can go behind the waterfalls if you visit Niagara Falls. After being dressed in raincoats, hoods, and boots, you get into an elevator that takes you down a long way to a tunnel. You go down a long way. You follow the guide through this rocky hall until you come to an open space

where a large window has been cut through the rock wall. From there you can look out at the great shower of water that comes dashing down from hundreds of feet above you. Yet there you are safe and fairly dry behind the waterfall.

3

Since pine and cedar trees are getting scarce, we decided not to buy Christmas trees every year but to plant our own. We bought two small cedar trees and planted one on each side of the front door. We put them on each side. Each year we string them with colored lights that we turn on every evening between Christmas and New Year's. We like them better than our old Christmas tree inside the house because other people seem to enjoy these trees with us.

Practice 4 — Giving Oral Paragraphs That Keep Moving

Plan to talk to your class on one of these six topics or on one of your own. If you have the habit of repeating ideas, try hard to keep your main thought moving.

When we were not dressed for the weather

When I was glad I was on time

A surprise party that I did not like

An unnecessary illness

Warned just in time

The letter I forgot to mail

JUDGING PARAGRAPHS

You have learned many things about making good paragraphs. Can you use what you have learned? To show that you can, you must be able, first, to write or give orally a paragraph that meets all the standards,

and second, to judge your own and your classmates' paragraphs by these standards:

Standards for a Good Paragraph

1. Every paragraph should have one clear main thought.
2. The first sentence should tell clearly what the paragraph is about.
3. Every sentence in the paragraph should be about the main paragraph thought.
4. Every sentence should add to the paragraph topic in some way, not just repeat the thought of another sentence.

Practice 5 — Using the Standards in Judging Paragraphs

Here are four paragraphs. The first is a good paragraph judged by the standards just given. The second fails to meet one of the standards, and the third another. Can you tell which standard is not met by each of them? The fourth paragraph is poor on two of the standards. Which are they?

1

Usually white people do not go into the very hot or the very cold regions of the earth unless there is some valuable thing there that cannot be found in temperate lands. Traders went into the jungles of Brazil to get rubber before rubber plantations had been developed. Ivory and precious hardwood are brought from the jungles of Africa. Men go into the cold Arctic lands to get furs from animals that cannot

live in warmer lands. The difficulty of living and traveling in such places makes the products more costly and profitable than products that are found everywhere.

2

Block printing was used in bookmaking before real printing from type began. Each page of the book had to be carved on a wooden block, so that the letters or pictures would stand out. The Egyptians carved pictures on the walls of their pyramids. Ink was then rubbed over the block and a piece of paper laid upon it and pressed down carefully. In this way many copies of each page could be made from one block. We think this was a slow process because of the long time spent in carving each block, but it was better than copying each book by hand as earlier people had done.

3

Many cotton mills are being built in the South. As we drove over the miles and miles of concrete highway in North Carolina, we noticed how many of the farmhouses were covered with rambler roses. They made even the shabbiest homes look beautiful. You can go by bus from Raleigh up and down hills until you reach Asheville in the Blue Ridge Mountains. Asheville is a famous pleasure resort in both summer and winter.

4

I can hardly wait for Christmas morning to see what gifts I have. Just before Christmas the firemen in our town ask the school children to bring to the fire station all their toys that are broken or that they do not want. They ask for broken toys. The fire station looks like Santa Claus's workshop. The firemen are busily hammering, carving, and painting wagons, trains, and other toys until they look like new. They look shiny and new. These playthings are

delivered on Christmas Eve to hundreds of poor children who would not have gifts if it were not for the kindly, busy firemen.

There follow several topics. Pick out the best topic for each of the three good paragraphs just given. For which paragraph are you unable to choose a topic because the paragraph does not have one main thought?

Cotton Mills

Block Printing

Hunting Elephants in Africa

Modern Ways of Making Books

Products from the Arctic

Copying Books by Hand

Roses in the South

My Christmas Gifts

Santa's Helpers — the Firemen

Christmas Dinner for Poor Children

White Men in the Hot and Cold Regions of the Earth

CRITICIZING YOUR OWN PARAGRAPHS

Whenever you have to write a paragraph, look over your first copy of it to see whether it meets all four standards for a good paragraph.

Your oral reports should be good paragraphs, too. If you prepare carefully what you plan to say, you will find it easier to speak in good paragraphs. When you do not know what you want to say, you are likely to repeat sentences or wander from your main thought. Can you meet all the standards in your reports?

PARAGRAPHING CONVERSATION

Find in your reader a story that has much conversation in it. Study the paragraphing. Answer these

questions by finding out for yourself just how real authors paragraph their stories.

1. Does a paragraph have more than one person's conversation in it?

2. If a person has a very short speech, even one word, is there a new paragraph for that, too?

3. If the same person says two or three sentences, are they usually in the same paragraph?

Practice 6 — Making a Rule

Make your own rule about conversation paragraphs. State very clearly and simply the rule you and your class will follow.

Practice 7 — Using the Rule about Paragraphing Conversation

Rewrite these two jokes in *paragraphs* as they should be written.

1

The parents were showing off their three-year-old son for visitors. They said to him, "What animal brings milk, Junior?" Promptly Junior smiled and answered proudly, "The Manley Dairy Horse."

2

A little boy watched his father getting ready to go to band practice. Finally he said, "When I grow up I'm going to play in the band, too." "You are! What are you going to play — a drum?" asked the father. The little boy did not answer. "A flute?" Still there was no answer. "Maybe you will play a big horn," said the father. "No, I'm just going to play the tune," said the little boy.

*Practice 8 — Writing Conversation
in Paragraphs*

Write the conversation suggested by one of these five situations. Be sure to make a new paragraph for each person's speech.

1. A class newspaper reporter talks with the principal about news to be written for the paper.

2. One player on a team objects to a ruling of the referee. The other players explain to him why he must obey the referee.

3. A girl finds a little boy lost in a department store. She talks to the floorwalker about what to do with him.

4. Two children talk about a motion picture as they come out of the theater.

5. A clerk and a child discuss what book to select as a gift for a child who is ill.

TELLING THINGS IN ORDER

Telling things in order is a valuable habit if you expect listeners or readers to follow your thoughts. Two good rules that will help you to write your paragraphs in order are these:

Tell things in the order in which they happened.

Make general statements first and give examples later.

Practice 9 — Deciding on the Best Order

Rearrange the sentences in these two paragraphs in the best order. Read each one as you think it should be written.

HOW TO USE THE RADIO

Adjust the amount of sound by moving the volume control button. Swing the dial to the number of the station that

you want. Turn on the switch. Wait until the radio warms up and the sound comes.

PREVENTING SICKNESS

Some persons take cold because they do not dress properly for the weather. They let little colds go until they become serious. Many illnesses are unnecessary. Children often play with other children who have contagious diseases like measles or whooping cough. Some persons eat too much or get overtired and then become sick because of these things.

Practice 10 — Putting General Statements First

Make paragraphs by giving examples that might follow these general statements in a clear, complete paragraph.

1. Carelessness causes many accidents.
2. People are sometimes deceived by advertising.
3. The farm products of the South furnish much of our winter food.
4. The World's Fair in Chicago showed a century of progress in many things.
5. Animals supply us with much of our clothing.

PARAGRAPHS AND OUTLINES

Some reports make two or three paragraphs because that many points under the main topic are discussed. For a report that will make more than one paragraph, an outline is very useful. It reminds you to keep on the main thought and to tell things in order.

In a report on Benjamin Franklin you might have three paragraphs, one on each of these points:

1. His training and work as a printer
2. His inventions and discoveries
3. His work for his country

*Practice 11 — Making an Outline for
Your Paragraphs*

Suggest topics for two or more paragraphs on each of these subjects. Number your topics 1, 2, and 3 for an outline, as in this example:

YELLOWSTONE NATIONAL PARK

1. The springs and geysers
2. The wild animals in the park
3. Hotels and camping places

Subjects:

Supplying a City with Milk

Modern Ways of Heating Homes

What Children Can Do in their Leisure Time

The Values of an Education

Talk over your outlines. Does each point you have given belong to the main subject? Is each point different from the others, so that the paragraphs will not be alike? Change your outlines until the class is satisfied with them.

*Practice 12 — Giving a Report from a
Paragraph Outline*

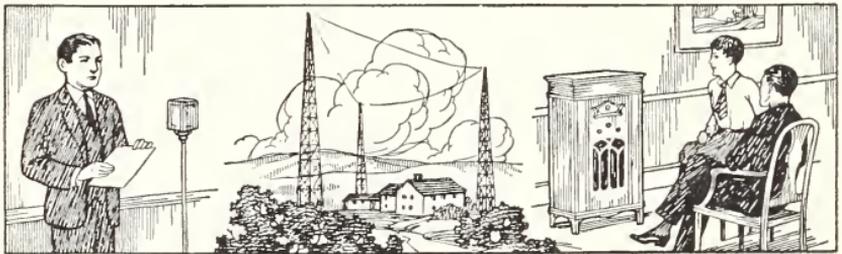
Choose one of the subjects mentioned in Practice 11 and prepare a report on it of two or three paragraphs. Each point in your outline should make a paragraph of four or five sentences. Be sure that each sentence in the paragraph is on the topic for the paragraph in your outline.

Give your report to the class. They will discuss how well you followed your outline.

GRADE VI

Part I

YOUR
PROGRAM OF ACTIVITIES





UNIT I

LIVING BOOKS

THE FIRST BOOKS

Have you ever thought what a school would be like if there were no such things as paper or books? People have not always had books like those which we read and paper like that on which we write and work our arithmetic problems. Indeed, it is only within recent years that paper has been so commonly used. At the beginning books were not made of paper.

What did the first book look like? It was not in the least like the book of today. It had hands and feet. It couldn't be placed in your desk. It could talk; it could even sing. To make a long story short, it was a living book — a human book.

In those days men had no way to write a story, for they had no letters with which to form words. Instead of a written story or a book, as we know it, there were men in each tribe or nation who told the stories handed down to them from their fathers. They would travel about from place to place, and the people would come together and listen to their tales. These men, who were actually living books, died. But their stories lived on, handed down from father to son, from grandfather to

grandchild. The stories changed as they passed from mouth to mouth. Some things were added and some were forgotten. They were smoothed and polished by time just as stones are polished by running water. The story of some brave warrior would be changed into a fairy tale about a giant who feared neither spear nor arrow, who could run through the wood in the form of a wolf or fly through the air in the form of an eagle.

Sometimes the story-tellers would play on a small harp, called a lyre, and sing the story of the heroic deeds of a former time. When the banquet was ended and the men had their fill of food and drink, they would call for the bard, or poet, with his lyre to sing the story of the Greek heroes, of the Trojan war, and of the great deeds of Achilles and the strange adventures of Ulysses.

The songs of the bard were good, but our books today are better still. We can carry our books with us wherever we go, and we do not need to wait for the end of a banquet for them to tell us interesting stories.

TELLING A STORY

Here is a story told to the boys and girls of Greece hundreds of years ago, long before there were any books.

ORPHEUS, THE SOUTH WIND

In the land of Thrace there lived, years ago, one who was called Orpheus. He was the sweetest singer ever known. His voice was low and soft. When men heard this voice, all anger ceased, and their thoughts were thoughts of peace. Even wild animals were tamed.

Orpheus went into the woods one day and took nothing but his harp with him. No quiver of arrows was on his back; no hunting spear was at his side.

He sang and sang till the birds flew down on the ground about him, and seemed to think that a creature with such a voice must be merely another kind of bird.

A wild cat came creeping slyly between the trees, trying to catch the little feathered listeners. Orpheus took his lute and played upon it, and the wild cat became as tame as the birds. They all followed Orpheus farther into the forest.

Soon, from behind a rock, a tiger sprang to attack the wild cat. The birds and the wild cat called to Orpheus. When he saw the trouble, he took his harp again, and while he sang, the tiger came trembling and purring to his feet, and the birds, the wild cat, and the tiger followed Orpheus still farther into the forest.

He sat down by a tree to rest, and the bees came and showed him where their honey was hidden in the tree. He fed his friends, and then he and the tiger led the way to a river where there was the purest water.



ORPHEUS CHARMS WITH
HIS STORY-TELLING

Before they reached the river of pure water to which the tiger was leading them, a lion, fierce with anger, sprang madly at his old enemy. Orpheus took his harp and played so wonderfully that the pine trees sighed with sorrow, and the lion, loosing his hold on the tiger, followed the sweet singer of Thrace. At the river the birds, the wild cat, the tiger, and the lion drank together with Orpheus, with not one thought of hurting one another.

Orpheus had said, before he came into the wood, that he was tired of men and their quarrels; that wild beasts were

easier to tame than angry men; and so he found it during these two days in the forest.

He took his harp and played and sang a sweet, wild song of love and peace, and overhead the leaves and branches of the oaks danced for joy of living. Not one growl, not one quarrel was heard where even the echoes of the music went. The very rocks answered the voice of Orpheus, and everything was at peace.

Then came the sound of the hunting dogs. The lion raised his shaggy head, but put it down again. Savage light came again into the eyes of the tiger and of the wild cat. The dogs came nearer. Orpheus played on his lute; then the dogs came and lay down at his feet, and the hunters went home without their prey.

That night Orpheus led the birds and beasts all back to the places where he had found them, and went home to live once more in his cave in Thrace.

For years hunters told, over their camp fires, strange stories of a tiger and a lion who lived together in the deep forest, of a wild cat with eyes like a pet fawn, and of birds whose songs were so sweet that wild beasts grew tame as they listened.

Sometimes, even in these days, it seems as if Orpheus were singing again.

When the wind stirs, there comes sweet music. The pine trees sigh, the leaves and branches of the forest trees dance as in the days when Orpheus first went into the woods of Thrace.

When the south wind blows, earth's voices become low and sweet, and the birds sing soft melodies to greet its coming.

Orpheus was really the south wind itself.

Practice 1 — Telling a Story

So that you may understand how the old stories were changed as they were told through the years, try an

experiment. One member of your class may write out and read to one other pupil a short story or an account of something that happened during the vacation. Let that pupil tell it to another, and so on until six different children have been told the story. Have the last listener tell it to the class. Then read the story as it was told in the beginning. Did you find it had been changed? Do you see how hard it is for living books to be accurate?



STORY-TELLING

Can you think of an interesting story to tell? The way in which you tell it will usually determine whether it will be interesting. Have you ever heard one person tell a story that you have thought dull and tiresome, while another told the same story so that you enjoyed it very much? What makes the difference?

How to Tell a Story

1. *Start your story interestingly.* Try to arouse at once the interest of the boys and girls who are listening. This may be done in several ways. A remark that somewhat startles the hearer or a question that arouses his curiosity — are two ways. A humorous comment, so that the story starts off with a smile, is often a good way. Each person has a different way of making a good start. Try different kinds of

beginnings and find out which is the most successful for you.

2. *Make the story go ahead*, telling things as they happen, one point at a time. This will prevent your hearers from getting confused, and it will make it easier for them to follow you.

3. *Keep your hearers in suspense during at least a part of the story*. Have you ever heard a person telling a story that rambled on and on with the listeners taking no interest in it? Compare him with the person who tells a story in such a way that every hearer is wondering every moment what is going to happen next.

4. *End your story at the right time*, while your hearers are still interested.

Two Sample Stories by Pupils

Here are two stories told by two different sixth-grade boys about the same experience. Which do you think is the better?

1

I went on a hike one Saturday. This was in the middle of the summer and it was a hot day. There were two of us boys and we hiked out on the Middleton Road. When we started, I filled my canteen with water. It was a good thing I did, because we got thirsty because of the dust and heat. We made a fire without matches and cooked our dinner. It was a lot of fun even though it was hot. We saw an animal that we thought at first was a wolf, but it turned out to be a dog. We went swimming in the lake and felt better. We got home before it was dark. I like to go on hikes. — PUPIL A

2

Have you ever heard of the big woods up near the village of Middleton? Some people say that there are wolves and other animals there. George and I had heard this, and we

wanted to see if it was true. So one morning last summer we decided to go up there on a hike.

We packed our knapsacks carefully with food and cooking utensils, filled our canteens with cold water, and started out. It was lucky for us that we had the water, for the day was hot and the Middleton Road was dusty.

When we finally reached the woods and found a good place to camp, it was noon. One of the Scout tests that we gave ourselves that day was to start a fire without matches, by striking sparks from a flint. This was hard to do. However, we finally got the fire started and the food was soon cooking.

Just as we were about to sit down and start eating, I heard George give a sort of a gasp. I looked up and about thirty yards away, through the little poplar trees, I saw an animal moving slowly toward us. We both jumped up. George reached for a hatchet, while I grabbed a big stick. I guess both of us were pretty white in the face and wished just then we were back home. The animal, partly hidden by the brush, kept coming toward us. Suddenly it burst into the clearing where we could see it plainly — a big shepherd dog, wagging his tail as if he wanted to be friends with us.

Even after we were sure it wasn't a wolf, we felt shaky and decided to go down to the lake shore. After a good swim we got home at dark and told our folks how the Middleton wolf turned out to be a dog. — PUPIL B

Standards for Story-Telling

1. Does the first sentence arouse your interest?
2. Does the story proceed without confusion — one point at a time?
3. Does it keep you in suspense part of the time?
4. Does it end well — while your hearers are still interested?

Practice 2 — Making a Story Interesting

You have probably had an experience or heard a story that will interest your classmates. Imagine that you are a Greek bard and see how interesting you can make your story. Below are some titles for stories. They may not fit exactly any experience which you have had, but they may suggest a story to you.

- | | |
|------------------------------|------------------------------|
| 1. My first fishing trip | 6. Our best day at camp |
| 2. An exciting airplane ride | 7. Taking the wrong trail |
| 3. Father's favorite story | 8. A mishap at sea |
| 4. A visit to a farm | 9. Our gang does a good deed |
| 5. My meeting with a bear | 10. In our neighbor's garden |

Practice 3 — Discussing Written Messages

If there were no such thing as writing, how would you send a message? You would have to have the messenger memorize it word for word. It would certainly be hard for the postman to bring many letters if he had to memorize each one. He would probably get them all mixed up. Discuss why it is so necessary today to be able to write letters or messages. Here are some suggestions for your discussion:

1. What business in your town or city would have the hardest time getting along without writing? Is there any business that would be just as well off without the use of writing?

2. How would you keep in touch with your friends and relatives who live in other places? Do you think that you would hear from them often or that they could send you such interesting messages?

3. If we had to do without one of these two inventions of man, writing or the automobile, which one do you believe we should miss the more? Give your reasons.

LIVING BOOKS TODAY

Can we learn everything from books? If we could, we should not have to go to school after we had learned to read. When we do not understand, we are not able to ask a book. But we can always ask a teacher to explain things we don't understand. So teachers, who are really the living books of today, are very useful to us.

WHAT THIS BOOK CAN DO FOR YOU

During this school year you will have two helps to aid you from day to day in speaking or writing — this book and a living book, your teacher.

This book is divided into two parts. They are planned as follows:

Part I contains units that will help you to see how your writing and speaking play an important part in your everyday classroom work. It will give you practice so that your ability to speak and write will be improved. You know that in everything that you undertake in school you use language, either written or spoken. You may appear to be not a very good geography or history student just because you cannot take part in discussions easily or make a good, clear report on what you know. The better you are in your use of language, the more successful you will be in all of your classroom work.

Part II of this book is a handbook of reference for you to use in several different ways:

First, you can use it for language, just as you use a dictionary for words. If there is anything in your language use about which you are uncertain, you can turn to the Handbook and look it up. For example, if you are writing a letter and are uncertain in regard to the way to start, look at the models in the Handbook (Part II). You will not need to

ask questions of your living book, your teacher, if you learn how to look up what you want in your Handbook.

Second, there are tests in the Handbook that will tell you and your teacher what sort of help and practice you need to improve your language. You can compare your progress with that of other pupils in your school grade.

Third, there are practice exercises that will furnish material for you to use when you and your teacher find out what it is that you need to study in order to improve your language.



UNIT II

THE SCHOOL CLUB

It was one of those warm sunny days, an early afternoon in late September. The gong, half hidden by the ivy on the side of the old brick school, had just sounded. In all parts of the large playground the games stopped, and the children turned toward the school.

From over in the corner near the home plate of the sixth-grade ball diamond, two boys hurried to catch up with the others entering the school doors. One of them had waited to gather up the ball and bat, which he now had tucked under his arm. The other, a freckle-faced, sandy-haired youngster, seemed uncertain where to go.

“You are the boy that just entered school this morning, aren’t you?” spoke up the first lad, shifting the bat from one arm to the other to open the school door. “My name is George Martin. I’ll be glad to show you where your locker is.”

“Thanks. It’s a bit hard to get the hang of things in a new school,” replied the other, as he pulled off his cap with a grin. “My name is Orton. The fellows have always called me ‘Red.’”

“Well, Red, you certainly picked the best day of the

week to start school here," was George's comment, as he stopped to put the ball and bat in a closet.

"Why is that? Because tomorrow's Saturday?" Red grinned again.

"Oh, no," replied George. "It's because Friday is our Club day."

"Club day? What's that?" asked Red.

"You'll find out what it is pretty soon," explained George. "You see, every Friday afternoon the class



meets as a sort of club. We have a chairman and secretary and everything, just the way the men do down at the council or the folks do when they have their meetings here at the school at night."

"But what do you do at the club meetings?" asked Red.

"Oh, there are lots of things around a school like this to do," replied George. "We take up anything we're interested in. For instance, you noticed how the games on the school ground are arranged so that we all have room to play and our teams are all ready to go when they get out there. That's because we worked out everything in our club meeting. And did you notice the patrol boys looking out for the younger children?"

"Yes," said Red, "I thought that was pretty fine."

"Well, our club helped work that out" — George was getting enthusiastic. "You see, it's just like the

older people in town getting together to decide on the things they need — like the fire and police departments, paving the streets, and having schools. Only we take care of the things around the school here.”

“But do you always have things to do?” asked Red, for he wondered what a sixth-grade club could find to do.

“You’ll be surprised,” said George. “Committees are reporting at each club meeting on things that came up at the last meeting. New committees are appointed to work on new things that come up. We have programs sometimes and that’s a lot of good work, especially if we give them before the whole school. And then there is ‘current events.’”

“Current events. What’s that?” Again Red’s curiosity was aroused.

“That’s reporting on the important things that have happened anywhere in the world each week. It’s something like the newsreel at the movie, you know. There’s always a committee to report news,” was George’s reply.

“I still don’t see how you do all that by yourselves,” said Red.

“Well, you just wait and you’ll see this afternoon,” prophesied George.

And so they went into the classroom. There they found the class just coming to order as the Sixth-Grade



Club. At the front of the room with a table before her, stood one of the sixth-grade girls, who was the club chairman for that month. By her side sat the secretary with a book open before him. The weekly meeting was about to start.

HOW TO CONDUCT A MEETING

The club chairman had the following guide to help her in conducting the meeting.

Order of Business

This meeting will please come to order.

The secretary will read the minutes of the last meeting.

You have heard the minutes. Are there any additions or corrections?

The minutes are approved as read (as corrected).

The secretary will read the announcements.

We will listen to the treasurer's report. (To be used only when the club has a treasurer.)

You have heard the report. Are there any additions or corrections?

The treasurer's report is accepted as read (as corrected).

Are there any reports from committees?

Is there any discussion?

The committee's report is accepted.

Is there any old or unfinished business?

Is there any other old business?

Is there any new business?

Is there any other new business?

The chairman now turns the meeting over to
for the day's program.

The meeting is adjourned.

HOW TO KEEP THE RECORD OF A MEETING

The *Secretary's Report* contains the record of the meetings. Here is an example of a secretary's report:

The Sixth-Grade Citizens Club met in their regular weekly meeting Friday, September 12, at 1:30 P.M. The minutes of the previous meeting were approved. An announcement of the competitive drill of the Boy Patrols to be held at the Central School on Saturday, September 13, was made. The chairmen of Committees on Clean Hands Campaign, Removing Big Stones from the Playground, and Best Playground Games for Girls made their reports, which were accepted. A new committee to arrange for next month's baseball schedule was appointed. There was a discussion of the danger of pushing heads of pupils who are drinking at the fountain. The program was then turned over to the Committee on Current Events, each member of which reported on an item of interest that had happened during the week. The meeting adjourned at 2:30.

RUTH BARNES, *Secretary*

OTHER HELPS FOR THE CLUB MEETING

The chairman should remember:

1. To rise when stating a motion, when putting the motion to a vote, when declaring the results, and when speaking on a question of order.

2. To speak of himself as "The Chair," never as "I," when he is presiding; also never to make, second, or discuss a motion while presiding.

3. To keep order. To decide points of order promptly. To keep the debate on the motion or subject under discussion.

4. To recognize members quickly in the order in which they stand, if possible.

5. To give everyone a chance to discuss questions of importance.

6. To state the motions so that all know for what they are voting, to call for both affirmative and negative votes, and announce the results.

7. To keep discussion moving, so that the meeting will not last too long.

The *Introduction of Business* follows a method of procedure that can be illustrated thus:

Charles (rising): "Mr. (or Madam) Chairman."

The Chairman: "Charles."

Charles: "I move that the fifth grade be invited to hear our program next week."

The Chairman: "Is there a second to that motion?"

George (rising): "Mr. (or Madam) Chairman."

The Chairman: "George."

George: "I second the motion."

The Chairman (rising): "It is moved and seconded that the fifth grade be invited to hear our program next week. Is there any discussion?" [The class discuss the motion; each member always addresses the Chair.]

"Is there any further discussion?"

"All in favor of the motion say 'Aye'"¹ (or "rise" or "raise the right hand").

"All those opposed say 'No'" (or "rise" or "raise the right hand").

"The motion is carried" (or "is lost" or "is in doubt. Please vote again").

At any time the chairman may call the meeting to order with a tap of the gavel. He may also declare a person out of order by saying: "Your motion is out of order. There is a motion before the house" or "That motion was not seconded" or "..... has the floor" or "Please keep to the subject we are discussing."

¹ Pronounced I.

Red Orton found that George Martin was right when he said that Club day was the best day of the week. Within a few weeks Red was just as active as any pupil in the class in promoting the projects that the Club worked on.

Your class can organize and have a Club day at least once a week just as well as the class in which George Martin and Red Orton were pupils. You will find that the guides for conducting a meeting and other helps will assist your chairman and all other members of the club. You will find many things for your club to do that will help make your school and your room a much better place in which to work.

CLEANING UP THE SCHOOL GROUNDS A CLUB PROJECT

A clean-up campaign to remove paper and other unsightly things from the school grounds is a project in which a sixth-grade club can accomplish a great deal of good for the whole school. To do it well, the members must get the coöperation of the other pupils in the building.

Do you take care not to mark on the walls?

Do you pick up paper and other scraps from the floor?

Do you make sure that the mud on your shoes is removed when you come into school from the playground?

Do you do everything you can to make Washington School a clean, tidy building?

If you do, **YOU ARE BEING A GOOD CITIZEN OF WASHINGTON SCHOOL.**

Practice 1 — Writing a Bulletin Board Notice

It is a good experience to try to get the interest and coöperation of others. There will probably be many times later in your life when you will be in this sort of campaign, and here is an opportunity for you to practice doing it.

Study the sample poster used by one sixth grade in a clean-up campaign.

After you have committees from your own grade working on the clean-up, try, by means of posters on the school bulletin board, to arouse the interest of the other pupils in your building.

Practice 2 — Making a Short Talk

You will have speakers from your grade club who will give short talks on the value of a clean school to the pupils in other rooms. Several members may give their talks to your own grade, and the best speakers may be selected to go to other rooms.

If you are chosen as one of the speakers, how can you make your short talk so good that all who hear you will want to help in the campaign?

You are introduced to a group of pupils in this way: "We have with us this afternoon Charles Williams, from grade six, who will speak to us briefly on 'The Campaign for a Cleaner School.'" You step forward. All eyes are upon you as the children wonder just what you have to say. This is an important moment. You can make it count if you have prepared yourself. Here are some helpful suggestions for making a good short talk.

1. Be sure that you know what you want to say, believe in its importance, and have a real desire to get it across to the pupils who are listening.

2. Have your talk well organized, so that it will be clearly understood, and so that you won't omit something that you really want to include.

3. Stand on both feet with chest high, and look directly into the eyes of your audience. Speak distinctly but naturally; that is, somewhat as you do in everyday conversation.

4. Take advantage of the interest that the pupils have in your talk right at the start to win their interest with your first words. The first sentence of your talk is the most important.

GROUP DISCUSSION

All your life you will need to be able to discuss problems with other persons. Sometimes a group of persons thinking and talking together can work out problems that none of them could solve alone. It is like building a wall. Each one puts in an idea that, like each brick in the wall, strengthens the whole plan.

Each new idea is piled on the idea before. Finally the whole thing is clear because the people who have been talking have helped each other to think. From what *you* think and *he* thinks and *I* think, something has grown. It has become what *we* think.

How can you get along best in a *group discussion*? Will the pupils give attention to you? Will you really do something to help the group come to a good decision? Here are some suggestions which may help you.

1. *Listening.* It is very important that we learn to take part in a group discussion in the right way. If we are too loud and wordy and talk too much, we arouse the antagonism of

the other members of the group and have difficulty in convincing them that what we believe, or what we want to do, is right. If we have made the others ruffled and unfriendly through our lack of courtesy and willingness to listen a little as well as talk, we shall not get far with that group, even though we may have all the best of it so far as the argument goes.

2. *Getting a Reputation for Speaking to the Point.* Have you ever noticed that a group in discussing a game or some other subject will sometimes ignore one of the pupils who is constantly trying to speak, but listen attentively when a second pupil starts to say something? That is usually because the second pupil has the reputation for saying something worth while when he does speak. This is a desirable reputation to get, and one which we can all have if we use good judgment and speak to the point; that is, if we contribute something of real value to the discussion.

Practice 3 — Organizing the Playground for the Greatest Fun and Health

You can make almost every game you play on your school playground much more fun if you plan and organize it in your classroom. Captains can be elected, schedules arranged, rules decided upon, a record of wins and losses made, and the playground divided into sections for the different games. If you do all these things in the schoolroom, you will have much more time to play when you get out on the grounds.

The decisions you make in regard to your games will usually come after considerable group discussion. For example, the boys will work as one group on the organization of their games, and the girls will work as another group on their games.

PROMOTING BETTER HEALTH
A SECOND CLUB PROJECT

One of the most important aims of the town or city organization that older people have is that of maintaining the health of all the people in the community. Years ago terrible pestilences would sweep through the larger cities of the world and cause the death of thousands of people. Thus, in the city of London, in 1349, the "Black Plague," as it was called, caused the death of over half the men, women, and children of that great city. But the causes of pestilence have now been found out. Impure water and food are now prevented by organizations of health workers in our cities. Contagious diseases have been placed under control. People live much longer now, on the average, and are sick less often. How much better it is to live in a clean, healthful town today than in one of the pestilence-ridden cities of a few centuries ago!

Practice 4 — Short Talks

[*Handbook, Section II, Preparing and Giving Reports*]

See if you can interest your classmates in one of the following questions. You can get the information from books in your library, or from the health department of your city, or possibly from an interview with some man in your neighborhood.

1. Why are health safeguards more needed now in our community than fifty years ago?
2. How is our drinking water supplied? Are we certain it is pure?
3. What does our city do to have waste and refuse removed?

4. How do we know that the meat we buy is pure and wholesome?

5. Why should people who have a contagious disease be willing to be quarantined?

6. Why is it important to have a well-ventilated school-room? Take a trip to the school heating plant and give an explanation of how the building is ventilated.

WORKING FOR A HIGHER STANDARD OF COURTESY A THIRD CLUB PROJECT

Courtesy is the outward sign of a kind and gentle spirit. That is why men who show courtesy are called "gentlemen." The school that has pupils who are courteous to each other and to visitors is a good school in which to be a pupil.

Practice 5 — Oral Reading

At each meeting, a member of the club may read a story or a poem that illustrates the quality of kindness and courtesy. Here is a poem about a boy who saw a chance to do an act of kindness and did it.

SOMEBODY'S MOTHER

The woman was old and ragged and gray
And bent with the chill of the winter's day.
The street was wet with the recent snow,
And the woman's feet were aged and slow.

She stood at the crossing and waited long
Alone, uncared for, amid the throng
Of human beings who passed her by,
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,
Glad in the freedom of "school let out,"

Came the boys like a flock of sheep,
Hailing the snow piled white and deep.

Past the woman so old and gray
Hastened the children on their way,
Nor offered a helping hand to her,
So meek, so timid, afraid to stir,
Lest the carriage wheels or the horses' feet
Should crowd her down in the slippery street.

At last came one of the merry troop,
The gayest laddie of all the group;
He paused beside her and whispered low,
"I'll help you across if you wish to go."

Her aged hand on his strong young arm
She placed, and so, without hurt or harm,
He guided her trembling feet along,
Proud that his own were firm and strong.

Then back to his friends he went,
His young heart happy and well content,
"She's somebody's mother, boys, you know,
For all she's aged and poor and slow;

"And I hope some fellow will lend a hand
To help my mother, you understand,
If ever she's poor and old and gray,
When her own dear boy is far away."

And "somebody's mother" bowed low her head
In her home that night, and the prayer she said
Was, "God be kind to the noble boy
Who is somebody's son and pride and joy."

Practice 6 — Making Rules

The members of the club or a special committee can report how the standard of courtesy in the building and on the playground can be improved. The club can set up a list of courtesy standards like these:

1. To be considerate of the rights of other pupils.
2. To be helpful toward younger children and crippled children.
3. To welcome new pupils and make them feel at home in this school.
4. To help guide strangers to the place in the school where they wish to go.
5. To be helpful and kind to elderly people and especially to the weak and sick.

SAFETY RULES

A FOURTH CLUB PROJECT

Think of all the things you should do to keep anyone from getting hurt. Call these safety rules. Here are some safety rules for the street.

1. Cross the street only at the regular crossings.
2. Before you cross the street, look both ways to see if an auto is coming.
3. Don't chase a ball into the street. Wait until it stops; then look both ways before you go after it.

There are other rules that you or your "street safety" committee can probably think of. A similar set of rules can be drawn up for the playground and called "Safety Rules for the Playground." Another set of rules could be called "Safety Rules for the School."

Practice 7 — Discussing Safety

In your class discussion of the need today of being safety conscious, here are some of the things you may consider:

1. What does safety mean? It means (a) not taking unnecessary risks and (b) protecting ourselves and others at play.
2. Will the habit of safety take away the fun from an adventure?
3. In what ways are courageous people also cautious people?

The following account shows that one great young American believed in taking every precaution.

LINDBERGH'S PREPARATION FOR THE GREAT FLIGHT

No one could deny the spirit of daring and the quality of heroism and bravery that possessed the young pilot. Nor was it luck that brought the silver monoplane from Roosevelt Field across the waters to land at Le Bourget Field¹ in France, although the mechanics who had so carefully tuned the Whirlwind motor had the fanatical idea that the engine would keep on running as long as Lindbergh believed in it.

With all his daring and his willingness to risk everything in the great adventure, Lindbergh took every precaution within his power to take. He had spent months in planning and arranging for the construction of his plane. He had carefully selected his engine. He had given it two severe tests in cross-country flight. The motor experts and the plane-riggers assigned to him during the brief time before the great flight did everything humanly possible to insure him against any trouble with either motor or plane. Not a thing escaped their eyes.

¹ Pronounced lē bōōr' zhě'.

When Lindy suddenly decided near midnight of May 19 that he would hop off for Paris at dawn the next morning, it was because he knew that he was prepared. Every possible precaution had been taken.

Select a famous character from some field in which you are interested, such as aviation, history, sports, medicine, exploration.

1. What was the character's greatest adventure?
2. How was it accomplished?
3. What safety precautions were taken?
4. *Conclusion:* Why I should always choose the safe way and the safe place.

CURRENT EVENTS

A FIFTH CLUB PROJECT

Each week there are at least two or three happenings reported in the newspapers that will be of interest to the members of the club. A committee can be appointed at each meeting to report on current events at the next Friday's meeting.

Practice 8—Making Oral Reports

Here are some suggestions for reporting current events orally:

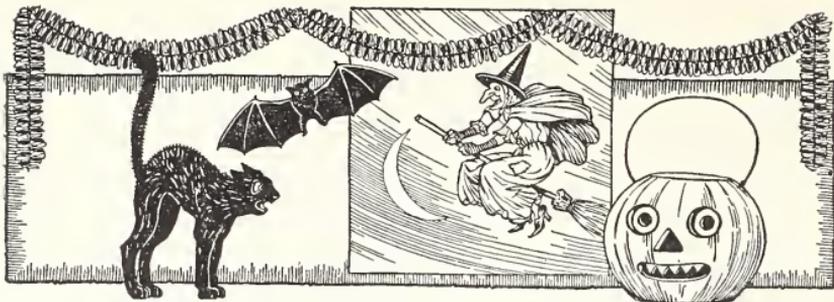
Don't just clip a short article from the paper and mumble it off in a disinterested way when the chairman calls upon you. If you do, the general opinion will be that you are not a very good club member.

Make your report on a current event interesting. Tell in a clear, distinct voice why you chose it and why you think it important; then give the main thought in a few sentences. If the article is rather long, make an outline, and speak from this outline.

Here is an example of a current events report which interested the boys and girls of one sixth grade:

I was interested in reading in our daily paper yesterday how the Century of Progress Exposition was opened. As I understand it, there is a star named Arcturus,¹ the light from which takes one hundred years to reach the earth. Scientists caught a beam of the light from this star on a photo-electric cell. This closed a switch that turned on all the lights on the Exposition grounds. The Exposition showed all the advances that men had made in science and industry during the one hundred years that this beam of light was on its way from the star Arcturus to the earth. It seems to me that this was a strange, but a very good way to open up the Exposition.

¹ Pronounced ärk tū' rüs.



UNIT III

HOLIDAY PROGRAMS — FALL SEMESTER

Among the special days that you observe or celebrate during the first half of the school year are Halloween, Armistice Day, Thanksgiving Day, Christmas, and Thrift Day. To plan and present a program on these special days is a task in which every pupil can take part.

HALLOWEEN — OCTOBER 31

When Halloween is mentioned, at once you think of a party or a celebration of some kind. That feeling comes down to us from the days when Halloween meant that the hard work of the harvest was over and the food for the winter was all stored away.

Now it seems to be just as natural a time for joy and merrymaking. So let us plan for a party. What preparations shall we make?

Writing Invitations and Replies

[*Handbook, Section III, Letter-Writing*]

An invitation to a party may be very informal. This would be the most appropriate kind of invitation for you to send to your classmates. Here is an example:

1428 Eighteenth Avenue
South Bend, Indiana
October 25, 1935

Dear Mary,

We are planning to have a Halloween party at the Audubon School at seven o'clock next Friday evening. We will meet at the corner of Seventeenth Street and Eighteenth Avenue a little before that time. Bring a sheet and your flashlight.

Sincerely yours,
Jane Williams

Here is an informal note of acceptance:

Dear Jane,

I'll surely be on hand at the corner of Seventeenth Street and Eighteenth Avenue, Friday just before seven. Dad's buying me a new flashlight for the occasion!

Sincerely yours,
Mary Maxwell

Here is an informal note of regret:

Dear Jane:

I'm sorry I can't come to your Halloween party next Friday. I'm going with the folks to Chicago that afternoon. This is hard luck for me because I know you'll have lots of fun.

Sincerely yours,
Mary Maxwell

Practice 1 — Writing and Answering Invitations

Divide your class into two equal groups. One half of the room can be hosts to the other half. This will mean that some will write invitations; the others will reply. This will be good practice for both.

Practice 2 — Introducing a Stranger to a Group

To introduce one person to a group with whom he is not acquainted is an ability that you will probably need on many occasions. It is embarrassing, indeed, if you do not know just how to do it, what to say, and whose name to mention first.

Let us suppose that the stranger has entered the room. You greet him in a cordial and friendly way, then turn to the others and say to them all: "This is my friend, John Murray. He has just come to Pittsburgh from way out West." Then you will turn to John and say, "John," and indicate by a gesture the nearest person, "I want you to meet Fred Wagner." They will greet each other, and then you will turn to the next person and introduce him to John as you did Fred.

Practice 3 — Taking Part in Conversation

What a dull time you have at a party when no one seems to be able to start a lively discussion on some topic that is of interest to you all! Have you ever noticed a person who talks a great deal but does not interest others? That person does not seem to know that in every good conversation it is just as important to be a good listener and to be interested in what others say as it is to speak in an interesting way oneself.

At your school party before Halloween or at the next home party to which you go, notice the following:

1. Who is the best in starting an interesting conversation?
2. Why is he the best? Is it the way he speaks or what he says?
3. Who are the ones that take part in the conversation? Are they good listeners? Do they ask questions?

ARMISTICE DAY — NOVEMBER 11

Planning a Program

How much time will it take your class to prepare a program for Armistice Day? It is well to start early, so that the entire class can help in making the plans and work together in making the program a good one.

The second week in October is not too early. At the meeting of your club that week you can discuss the kind of program you would like to have. Then the chairman can appoint committees to work on different parts of it; for example, there might be one committee to arrange for the reading of one or two poems, another to invite some grown person to speak, and a third to see that songs and other musical numbers are provided.

In this way every member of your class can help in planning and preparing a good program for Armistice Day.

Practice 4 — Writing a Letter

[*Handbook, Section III, Letter-Writing*]

The committee on the selection of a speaker will consider the different men or women in the community who might be willing to speak to the class on Armistice Day. In most communities the American Legion has a list of speakers. A committee of two or three pupils

could call on the commander of your American Legion Post and ask for such a list. When the person whom you would like to have speak to you has been selected, write a letter inviting him. Each member of the committee will write a letter. The whole committee will then decide which is the best letter, and that one will be sent by the class. In writing your letter, keep in mind these points:

1. The man to whom you address the letter will judge you by it; so the form must be carefully planned. There must be no misspelled words. The writing should be neat and easily read.

2. You must give the person to whom you are writing the information that he needs. Here are the things he will want to know:

- a. Who is asking him to speak.
- b. Why you have selected him.
- c. When he is to speak — the day and the hour.
- d. Where the program will be held.
- e. For how many minutes you would like to have him speak.
- f. How pleased you will be if he accepts.

Practice 5 — Announcing a Program

The chairman who presides at a program has an important part in its success. If he does his part well, the program will proceed without awkward pauses, and those who take part will feel at ease.

The pupil presiding at the program should have an outline containing:

1. *Introductory Remarks*, such as, "We are meeting this morning to celebrate the day upon which the World War ended. The theme of our program today was decided upon

by our class. It is 'The Armistice and World Peace.' The first number will be . . ."

2. *Copy of Complete Program*, with notes on special remarks that might be made. Here is an example of a complete program.

Armistice Day Program

- Piano Prelude Dorothy Hoskins
- Song: "America the Beautiful" By the Sixth Grade
- Reading from the Diary of Alan Seeger John Adams
- Poem: "I Have a Rendezvous with Death," by Alan Seeger Jerry Simmons
- Song: "When There Is Peace" Girls' Chorus
- Talk: "Service to Our Nation" Captain Black
- Song: "America" By the Sixth Grade

One chairman, in introducing a speaker, said, "We have the pleasure of having as our guest speaker Mr. George Black, who is known to many of you. Mr. Black was a captain in the World War. The American Legion has sent him to us this morning upon the invitation of our class. We greet Captain Black and will be glad to have him speak to us on the subject 'Service to Our Nation.'"

Do you like that introduction? Would you change it?



THANKSGIVING DAY

A program for Thanksgiving Day suggests the writing of a play based upon one of the stories of the harvest

time. The play can be written by the class, all working together. First select your story. There are many good stories in school readers, books of American adventure, and magazines. The story must have a certain amount of dramatic incident and interesting action. The number of characters must be limited. Here is a story that proved to be a good one to dramatize.

THANKSGIVING — THE NEW AND THE OLD

The kitchen was altogether too small on this particular morning. Kitchens in city apartments are never too large, and today with a kettle on every burner of the little gas stove, a roasting turkey crowded into the oven, and pies and cakes and other good things to eat covering every available shelf, this kitchen seemed about to burst with a load that was entirely beyond its capacity.

John sat in the dining room cracking nuts. Martha was busy with a spoon, now stirring the squash, now basting the luscious brown turkey. They were both busy and both very happy. Today was Thanksgiving Day and Mother and Father were coming soon to enjoy their little apartment with them for the day and celebrate the return of their good fortune. It was to be a real Thanksgiving feast. A real one, I say, even though it was not in a New England farmhouse but in a small apartment in the heart of a great city.

“Do you know, Martha,” John spoke up looking gloatingly at a Brazil nut coming whole from the shell, “it seems to me marvelous that we can be so happy today, when I think of how hopeless everything seemed last spring and how utterly discouraged we were.”

“Not entirely discouraged,” interrupted Martha. “You know we were never that, John. Things did look black when you had been looking for work for months and we were down to the last of our savings. But we always had hope, you remember.”

“Yes, we always had hope,” admitted John. “But I’ll have to confess now that once mine was almost gone. There was one thing that happened that seemed to buck me up and help me through. This Thanksgiving Day reminds me of it. Do you remember the night last winter when I went over to the library to read? I happened on to some accounts of the trials of the Pilgrims. I was feeling terribly low and despondent, and just then I read of them and their first winter after they landed at Plymouth. Why, what I was going through and what was making me feel so sorry for myself wasn’t a candle to the terrible things they had to stand that first winter. No warm place to live in, no decent food. Why, do you know, Martha, half of them died that winter. And here I still had a nice warm apartment and you. From that night on, Martha, things seemed to break right. I guess Americans now are something like the Pilgrims then. They had a hard job ahead of them breaking into a wilderness and making homes. We Americans have had a hard job before us trying to work things out so that every man would have a chance to do something that would make his home safe and secure. I think we’ve done it, Martha, and do you know, I think I’m just as thankful on this Thanksgiving Day as those Pilgrims were way back on the first Thanksgiving Day.”

“I know we are, dear,” and Martha’s eyes were dim as she seemed to breathe a silent little prayer of thankfulness. “Oh, there’s the bell. The folks are here. You go to the door.”

Practice 6 — Dramatizing a Story

Here are some suggestions for dramatizing this story.

Scene I — Street scene in winter. John is making his way through the cold to the library.

Scene II — Reading room in public library. John is seated at table reading a book. Spirit of Pilgrims appears and tells him of their hardships at Plymouth.

Scene III — Dining room of apartment. John and Martha preparing the Thanksgiving celebration of the good times that have come back to them.

Practice 7 — Reading a Poem

[*Handbook, Section XI, Improving Your Speech*]

In choosing the person who will read poems on the program, consider each pupil's speech.

A POEM OF THANKSGIVING

For the hay and the corn and the wheat that is reaped,
 For the labor well done, and the barns that are heaped,
 For the sun and the dew and the sweet honey-comb,
 For the rose and the song, and the harvest brought home —
 Thanksgiving! Thanksgiving!

For the trade and the skill and the wealth in our land,
 For the cunning and strength of the working man's hand,
 For the good that our artists and poets have taught,
 For the friendship that hope and affection have brought —
 Thanksgiving! Thanksgiving!

For the homes that with purest affection are blest
 For the season of plenty and well deserved rest,
 For our country extending from sea to sea,
 The land that is known as the "Land of the Free,"
 Thanksgiving! Thanksgiving!

— ANONYMOUS

Practice 8 — Writing a Paragraph^{*1}

[*Handbook, Section X, The Paragraph*]

Each pupil can write a paragraph on "What I Am Thankful for in My Community." Collect copies of these paragraphs to make a "Special Thanksgiving Bulletin."

¹ Practices marked with an asterisk are to be done only if the pupils and the teachers choose to do them.



CHRISTMAS

How joyfully each boy and girl looks forward to Christmas! The giving and receiving of Christmas presents bring happiness to every member of the family. The tree is decorated, the house is decked with holly and mistletoe,

“And all the bells on earth shall ring
On Christmas day in the morning.”

Everyone in school feels the spirit of Christmas time, and on the last day of school before the holidays you will have your Christmas program. When your club discusses the plans for this program, use these suggestions:

1. Christmas carols, sung by the whole school, can be pantomimed — wise men, shepherds, etc. — according to the song.

2. Decorations, such as a tree, holly, and mistletoe, are important.

3. Write your invitations. You will want the rest of the school to know of your plan for a Christmas program. There will be some people you would especially like to have present; so special invitations should be sent to them.

Practice 9 — Planning a Pageant

Select the incidents from the Christmas story that can be pantomimed as the carols are sung. Decide which pupils will take the parts, what their costumes should be, and, if you have a platform or stage, what the stage properties (manger, straw, etc.) and the lighting should be.

Practice 10 — Writing Announcements and Invitations

[*Handbook, Section III, Letter-Writing, Invitations*]

Your announcement will of course be different from the sample given here. Make it plain and neat, so that the younger children can read it when it is posted on your bulletin board.

On Wednesday afternoon at 3 o'clock
the Sixth Grade will present
in the Auditorium
A CHRISTMAS PAGEANT
With carols sung by the
Sixth-Grade Chorus

Make a number of special invitation cards, decorate them with green holly leaves and red berries, and send them to people whom you especially want to have present.

THRIFT DAY — JANUARY 17

Benjamin Franklin, one of the greatest Americans, is always thought of when we consider the subject of thrift. Here are some proverbs taken from *Poor*

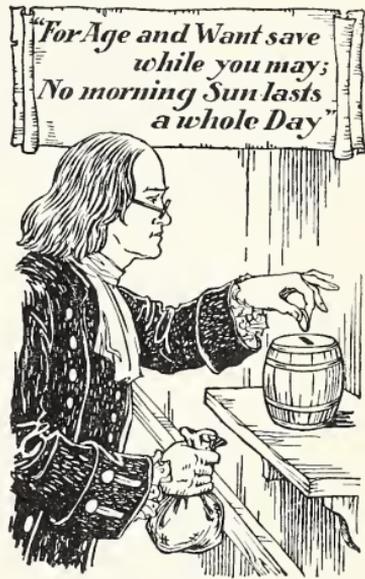
Richard's Almanac, written by Benjamin Franklin long before the Revolutionary War.

Light purse, heavy heart.
Lying rides upon debt's back.
Plow deep while sluggards sleep.
A small leak will sink a large ship.
It is hard for an empty bag to stand upright.
Silks and satins put out the kitchen fire.

There were very few books in those days and no magazines, and the people read the *Almanac*, which was published once a year, with great interest. They were greatly influenced by Franklin's ideas about thrift, and some persons believe that the shrewdness of early Americans was due to this influence.

Franklin was a hard worker. "While others dawdled, he worked; while others wasted, he saved; while others idled, he read." In the earlier part of his life he was a printer and gained an enviable reputation for always doing his work well. He often worked late into the night in order that he might deliver in the morning some printing he had promised to his customer.

"Thrift" is not just the saving of money. According to Franklin, "thrift" means making the best use of one's time and of the money earned during that time. He believed in being economical, and in saving in order to be



protected in case of ill fortune. But he did not believe in miserliness, the accumulation of money just for the sake of having it. On the contrary, he believed in spending his earnings for those things in life which would bring the greatest satisfaction and happiness to him and to his fellow men.

Practice 11 — Giving a Short Talk

[*Handbook, Section I, Using Book Tools*]

You will find in your library, either at home or at school, stories of the many wonderful things that Benjamin Franklin did. Select one of these stories and prepare from it a short talk that will interest your classmates. It may be that some members of the class will select stories that show what Franklin believed about thrift. These can be made part of a program on Thrift Day.

Practice 12 — Writing a Paragraph

Here is a paragraph written by one sixth-grade pupil.

THRIFT

If Benjamin Franklin should visit our room I fear that he would find many ways in which we are not thrifty. To be thrifty does not mean to be stingy. It means to take good care of what we have and not to waste things. Do we take good care of the books we use so that they will not become torn and soiled? Do we use the paper in our tablets so that none is wasted? Are we careful not to break our crayons or drop our pens on the floor? I am sure that Mr. Franklin would find many ways in which we could be more thrifty.

A paragraph like this is called an *editorial* and is an expression of the opinion of the editor in regard to

some matter that concerns the readers of the paper. The practice of real thrift is important to every member of your class. Here are a few subjects that you can select from in writing an editorial on thrift.

1. The Meaning and Value of Thrift
2. Can We Be Generous and Thrifty at the Same Time?
3. What Benjamin Franklin Believed about Thrift
4. How Benjamin Franklin Was Thrifty

Select the best editorial written by the members of your class for the January issue of your class magazine.

*Practice 13 — Preparing an Exhibit**

Prepare a Thrift Exhibit of material from newspaper and magazine editorial and advertising pages. Mount this material on paper of uniform size, and exhibit it on the walls of the schoolroom during Thrift Week. Together with this printed material, place short articles written by pupils. Here are some topics for these articles.

1. What I Plan to Do with the Money I Save
2. Why I Keep a Budget
3. What I Do with My Allowance
4. When I Made a Wise Purchase
5. When I Made an Unwise Purchase (see Franklin's "Too Much for a Whistle")

UNIT IV

THE CLASS MAGAZINE

Many sixth-grade classes write and print their own school papers or magazines. They publish original stories, poems and plays, news articles, and book reviews. They issue holiday editions, book-week numbers, and fire-prevention-week editions. Sometimes they exchange copies of their papers with schools in other cities, so that they can find out what good ideas other boys and girls have for making their papers interesting. Wouldn't you like to have a magazine of your own?

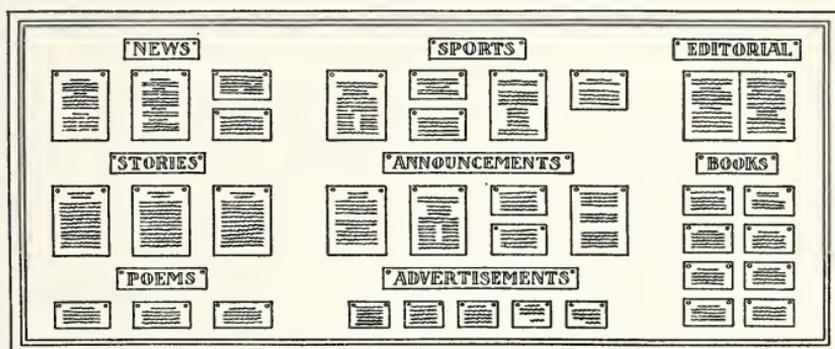
This may seem like a new idea and a big undertaking to you, but boys and girls have often been ambitious and original enough to make their own papers. Do you remember that Jo and her sisters in *Little Women* had a magazine? As long ago as 1864 there was a paper made by the children in the schools of Green Lake, Wisconsin. The paper was not printed, but was written in fine, neat handwriting. It had ten pages of interesting articles. Can you do as well as that class did seventy years ago?

PUBLICATION

To *publish* a book or paper is to make it possible for people to read it. Real newspapers and books are printed for publication. You can publish your magazine by posting the material on your bulletin board, or by pasting it in a scrapbook, or by typing it.

Sometimes one or two pupils in the class can use a typewriter and make the typed copy of your paper. There may be someone in your school who will type a "ditto" master copy or a mimeograph stencil from which many copies can be made. If each of you can have a copy of your paper, you will enjoy it thoroughly. Your parents will want to read it, too.

After you have decided how you will publish your magazine, you can make your other plans.



Practice 1 — Making Plans

You have many questions to discuss and many plans to make if you want your magazine to be a success. Some questions to discuss are:

How often will the paper be issued?

What sections will you have in your magazine?

Who will be responsible for different parts of the work?

What will be the title of your paper?

If there is any cost, how will you pay for your magazine? (There will probably not be any cost unless you want to make copies for your friends and parents.)

In handling your discussions, let everyone express his opinions; then settle your problems as quickly as you can. Keep in mind the following standards.

Standards for Group Discussion

1. Were you prepared for the discussion?
2. Did you keep to the subject?
3. Did everyone have a chance to take part?
4. Was everyone fair and courteous in considering the views of others?
5. Did you get somewhere with the discussion; that is, can you sum up in a few sentences some ideas on the problem upon which you would be willing to agree?

YOUR STAFF AND THEIR WORK

The staff of your paper is the group of persons who have charge of the different sections and who are responsible for carrying on the work. Choose the members of your staff after deciding which of the following you will need:

Editor-in-chief	News reporters
Assistant editor	Book reviewers
Story editors	Poetry editor
Sports writers	Health-section editor
Hobby director	Business manager
Theater reporter	Special-feature writer
Radio editor	Proof-readers
Citizenship editor	Society editor

The Editor-in-Chief

Your editor-in-chief should have opinions of his own, but be reasonable and fair with others. He should be able to express his ideas without making others angry. Of course, you will want him to be able to write clearly

and correctly, because he must set a good example for other staff members to follow.

The editor approves the selection of articles by the editors of the various sections. He will need to consider: (a) the space that may be given to each section, (b) the standards of appearance and correctness that he will expect of contributors, and (c) the arrangement of the parts of the magazine.

If possible, arrange to give some space to every pupil in the class. If only a few people contribute to a paper, the class will not enjoy it.

Editors also give talks to the entire class about the paper and about what is needed from contributors.

Practice 2 — Writing an Editorial

Suggest a number of happenings about the school that will make good editorials. After making a list, like the one below, ask everyone who is interested to take part in a ten-minute practice test in editorial-writing. Select those with the fairest points of view and the most convincing statements.

Applause during assembly programs	Care of library books
Tardiness	Using the school telephone
	Accidents on the playground

The *editorial* is the one place in the magazine where opinions may be expressed. In writing news, the reporter may tell only what has happened, not what he thinks about what has happened.

Writers of stories do not usually try to teach the readers anything or to prove anything. They tell an interesting story for its own sake. In an editorial,

though, you may write what you believe, and you may try to make others think as you do.

Practice 3 — Criticizing an Editorial

Discuss the editorial below. In deciding whether it is a good editorial or not, think how it would affect you as a reader.

OUR HONOR ROLL

The committee in charge of the honor roll is puzzled about the fairness of naming pupils to the roll just because they have high grades. We know that some boys and girls work just for A's and that they are not satisfied unless they get higher marks than all the other children in the class. Other boys and girls may not always have such high grades, but they are good students and good friends because they do not always have to win to be happy. We suggest that you tell us how you would like to have the honor roll chosen. Write the editor a letter. We will print the best letters in the contributors' column. — THE EDITOR

The Book Editor

The book editor should be someone who enjoys books and who has read many of them. He will have to judge whether a book is worth while or not. Reviews are meant to be bait to encourage people to read. The editor should have high standards, or he will not be able to influence other boys and girls to read the best books.

The book editor should keep in mind these suggestions:

The newest books in the school library should be reviewed, so that other children will be interested in them.

The books could be arranged in groups: animal books,

adventure stories, western stories, stories of castle days. The most interesting story of each kind could be reported.

Reports on the last books that they have read could be called for from all the boys and girls in the class. The most popular books could then be listed.

Practice 4 — Criticizing Book Reviews

These two reviews were written by sixth-grade pupils. Do they make you want to read the books?

1

DAWGS

(Stories Collected by Charles Wright Grey)

Dawgs is a collection of fifteen interesting stories about them. It is dedicated to Albert Payson Terhune, a great lover of dogs. One of his stories is in the book. All the stories were interesting but to me some of them were much better than others. One of them is very interesting and funny. It is called, "Memoirs of a Yellow Dog." It tells the troubles of a dog. It is done in such a funny way that I like it very much. — MARGARET

2

THE BIOGRAPHY OF A SILVER FOX

This book tells of the haunts and habits of a silver fox. It tells of his life from a small cub until he is a full grown silver fox. It tells of his many exciting experiences, including being chased by packs of dogs and being hunted by men with guns. The reader sees the hunt from the fox's side. He sees how unfair it is at times for the fox. This book was written by Ernest Thompson Seton. — REGINALD

Practice 5 — Writing Book Reviews

Choose your favorite book for reviewing. The title of the book and the author's name should be given

exactly. Try to make others want to read the book. The best of these reviews can be saved for the first issue of your paper.

Some of these books would be good ones to review:

<i>The Trumpeter of Krakow</i>	<i>Robin Hood</i>
<i>Hitty, Her First Hundred Years</i>	<i>Pinocchio</i>
<i>Adventures of Dr. Doolittle</i>	<i>Clear Track Ahead</i>

The News Reporters

Your news reporters should be wide-awake boys and girls who will be able to pick out the happenings that readers will find interesting. They will need to write brief, clear stories of what happens.

What is *news*? The happening that everyone asks about and talks about is *news*. A geography lesson that comes every day is not news, but a program in the auditorium for Book Week may be news. Your attendance at school every day is not news, but a visit from a famous aviator who comes to talk to the children may be news. Your first problem is to choose what news to report.

News reporters should know their A B C's. In the newspaper world, that means that they should learn to be *accurate*, *brief*, and *clear*. It is important that news be exact and true. Newspapers that are not careful about the accuracy of their news are severely criticized. Have you ever seen news reports that you knew were not true? How do you feel about a paper that prints false reports?

In the first paragraph of a news item all the important facts should be given — “the five W's,” as reporters call them. That means *who*, *what*, *when*, *where*, and *why*.

Practice 6 — Criticizing News Stories

Do the articles below meet the standard of the five W's?

1

BIRD BANDING

On Friday, May 8, the sixth grades were invited to Miss May's room to hear a talk by a bird bander whose name was Robert Halin. He told us many interesting things. He said: "If you should find a dead bird and it is banded, take off the band and send it to Washington, D. C." He showed us some bands which he had taken from birds. The numbers are on the bands so that a record of each bird can be made. — RUTH

2

JUNIOR CIVICS LEAGUE

The Junior Civics League met on Friday, February 27, in the Randall Auditorium.

The boys and girls of the sixth A-1 provided the program on famous Americans.

The first on the program was Edwin Thistle. He told of Edward Rickenbacker. Next, Junior Weaver told of Ernest Thompson Seton. Elenor Graves told of Henry Ford. Then Myralyn Ross told of Luther Burbank. Last of all Phyllis Camp told of Jane Addams.

Each boy or girl told of the person whom he studied and what he did for the world. The meeting was adjourned till March 6. — RUTH

Practice 7 — Improving a News Report

[*Handbook, Section V, Vocabulary*]

You should always think of the place, the readers, and the audience when you choose your words. Your conversation with your classmates may be very different

from your language when you are making a report or writing an article for your paper.

Here is the report of a baseball game that one boy made to another who had not seen the game. Change the language so that it will be suitable for a report in the school newspaper. The underlined expressions will need changing.

Randall walked away with Dudgeon School in the baseball game Tuesday. We played at Vilas Park. Dudgeon



got first bat and made four runs. Things were pretty even until the last half of the fourth inning, when Randall made an upset, scoring 17 runs. That gave us 29 to their 6. With that much of a lead Randall seemed to get all the breaks and the game ended 35 to 7. I am glad we whipped them because it was our first game and it will pep the team up.

Practice 8 — Writing a News Story

Each of you may try writing a news story. Be reporters for one day. Find some news about the school and try to write it up in five sentences. Set a *dead line*, or final time, when the news stories must be ready.

Read them to the class. Do they contain news that

will be interesting to readers? Do they have the five W's and the A B C's?

Would these happenings be news?

The fifth-grade story hour

An exhibit of hobbies and collections

New books in the library

A talk by a mother who has just returned from France

The Copy Reader

In a typical newspaper office the material submitted by the news reporters is read, corrected, and adjusted in length by men known as *copy readers*. These men also have the important job of writing headlines for the news reports.

As you glance over a newspaper, you read these titles, headlines, or headings of articles. If a certain headline interests you, you read on through the news report itself. You can see how important the headings are. If they sound dull, no one will read your paper. Headlines, like advertising signboards, should arouse your curiosity and make you want to know more about the thing they represent. They should feature the main idea of the article. Here are four headings used in one school paper. Can you judge from the headings what the four articles were about?

Two Emerson Teams Win
Second-Grade Grocery Store

Poster Contest
A Girl-Scout Hike

Practice 9 — Writing Headlines

To write headlines, select the main idea in the article. Put it into as few words as possible. Write headings for the two articles that follow:

1

The fourth-grade pupils have been making dyes. Since studying about people in Arabia, who color yarns for rugs with homemade dyes, they have been experimenting with dyes. They have made dye by boiling barks of trees, berries, vegetables, and nuts. Into these dyes, small pieces of cloth were dipped. They have made beet, berry, onion, butter-nut, hazelnut, and walnut dyes. One boy was sure that a tomato would make a brilliant color because it was such a bright red. He found out that it would not color at all.

2

In their study of the post office the second grade learned that every postman has to take a civil service examination. The children have taken their own civil service examination. It consists of being able to read the names of all the pupils in the room and to deliver each name card to the right child. The ones who do it best will be postmasters.

The Story Editor

This editor will encourage the class to write original stories. He will select the best ones for the magazine.

Some of your own experiences will make good stories. Just write in interesting fashion things that actually happened to you.

Practice 10 — Criticizing Stories

Read these two stories and answer these questions: (1) Are the stories interesting? (2) Are they told clearly? (3) Are the words unusual and well-chosen for the ideas? (Prove this last point by giving some of the good words used.)

1

THE PATENT WORMER

It had been a hot week. Jack and Bill were going fishing. The ground was dry, and they were dripping with sweat by the time they had obtained their first good-sized worm. Just then I came along with a fishing pole and a can full of worms.

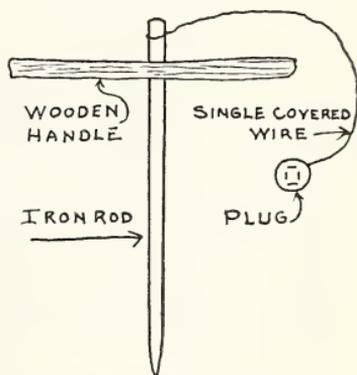
"Gee whiz!" they exclaimed as they peered into my can and saw all the worms. "Where did you get them all? We're just about dead tired and we only have one or two good ones."

"Oh, I got mine from my patent wormer. It never fails to get me some if there are any in the vicinity. Get me a piece of paper, a pencil, and a ruler, and I will draw you a plan of it. Then you can make one for yourself. A friend of my father showed it to me."

They brought me the things I had asked for and this is what I drew.

"When you get it made, wet the earth in some spot and push the iron rod into the ground. Then put the plug in the socket and turn on the current. Of course, you must not touch the rod while the current is on or you will be burned or shocked. Watch the ground around the wormer carefully and you will see the worms coming up. Well, so long, fellows. I'll see you later."

If you don't believe this story, try making the "wormer" yourself. I have tried and it works. — JEROME



2

HOW THE GIRAFFE GOT HIS LONG NECK AND LONG LEGS

Many long years ago the giraffe looked just like a mule. He lived in the desert and was very lazy. Chando, the

famous magician, hated to see animals lazy. He told the giraffe that if he didn't work, something would happen to him. Chando put weights on the giraffe's legs. When he stood up, his legs stretched, because they were soft from no work. The next day Chando said: "If you still insist on not working, I will make you look more awkward." Tying ropes around his neck, he forced him to walk. This soon stretched the giraffe's neck and made it feel sore. He then said to Chando: "I will do anything if you only will stop stretching my neck." Chando stopped, but the giraffe's neck was already long, and it could not change. He now had to be satisfied with his long neck and legs. — JAMES V.

Are these stories interesting? Are they clearly told? Do you like especially any words that Jerome and James used?

*Practice 11 — Writing Original Stories**

Many of you will remember amusing actions of your dogs or other pets. They can be put into stories. You can write a group of amusing stories on topics like these:

- How the Leopard Came to Have Spots
- Why the Kangaroo Can Jump So Far
- Why the Porcupine Has Quills
- Why the Beaver Builds Dams

Your geography and history studies are full of ideas for stories. Imagine a knight of old England coming to life in America today. You may write imaginary travel stories of foreign lands.

If you keep a notebook in which you write story ideas as they come to you, you will have plenty of material when you are ready to write. Use the following chart in criticizing what you have written.

A Self-Criticism Chart for Writing a Story

1. Do I choose an interesting happening for a story?
2. Do I begin with an exciting part of my story?
3. Do I tell my story clearly?
4. Do I put in interesting details, so that my story picture is complete?
5. Do I choose a variety of apt and colorful words?

Practice 12 — Writing a Description

In writing stories, try to give complete word pictures to your readers. If enough details are not given, the picture is like an unfinished pencil sketch. Do not leave too much to your reader's imagination. Make your story a moving picture of what happens.

Fill out the word pictures suggested below by putting in the details that would make a complete story of what happened. Then read your finished paragraphs to each other for criticism.

1. Ray carried the ball across the line for a touchdown, the goal kick was made, and the score was tied.
2. While their mother was away, the girls made preparations for the party.
3. She was a tall, thin girl with a frightened look.

The Radio Editor

The editor of this section should be one who will listen to different programs and review them as books are reviewed. Good judgment is important here, too.

This editor will need to be a good writer, because he may wish to send a message of approval or of criticism to those in charge of radio programs.



The Poetry Editor

Your poetry editor should be someone who enjoys poetry and is able to read it well. He can have a *Poets' Corner* where he prints poems written by the pupils. Do you like this poem that was written for a class magazine?

WISHES OF A SIX-YEAR-OLD BOY

I wish, I wish, I wish, I wish!
 A hundred things or more;
 I wish I had an auto,
 That could run upon the floor;
 I wish I had an aeroplane,
 To take you riding in;
 I wish I had a bunny,
 That could close his eyes and grin.
 I want a 'lectric train,
 One that really truly goes;
 And not quite so many hankies,
 Upon which to blow my nose;
 I want a great big popgun,
 That shoots, and shoots, and shoots,
 And I really need a pair of
 Great big rubber boots.
 I've got to have a jackknife

That's sharp enough to cut,
And I would have a billy goat
If I thought he wouldn't butt.
There's so many, many wishes
A thousand more than one.
So let's go out and play a bit,
And have a little fun.

— MARGARET B., Age 11

The Proof-Readers

The work of this department is very important. Readers do not like to see misspelled words or wrong punctuation in a paper. Those mistakes are like muddy footprints on a lovely rug. They spoil the beauty. The important qualities in a good proof-reader are: (1) knowledge of spelling, punctuation, capitalization, and good sentences, and (2) habits of careful work.

Practice 13 — Proof-Reading

[*Handbook, Sections VI, Capitalization, and VII, Punctuation*]

The test below will show you who is best fitted for this work on your staff. There are ten mistakes in capitals, spelling, or punctuation in the article below. See who can be the first to find them all.

A PIONEER STUDY

The Second grades in our school have been interested in pioneer life since they learned that Abraham Lincoln was a pioneer. They have built a pioneer village in the corner of the room. One boy modeled some oxen of clay. They are hitched to a covered wagon in the village. Some Indians lurk behind the evergreen trees in the distance awaiting their opportunity to attack the stockade.

The class has also made a moving picture show of scenes from pioneer days the pictures which the children drew were

mounted on yards of cloth and made into a reel of moving pictures. Another group of Children made the Theater with its red silk curtains. The front of the theater is painted in harmonizing colors?

They entertained Miss Mallins class one day at a performance because that class was studying pioneer life also, only more thoroughly.

Other Staff Members

What would be the abilities of a good story or poetry editor, a sports writer, a hobby director, and a special-feature writer? Will you need other staff members that have not been mentioned?

To which staff worker would you assign each of these eight jobs?

1. Visit each room in your school and write up interesting happenings.
2. Make a list of rules for playground safety.
3. Report on assembly programs.
4. Report the number of visitors in the school and the names of some of them.
5. Post an announcement of the date when the paper will be issued.
6. Review any good motion picture for children.
7. Write up the schedule of basketball games that the sixth grade will play.
8. Announce an exhibit of model airplanes, or collections of stamps, pictures, or soap carvings.

IMPROVING YOUR PAPER

Examine each issue of your paper as it comes out and discuss ways in which it can be improved. If your stories come in poorly arranged or untidy, if sentences are not clear, use the Handbook. The Table of Contents will guide you.

UNIT V

THE NIGHT SKY

Long ago, before people lived in towns and cities, there was a race of people called the Chaldeans. These people were shepherds, and when they were out on the hills with their sheep, they had to sit up all through the night guarding their flocks from the prowling wolves. The Chaldean shepherds were no doubt very lonely during these long night watches on the hills, for they had no lamps to light the darkness. Even if they had had lamps, they would not have been able to do much to help their loneliness, for they did not know how to read or write.

There was one thing, however, which the shepherds enjoyed doing during the nights of watching. They liked to look at the stars. They imagined quaint figures or pictures among the stars, just as we see pictures in the clouds or faces in the red-hot coals of a fire. They gave names to these imagined star figures and some of these names have remained even to the present time. After naming the figures, they made up stories or legends about them that were handed down from one generation to the next.

Since the ancient times, men have studied the stars. With the help of the telescope, they are now able to see many more stars. They have learned also to measure the immense spaces between the stars, and by watching them, have made a record of their changing positions

from season to season. They have noted when certain stars disappeared and then appeared again.

Thus down through the years men have learned more and more about the stars. As they have come to know more, their ideas about the mystery of the skies have changed. But still we enjoy hearing the star names and the legends told by the ancient people.

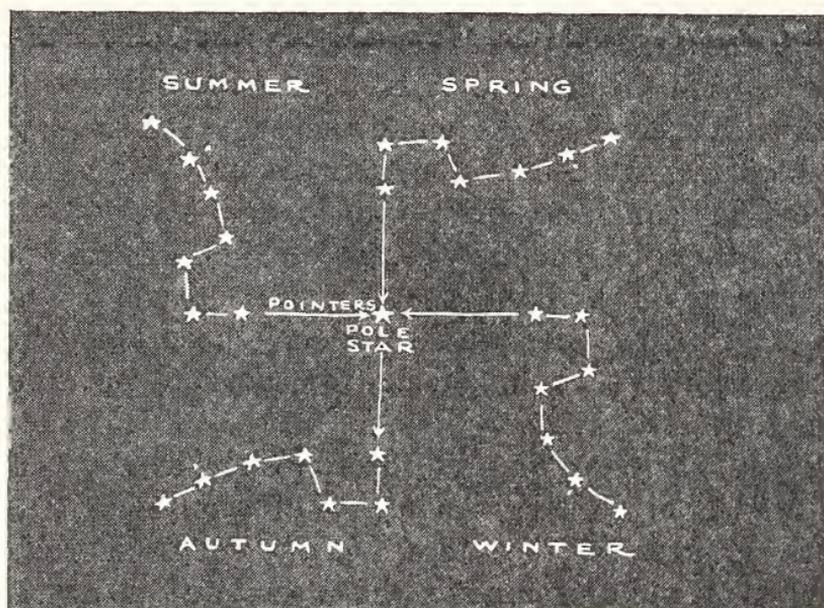


FIGURE I. — THE POLE STAR AND THE GREAT DIPPER, OR THE GREAT BEAR (URSA MAJOR), IN THE FOUR SEASONS OF THE YEAR

Now when we look up into the sky on a clear night, we realize that we are seeing there the same stars and moon that the Chaldean shepherds gazed upon thousands of years ago. Since that time, the earth and its people have changed in many ways, but the sky has remained the same.

If you know about the stars — their names, the

myths and lore of the ancient men, the stories of truths discovered about them, and of the men who made the discoveries — this knowledge will make you a good companion on a night journey. The purpose of this unit is to make you such a companion, so that, as you ride along in the night and watch the changing sky above, you will understand it, will obtain many meanings from it, and share them with your fellow travelers.

Practice 1 — Reporting an Observation

If you will go out of doors some fine, clear night and look toward the north, you will see seven bright stars that form a long-handled dipper as pictured in Figure I. The two stars that make up the side of the dipper opposite the handle, are called the “pointers” because, as you see, no matter what the season or the position of the dipper, they point to the Pole Star or, as it is sometimes called, the “North Star.” Write a paragraph telling about your discovery of this constellation in the night sky.

Practice 2 — Writing a Descriptive Paragraph

[*Handbook, Section X, The Paragraph*]

It will be interesting to locate in the sky one of the star figures that the Chaldean shepherds gazed upon and named. If you look toward the south on a clear winter night, you will see Orion, made up of stars as shown in Figure II. Orion was supposed to be a mighty hunter, but he did some wicked deed and the gods put him in the sky to be a warning to men for all time.

If you are looking at the night sky in April or May, you can find a star called Arcturus, which, as you see in Figure III, is in line with the last two stars of the

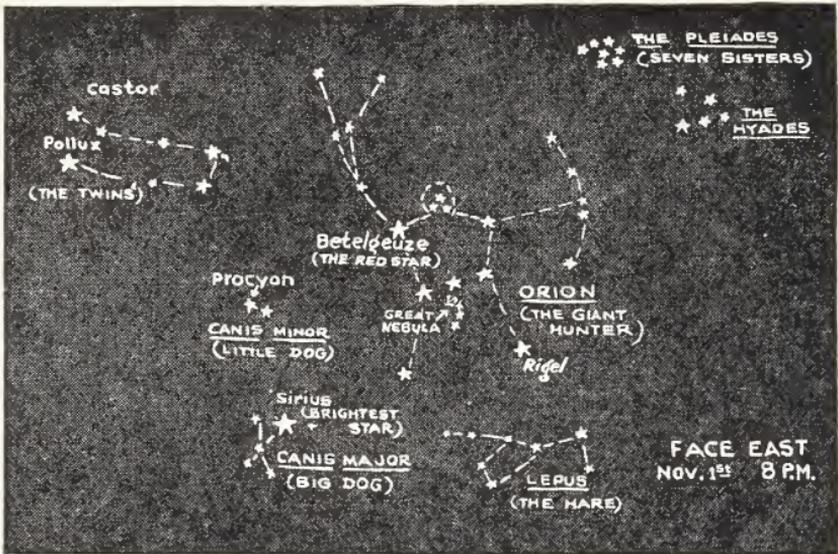


FIGURE II. — ORION, THE HUNTER, AND HIS TWO DOGS, IN THE WINTER SKY

handle of the Great Dipper. Arcturus is of a decidedly golden color, and is one of the most beautiful stars. Above Arcturus you will see five stars, looking somewhat like a kite, with Arcturus for the tail. These form the constellation of Boötes,¹ which is a Greek word meaning "Ox-Driver."

Boötes was robbed of all his goods, so the story says. After many hardships and wanderings, he invented a plough drawn by two oxen. With this he tilled the land and made his living. His mother was so pleased with him for inventing this plough and for working the land that she placed him in the sky, together with the plough. When you look on the stars of Boötes in the heavens you may see the plough near by.

When you have seen one of these constellations in the night sky, write a paragraph describing it. You

¹ Pronounced bö-ö'tēz.

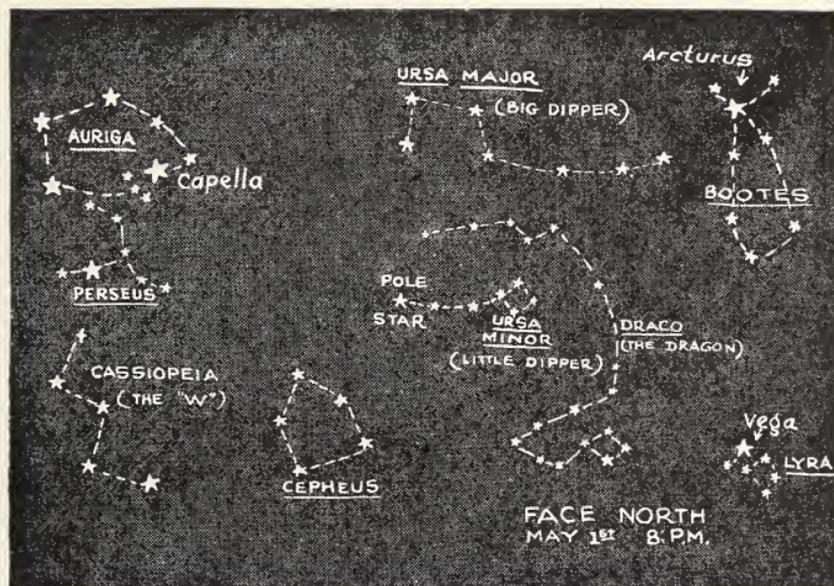


FIGURE III. — BOÖTES AND OTHER CONSTELLATIONS
IN THE SPRING SKY

may find it helpful to draw a diagram to make your description clearer.

Practice 3 — Planning and Organizing

With this start in your observation and study of the night sky, you will do well to plan and organize the work so that committees of your class can make reports on different parts of the study of the sky.

Make a list of all the books, magazine articles, and special stories in your readers that tell about the moon and stars. The Handbook tells you how to make out a bibliography. Here are some topics that suggest how the work may be divided:

1. Long-ago ideas about the stars
2. The great discoverers

3. The relation of stars and planets to the sun
4. Sizes and distances of best known stars
5. Recognizing principal constellations
6. Meteors and comets
7. A visit to an observatory
8. Reporting on observation of the evening sky
9. Stereoptican slides and films
10. Reading myths and poetry of the night sky

Practice 4 — Making Oral Reports

The topics just suggested are only a few of the many that can be reported upon to the class. If you are interested in the topic you choose, you will stand a good chance of making it interesting to your fellow pupils when you report to them. First you will want to obtain the information necessary for a good report. Where you obtain this will depend upon the topic you have selected. If it is the story of how the Dog Star got its name, or who invented the first telescope, or how far from the earth the moon and the most commonly known stars are — if your topic is similar to one of these, you will probably get most of your material from books in the library or from reference books you may have in the schoolroom. If your topic is how the stars appeared in the sky last night or the account of a visit to an observatory, you will not need to do any special reading. Organize your report, decide whether you can use to good effect a blackboard diagram or pictures, how you will start your report to get the pupils' attention and interest, how you will carry it along, and how you will finish it. Remember that your report will interest your listeners only if it tells them something they do not know.

Practice 5 — Using the Library*[Handbook, Section I, Using Book Tools]*

Here is a good test of your ability to use your library. If the library is cataloged in the usual way, how will you locate your material? To hunt for your own material in a library is really great sport. Sometimes you will find easily just what you want. At other times it will take a bit of searching. Material on this subject is classified under "Astronomy," and on the shelves of a library using standard classification will be found in the numbers from 520 to 529.

Practice 6 — Using the Dictionary

When you wish to tell someone of your impressions of the night sky and your observation of certain things happening in it, it is important that you have the words that tell exactly what you have in mind. Here are some words that you may use in a report on the stars:

altitude	galaxy	revolve
astronomy	gravity	rotate
atmosphere	horizon	satellite
axis	lunar	solar
circumference	magnitude	sphere
comet	meteor	stellar
constellation	nebula	telescope
corona	observatory	terrestrial
crater	orbit	theory
diameter	phase	universe
eclipse	planet	names of planets
exert	planetarium	names of constellations

Select from this list the words you do not know. Look up the meanings of these words in your dictionary.

Be sure to take from the dictionary the meaning that you and your classmates understand. It is useless to obtain a definition of a strange word if you are not able to get real meaning from the definition.

Practice 7 — Writing Myths

Since the earliest times the sky has aroused the imagination of men. Among primitive peoples this takes the form of stories or myths in regard to how the various stars came to be in the sky. Here is a star myth from an American Indian tribe.

THE MILKY WAY

Some Indians had a corn mill in which they pounded corn into meal. On several mornings, when they came to empty



it, they noticed that some of the meal had been stolen. They examined the ground and found the tracks of a dog. The next night they watched, and when the great dog came from the North and began to eat the meal, they sprang out from their place of hiding and beat him. He ran off into the sky howling, the meal dropping from his mouth as he ran, and leaving a white trail where we now see the Milky Way. This the Indians call by a name mean-

ing "Where the dog ran." — CHEROKEE TALE

Possibly you can imagine a story of your own about the constellations that you see in the sky. A special

number of your class magazine could print the best original star-myths written by your class.

Here is a story about the clouds written by a sixth-grade pupil:

WHY DO THE CLOUDS MOVE?

"I wonder," said one of the Merry Little Breezes, "I wonder why the clouds move."

"Let us go down and ask Grandfather Frog," exclaimed another. "He knows so very much, he must know that. Come, let us hurry."

"Here we are at the pond. I shall ask him," said the oldest Merry Breeze. "Grandfather Frog, will you tell us the story of why the clouds move?"

"Chugarumm! Of course, of course," replied Grandfather Frog.

"Once upon a time when the world was young the clouds were stationary. One fine day just after a storm the clouds were resting. All of a sudden a bright light shone upon them.

"'Oh!' exclaimed the littlest cloud, who was very much afraid of the sun. 'Oh! we must hide, but there is no place to hide. What shall we do?'

"Now I must tell you that these clouds were very good friends of Father North Wind. He was whistling by just then.

"All the clouds began to cry out, 'Father North Wind! Father North Wind! Help us, please! The sun is chasing us. Blow us along quick!'

"'I will help you,' roared the North Wind.

"Then he blew and blew. He blew the clouds so fast that they could never stop. So to this day the clouds move."

"Thank you, thank you, Grandfather Frog," laughed the Merry Little Breezes as they blew gently away. — JEAN

Practice 8 — Writing Poetry

The natural response of some men to the wonders of the heavens has been in poetry. The rhythm and the sound of the poetry help to express our feeling in regard to the mystery of the universe and the immense space into which we look as we watch the stars. These poems may be humorous as well as serious. An example of each type is given.

STARS

Alone in the night
On a dark hill
With pines around me
Spicy and still,

And a heaven full of stars
Over my head
White and topaz
And misty red;

Myriads with beating
Hearts of fire
That æons
Cannot vex or tire;

Up the dome of heaven
Like a great hill
I watch them marching
Stately and still,

And I know that I
Am honored to be
Witness
Of so much majesty.

— SARA TEASDALE

THE MOON'S THE NORTH WIND'S COOKY

The Moon's the North Wind's cooky.

He bites it, day by day,
 Until there's but a rim of scraps
 That crumble all away.

The South Wind is a baker.

He kneads clouds in his den,
 And bakes a crisp new moon *that . . . greedy*
North . . . Wind . . . eats . . . again!

— VACHEL LINDSAY

Possibly some of the members of your class can write a poem on the moon, the stars, or some other subject related to the night sky. A number of your class magazine could feature your best poems. Here are two poems written by children:

STARS

They say those trembling stars
 Which blaze so furiously,
 Are planets whirled by the sun
 Into the sky's immensity.

And yet, I know they are links
 Wrought by a teasing fay,
 To chain the sulking Night
 Behind the gentle Day.

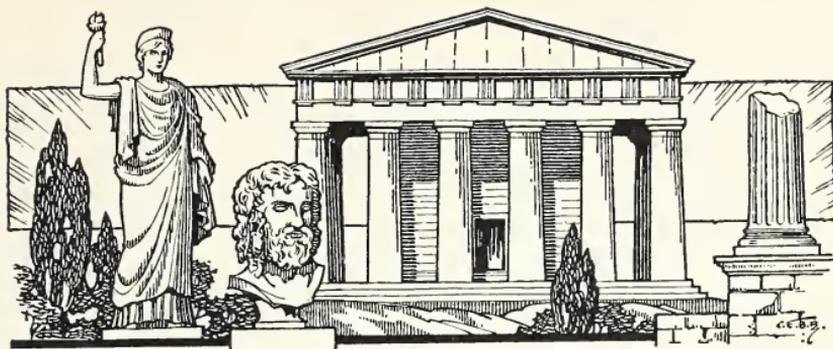
— DOROTHY EMERSON

THE MOON

The moon is a hunchback
 Who carries a load of silver
 On his crooked back,

A pack of silver moonbeams
On his back.
At times it grows so heavy
That I tremble lest
It fall in my lap.

— VIRGINIA MISHNUN



UNIT VI

GIFTS FROM THE ANCIENT WORLD

Suppose you should receive today a package from someone far off whom you have never even met. When you open the package you find that it contains many presents. Many of the gifts are very beautiful. Some are useful, while others are just for you to enjoy. Wouldn't you be glad to get such a package! And wouldn't you feel grateful to the person who had sent it to you!

The great nations of the past have given us who live today many valuable presents. We are not always grateful, because oftentimes we do not recognize these gifts. They may be all about us and still we do not know that they have come to us from another nation.

Of all the great nations of the past, the ancient Greeks have passed down to us the most wonderful and beautiful gifts. All around us we find echoes of the lives of the Greeks who were cultured, educated people thousands of years ago.

Olympic Games. In the summer of 1932, at Los Angeles, people from all over the world took part in the Olympic

Games. The history of these games goes back to the time when Greek boys ran in the races to honor the gods they thought lived on Mount Olympus.

Architecture. If you have been in Washington, D. C., you have seen beautiful buildings in the Greek style of architecture. The Lincoln Memorial is one of the simplest and finest of them. You may even have some public building or church in your city that is built in the style of the early Greek buildings.

Government. Even our government shows some of the Greek ideas of the way laws should be made. We speak of our *democracy*. It was the Greeks who first gave the people the power to rule themselves and taught them to desire freedom of thought and action.

Myths and Stories. As you look up at the stars at night you recall stories of Orion,¹ of the Great Bear and the Little Bear, and of the Pleiades.² Did you know that those stories were told in Greek homes long ago? Many of them were told to explain certain puzzling things in nature. The story of Phaëthon³ and the chariot explains the change of seasons. Jason and the Golden Fleece is a sun myth. The golden fleece is the sun that all men seek because of its value to plants and to people.

Theater. You go to the theater, but you probably do not know that even the beginnings of that interesting part of our modern life we owe to the Greeks. Like the games, the theater in Greece was a place for honoring and worshipping the gods.

Sculpture. You must have seen pictures, or copies of statues, of Athena,⁴ the Greek goddess of war, or of Hermes,⁵ the messenger god. Some of the early sculpture of the Greeks has been found and copied many times because of its rare beauty.

¹ Pronounced ð rí'ón.

² Pronounced plé'yá dēz.

³ Pronounced fá'ê thón.

⁴ Pronounced á thē'nā.

⁵ Pronounced hūr'mēz.

Language. Some of the very words you use, you owe partly to the Greeks. You talk about a *comedy* in the motion pictures, or you speak of an *echo*. Both of those words have come to you from the Greek. The word *comedy* comes from the Greek word for a gay procession. The word *echo* comes from the name of the wood nymph, *Echo*.

Practice 1 — Giving an Oral Summary

Tell in four or five sentences some of the things we have inherited from the Greeks. You can use in your summary not only the points that you have read here but any other ideas that you have about what the Greeks left for us. Every sentence of a summary should add a new thought.

FINDING AND RECORDING INFORMATION

If what one small country did so long ago has lived all this time and influenced the whole world, wouldn't it be interesting to learn more about the life of the people there? Where would you go for information? Section I on "Using Book Tools" will help you.

As key words you can use not only *Greece* and *Greeks*, but *Olympic games*, *theater*, *architecture*, and *myths*. Perhaps you can add other words. History books, encyclopedias, and stories of Greek myths will all be useful to you.

In order to give the class the benefit of your study, you should make a bibliography card for every book in which you find information.

Practice 2 — Making a Class Bibliography

[*Handbook, Section I, Using Book Tools*]

From your reading you can make a class bibliography. As you looked through the books, you skimmed the

reading so that you would know what you would like to read more thoroughly later. List all the books that you found. Later you can mark certain references that are most valuable, or you can organize them according to topics.

The sample class bibliography that follows is arranged alphabetically, according to the last name of the author. That is the way the books will be found on the library shelf.

CLASS BIBLIOGRAPHY

Best, Susie M., *Glorious Greece and Imperial Rome*

Burnham, Smith, *Our Beginnings in Europe and America*, pp. 62-67, 70 (sculpture and buildings)

Church, *Odyssey for Boys and Girls* (hero stories)

Clark and Gordy, *The Early Story of Mankind*, pp. 1-18 (hero tales)

Halleck and Frantz, *Our Nation's Heritage*

Kingsley, C., *Greek Heroes*

Nida, William, *The Dawn of American History*, pp. 56-67 (famous men of Greece)

Renick, Dorothy, *Star Myths from Many Lands*, pp. 1-5, 151-179, 193-204 (myths)

West and West, *The New World's Foundations in the Old*, pp. 60-69 (buildings and learning)

Wickham and Phillips, *America's Heritage from the Long Ago*, pp. 131-136 (homes and clothing), 136-142 (amusements)

OUTLINES

To guide your study so that you will be able to summarize what you have read, you will need to make an outline. This can be a class project. It is better to make your outline after you have made your bibliog-

raphy, because then you will have some idea of the information that you can find on the Greeks.

Practice 3 — Making an Outline

The two outlines below may suggest ideas to you. You may make your outline different from either. We have left the subtopics for you to suggest.

1

WHAT WE OWE TO THE GREEKS

- I. Our ideas of recreation
- II. Our ideas of government
- III. Our language and our literature
- IV. Our ideas of beauty in buildings

2

GREEK LIFE

- I. Home life
- II. Government
- III. Religion
- IV. Differences between cities

PLANNING THE WORK

Divide your class into three or four committees according to the topics of your outline. Appoint a good chairman who takes responsibility and who can keep the members of his committee working happily. The chairman will plan the work with the committee and will see that each person has a definite part of the work to do. Some of you will find one topic more interesting to study thoroughly than another.

For example, one committee had for its topic "The Religion of the Greeks." The chairman made the following

plan for the work of his committee: (a) The chairman was to select a bibliography on this topic from the class bibliography; (b) three committee members were to collect pictures of Greek temples and statues of gods; (c) three other committee members were to find myths about the gods and prepare them for a story hour; (d) all the committee members were to read the references that the chairman found.

They planned a committee discussion on the question: "Why did the Greeks believe in many gods?"



The chairman made the final report for the committee. The other members showed their pictures at the right time, and the members who had collected myths told nature stories about Echo, Narcissus, and Arachne¹.

Practice 4 — Reporting to the Class

[*Handbook, Section II, Preparing and Giving Reports*]

It is well to prepare your report and rehearse it to your teacher before the day when you are to give it to the class. That will give you confidence that you are well prepared. Check yourself by the following chart:

¹ Pronounced á rāk'ně.

Self-Criticism Chart for Oral Reports

1. Do I have my main points well in mind?
2. Do I have brief notes?
3. Have I selected important things to tell?
4. Do I have order in the way in which I plan to give my report?
5. Have I illustrations or examples with which to make the report interesting?

As an example of the last point, one chairman reported as follows:

“The climate of Greece had something to do with the way in which their temples were built and with their religion. These pictures will show you how open the temples were. The theater, you see, had no roof. In the pleasant, sunny climate of Greece the buildings could be open to the air and the sun. The principal god of the Greeks was Zeus,¹ the sun god. There was no god of storms and cold like Odin,² the god of the Norsemen.”

If you have trouble keeping to the point, work out the practice exercises in Section X of the Handbook, on “The Paragraph.”

For your *summaries* and *discussions*, use this book, finding the information that you need by the use of the contents page and index.

STORY HOUR

This is a list of good stories of Greece for your story hour. You can find them in many readers and in such

¹ Pronounced zūs.

² Pronounced ǝ'dīn.

books as those given in the Class Bibliography, earlier in this unit. You may look up for yourself the pronunciation of some of the Greek names on this page.

Baucis and Philemon	Proserpina
Theseus and the Minotaur	How Demosthenes Learned to Speak
Pandora	
Pheidippides and the Battle of Marathon	The Spartan Boy and the Fox

Self-Criticism Chart for Story-Telling

1. Do I have the main events of the story clearly in mind?
2. Can I tell the events in the right order?
3. Can I make each sentence give a new idea so that the story moves along?
4. Can I make the characters seem alive and real?
5. Can I close the story promptly and interestingly?

Practice 5 — Cutting a Story

Sometimes you need to leave out parts of a story because it would be too long to tell. Select a part that is complete in itself. If you were telling parts of the Story of Troy, you might choose one of these events:

The Golden Apple at the Gods' Banquet	The Wooden Horse
The Battle between Achilles and Hector	Ulysses and Polyphemus, the Cyclops
	Penelope and Her Weaving

ORIGINAL MYTHS

You have discovered that many of the Greek myths were told to explain something in the world about

them. If these people were puzzled about the change from light to darkness or the way in which trees and plants grew, they told stories in which their gods did something that caused rain or sunshine or the other happenings in nature that they did not understand. You can see how these stories lived and were told from father to son and so on for generations. Even today we have a similar story in the ground-hog myth. He is supposed to cause cold weather if he sees his shadow on February second.

Have you discovered that the Greeks compared certain things in nature to certain things in human behavior? Here are some examples:

<i>Nature</i>	<i>People</i>
echo	mocking voice
sunshine	smiles and generosity
storms	anger and jealousy
waterfall	tears

The Greeks imagined that there were many gods with power to become invisible and to do anything they wished. These gods punished and rewarded the people on the earth.

*Practice 6 — Writing an Original Myth**

You can make up some interesting original myths to explain certain things in nature. Can you explain in an interesting story these things:

- | | |
|---------------------------------|-----------------------|
| What makes the firefly's light? | What makes frost? |
| Why the spider spins a web? | What makes a rainbow? |

Here are two myths that were written by pupils.

1

A LEGEND ABOUT GRAVITY

Away down deep in the earth, so deep that if you dug for years and years you could never reach him, lives a giant hundreds of years old. When this giant was young, he was a mischievous trickster. His pranks worried the king of the



land so much that he finally called his wise men together and asked, "What shall we do with this mischief-maker?"

The wise men suggested, "Chain him where he cannot break loose and set before him a task that will keep him busy all his life."

The king did as the wise men planned. The giant's task was to keep everything on the earth from falling off. This race of giants had always been very good at drawing in deep breaths. When he had been

chained, the suction of the giant's breathing was so great that everything and everyone on earth was drawn toward him.

Of course, we cannot go through the earth so we are merely kept on the surface. The others of this giant race have died, but this one giant was given everlasting strength to keep on with this task. We call him *Gravity*. — BETTY W.

2

HOW FIRE CAME TO BE

Long, long ago, when there was no fire and people often froze to death, there was, although the people did not know it, a God of Fire. He felt sorry for the people who were

cold, but it was not within his power to give them fire. So he went to the All-Father and begged a boon of him. When the All-Father heard the request, he, too, felt sorry for the people; but he must have the consent of the other gods first. So he called a council of them.

Everyone except the Wind God agreed to give mortal man fire. The Wind God was forced to consent, as there was such a large majority.

To the Fire God was given the privilege of putting into man's head the idea of making fire by striking two flint stones together. The Wind God gathered up all stones and by magic caused them to disappear. When the All-Father found this out, he whispered to man that by rubbing two sticks together, fire could be made. But still the wind persisted.

When your match blows out, it is the angry Wind God, who hopes some day to take fire away from mortal man.

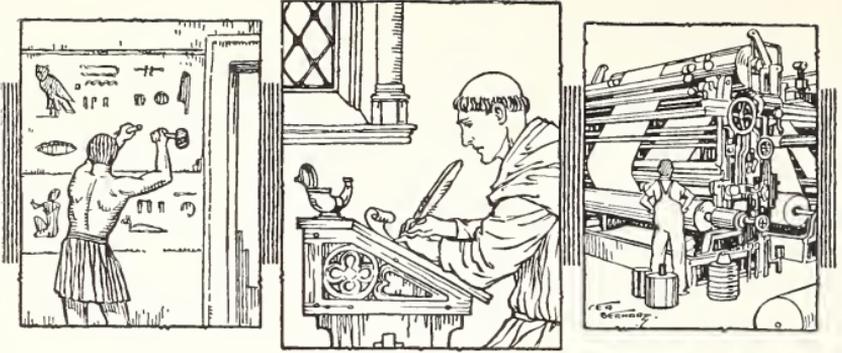
— HELEN R.

A Program

Your original myths will make an interesting program. You can tell the real Greek myth and then tell your own story of the rainbow or of the spider. This would make a good radio program.

Many of the myths can be dramatized for a program. The stories of Atlas, Atalanta's race, and parts of the Odyssey are good for plays. You will probably find others.

An exhibit of pictures of Greek buildings could be arranged. Some of you could be guides to take your visitors on an imaginary trip through the buildings, describing the most interesting things to see. You might also collect pictures of buildings in your own city and point out to your visitors where there is Greek influence in the style of building.



UNIT VII

THE STORY OF WRITING AND PRINTING

THE ALPHABET

The airplane is a remarkable invention. When we see it swooping gracefully far up in the blue of the sky, we marvel that man has been clever enough to make it. The lightness and strength of its body, the power of its motor, and the skill with which the aviator, by shifting the slant of the edges of its planes and of its rudders, can make it shoot up, bank, and roll like a great bird, make it seem one of the most wonderful things that man has made.

Probably one of the reasons why the airplane seems so wonderful is that it is a recent great invention. Many of the inventions of man were made so long ago that you and I accept them as if they had always been. We don't think of them as things that man has invented as he did the radio, the telephone, or the airplane.

Such common things as the brick in our houses and other buildings, the dishes we use at home, and our clothing were unknown to men long ago. They have all been discovered or invented by men, and now we

have them and use them without realizing that at one time people had to live without them. Try to list the many things about you that are inventions.

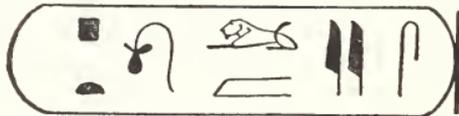
Of course you will list paper and pens and pencils, but will you think to write down the very letters that you make with your pencil? For the letters of the alphabet are just as much an invention as is the airplane. Long, long ago men had no way to write a story, for they had no letters with which to form words. It took many centuries for our letters to grow into what they are today. It has taken over two hundred years for our scholars, searching in the ruins of old civilizations, to discover the meanings of the earliest available records made by man.

Covering the walls of ancient Egyptian temples and pyramids, cut into the solid stone, were many mysterious designs. Some of them were easy to understand, because they were the pictures of men in action, performing their daily duties — the merchant selling in the market place, warriors in battle, and men at other occupations. The meaning of some of the other designs was not so easy to understand. Carvings of birds and animals, lotus flowers, hands and feet, beetles and palm leaves were surrounded with triangles, circles, squares, and other figures. Men knew that all these marks — *hieroglyphics*, they are called — had meaning, but it was a long time before this meaning was discovered.

In the year 1799 some French soldiers were digging trenches near the town of Rosetta in Egypt. In their work they turned up a huge flat stone that had on it two languages, Greek and Egyptian. How delighted scholars were with this find! They thought that now

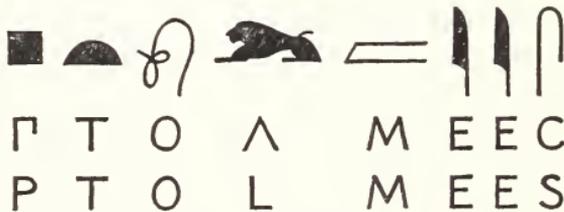
all they had to do was to compare the Greek with the Egyptian, and they would learn the meaning of the hieroglyphics.

But they did not succeed at once. They thought at first that each Egyptian figure or picture stood for a word, but when they substituted the Greek word for every picture, the meanings did not fit. Finally, after twenty-five years, a French scholar by the name of Champollion noticed that some of the Egyptian marks were surrounded by a little frame. The Greek word in this place was the name of the Pharaoh Ptolemy.



The thought came to Champollion that the word in the frame meant Ptolemy (Ptolmees). If so, these marks, instead of standing for complete words, stood for letters.

Here you can see the meaning of the letters.



This was only a guess. How could he check it to prove that he was right? Just at that time on the island of Phile, another stone was found. There was a message carved upon it in both Greek and Egyptian.

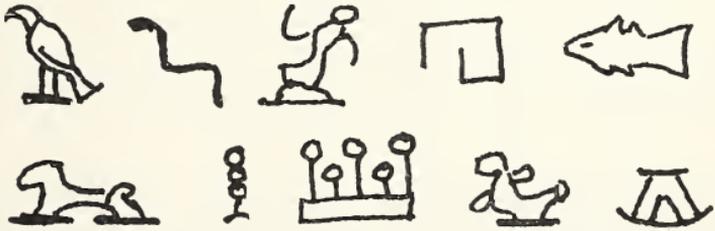


On this stone another word in a frame was repeated frequently. Champollion found in this new word some letters that he knew. He substituted these letters and got:



When he compared the Greek words, he found the word KLEOPATRA. This proved that his guess was right. Now he had eleven letters — *p, t, o, l, m, e, s, k, a, t, r.*

But when they tried to work out the meaning of other Egyptian words and inscriptions, they did not succeed. Many years went by before they learned why. The reason was that the Egyptians wrote only the names of things with letters. For other words they used pictures or marks. This is something like an English puzzle, called a *rebus*, in which some of the words are pictures. Here are some of the Egyptian hieroglyphics.



Thus the Egyptians started thousands of years ago to make their records by means of pictures. Gradually, after several thousand years, the pictures began to stand for syllables and then for letters. It is from these letters of theirs that our letters have developed.

It has taken four thousand years for the Egyptian letters to make their long journey down to the English letters which we use today. Through Phœnicia, Greece, and Rome they have come. All kinds of things have happened to them on the way. They have changed their forms, turned round, now to the right, then to the left, then upside down. Some have been lost on the way, and new companions have joined them from time to time. Finally, when the letters reached us, they were so changed that they were almost unrecognizable.

If you will look at the illustration, you will see how some of them changed. Notice how the eagle, which

	Egyptian	Hyksos	Phœnician	Greek	English
Eagle		2	∇ or X	A	A
House		∞	3	B	B
Throne		2	>	Γ	C
Hand		∩	△	Δ	D
Man shouting "Hey"		4	≡	Ε	E
Sieve		∞	≡	H	H
Water		∞	M	M	M
Mouth		∩	7	Π	P
Lasso		6	+	T	T

in ancient Egypt stood for the thing it pictured, has after these thousands of years become our letter A.

CHANGES IN WORDS

Even the meanings of words change. *Neighbor* at one time meant *a near-by farmer*. The original meaning of *curfew* was *cover the fire* (French, *couvre feu*). In the

Middle Ages the peasants of France were required to cover or put out their fires at a certain hour in the evening. The word came to mean the bell that rang at that hour, and then later the time of its ringing.

Practice 1 — Discussing Changes in Inventions

Can you list other inventions that have changed as the alphabet did, after people had used them for a time?

How has the automobile changed? Try to show the changes by getting pictures of the first automobiles and then later ones until you get down to the models for this year.

Here are a few other inventions that have changed. Select one and report its changes to the class:

- | | | |
|---------------------|-------------------|----------------|
| 1. Railroad engines | 3. Men's clothing | 5. Ships |
| 2. Lights | 4. Women's hats | 6. Photographs |

Do you think that these inventions will keep on changing? The alphabet will probably stay as it is now for many years. However, the meanings of words may change slowly as the years go by.

AN ENGLISH REBUS

The early writings were like an English puzzle called the *rebus*. Here is an example. In it the pictures take the place of some of the words. Can you read it quickly?

One day last summer  went on an  ride with my brother. We stopped at a farm  to get a  of water. The  at the farm  was very kind. She gave us some   and some  .  believe farm people are kinder than  who live in cities.

In the next rebus pictures may stand for a word or just part of a word, or even just one letter, as in the old Egyptian writings.

W   was a small child,  once  came lost in a large city.   ted 2 cry and ran 2 a street  er. A man  t   was lost, and took me by the  and brought me back to my  er who was frantically looking 4 me.

Practice 2 — Writing in Unusual Ways

Try writing a rebus and see if your classmates can read it. Make up a code of marks that stand for letters. Write a message in your code, and see how long it will take your classmates to read it.

Practice 3 — Using the Dictionary

[*Handbook, Section I, Using Book Tools*]

To find words quickly in a dictionary, you must know the alphabet thoroughly. This means not only being able to say the letters from *a* to *z*, but also being able to answer immediately questions like —

1. What letter comes between *p* and *r*?
2. Is *x* after *t* or *w*?
3. What letter is before *m*? *s*? *n*? *q*? *c*? *g*?

Put each letter on a card. Mix up the cards. Then see how quickly you can put them together in order. If you have two sets of cards, two members of the

class can race in putting the cards in alphabetical order.

PRINTING

In their journey down through the ages, letters had always been written or drawn by hand. Then men found a new way to put them on paper. By inking a solid surface shaped like the letter and pressing it against paper, they discovered that letters could be made more easily than when written by hand. Thus printing was invented.

There are three general methods of printing. The most common is the printing with metal type, or with metal plates made from type. Books and newspapers are printed by this method. Another method is called *engraving*. In engraving the letter is printed on the paper by ink held in the sunken or cut places on the surface of the metal, instead of on the raised surface as in type. A third method of printing is called *lithographing*. This is done by taking a stone surface that is porous and by filling that part with which we do not want to make an impression with some material that will not take up the ink. Then the porous part, when inked, will print the letter or design that we want.

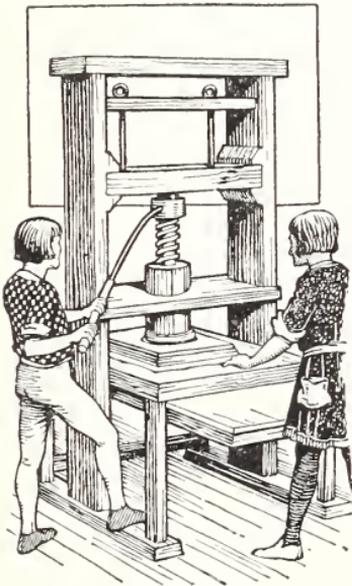
The first printing of which we have any record was the use of engraved blocks by the Chinese in the year 50 B.C. It was not until a thousand years later, however, that they made much use of this way of printing their words. The engraved block was better for Chinese printing than it would be for us, because they do not have an alphabet of letters. They have a sign or character for each word, as you can see in this illustration, where the upper row shows Chinese picture-writing and the lower row Chinese word signs that

were used later. What does the word sign for *light* really mean?

Sun	Moon	Mountain	Tall	Song (an ear and a bird)	Light
					
					

Wood-block printing was also the first method of printing in Europe. A whole page of a book with words or a picture was engraved by hand on a block of wood. Books produced in this way were common in 1400. It was a very slow and expensive process, because the blocks could not be used in printing another book.

Johann Gutenberg is usually given credit for the invention of movable type, in the city of Mainz, Germany, in 1456. Gutenberg's first types were small blocks of wood. Shortly after, he used the wood type as a pattern for a plaster mold, and then cast pieces of type by the hundreds from such molds. The metal type could be set together to print any page and then taken apart and used again.



With the movable metal type came the printing press. At first this was patterned after the presses used in making cheese molds. The type, or *form*, as it was called, when ready for printing, was placed face upward on

a flat surface. It was inked with a ball of soft leather. A sheet of paper was then placed over the type. An upper surface, called a *platen*, was pressed down upon the paper by means of a wooden screw. When an impression was made, the screw was reversed, the sheet of paper removed, the type re-inked, and another sheet put in place.

The invention of movable type and the printing press meant a great deal in the life of the people. It was now possible to produce books much more cheaply. The people now had an opportunity to learn and become informed through reading. Before this remarkable invention very few homes had any books, and there were no newspapers. What a strange thing it would be today to find a home without books or newspapers or magazines!

The simple printing press used by Gutenberg has been improved each year, until today there are presses for every kind of work. The most amazing one is the giant press that prints your newspaper each day. The press foreman of your newspaper will probably invite you to inspect his press if you write to him and tell him of your interest.

The making and setting of type have also been greatly improved. Instead of the slow and laborious method of putting the type together by hand, most print shops now have machines — *linotypes* or *monotypes* — that are operated with a keyboard like that on a typewriter.

*Practice 4 — Exhibiting Printing Materials**

You will be able to get samples of the materials used in the three kinds of printing — type, engraving, and lithographing. A printer will be glad to give you a

few pieces of metal type. Possibly someone will let you borrow a copper engraving that is used in printing calling cards. A lithograph block may be harder to find, as it is not used so often, but a print shop may perhaps lend you one for a few days. Then you can have an exhibit of the different methods of printing. Committees can prepare reports in which they explain how the different printing materials are used.

Practice 5 — Writing Letters

[*Handbook, Section III, Letter-Writing*]

Write a letter to the manager of a print shop or to your newspaper telling of your interest in printing, and suggest that the class would like to visit him. When you have visited a printing establishment or a newspaper pressroom, write a story about what you saw. A letter of appreciation should be sent to the person who explained the pressroom work to you.

Proof Sheets

When you write something that is to be printed, you should write very legibly. The typesetters always prefer to set type from typewritten copy. Special care should be taken to avoid misspelled words and to punctuate correctly. If you are writing for a book or magazine, the printer will send you a *proof*. This is a sample page printed from the type before it is set in the press. Galley proof is in long strips; it is a sample made before the pages have been marked off. This sample the printer will ask you to *proof-read* — that is, read over and correct any mistakes that may still be there.

It is a good thing for you to know some of the proof-reading marks, because nowadays almost every person — whether a merchant with advertising copy for his store or a writer who has had an article accepted for a magazine — needs to know the system of marks that printers use for showing corrections in proof. For proof-reading your own writing, we have given you some simple marks to use, as shown here.

The printing press did more to spread knowledge among (all) the people than did anyother invention With that know- ledge men began to learn more of Nature's secrets so as to make life more (lower case) lc Worth while than it ever had been before. And spread the of knowledge has helped to prepare the people for self- government. Of course great improve- ments have been made in the printing press since (gutenberg's time.

Annotations:
 delete (omit) close up
 insert space #
 insert comma @
 insert period ©
 transpose *tr*
 straighten type //
 cap —set in capital letters

Practice 6 — Proof-Reading *

Perhaps you can get from a printer some sheets of galley proof for your class to correct.



UNIT VIII

HOLIDAY PROGRAMS — SPRING SEMESTER

BIRTHDAY ANNIVERSARIES

When you prepare a program to celebrate the birthday of a great man, you will read about his life and the service he gave to his nation. You will learn to know better the qualities he possessed that made him tower like a giant above other men in achievement and in devotion to a great cause. Different members of the class, perhaps every member, will be asked to make some contribution to this birthday anniversary program. The man's character, leadership, and achievements will be reviewed; incidents in his life will be retold; a few poems will be read that best express his greatness.

Practice 1 — Using the Library

In preparing any of the numbers on such a program, the library can be of great help to you. Begin by learning how to look for the various types of material on its numerous shelves. In a standard system of cataloging, *biography* — the written history of a person's life — is found between numbers 900 and 999. Poems will

be found in *anthologies*, or collections of poetry. Choose some character — Washington, Lincoln, Jefferson, Lee, or Franklin — and practice using the library to find material on his life. Develop this skill of finding materials in the library, for it will become more and more useful to you.

Practice 2 — Giving an Oral Report

Prepare to make an oral report on some part of the life of the man you have chosen. When you have read enough about him to have a general idea of his life and character, choose some part of it — some quality of character or some service — and make a brief outline for a talk. Remember that you want to be interesting, informing, and convincing to your classmates. Here is a short outline that a sixth-grade girl prepared, held in her hand, and referred to from time to time as she spoke to her class.

THE COURAGE OF WASHINGTON

Outline

I. Reading of the life of Washington shows that he had many fine qualities — vigor, honesty, justice, an able mind — but his outstanding quality was courage.

II. Incidents showing unusual courage

A. The capture of Trenton

B. The winter at Valley Forge

C. The critical period in the new government

III. What Washington's courage meant to America

A. Helped to carry us through the war victorious

B. Helped to form the best type of government

Can you suggest any improvements in these notes?

Practice 3 — Telling a Story

When you are talking to your classmates on any subject, they are always happy to have you tell them a good story to illustrate a point you wish to make. In a Lincoln program it is very appropriate to tell a story or two, because Lincoln himself was a great storyteller. Select one of the amusing or interesting incidents in the life of Lincoln, and develop it into a good story number on the program. Here is an example.

Lincoln became one of a volunteer force at the time of the Black Hawk War. His company chose him as its captain. He did not care for hunting or fighting, and he certainly had no talent for military command. Once they were marching in company front across a field and came to a gateway through which they had to pass. For the life of him he could not recall the proper word of command to get his company "end-wise," so that they could march through the gateway. At length he shouted, "This company is dismissed for two minutes, when it will fall in again on the other side of the gate!"

Practice 4 — Memorizing a Poem

The feeling of the American people toward their great men has been best expressed in poetry. If you are called upon to read a poem on an anniversary program, first read through the poems available in your library and select the one you consider best. Then you will probably want to memorize it, for that will make it much more effective on the program. The following suggestions will help you to memorize a poem:

1. Read the poem through thoughtfully and note the ideas and their order.
2. Read aloud several times and then lay aside for a

while. Then pick up and read again several times, always keeping the thought of the poem and not the words uppermost in your mind.

Here are some poems that may be used on your anniversary programs.

Robert E. Lee, January 19

ROBERT E. LEE

A gallant foeman in the fight,
 A brother when the fight was o'er,
 The hand that led the host with might,
 The blessed torch of learning bore.

No shriek of shells nor roll of drums,
 No challenge fierce, resounding far,
 When reconciling Wisdom comes
 To heal the cruel wound of war.

Thought may the minds of men divide,
 Love makes the heart of nations one,
 And so, thy soldier grave beside,
 We honor thee, Virginia's son.

— JULIA WARD HOWE

Abraham Lincoln, February 12

LINCOLN

I knew the man. I see him as he stands
 With gifts of mercy in his outstretched hands;
 A kindly light within his gentle eyes,
 Sad as the toil in which his heart grew wise;
 His lips half-parted with the constant smile
 That kindled truth, but foiled the deepest guile;

His head bent forward, and his willing ear
 Divinely patient right and wrong to hear:
 Great in his goodness, humble in his state,
 Firm in his purpose, yet not passionate,
 He led his people with a tender hand,
 And won by love a sway beyond command;
 Summoned by lot to mitigate a time
 Frenzied by rage, unscrupulous with crime,
 He bore his mission with so meek a heart
 That Heaven itself took up his people's part,
 And when he faltered, helped him ere he fell,
 Eking his efforts out by miracle.
 No king this man, by grace of God's intent;
 No, something better, freeman, — President!
 A nature, modeled on a higher plan,
 Lord of himself, an inborn gentleman!

— GEORGE HENRY BOKER

George Washington, February 22

WASHINGTON

O noble brow, so wise in thought!
 O heart, so true! O soul unbought!
 O eye, so keen to pierce the night
 And guide the "ship of state" aright!
 O life, so simple, grand and free,
 The humblest still may turn to thee.
 O king, uncrowned! O prince of men!
 When shall we see thy like again?
 The century, just passed away,
 Has felt the impress of thy sway,
 While youthful hearts have stronger grown
 And made thy patriot zeal their own.
 In marble hall or lowly cot,
 Thy name hath never been forgot.

The world itself is richer, far,
 For the clear shining of a star.
 And loyal hearts in years to run
 Shall turn to thee, O Washington.

— MARY WINGATE

ARBOR DAY

When springtime comes, all about you there are signs of the new life. The tender shoots of grass are showing green in the sheltered, sunny spots. The crocuses and tulips are beginning to break through the warming earth. At such a time it is natural to celebrate on Arbor Day the return of the warm season.

Nature Poems

The wonder and mystery of nature, as each year she unfolds before our eyes, has always been a favorite subject for our poets. Here are some poems which you can read to catch the feelings that filled the minds and hearts of some who could give beautiful expression to them.



WRITTEN IN MARCH

The cock is crowing,
 The stream is flowing,
 The small birds twitter,
 The lake doth glitter,
 The green field sleeps in the sun;

The oldest and youngest
Are at work with the strongest;
The cattle are grazing;
Their heads never raising;
There are forty feeding like one!

Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping — anon — anon:
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

— WILLIAM WORDSWORTH

*Practice 5 — Writing Original Poetry**

Sixth-grade pupils can express their feelings, too, in verse. It is interesting to try. Here are three things that will help.

First, you must really have a feeling which you desire to express. This impulse to express feeling in poetry can come to the class, as well as to one individual, if all feel in the same mood. For example, the members of one sixth-grade class had been watching the rain make patterns on the windows of the schoolroom. They had been listening to the beating of the rain on the sills. There was a common feeling, or mood. One child found a rhythmic pattern that pleased the class. Into this pattern they wove the words that seemed best to reflect their mood. This is the poem¹ that they wrote:

¹ This poem and the accompanying suggestions are from *Poetry in the New Curriculum*, by John Hooper.

TEARS

Through my open window came a sound of rain.
 With pattering fingers it rapped on the pane,
 Like a woodpecker tapping upon a tree,
 Or the buzzing song of a busy bee.

No sky, no earth, no sun to be seen;
 A misty fog made a gloomy screen.
 Mother Nature was washing the face of the sky.
 Did she rub so hard it made the clouds cry?

— SIXTH GRADE, HANCOCK SCHOOL, LEXINGTON, MASS.
 (Margaret Noyes, teacher)

Second, you must have command over words and phrases. "Words are the stuff from which poetry is woven. They are the poet's stock in trade." Examining the words and phrases used by others will help you.

Third, the movement or swing of the words is called *rhythm*. You need to fit the rhythm to the mood or the feeling. Notice the difference in the rhythms in the following lines from two different poems.

I sprang to the stirrup, and Joris, and he;
 I gallop'd, Dirck gallop'd, we gallop'd all three.

— BROWNING, "How They Brought the
 Good News from Ghent to Aix"

The curfew tolls the knell of parting day,
 The lowing herd winds slowly o'er the lea.

— GRAY, "Elegy Written in a
 Country Churchyard"

Practice 6 — Writing Descriptive Paragraphs

Write a paragraph describing a tree or some scene in nature that you have liked. See how clearly you can

picture it to your readers. Here are some suggestive titles.

1. The oak in our back yard
2. The willows down in Murphy's Creek
3. Prophecies of summer in the trees
4. The wind in the pines
5. The lilac knoll in May
6. Flowers at timber line
7. An orchard in blossom
8. Virgin timber
9. White birches
10. October woods
11. A swamp
12. A river island

Practice 7 — Memorizing a Poem

In arranging a program for a tree-planting ceremony on your school ground, you may use one of the following poems:

ARBOR DAY

On Arbor Day
 We think of birds and greening trees,
 Of meadowlands and humming bees,
 Of orchards far from crowded town,
 Of heights where streams go tumbling down,
 Wee mountain rills that sing and play —
 On Arbor Day.

Of how the treetops coax the rain
 From flying clouds till hill and plain
 Are clean and fresh from sea to sea;
 We plant a seed; a tiny tree
 Wakes up and throws aside the clod,
 And stretches for the climb toward God —
 We sing a song for the joy of May —
 On Arbor Day.

— ANNETTE WYNNE

THE HEART OF THE TREE

What does he plant who plants a tree?
 He plants a friend of sun and sky;
 He plants the flag of breezes free;
 The shaft of beauty, towering high;
 He plants a home to heaven anigh
 For song and mother-croon of bird
 In hushed and happy twilight heard —
 The treble of heaven's harmony —
 These things he plants who plants a tree.

What does he plant who plants a tree?
 He plants cool shade and tender rain,
 And seed and bud of days to be,
 And years that fade and flush again;
 He plants the glory of the plain;
 He plants the forest's heritage;
 The harvest of a coming age;
 The joy that unborn eyes shall see —
 These things he plants who plants a tree.

— HENRY CUYLER BUNNER

MEMORIAL DAY — MAY THIRTIETH

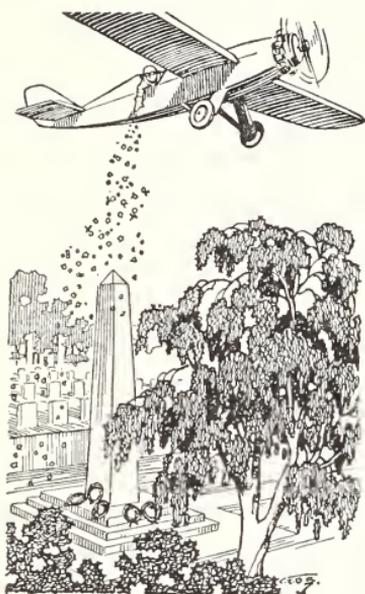
Can you explain why we observe Memorial Day on the thirtieth of May? At your class meeting in the first week of May request your chairman to appoint a committee to look up and report the history of observing Memorial Day. The committee will report the next week, and then your class will have two weeks in which to make preparations for a program.

Practice 8 — Writing an Explanatory Paragraph

[*Handbook, Section X, The Paragraph*]

When the committee makes its report, take notes of the important points and dates. From these notes

write a paragraph explaining the purpose of the Memorial Day observance, and how it first came to be set aside for that purpose.



In the years following the war between the states, veterans on either side of that great struggle, the Union or the Confederacy, were invited to the school to hear the program and to participate in it. They liked to participate because it was given in honor of their dead comrades who had served so nobly for the cause in which they believed. Now most of these veterans are gone and their places are taken by patriotic societies.

Here is a letter inviting a speaker for a Memorial Day program.

*Webster Street School
Newark, New Jersey
May 10, 1935*

Dear Mrs. Crosby,

Our class is planning a Memorial Day program to be held in our school auditorium at three o'clock on Wednesday, May twenty-ninth. Can you send us a speaker from your organization? We would be very grateful. The length of time for the talk would be about twenty-five minutes.

*Very truly yours,
Jane Williams*

Practice 9 — Writing an Invitation to Speak[*Handbook, Section III, Letter-Writing*]

It may be the desire of your class to compose a letter inviting a member of one of these societies in your community to come to your school and speak on your Memorial Day program. What information should this letter contain?

Practice 10 — Reading a Poem

In addition to the speaker, your class will probably desire the reading of a poem, or possibly two poems, dealing with the service and sacrifice of the men who have fought and died for their countrymen. Here is one poem that indicates how the North and South have finally united.

THE NEW MEMORIAL DAY

Oh, the roses we plucked for the blue
 And the lilies we twined for the gray,
 We have bound in a wreath,
 And in silence beneath
 Slumber our heroes today.

Over the new-turned sod
 The sons of our fathers stand,
 And the fierce old fight
 Slips out of sight
 In the clasp of a brother's hand.

For the old blood left a stain
 That the new has washed away,
 And the sons of those
 That have faced as foes
 Are marching together today.

Oh, the blood that our fathers gave!
Oh, the tide of our mothers' tears!
And the flow of red,
And the tears they shed,
Embittered a sea of years.

But the roses we plucked for the blue,
And the lilies we twined for the gray,
We have bound in a wreath,
And in glory beneath
Slumber our heroes today.

— ALBERT BIGELOW PAINE



UNIT IX

COUNTRIES BEYOND THE SEAS

When a man decides to build a house, what does he do first? If he already has the land to build it on, he first thinks about the kind of home he wants and gets a plan made for it. Usually he employs an architect to put his ideas on paper for him. The thing to notice is that before a shovelful of dirt has been moved, or a nail has been driven, a complete plan is worked out.

PLANNING WORK

This is the best procedure in most kinds of work, including school work. When your class has a unit of geography work ahead, the best thing for you to do is to make a plan for getting the work done. If it is to be divided among committees of the class, how shall the divisions be made? When certain members of the class can make special contributions, because they have travelled or because they have relatives in the lands to be studied, of course they will be given these special assignments.

In making your plan for the study of Europe, first list the things you would like to know about the countries in that part of the world.

Things We Would Like to Know about Europe

1. Surface features of the countries, including their size, mountains, rivers, harbors
2. The people in the countries, including the population, government, occupations, customs, culture (especially music and art), ways of living, language
3. The chief products, including agricultural and industrial
4. The chief cities, including their size and the reasons — political, industrial, and commercial — for their growth into cities

When your list is completed, decide which questions the entire class will work on and which ones small committees of pupils will investigate. If any individuals in your class have interesting contributions to make, letters or pictures from relatives in Europe, be sure to assign certain parts of the study to them.

Practice 1 — Listing Reading and Reference Materials

[*Handbook, Section I, Using Book Tools*]

With the help of the teacher and the librarian, make a list of all the reading materials that deal with the various countries of Europe. You will find these in general reading books, in school geographies, in magazines, and in encyclopedias. Many of these materials can be grouped into the four divisions you have decided upon in your planning.

NEW WORDS

In working on new materials you will of course meet new words of whose exact meanings you are not sure.

Rather than be uncertain about them, have your dictionary at hand and look them up. You will notice that oftentimes the dictionary gives several words in defining the one you are looking up. This indicates that some words have slightly different meanings, depending upon how they are used. If you come across words of this kind, notice how they are used in your reading and decide which is the best meaning for that use. This will require a little thinking and judgment on your part.

Practice 2 — Using the Dictionary

[*Handbook, Section V, Vocabulary*]

Look through the following list of words. If there are any whose meanings you are not certain of, look them up in your dictionary.

industrial	commerce	isolated
surface	European	illiteracy
climate	possessions	import
countries	elevation	export
principal	standard	navigable
features	tundra	interdependent
occupations	steppes	influence
manufacturing	landlocked	Scandinavian
agriculture	density	glacier
barriers	interior	textile
altitude	varied	firth
appendix	fiord	irregular

Practice 3 — Making an Oral Report

[*Handbook, Section II, Preparing and Giving Reports*]

Certain topics on the reading list will be studied and reported upon to the class by individuals. Other

topics, such as "The Story of the Making of Porcelain in Germany and France," will be better suited to committee work. These committees will organize and plan their work just as the class as a whole has done. The amount of time they spend on their study will depend upon the importance of the topic in relation to others, the amount of reading material available, and what special work they do, such as collecting pictures, modeling clay, or making puppets.

When the committees have finished their work, they will decide who will present their report to the class. Usually they will choose one member to make the report. Sometimes they will choose two or more. If there is to be an exhibit or a play, the whole committee will take part.

When a report is made by one or two members of a committee, the class will judge the committee's work by that report. It is important, therefore, to find out what makes a good oral report. First, consider what your listeners are interested in. You will never report things just for the sake of making a report. If committee members have chosen only the things that interest them very much, they may be sure the rest of the class will be interested also. Then, the committee must choose a speaker who is enthusiastic, who wants to tell the other pupils about it. If the report is made by such a person, there is every chance that the class will vote it an excellent report.

Organize and outline the report, and speak from the outline. Decide which points need emphasis and how much time to spend on each. Watch your listeners, however, and if they are especially interested in some point, give it more time than you had planned.

Speak distinctly, in a low, pleasing voice. Speak so that your audience can hear every word easily. A voice that is harsh or shrill may cause your listeners to miss your ideas. The Handbook will give you some suggestions and exercises for improving your voice if you need help of this sort. "Ur"-ing every few words when you are speaking may be just a bad habit or it may arise from not knowing just what you want to say. Either of these faults can be overcome by practice on very short, interesting reports, or by contributing remarks on the main report presented by another member of the committee.

We have suggested three things which are important in making an oral report successful. They are: (1) If you want to interest others, be really interested yourself in the things you are reporting. (2) Organize and outline your report before you start to speak. Have in your mind the main ideas that you are going to "get over" to your listeners. (3) Use a low, pleasant voice, and speak your words distinctly.

Practice 4 — Written Reports

Certain topics can be reported much better in writing than by the spoken word. In fact, written reports are used much more today than they were years ago. A century or more ago it was the custom in many towns for a man to walk through the main street of the town and cry out the news. He was called the "town crier." Today the news of the day is written and printed, and the paper is distributed from house to house. And the news of the week or month, together with stories and articles, is written and printed and distributed by mail. So when you make a written re-

port to the class, you may be interested to know that you are doing the same type of thing that thousands of newspaper reporters and magazine writers are doing as a regular occupation.



What makes a written report a good one? Let us say that it is a good report when it is easily read and clearly understood. What does this require? It requires that the writing must be readable, the spelling must be accurate, the sentences must tell things clearly, and the things they tell must be so arranged that the reader's interest is kept up.

If a written report is to be understandable, the sentences will certainly be clear and complete and not too long. Check over your sentences to be sure that none is incomplete or rambling. Look up "Sentence Building" in the Handbook, Section VIII, and try to improve your ability to construct good sentences for your written report.

Standards for Your Written Report

1. Is the handwriting easily read?
2. Is the spelling one hundred percent accurate?
3. Are the sentences complete and clear?
4. Is the material well-organized?

*Practice 5 — Making an Outline**

The surest way to get good organization in a written report is to make an outline. An outline is a sort of skeleton to which you can attach the details of your report. An outline may be short and simple if the topic to be reported is very limited in scope. After a little practice in making short outlines, you may find it possible to omit the written outline and just keep it in mind as you write your report. That is what newspaper reporters do when they write a short article. Here is an example of a brief outline.

Subject: Farming in France

- I. Natural advantages
 - A. Fertile soil
 - B. Rainfall and climate
- II. Products of the southern part of France
 - A. Olives, grapes, and other fruit
 - B. Flowers
- III. Products of the northeastern region
 - A. Garden vegetables
 - B. Grains, sugar beets, and other field crops
 - C. Milk and cheese
- IV. The workers on the farms
 - A. Eighty percent owning their farms
 - B. Many living in villages and country

When the topic is more general, the outline will be longer. Then you will have to decide what the important matters in the report are, and which will come first, which second, and so on. Here is an example of an outline that one sixth-grade pupil made before he started to write his report.

SAMPLE OF A GOOD OUTLINE

Physical Barriers Make Differences in Customs and
Ideals between Nations

- I. Mountain barriers that make a difference
 - A. The Alps — the differences between the Italians and the Swiss
 1. In government
 2. In appearance of people
 - B. The Pyrenees — the differences between the French and the Spanish. The industrial progress of France and the backwardness of Spain
 - C. The Carpathian Mountains — the differences between the Czechs and the Poles in dress, customs, and folklore
- II. River barriers that make a difference (river not such great barrier as mountain range)
 - A. The Rhine — separates the French from the Germans — different national traits
 - B. The Danube — separates Roumania and Bulgaria — different traditions and national customs
- III. Large bodies of water that make a difference
 - A. The English Channel — causes the people of the British Isles to have a different tradition and background both of government and customs, from the nations on the Continent
 - B. The Baltic Sea — separates Germans from Swedes — differences: physical, cultural, and governmental
 - C. The Black Sea — separates Turkey from Russia — great differences in the people
- IV. Physical barriers less important now than a thousand years ago
 - A. Comparison of North America with Europe
 - B. Man's inventions overcome barriers

THE PARAGRAPH

A paragraph is a group of sentences telling about one topic. In your outline you have listed your topics. In writing your report you will write several sentences about each topic, and these will form a paragraph. The paragraph will help those who read your report. They will know that they will find in any one paragraph only the sentences telling about a single topic.

Here is an example of a paragraph on one of the topics in the outline.

Modern inventions have decreased the importance of physical barriers between nations. The railroad has scaled the mountain pass or tunneled through the very mountain itself. The increase in the speed of transportation which it brought about has seemed to bring distant places much closer together. This has made possible the development of one nation in North America in an area greater than Europe, where twelve nations developed before the railroad came. Thus we see that physical barriers are less important now than a thousand years ago.

Practice 6 — Writing a Paragraph

[*Handbook, Section X, The Paragraph*]

Write a paragraph on each of the main topics of your outline. Check to make sure that each sentence of a paragraph tells about only one topic.

Practice 7 — Writing a Business Letter

[*Handbook, Section III, Letter-Writing*]

Sometimes you can obtain from industrial firms and commercial houses material to illustrate the geography topics you are to report upon. The railroad and steam-

ship companies will send you pamphlets and folders on request. Write a business letter courteously requesting such material. A letter of this kind should be (1) brief; (2) one hundred percent accurate in spelling, capitalization, and punctuation; (3) easily read, if written in handwriting instead of typewritten.

Here is a sample of such a letter.

Plymouth School
Cleveland, Ohio
April 16, 1935

French Line
19 State Street
New York City

Gentlemen:

Our class is making a study of the cities of France. If you publish any material containing pictures or descriptions of these cities, we would appreciate receiving a copy.

Very truly yours,
Dorothy Gary
For the Sixth Grade

Practice 8 — Writing a Letter of Invitation

[*Handbook, Section III, Letter-Writing*]

In the course of the work on the unit your committee may desire to invite some man or woman from your community who has travelled in the country you are studying to come to school and tell you about it. Such an invitation needs something besides the brevity, accuracy, and legibility mentioned as being important for

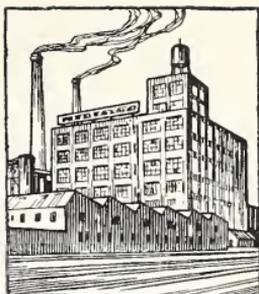
the business letter. It must have a style and character suited to the particular situation. For example, if the person to whom you are writing is someone your class knows and who knows you, you can be quite informal. See the Handbook for models of informal letters. If the person is a complete stranger, it will be necessary for you to explain more exactly the situation and the topic that you would like to have him talk to your class about. Accuracy in spelling and legible handwriting are highly important in every type of letter.

At the close of your work on your unit, when your committees are reporting or you are presenting a play or an exhibit, you may wish to invite people to enjoy the program with you. Even mayors of cities and governors of states have responded gladly to such invitations, and this will give some interesting practice in addressing a letter to an official — something that many grown-ups fail to do properly.

Practice 9 — Making a Book

To make a book that will contain all the most interesting reports and stories, with pictures and accounts of programs and plays, is one of the best ways of keeping a record of the work of your class. If you plan to do this, you will need to make the decision early in your work, so that the materials for the book may be collected gradually as the work of the class proceeds. A general editor will need to be appointed or elected, and also editors of special sections, such as the art editor and the story editor. It will be the duty of the general editor to read the written material that comes

in from the committees and from individual pupils and to ask that everything he believes to be suitable for the book be saved and filed. Then, as the unit approaches the end, he can call in his assistant editors and work out the plan for the book.



UNIT X

INDUSTRY THROUGH THE AGES

SEEING INDUSTRY TODAY

When you take an automobile ride through the country and into a city, you see people on all sides busy with their work. On the farms, in the city streets, in the stores, factories, and offices, everyone you see seems to be occupied with a task.

Do you ever wonder how all these people have come to be doing the work at which they are so busy? Only two hundred years ago most people lived on farms. At that time much of the industry that we see today was carried on in a simpler way in the farm shop or home. Farther back than that, our ancestors lived in caves or trees. Then each man worked in order to furnish food or clothing or other comforts for those that belonged to his own family.

Practice 1 — Writing a Descriptive Paragraph

This description of a machine at work was written by a boy who had just visited a large city with his father.

THE STEAM SHOVEL

Looking over a board fence, that had been put up to protect the people passing by, we watched a steam shovel at work in a huge pit. It pushed its big bucket scoop into a bank of earth, then lifted it up slowly, turned, and dumped it into the waiting truck. The puffing, clanking machine made me think of a one-armed giant. When it didn't get a good full scoop the first time, the arm went back and tried again. If all of the dirt didn't empty from the scoop into the truck, it waited, and shook the bucket as if it were angry. When the truck was heaped high with dirt, it seemed to say, "There you are. Now you can go," and



the loaded truck would pull away.

Write a paragraph describing some form of work that you have seen, either in your community or on a trip you have taken.

Practice 2 — Group Discussion

Make a list of the forms of industry that are going on in your neighborhood or community. Discuss which ones are most necessary. Which ones were carried on at one time in homes? In what industries are the parents of the children in your room employed?

HOW THE INDUSTRY OF TODAY HAS DEVELOPED

Thousands of years have gone by since the days of the cave man. During those years the work of men as

it is today has gradually developed. First, men helped each other to obtain the simplest food and the furs of animals for clothing. Then tools and utensils were invented, and men made and exchanged them. Later came the weaving of cloth and the use of metal. Because of wars and conquests, men came to differ in their station in life, and some men worked for others. Gradually towns grew up, and the people of the towns exchanged what was made in their shops for the food produced by the farmers. Steam and electricity brought more machines. Transportation increased, and the people of the world became more and more dependent upon each other.

Practice 3 — Oral Reports

[*Handbook, Section II, Preparing and Giving Reports*]

Divide your class into committees and let each committee report on one of the steps in the development of industry. Here are some questions for the committees to report on.

1. How were the first tools made?
2. How was metal discovered?
3. How was pottery made?
4. Why was the discovery of glass important?
5. What were the first houses like?
6. Who invented the plow?
7. How is spinning done?
8. How did weaving start?
9. How is cloth made today?
10. What is steel and how is it made?
11. How did the discovery of the wheel affect transportation?
12. Who made the first steam engine?

13. What effect did the discovery of electricity have?
14. Who invented the gas engine?
15. When and how was the first airplane invented?

This will be a test of your ability to obtain information and to make an interesting report.

A few of the books that will be of help to you are:

1. Arnold, Emma J. *Stories of Ancient People*
2. Beeby, D. J. and Beeby, Dorothea. *America's Roots in the Past*
3. Carpenter, F. G. *How the World Is Clothed*
4. Fisher, A. R. *This Man-Made World*
5. Kiner, Grace. *How the World Grew Up*

PRESENT FORMS OF EARLY INDUSTRY

The workers who lived several hundred years ago had very simple machinery, if any. Their work was called handcraft. There are not many forms of handcraft left in industry today. Almost everything we use is made in factories with machinery. Look around your neighborhood or community and see if you can find any examples of the early hand industries. Possibly you will find a rug-weaver, a carpenter, a shoemaker who still makes and repairs shoes. Farming, of course, has changed somewhat less than other industries, and



there you will find some work that is still done the way it was years ago.

Practice 4 — Writing a Report

Make a trip to some place in the community where a type of early industry is being carried on. Take notes on your observations. Then write an account of your trip and the work you saw being done. Here are some questions that your report should answer.

1. What industry did you go to see?
2. Where was it located? A shop? A school?
3. Was any machinery used?
4. What article was made? How was it made?
5. How does the industry differ from the early days?

*Practice 5 — Giving a Talk**

Get pictures, or slides, or a film to show types of early industry. Then present a program. This is an opportunity to give a talk with the aid of pictures.

If you are appointed to give the talk to accompany the pictures of an early industry, study this industry beforehand, so that you can point out the features of interest. If a film is shown, speak before the film is run and tell your classmates what to look for in the pictures.

VISITING A MODERN SHOP OR FACTORY

The manager of a modern shop or factory will usually be glad to have you visit his plant if you will write to him beforehand. A letter is given as an example.

This is a business letter. Is it a good one? How do you think a class could learn the name of the superintendent of a factory?

Guyton School
Detroit, Michigan
March 15, 1935

Superintendent A. C. Beringer
Superior Battery Company
Detroit, Michigan

Dear Mr. Beringer:

The sixth grade of our school is studying industries and would like very much to visit your factory and see how flashlights are made. There are thirty-two pupils in our room. We will be very careful to follow your directions and will not interfere with the workers, if you will permit us to go through your plant.

Very truly yours,
George Martin
For the Sixth Grade

Practice 6 — Writing a Business Letter

[Handbook, Section III, Letter-Writing]

Select a factory or shop in your community which you would like to visit and where you believe you would be welcome. Write a letter to the superintendent or manager asking permission to visit the plant.

Practice 7 — Getting Information

Before visiting a factory, read about the industry that it represents. Find out as many interesting facts as possible, how it developed and when, what it manufactures, and where its products are sold.

Practice 8 — Writing a Report

After the visit to the factory write a report on what you saw. If there were several departments, divide the class into groups and have each group report on a separate department. When the reports are finished, select the best and, if possible, illustrate them with pictures. Then bind them together into a booklet. The superintendent or manager, whose guests you were at the factory, will be happy to get such a booklet as a token of appreciation for your visit.

Practice 9 — Writing a Letter of Appreciation

[*Handbook, Section III, Letter-Writing*]

Write a letter to the person who conducted your class through the factory thanking him for his courtesy. Tell him why you appreciated the opportunity to see the plant, and mention some of the most important things you learned from the visit.

TEN YEARS FROM NOW

To find the right place for oneself in this great scheme of industry today is the task that will face most boys and also many girls. Each year thousands of young men and women take their places for the first time with other workers in industry. Some day you will be taking your place among those thousands. It

is well to look forward and make every effort to go into that industry and into that kind of work in which you will be the happiest and the most successful.



Practice 10 — Writing a Paragraph

[*Handbook, Section X, The Paragraph*]

Write a paragraph on “The Work I Would Like to Do.” Here are some of the points you should take up in your paragraph.

1. What the work is
2. Why I believe I would like it
3. What I can do to prepare for it

*Practice 11 — Writing a Letter of Application**

When the day comes for you to get your first employment in your chosen industry, you will probably need to write a letter applying for the job. Imagine that it is ten years from now and that you are about to enter the field of industry for which you have prepared yourself. Write a letter applying for the work that you would like to do. An example of a letter of application is given for your criticism.

1428 Maple Avenue
Houston, Texas
June 3, 1935

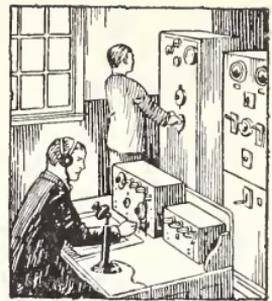
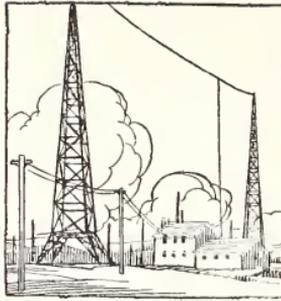
Mr. George R. Schwartz, Manager
Southwestern Construction Company
220 Main Street
Dallas, Texas

Dear Sir:

I would like very much to get a job with your firm. I have been interested in building construction ever since I was a boy. Your company put up the Surety Building in this city in 1923, I believe, and it was watching that construction that started my interest. Since that time I have worked on construction jobs during the summers. Next week I will complete the four-year course in mechanical engineering at the University of Texas.

If you have an opening for which you will consider me, I will be glad to ask several of my former employers and instructors to write to you in regard to me. I enclose a stamped envelope for your reply.

Yours truly,
Robert J. Warren



UNIT XI

THE RADIO

Have you ever visited a radio broadcasting station? The studio where the speakers or the performers send their voices into the microphone is a sound-treated room. The walls are covered with velvet or some other sound-absorbing material, so that there will be no echo and the voice will be heard distinctly over the radio. In New York City there exists the largest group of broadcasting studios in the world. One of them is an immense theater in a radio center called Radio City.

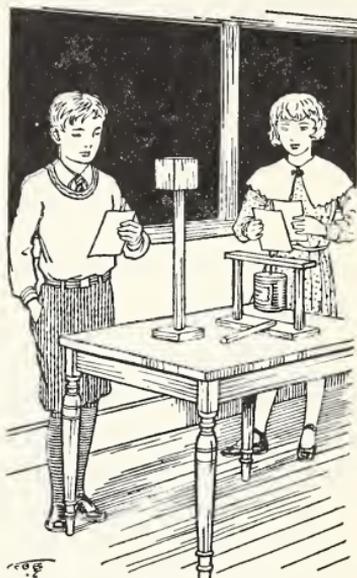
BROADCASTING

If you were going to broadcast, what are some of the things that you would do? Would you prepare carefully? Yes, indeed, for wouldn't it be embarrassing to stumble and mumble when so many persons would be listening to you through their radios? How would you prepare yourself? First, you would want your radio talk to be interesting to the listeners. Then you would have only a limited time, so you would have to have your talk carefully organized. Finally you would need to speak clearly and distinctly.

Practice 1 — Broadcasting Radio Programs

The entire class will be a radio broadcasting company. One pupil will be the manager of the station; it will be his duty to arrange the programs. Several pupils will specialize in announcing. A radio announcer today is a trained person, who usually speaks well. Some of the class will appear on the programs with school talks on topics of interest to the pupils. Others will appear as entertainers.

Here is the outline of a radio broadcast given by one sixth grade.



Length of time on the air — 10 minutes.

(Gong is struck three times.)

ANNOUNCER: This is station LSSG (Longfellow School Sixth Grade).

We are especially pleased to bring to our radio audience this morning a ten-minute program that combines entertainment with a talk on a subject of interest to you all.

First, I shall present our good friend Bill Walton, who delighted us with his harmonica selection last month. Bill will play this morning that cowboy melody, "Home on the Range." *(Bill plays for two and one-half minutes.)*

ANNOUNCER: The school nurse has requested one minute for an announcement. Miss Burns, our school nurse.

MISS BURNS: *(Makes announcement in regard to dental examinations.)*

ANNOUNCER: Have you ever visited the capital city of

our nation? If you have, you will be interested to check your impression with that of our next speaker. If you have not visited Washington, D. C., you will be glad to hear our classmate, Louise Taylor, tell about her visit in that city last month. Louise Taylor.

LOUISE: (*Speaks for 4-5 minutes on her trip to Washington, D. C.*)

Rules for Radio Broadcasters

Below are some simple rules for speaking before the microphone.

1. *Manuscript.* Unless you are an experienced speaker, it is best to have a completely written out copy of your broadcast before you as you speak into the microphone. Very few professional broadcasters are without such a manuscript.

2. *Posture.* Take careful note of your posture before the microphone. If you are standing, stand squarely on both feet and keep your lungs well expanded. This posture will give you a constant reserve of energy, so that you will not feel compelled to strain your voice. If you are sitting, take a comfortable position and be slightly relaxed.

3. *Voice.* Beginners in broadcasting are apt to speak with a strained and unnatural voice. This oftentimes is harsh and unpleasant to the listeners. A tone of friendliness is much more effective than a loud or shouting voice that sounds like someone addressing a crowd.

4. *Enunciation.* Words should be spoken distinctly, but at the same time naturally. The natural expression is obtained by the right phrasing; that is, by grouping together words that go together, and then pausing briefly before going into the next phrase.

In the following example of phrasing when speaking over the radio, the length of the dash gives an idea of the length of the pause.

When the warm days — of June — come — and the ice is all melted — the trapper — takes his family — and his load of furs — and sets off — in his canoe — for the nearest trading post — There — he trades fur pelts — for necessary supplies — and — after a short picnicking — with his friends — he starts back — with his heavy load — paddling against the swift current.

When you have heard one of your class radio programs, answer these questions:

1. Does the announcer speak so that you can understand him easily?
2. Does he start his broadcast in a way to interest you?
3. Are there any words that he doesn't speak distinctly?
4. Can he receive any help from Section XI of the Handbook on "Improving Your Speech"?
5. Does the singer pronounce the words of the song so that you understand them?
6. Does the speaker phrase his words so that it is easy to get the meaning?

Criticizing Radio Broadcasts

The newspaper in each issue has a column or two announcing the programs of radio broadcasts for the



next day or next week. Bring to the class a clipping of this announcement, and decide on some one broadcast that you think will be interesting and worth while.

The commercial concerns have most of the programs, and the announcer usually advertises the product of the concern just before and just after the program. Do you think this is a good thing? Do you think there is too much advertising in radio?

*Practice 2 — Discussing and Debating**

The chairman of the debate can select two pupils to tell why they believe radio advertising is necessary, how it makes possible expensive programs, and does no harm. He can select two others to tell why they believe radio advertising should be reduced to a small amount of the total time. Each speaker should speak to the class in turn, with a time limit of possibly four minutes for each talk. This will be a good opportunity to test your ability to convince others, to persuade them to believe as you do. This is an ability that will be important for you to have as you grow older.

Here is a brief outline of the argument.

IS THERE TOO MUCH ADVERTISING OVER THE RADIO?

Yes

No

1. Too much time is taken from good programs to advertise goods.

2. There are too many interruptions of good programs by the announcers advertising the goods of the sponsoring company.

3. Radio programs are controlled too much by commercial interests.

1. The advertiser will be careful not to take too much time and become disliked.

2. Broadcasting companies realize that frequent interruptions of a good program are not good for the business of the sponsors.

3. If the commercial interests did not sponsor radio programs, we would not have so many good programs.

Yes

4. Programs that might tell us about wrongs some very powerful company is doing are kept off the air.

No

4. The large broadcasting companies do not deny the use of their radio to either side of an important public question.

THE NEWS FLASH

Nearly every radio station broadcasts some news of the day. Usually the first item in the news broadcast is the weather forecast. Then the important news items are given. Tune in on your favorite station and notice how the broadcaster gives you a short statement about the important happenings in the world, the nation, and in your community. In one school the boys obtained a small microphone, and each Friday one member of the class was selected to broadcast to the room the items of interest to the pupils. The broadcast sounded something like this:

This is station WSSG (Washington School Sixth Grade) giving you the news of the day. We will give you the weather forecast first. Tomorrow will be unsettled, with a possibility of showers. If the sky is cloudy when you start for school, you'd better take your raincoat or an umbrella.

The mayor of the city has proclaimed next week as Fire Prevention Week and requests all citizens to remind themselves of precautions against fires in homes and places of business.

The police department has succeeded in capturing the two robbers that broke into Johnson's store Saturday night.

The ball game between the Washington and Hawthorne Schools will be played at four tomorrow afternoon. Captain John Miller of the Washington team states that his team is in good shape and hopes for a victory.

The sixth-grade play, entitled "The Merry Men of Sherwood Forest," will be presented in the Washington School auditorium next Wednesday at 2:30 P.M. Mary Marcos will take the leading part. You are cordially urged to invite your parents and friends.

School will be closed next Friday on account of the teachers' convention.

This is Station WSSG signing off. I thank you.

Practice 3 — Writing a News Flash

Possibly you can do the same thing in your class. Set a time each week for broadcasting your news flashes.

Practice 4 — Selecting the Best Radio Programs

Radio programs that we can listen to in school or at home are something like the books we read. They may



be very interesting, or they may be just the opposite, very dull and uninteresting. They may give us the story of an adventure, which although it is interesting and exciting at times, yet is true to things as we know them to be. On the other hand, they may be cheap and unreal, just thrillers to excite us, like the cheap novels that are sometimes printed.

The programs for boys and girls are usually given by the large broadcasting companies early in the evening, between five and seven o'clock. Pick out a number of radio programs. Report on them

and discuss them in class. If you believe they are good, tell why you think so. If you believe they are poor, give your reasons for thinking that, too.

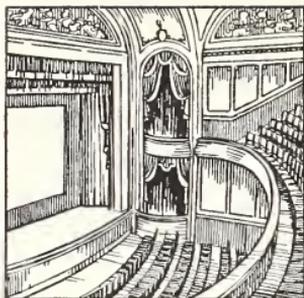
What are some of the points in a good radio program? Here are a few.

1. It is interesting.
2. You can understand it easily.
3. The characters are good. They seem real. You feel that you know them.
4. The things that happen could really happen.
5. You learn some things that you didn't know before about airplanes, animals, and so forth.
6. You want to hear the next chapter.
7. You learn something — for example, to be kind to animals or courteous to people.

Here are criticisms of a poor radio program.

1. It is too exciting — sometimes even blood-curdling.
2. The characters are not real. You always realize that they are just people speaking at the broadcasting station.
3. It doesn't tell you anything new and really interesting.
4. It doesn't make you admire any good qualities, like kindness, courage, or cheerfulness.

After you have selected a radio program that you all like and that you have agreed is a good one, select one member of the class, a different one each day, to report on the story which that radio program is giving to you.



UNIT XII

THE PHOTOPLAY

SELECTING A PHOTOPLAY

Some children go window-shopping for their "movies." You have probably seen them gathered around the posters outside the motion-picture theater. Maybe you have been coaxed into a theater yourself by the exciting pictures that are hung outside to arouse your curiosity. Often you are disappointed because the play is not nearly so good as the posters promised that it would be.

Another way in which people are often persuaded to buy tickets to a motion picture is by the advertisements in the daily papers. That is not a very good way to select your movies. The words that are used to describe the various pictures are all so much alike that you know they cannot be true of every picture. You find such words and phrases as these in the advertisements:

Superb

Thrilling

Tremendous

The most talked about film of the year!

The season's greatest picture!

Astounding

Gorgeous

Stupendous

You realize that it may be a very ordinary picture that is being highly advertised.

If you wait until the second or third day after a picture has come to your town, some of your friends may be able to tell you whether the play is worth while. If your taste in motion pictures is like that of your friends, their remarks about the film will be a help to you.

Some persons do not take time to select their motion pictures at all. They just go to see the nearest picture or the one at the biggest, showiest theater.

When you go into a library to get a book to read, you do not take any book you happen to see. You know that there are certain books that you will enjoy reading and others that will be uninteresting or too difficult. Photoplays are somewhat like books in that respect. You will find that it is as wise to choose carefully the one you go to see as it is to choose the book you take from the library to read.

How are you going to tell which photoplay, or "movie," as we often call it for short, is good? In selecting a book, you look through several of them and get the opinion of your classmates, your teacher, or of the librarian. If we could sample the motion pictures in that way, or always talk with someone who had seen the play, it would not be hard to choose one. But there are other ways of finding out what a photoplay is like, even though we can't have all the help we have in choosing books.

One of the best ways in which to learn about a photoplay is to read the articles called *reviews* that usually appear in newspapers and magazines when a photoplay is first shown. They tell the good things about a play and also the things that are not good.

Practice 1 — Reading a Photoplay Review

Bring to the class clippings from newspapers and magazines that contain reviews of photoplays that are being shown in your town this week. Decide which play promises to be the best. Tell why you believe it should prove to be the best.

Here are two short reviews of the same photoplay. Which do you think is the better? Which makes you want to see the film? If you have seen the play, do you agree with the reviews?

1

LITTLE WOMEN

With both tears and laughter we relived the lives of these four New England girls and their mother whom we have loved since we were ten and read Louisa M. Alcott's book. Even though the time is that of the Civil War, the story seemed as real and true as though the "Little Women" were our own neighbors. The scenery and costumes were quaint and lovely. I stayed through two showings and even then hated to leave, just as I hated coming to the end of the book when I read it for the first time.

2

LITTLE WOMEN

A delightful film, superbly produced, brilliantly directed and acted. It follows the book exactly and brings to life the charming story of family life seventy years ago. A nearly perfect picture.

Practice 2 — Writing a Review

[*Handbook, Section X, The Paragraph*]

The members of the class who have recently seen a good photoplay can write a review of it for those who

have not seen it. If you believe that the play which you have seen was a good one, try to do it justice in the report you make to your classmates. If you believe that the play was not very interesting and not really worth going to see, write a review in which you explain to your classmates what you didn't like about it.

You will find that a complete review of a photoplay contains something about each of these three points:

1. The plot — the story that the play unfolds.
2. The acting — whether the characters seemed real and true to life.
3. The photography — in outdoor scenes this is important.

Reviewing a photoplay is a good opportunity to improve your ability to write paragraphs.

MAKING PHOTOPLAYS

Most boys and girls are interested in knowing how photoplays are made. A few books and magazines tell about the photography and the directing of the plays. There are many poor magazines about motion pictures. Be sure to use one that has true and valuable reports. You may need to ask advice of your teacher on this.

Practice 3 — Making a Committee Report

Committees can look up information and make reports to the class on topics like these:

1. How animated cartoons are filmed
2. How the sound is recorded and reproduced
3. How train wrecks and plane crashes are filmed
4. How color films are made

Practice 4 — Making an Individual Report

Some of the pupils in your class have cameras and enjoy taking pictures. You may even be fortunate enough to know someone who has a motion-picture camera and will show you how it works. You will learn much about motion films by examining ordinary camera films. Someone may be willing to bring his camera and some of his pictures to school and show you how pictures are made.

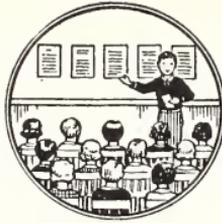
Practice 5 — Reporting a Newsreel

At almost every showing of a photoplay there are also some short features either before or after the main play. One of the most interesting features is the newsreel, which gives us a picture of the interesting or important events of the week before. When you have your next current event reports, some of you may tell what you saw in the newsreel.

GRADE VI

Part II

YOUR HANDBOOK



YOUR HANDBOOK

This book is to be used as your mother uses her cookbook or your father uses an encyclopedia. You will look up in it just what you need whenever you need it, read it carefully, and follow suggestions. You may need to use the Handbook when you are writing a letter, making a report, working with a committee on a program, and at many other times. . . . You never knew a sensible person to read a cookbook or an encyclopedia from the first page through to the last, nor will you read this book in that way. You and your teacher will decide which parts to read and when to read them.



∴ The Table of Contents and Index will save your time. Use them often. ∴



SECTION I

USING BOOK TOOLS

We are fortunate in having much of the knowledge that man has gained through the ages gathered into books to which we may go for information. A library is a gold mine of learning and pleasure if we know how to find the treasures. The purpose of this unit is to help you to learn how to explore in books. In the days of pirates those who hunted for treasure had maps and directions. Book Land has some maps and guides that you can use when you understand how.

Every library has a big guide to its books, a card catalog. There you can find the numbers of the books that you need, and by the numbers you can find the books on the library shelves. The numbers will tell you where to hunt in the library, just as the marks on the maps told the pirates where to dig for treasure.

Certain parts of a book are guides to what the book contains. You know already that nearly every book has a *table of contents*, and that many books have *indexes*, also.

KEY WORDS OR TOPICS

In choosing the words for an index, authors pick out *key words*. These are words that suggest the topic of

the page or paragraph. They are the questions or subjects with which the printed material deals.

In finding material on a topic, you will probably have to look up several key words. Look in the indexes under all words that seem closely related to your topic. Thus, if you were using your geography in order to find out something about the pine forests of Florida, you might look under *Florida, forestry, pine, lumbering, or Southern States.*

Practice 1 — Choosing Key Words

In using an index always look under more than one key word. If you want to find material on Thomas A. Edison, you may use as key words *Edison, or inventor, or scientist.* Or you may study a man like Edison through something which he has done or made, as *electric light or phonograph.*

Suggest two *key words* to help you find material on the following persons:

- | | |
|--------------------------|--------------------------|
| 1. Clara Barton | 6. Charles A. Lindbergh |
| 2. Alexander Graham Bell | 7. Richard E. Byrd |
| 3. John Burroughs | 8. Samuel L. Clemens |
| 4. John Joseph Pershing | 9. Albert Payson Terhune |
| 5. Theodore Roosevelt | 10. Lorado Taft |

Practice 2 — Choosing Key Words

Since there are no rules to tell you what key words to use in looking up material, you must use your imagination.

From the list of possible key words select the ones that might help you to find material on each of the two subjects, *Architecture* and *Measuring Time.*

churches	buildings	rivers	water
cathedrals	calendar	paper	clock
watches	automobile	stone	furniture
hour glass	roads	temples	weather
sun dial	pyramids	Greece	columns

In encyclopedias you often find references to other topics, as *See Inventions*. Always look up those references. At the end of chapters and books you sometimes see lists of other good books on the subject. Use those lists, also.

THE CARD CATALOG

For every book in the library there are always at least two cards in the card catalog. Each card gives the name of the book, the author of the book, and the library number of the book. Often it gives the publisher and the date of publication. Sometimes other information is given, also.

A book that is not a story-book can be found by its title on the *title card*, the author's name on the *author card*, or the subjects with which it deals on the *subject cards*. Why does the librarian make several cards for each book when the same information is given on all of them?

The content or topic of the book is often typed in red to distinguish it from the title. Titles are typed or printed in black.

Books are arranged on the shelves according to the numbers. The librarian can show you in a few minutes just where to look for certain numbers. After you understand the arrangement, you will be able to find books without help.

MAKING A BIBLIOGRAPHY

During this year of work you should train yourself to refer to a book by both the title and the author's name. It is always wise to give the author's name completely. Have you ever tried to use the card catalog to find a book by a person named Smith when you did not know the rest of his name? If you try it, you will understand why the full name should always be given.

BOOK LISTS

There are many ways to give book references. A book list is called a *bibliography*. The following form is satisfactory for your use:

Author's last name, Author's first name
Title of book
 (The words of the title should be underlined.)

When you write the first name after the last name, place a comma between them. The last name is placed first because books are arranged and listed according to the first letter of the author's last name. The title may be placed right after the author's name with a period between, if you prefer. These books are listed correctly:

Miller, Joaquin

Overland in a Covered Wagon

Weed, Clarence M. Insect Ways

Sometimes you will want to give the publisher's name. The form below is correct. This book has three authors.

Washburne, Washburne, and Reed

The Story of Earth and Sky

D. Appleton-Century Company

STORY OR MAGAZINE LISTS

Sometimes you wish to list a poem or a part of a book or magazine. Then you will need to give both the name of the story or article and also the name of the book or magazine. If you refer to a magazine, give the date of the magazine in both month and year. This form will be satisfactory for you to use:

Author of story or article , Title of story or article
(In quotation marks)

Title of book or magazine , Page numbers
(Words of title underlined)

Sir William S. Gilbert, "The Yarn of the Nancy Bell,"
The Poetry Book, VI, pages 39-42

Mabel S. Merrill, "Lonesome Abe," Child Life,
February, 1933, pages 56, 77, 79

The word *pages* may be abbreviated *pp.*

USING THE DICTIONARY

A dictionary is a tool chest for those who want to write and speak well. The tools are words with directions for their use. When you do not want to use the same word over and over again, you can find in your dictionary tool chest another word with nearly the same meaning, a *synonym*, to make your sentence interesting. If you do not know how to pronounce a word, how to spell a word, how to divide a word at the end of a line, or the meaning of a word, you will find in the dictionary the answer to your problem.

This useful book is not a new friend to you, but there are probably many things about it that you have never

discovered. Take time at the beginning of the year to get thoroughly acquainted with all parts of the dictionary.

Practice 3 — Exploring in Your Dictionary

Some of the following sections will be found in your dictionary. How many can you locate? Perhaps the titles are different in your dictionary.

Abbreviations	Biography
Proper Names	Gazetteer
Foreign Words	Names of Persons and Places
Key to Pronunciation	Mythological Names

Keys to Pronunciation

It is important for you to understand how your dictionary marks the sounds of letters and the accent of words. All dictionaries do not use the same signs. Learn your own system of signs thoroughly. Then you can compare it with others.

Notice in looking up pronunciation that sometimes words have two accents: a strong, or *primary*, accent and a weak, or *secondary*, accent. Accent is very important in pronunciation. Sometimes a word means one thing when it is accented one way, but a different thing when it is accented another way.

Practice 4 — Marking Accents

Using your dictionary, mark the accent for the underlined words as they are used in the following sentences:

1. The content of the book was interesting.
2. He was not content with his grade.
3. The statue was a present to the school.

4. We will present the program in the auditorium.
5. You can secure a permit to drive.
6. We should never permit children to play in the street.
7. The book was an object of curiosity.
8. The boys object to our using their club room.

Proper Names

This section is valuable for spelling and for meanings. The information given is very brief, but sometimes that is all you need.

Practice 5 — Using the Proper-Name Section

Use the proper-name section of the dictionary to answer the following questions:

1. In what country is the *Black Forest*?
2. What is *Jamaica*?
3. In what year did *Theodore Roosevelt* die?
4. What U. S. government building is at *Rock Island, Illinois*?
5. Show the correct pronunciation for *Adirondacks*.
6. When did *Alfred the Great* live? From
to
7. Is *Luther Burbank* still living?
8. To whom do the *Canary Islands* belong?
9. Who was *Confucius*?
10. Did *Mohammed* live before or after Christ?

Foreign Phrases

Our language borrows constantly from other languages. We often take expressions from other languages and use them so much that they come to be part of our language. Have you noticed on menu cards

in restaurants the phrases *Dinner à la carte*, or *Table d'hôte dinner*, or *Pie à la mode*? Have you ever heard *señorita*? People write *Bon Voyage* to friends who are leaving on a journey. They speak of someone being *en route*. You can find the meaning for all these phrases in the dictionary, perhaps in a special foreign-word section.

Abbreviations

Some abbreviations that you see, you do not understand. You can find out what they mean by using the dictionary. In some dictionaries the abbreviations are in the main part of the book; in others they are in a separate section. Which is the case in your dictionary? You see advertisements of automobiles priced \$760 *f.o.b.* What does that mean? What is the meaning of *C.O.D.* on a package delivered by the post office?

Spelling

The dictionary helps with spelling. It is easier to find words quickly in the dictionary than in a speller. Why? You should form the habit of checking your own spelling with the dictionary whenever you are in doubt.

Practice 6 — Checking Spelling

Which is the correct spelling of these words?

dificult	difficult	enugh	enough
beautiful	beauatiful	languge	language
beleive	believe	written	writen
crowd	croud	becoming	becomming

Meanings

We use the dictionary most often in order to learn the meanings of words or to find other words with the same meanings so that we do not need to use one word too often.

Often several meanings are given, because our words have different meanings according to the way in which we use them. Notice the different meanings for *run* in these sentences.

He could not *run* because he was so frightened.

She had a *run* in her stocking.

There was a *run* on the bank.

He kept the office boy on the *run* all day.

You will have to select, from the various meanings given, the one that fits the sentence in which the word is to be used. These words that can be used to take the place of other words with the same meanings are called *synonyms*.

Practice 7 — Finding the Best Meanings

For the word *draft*, the dictionary gives these synonyms, or meanings: *a sketch or outline, an order for money, a current of air, quantity of liquid drunk.*

Which meaning of *draft* fits each of these four sentences?

1. The architect sent us a rough *draft* of his plans for our new home.

2. Mother caught cold because she sat where there was a *draft*.

3. He took a long *draft* from the goblet, and then looked startled.

4. Father sent a *draft* for the amount of my bill.

SECTION II

PREPARING AND GIVING REPORTS

To the alphabet and the printing press we owe a great debt. It is because of them that we have records and knowledge of the important happenings of the past. It is also through them, chiefly, that we have our information of current events in the form of newspapers, magazines, and books. But in addition to these things we are able, by using these same great inventions, to make many records for the future. By means of these tools we are able to express ourselves and pass on our thoughts to others.

It is our purpose now to show you the best ways to use these tools, so that when people read what you have written, they will understand easily and fully what you wanted to express. Many times during the year you will have occasion to tell your classmates about your studies or your experiences. When you accept responsibility for making a report to your class, you have a real opportunity to share your experiences. It is like going on a hiking trip by yourself and then returning to tell a good listener all about it. You must prepare for the trip, know where you are going, and really get there, or the telling of it will not be any fun.

SELECTING YOUR TOPIC

If you are allowed to choose your own topic for a report, select one that you can prepare thoroughly in

the time that you have. Some topics are so broad that you could spend months or even years studying them without finding out everything about them. It would be hard in that case to select the ideas that would give others a clear, true understanding of the subject. If your topic is too broad, what you say in a brief report will be so general that your audience will have heard or read it and will be bored with the talk.

The first suggestion, then, is that you *limit* your topic. "The Invention of the Steam Locomotive" would be a better topic for a short report than "The Use of Steam." "The Materials Used in Making Rayon" is more limited and therefore easier to make interesting than "Artificial Silk."

Practice 1 — Selecting a Topic

Among the following subjects, which ones are too broad for interesting short reports?

- | | |
|----------------------------------------|-------------------------------|
| Farming | Telling Time by the Sun |
| Colonial Life | Important Cities in the World |
| The Fireplace in the Colonial Home | |
| The Largest Telescope in the World | |
| The Golden Gate of San Francisco | |
| Entertainment on a Cotton Plantation | |
| How the Barometer Predicts the Weather | |

LOCATING INFORMATION

Section I, "Using Book Tools," will give you many helpful suggestions. Ask yourself the four questions that follow. If you cannot answer "yes" to all of them, look up the proper section in this Handbook.

My Library Explorations Chart

1. Can I locate a book in the library by either the title or the author's name?
2. Can I find books on a certain topic by using the card catalog?
3. Do I use the index, the contents page, and the lists of illustrations wisely?
4. Can I select key words to use in finding material on a topic?

The following general reference books will be useful to you many times:

Encyclopedias
Dictionaries

Who's Who in America
Atlases

Do you know where these books are in your library?

Skimming

When you have found a book that you think will give you information, read rapidly through the paragraphs, noting especially the first sentence in each paragraph. If you find something important on your subject, you can stop and read that part carefully. This kind of reading is called *skimming*. It is valuable when you are reading the newspaper, magazines, or the parts of books that you do not need to read carefully. After some practice, you will be able to tell by glancing at a chapter heading and skimming over the pages quickly whether there is anything important for you to read more slowly and attentively.

Interviews

Much valuable information you can secure from people who have studied the subjects in which you are interested or had long experience with them. For example, you might consult the director of a museum if you were studying Indian pottery, the buyer of a silk department in a big store if you were interested in the importance of rayon, the head of a bookstore if you wanted to know what books children like to own, or the postmaster if you were studying the number of letters that are lost in a year and the reasons for their loss.

If you are courteous and businesslike, you will find most persons glad to give you information. If possible, arrange for your interview by telephone or letter before you go. Allow the busy person you are asking for help to set the time for your visit, because you are asking a favor. Know what you want to find out, so that you will not waste time. After you have had such help, always express appreciation. It is thoughtful to take time to write a letter. Section III of this Handbook gives examples of such letters.

Practice 2 — Planning Interviews

Make a list of the persons in your town who would be able to give you information on the following subjects:

Predicting the Weather

The Cost of Removing Snow from the Streets in Winter

The Water Supply for the City

The Trains Entering and Leaving the City

Traffic Rules

The Number of Books Borrowed from the Library in a Day

Observation

The Russian children learn much by observing in factories and on farms, wherever work is being done. You could do the same. Every town has some interesting places to visit. Strangers who visit for a few days often learn more about the beauties and industries of a town than the people who live there. Some buildings in a town — the library, the post office, the police station — are for the use of everyone. We should know about the work that goes on and the services offered in such places in our towns. Newspaper offices, telephone offices, radio shops, telegraph offices, and print shops are all full of interesting things. The farm is a new world to a city or town child who knows nothing about crops and the care of animals. When you are preparing a report, try to get as much knowledge as you can by actually seeing how things are done.

Practice 3 — Listing Interesting Trips

Make a list of the trips in your town that you could take to learn something on these topics:

Early History of Our Town	Our Government
Our Supply of Drinking Water	Our Industries
Where Our Foods Come From	Our Recreation

PLANNING THE REPORT

Taking Notes on What You Read

You often need to write down important points in your reading, so that you can remember them when you are preparing a report. This is called *taking notes*. These suggestions may help you to make useful notes:

Take more notes than you will use later, because you always want to know more about a topic than you will be able to report.

Be brief. You do not always need to write complete sentences. Write only those words that will be necessary to recall to your mind the ideas you want to remember.

Practice 4 — Taking Notes

If you were studying about insects that do harm, and you found the following paragraph, what would you put down in your notes? You may each write down your notes. Then read them to one another for criticism.

About 1892 the boll weevil came into our country from Mexico. It probably came with some cotton plants. For two reasons the boll weevil, which eats the inside of the cotton blossom, is hard to get rid of. First, only twenty-five days are needed for the larvæ that develop from the eggs laid in the bud of the cotton plant to develop into adult insects. Second, one female boll weevil may lay as many as three hundred eggs during a year. Since each egg develops in only twenty-five days, there may be nine or ten generations within a season. The boll weevil buries itself from the frost under leaves or in loose dirt and survives until spring when it again starts out to do serious damage to crops.

When you discuss your notes with your classmates, consider these points: Have I put down only important points? Have I left out unnecessary words?

Practice 5 — Selecting the Important Points

Which of these notes on Andrew Carnegie do you think are important for a report on "The Builder of Libraries"?

Father a poor weaver in Scotland
Made a fortune in Pittsburgh
Father wanted to read books
Established Peace Palace at the Hague
Came to America in 1848
Worked as messenger boy at \$2.50 a week
Invested in manufacture of sleeping cars
Made money in iron and steel
Said, "It is a disgrace for a man to die rich"
Established libraries all over the world
Gave New York \$5,000,000 for branch libraries
For libraries for common people — \$60,000,000

Organizing Your Ideas

In either an oral or a written report you will need to put together the ideas that belong together and arrange what you have to tell in a clear, reasonable order. This is called *organizing* what you have to say. A well-organized report is more easily understood and remembered.

Follow this general plan:

1. Decide upon your main points.
2. Arrange these points in the best order.
3. Select an introductory sentence for each point.
4. Plan the sentences to follow the introductory sentence.

Three main points will usually be a satisfactory number for you to have in your report. Of course, you must be sure that each idea really belongs to your topic.

Practice 6 — Choosing Subtopics

Suggest three points that might be discussed under each of these three main topics. The class will decide

whether the points, or subtopics, that are suggested really belong to the topic.

The value of gardens

Inventions that have helped to improve communication

How our town provides for the safety of its people

Plan the order in which you will present your subtopics. Plan especially to get clearness. You can give a general statement first and follow with illustrations or reverse this order, but do not put your general statement in the middle. If you are giving the causes of some situation, put them all together. Have things that belong together follow each other, so that your points will be clear.

Practice 7 — Arranging Sentences in Clear Order

The sentences in the report below need to be rearranged. These are the main points under which the sentences should be organized:

1. The religious festivals of the Greeks
2. The appearance of the actors

Select the introductory sentence for the first point. Arrange in order the sentences that belong under that point. Select the first sentence for the second point and arrange the sentences that belong under that point.

THE BIRTH OF THE PLAY

The theater had its beginning in the religious festivals of the Greeks about 2500 years ago. In the fall of the year when the grapes had been gathered, a vintage festival, in honor of the god of wine, Dionysus, was held. There were songs, dances, and sacrifices as thanksgiving pleasures. Year after year the leaders among the revelers at the festivals

repeated their songs and dances until these became regular programs. In the spring the stories of the lives of the Greek gods were told in song and dance around the altars. At the vintage festival jokes were exchanged by the leaders of the groups of revelers. If the audience seemed to be amused by these witty remarks, the jokes were remembered and repeated the next year, until finally a collection of these jokes, songs, and dances came to be the beginning of the comedy of the theater. Comic actors wore grotesque masks to amuse their watchers. The chorus which chanted the stories of the gods were dressed in goat skins. In order to appear larger than ordinary persons, the Greek actors wore high boots with thick wooden soles, called buskins. At first one actor took all of the speaking parts, leaving the rest of the story to the chorus. Gradually there came to be more and more actors taking speaking parts, until the real play developed. The mouths of the masks were made large to allow the voices to carry.

Outlining

An outline helps us to think clearly and to arrange in order what we have to say.

Practice 8 — Selecting Main and Subtopics

In a study of communication the following points were taken up. Arrange them in outline form by selecting main topics and putting the lesser topics under them. Your outline will have three main points. There will be three subtopics under I, three under II, and four under III.

Early Methods	Post Rider	Radio
Picture Writing	Signals	Thomas Edison
Men Who Helped	Telegraph	Air Mail
Samuel Morse	Wireless	Modern Methods
	Alexander G. Bell	

Outline Forms

When you need to make an outline, this form will be helpful to you.

- I.
- A.
- 1.
- a.
- B.
- 1.
- a.
- b.
- 2.
- a.
- b.
- II.
- A.
- B.
- C.

GIVING YOUR REPORT

Starting Off

Do not worry about an introduction. Let your first sentence tell something important about your subject. It is your first sentence that will catch the attention of your listeners. Make it challenging. Which of these sentences would be more challenging?

The teletypewriter is an important invention.

The news of Lindbergh's successful flight was received on the teletypewriter in our newspaper office one hour after he landed in France.

In telling stories, start with the action. A long introduction is tiresome. Section X of this Handbook will help you to select good beginning sentences.

Illustrating Your Points

Illustrate your report with pictures or charts if you can. Advertisers know that people will remember illustrations. If you cannot use pictures, you can give examples to make your points both clear and convincing. If you make the statement, for instance, that animals make preparations for the winter, you should illustrate it by telling what preparations certain animals make.

Summaries

Summaries are valuable to help you to clear up your own thinking. They are merely a statement of your main points in sentence form. You may close your report with a summary if you want to help your listeners to remember your main ideas. The following is an example of a summary.

LIGHTING OUR CITIES

In early days the only lights were torches or lanterns carried through the city. Then metal lanterns with candles inside were hung at the entrances to homes at night. Oil lanterns took their place, and some of these were placed on tall posts. They were lighted at twilight by a lamplighter. There were few cities that had even these crude lights. One hundred years ago gas was used for the first time for street lights in Baltimore and soon afterward in Boston and New York. About fifty years ago New York had the first electric street lights. Now even a little village has its "Great White Way."

SECTION III

LETTER-WRITING

During the year 1932, when the two hundredth anniversary of George Washington's birth was being celebrated throughout the United States, a collection of letters written by the famous first President was displayed in the Congressional Library at Washington, D. C. Thousands of persons stood for long periods straining their eyes to read the words in faded ink. Many said, as they turned away, that no pictures or stories of the man had ever made Washington seem so real to them as did those letters in his own handwriting.

Museums are full of the letters of famous people. Anyone who owns such a letter prizes it highly because it is a record of the thoughts and attitudes of the person who wrote it. The people who put their real opinions and feelings into their letters are the ones who write most interestingly.

Letters are just another way of talking with our friends. We write whenever we want to ask or tell them something. Just as we always answer our friends when they speak to us, so we should always answer their letters. Many persons have been close friends for years without any chance to see each other or talk except by letter. We write letters for many reasons, some of which are given in what follows.

COMMON REASONS FOR WRITING LETTERS

Newsy Letters to Friends

We often write letters to friends or members of our family because we are too far away to talk with them. Such letters are just written conversations. Your friends like to have you write as you talk, so that they will feel, when they have read a letter from you, that they have been with you and have heard you telling your interesting experiences. An example of this sort of letter is given farther on in this section.

Invitations

You often write a letter to invite someone to come to a party, to make a visit in your home, or to attend a concert or a play with you. Such letters should be very cordial, so that your friends will feel that you are looking forward to the pleasure of seeing them. In them you should give all the necessary details about time, place of meeting, possible ways of traveling, and the type of party or entertainment that is being planned.

AN INVITATION TO A SECOND GRADE

Dear Girls and Boys,

We know that you have been studying about the zoo and the animals out there. A group of our class have been reading stories about wild animals. We would like to tell the stories to you in our room at two o'clock on Thursday afternoon. Will you come?

Sincerely yours,
The Sixth Grade

AN INVITATION FOR A CAMPING PARTY

Camp Waubesa
Tomahawk, Wisconsin
July 7, 1935

Dear Peter,

Mother is planning a camping party for my pals the first week in August. She said that she would write to all of the mothers to ask permission to have the boys come and to tell them what clothes and equipment they will need. I told her that I wanted to tell you first myself, though.

The fishing is great. We've been getting lots of pickerel and bass and Dad even got a muskie! Mother has the joke on us, though, because she fishes with a plain hook and line, and her record is better than either Dad's or mine with all our fancy tackle.

You'll like the cottage. It's made of rough logs and has a great big fireplace. I'm glad Mother hasn't dolled it up, because we don't have to be fussy about it.

I'll leave all the rest until you come. Gosh, I hope you can make it. I'm asking Todd, Russ, Jim, and Allen. As soon as your mother gets my mother's letter, I'll be looking for your answer.

Your pal,
Dick

The Book Club will present a program of scenes from their favorite story books in the Auditorium on Tuesday, November 11, at 1:30 p.m. It will be a contest in which you are expected to guess the title of each book from which a scene is played. You are cordially invited to come and take part in the contest.

Replies to Invitations

All invitations to join parties, take part in programs, make visits, or join clubs should be answered courteously and promptly, whether or not they are being accepted. Appreciation for the invitations should always be expressed. If you must refuse the invitation, it is thoughtful to give the reason why you cannot accept.

The reply to an invitation should be in the same style as the invitation received. If the invitation is very informal, like Dick's, the reply should be informal, too. Peter might answer Dick's invitation in such a letter as is shown here.

Sparta, Wisconsin
July 12, 1935

Dear Dick,

Your mother's letter and your letter came the same day. We've talked it all over, had a family conflagration on it a whole evening, but I guess I just won't be able to make it.

You see, Dick, Dad took me to Chicago for a week in June. That was to be my real treat this vacation. I chose that instead of going to a boys' camp as I've always done before. We are all going to Stevens Point the end of this week to Grandmother's farm. I'll have to go along. I'm mighty sorry to miss the chance to go to your camp.

Say "Hello" to the other fellows for me. Catch a muskie as my share of the fishing.

Mother said to tell you that she appreciated your asking me. She's writing to your mother. I'm certainly glad you thought of me, too, even if I can't go.

Good luck fishing!

Peter

Notes of Thanks or Appreciation

To thank a host or hostess for the pleasures of a visit, or a friend for a gift or kindness, a letter should be writ-

ten promptly after the kindness has been received. It should express your sincere appreciation for entertainment or for any effort that has been made for you.

Lapham School
Madison, Wisconsin
December 10, 1934

Dear Mr. Christianson,

We tuned in for your radio talk on beavers today and enjoyed it very much. We are learning to take notes on radio talks. It is fun because we use our notes later on when we summarize the talks or answer questions that come up in discussion.

We have heard that it is hard to talk over the radio because the one who is broadcasting does not feel that he is talking to an audience. We want you to know that thirty-five boys and girls, at least, were in your audience today. I have been asked to thank you for the class.

Very sincerely yours,
Allison Dunn

Letters of Sympathy

To express sympathy to friends who are ill or who have had trouble, letters should be kindly and encouraging. Your first thought in writing such a letter should be to let your friend know that you are sympathetic and that you will be glad to help in whatever way you can. The condition your friend is in and other circumstances will determine just what you will write.

1406 Jackson Street
Sioux City, Iowa
February 6, 1935

Dear Joe,

I was mighty sorry to hear of your accident. Mother telephoned to the hospital for me every day last week, so that I would know how you were getting along. They told her today that you would be going home soon, but that you'll have to keep your leg in a cast.

The fellows are making some plans that you'll like. We are not going to let you be lonesome. I'm sending these Skippy pictures to you because I'm afraid you may be missing a chance to read the papers.

I'm coming up as soon as they let you have company. We are going to take turns, Bob and Russ and I, because we'd be too noisy if we all came at once.

We certainly miss you, Joe. Get well fast.

As ever,
Sam

QUALITIES OF GOOD LETTERS

Something has been said already about the way that certain kinds of letters should be written. Here are some things that you would do well to keep in mind in all letters.

1. *Put the receiver of the letter first in your thoughts.* The interests and likings of the one who is to receive the letter are more important than the interests of the one who writes the letter. If you know that your friend dislikes camping but enjoys reading, give only a short paragraph to your last fishing trip. Write about plays that you have seen recently or books that you want to discuss.

2. *Answer questions in letters received.* All questions or requests that you have received in your friends' letters should be answered completely and courteously. This means that you will be wise to form the habit of keeping your friends' letters, at least until you have answered them. If you read over the letter you received just before you reply to it, you will not be likely to forget to answer the questions in it.

3. *Express opinions and feelings in addition to telling news.* Give your own opinions about the happenings that you report along with the happenings themselves. A letter should be more personal than a news report in the daily paper. Your friend wants to know what you are feeling and thinking about the events that you relate. The following selection from a letter written from Panama to a friend in this country is a good example.

"I was surprised to know that rice could be grown at this altitude and without standing water. My geography teaching was incomplete, if not actually incorrect. The natives plant the rice as we plant oats at home. When they gather it, everyone turns out, men, women, and children, to work all night. As they work, the men make the strangest noise, sort of a cross between a yodel and a yell in shrill minors. Imagine hearing the whole gang at it all night! I was fright-

ened the first time I heard it, but now I rather enjoy the rhythm of it. Probably the Negroes picking cotton sound much the same, except that their singing is more musical."

4. *Write on only a few different topics.* Choose a few interesting happenings to tell rather completely, personally, and humorously, perhaps, instead of reporting sketchily on many happenings. This is often spoken of as using "few centers of interest." A picture with too many details is confusing. So, too, a letter with only a sentence or two on each of many topics does not give a clear and vivid impression of the writer, and it sounds too jerky when it is read.

5. *Write legibly, neatly, and correctly.* Penmanship, spelling, punctuation, and arrangement should be given careful attention. Letters that are not legible and neat are often difficult to read and easily misunderstood. Clear writing, the correct spelling of every word, and the proper punctuation and arrangement of letters are expected of educated people. These things are like good manners. If a letter is worth writing, it is worth writing in so attractive a way that the receiver will find it easy and pleasant to read. Section VI on Capitalization and Section VII on Punctuation, in this Handbook, will help you.

Practice 1 — Criticizing a Letter

Read the letter on the next page from Margery to her Aunt Ella. Criticize it on each of the five qualities of good letters just mentioned. Can you add any other points to the five that have been given? It is a good plan to make your own standards.

923 Hollywood Boulevard
Los Angeles, California
September 13, 1935

Dear Aunt Ella,

Before you came out to see us I never could think of anything to write to you. Now I just keep remembering all the questions you asked when you were here. You didn't see half the interesting sights.

Dad likes the mountains and Mother likes the seashore, you know; so we take turns going to each. This is Mother's week-end, so we're going to the beach Saturday morning and stay until moonlight. It's exciting to jump into the waves in the dark and ride back on the sand. Last time there was so much sea weed along shore that Mother said I looked like a Fiji Islander in a grass skirt when I came out.

You asked if we were going to move. It doesn't look that way. Mother looked around but she decided our house was pretty satisfactory after all. Father teases her by saying she was just too lazy to move.

I'm glad that I'm not changing schools. We have departmental work this year. It's like high school with so many teachers. I like going to different rooms. The science room is my favorite. We are studying magnets and making our own compasses.

Lovingly yours,
Margery

THE ARRANGEMENT OF FRIENDLY LETTERS

The Heading

The heading gives the address of the person who is writing the letter and the date of writing. In the heading, enough information should be given so that

an answer to the letter can be mailed to that address. It should include the name of the street, the house number, and the names of the city and the state. Where people have their mail placed in a post office box instead of having it delivered, the box number should be given. In the country, a rural route number is often needed.

The following headings are correct:

Silverton, Colorado
September 9, 1936

R. F. D. No. 3
Jackson, Tennessee
June 9, 1936

1621 East Twentieth Street
Apartment 34
New York City
April 21, 1935

732 Second Street
LaCrosse, Wisconsin
January 7, 1935

Practice 2 — Writing Letter Headings

Write your own address and the date in a letter heading. Arrange it like the sample headings just given. Have you spaced the heading so that your writing is not crowded?

The first line of the heading should be placed at least an inch down from the top of the paper. If you begin the line about the center of the page, leaving a good margin above, your writing will not be crowded, as the example on the right is.

GOOD SPACING

917 Locust Avenue
Long Beach, California
February 22, 1938

POOR SPACING

917 Locust Avenue
Long Beach, California
February 22, 1938

The Salutation, or Greeting

Usually in greetings we make use of the name of the person to whom we are writing. Use the name that you would use in speaking to the person. You may begin with *Dear Sally*, or *My dear Mr. Martin*, or *Dear Aunt*, or *Dear Dad*. When you do not feel very well acquainted with the person to whom you are writing, you will use *My dear* _____ because it is more formally courteous than the shorter *Dear* _____.

The salutation begins at the left-hand margin of the paper, well below the heading. In a friendly letter it is followed by a comma.

The Body of the Letter

The body is the most important part of the letter and the part that needs your most careful thought. When you receive a letter from a friend, it is the body of the letter that you turn to immediately and remember after reading. All the suggestions about the qualities of good letters should be studied.

Your letter is like a story and should be written in that form. You will have as many paragraphs as you have different centers of interest. Every paragraph should be indented. The left margin should be kept even with the beginning of the salutation.

Complimentary Close

The complimentary close is merely the few words with which you end the letter. It expresses your friendship and liking for the one to whom you are writing, as the salutation does. Your choice of closing phrase will

depend upon how well you know the one to whom you are writing. Some usual closing expressions are:

Sincerely yours,
Lovingly yours,
Your loving son,

Cordially yours,
Affectionately yours,
With love,

You may use more individual or original closing expressions for your friends if you wish.

The complimentary close is followed by a comma.

The Signature

The signature is placed at the bottom of the letter. It begins just below the complimentary close.

The Envelope

The address on the envelope should be very legible. Postal authorities ask that the name of the state be placed on a separate line.

Your own address should be written in the upper left-hand corner, so that the letter can be returned to you if it is not delivered.

*Chester Cameron
609 Michigan Avenue
Chicago, Illinois*

Stamp

*Mr. Samuel Bunnell
Spink Arms Hotel
Indianapolis
Indiana*

STYLE RULES FOR LETTERS

1. Use as few abbreviations as possible. The names of the states should always be written out to prevent misunderstanding.

2. A comma is usually used between the city and the state in the return address. No other punctuation is needed except periods after the abbreviations that are used.

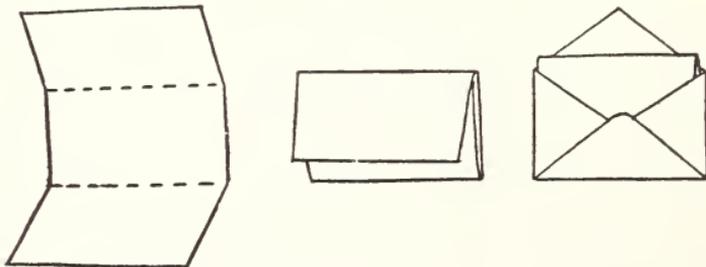
3. Legibility of writing is most important because of the difficulty of reading the many different hand-writings that go through a post office in a day.

4. You should always give the complete address of the person to whom you are writing. Many times post-office officials are obliged to look up addresses in city directories and elsewhere before they can deliver letters. To avoid having to do this again, they often stamp across an incompletely addressed envelope

PLEASE INFORM CORRESPONDENTS
OF YOUR CORRECT ADDRESS.

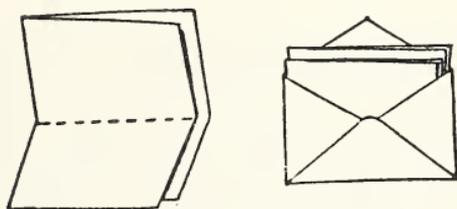
5. White or very light-colored paper is considered in good taste. Use blue or black ink and a fine-pointed pen. The envelope should match the paper. Do not use envelopes with decorations on the outside, because such pictures interfere with the clearness of the address.

6. There are two sizes of paper and envelopes that



are often used. A single sheet, about 7 by 10 inches, is folded into thirds to fit an envelope about 4 by $7\frac{1}{2}$ inches.

Another common size is a sheet, either double or single, about 6 by 8 inches that is folded only once to fit an envelope that is $4\frac{1}{2}$ by $6\frac{1}{2}$ inches. Very small or very large envelopes require special handling in the post office because they cannot be cancelled by machine.



Practice 3 — Writing Letters

To see how well you can use what you have learned about letters, write and criticize the letters that are needed in these three stories:

1. Molly's mother was taken to the hospital for an operation. Because her father had to work at night, Molly went to the country to stay with her grandmother while her mother was away. Molly was homesick, but she did not want her parents to know it. What did she write to her mother?

2. Ralph had been visiting his friend, Henry, and had forgotten his sweater coat when he packed his suitcase to go home. What did he write to Henry in appreciation of his visit, and how did he arrange to get his sweater without expense to his friend?

3. Jean's cousin had sent her a copy of *Hitty, Her First Hundred Years*, with a letter in which she offered to exchange the book if Jean already had a copy. Jean did have a copy. What did she write?

BUSINESS LETTERS

Qualities of a Good Business Letter

1. A business letter is always written for a definite purpose, and the writer should make that purpose perfectly clear.

a. If you are asking for information, be definite about what you want to know. This is a paragraph from a letter written by a pupil to a publishing company.

My classmates and I are interested in knowing something about Alida Hurtebise, who wrote several of the stories in *The Child-Story Reader* that you publish. Will you send us her address so that we can write to her? If you know what her work is and whether she has written many other stories, we would appreciate knowing those things also.

b. If you are ordering something, tell exactly what you want and where it is to be sent.

Will you please send to each of the persons whose addresses are below a copy of your 1935 flower seed catalog? All are Chicago, Illinois, addresses.

Paul Roberts, 1607 Woodlawn Avenue

Alice Miller, 3406 Kimbark Avenue

Ned Schiller, 6207 Drexel Boulevard

c. If you are making arrangements for an appointment, make your plans clear as to place and time.

Our class has been studying lumbering. We would like to visit the Forest Products Laboratory on Wednesday, March 17, at 2 : 30 P.M. if you can have visitors at that time. To save you the bother of answering this letter, I will telephone to you at 9 : 00 A.M. on Tuesday to find out whether it will be convenient for you to have us come.

2. Come to the point immediately. Business people will appreciate having your letter as brief as it can be and still be clear and courteous. Do the examples just given meet that standard?

3. Always refer by date to any letter that you have received and are answering. It will help the other person to find the copy of his own letter in his files.

“In your letter of August 29 you asked . . .”

“Since receiving your letter of June 6, I have decided to change the date of my arrival in Milwaukee . . .”

“Your letter, dated March 3, stated that you had shipped the books . . .”

4. Thoughtfulness and courtesy are as important in business letters as in friendly letters. Acknowledge with a brief note of appreciation all favors.

A letter that reads like a military command will not make the one who receives it feel friendly toward the writer. You may not know the person to whom you are writing a business letter, but you may be sure that he will not like blunt, curt, and demanding ways of expressing your wishes. Which of these requests would you prefer to receive?

“Send me all the free pamphlets that you have on the making of cereals. Please rush.”

“If you distribute without charge material on the making of cereals, will you kindly send me copies?”

5. Promptness is important. Many business men answer every letter on the day that it is received. If you are asked for information, send it as soon as possible. If you are making an appointment, write early so that the other person can reply and can make his plans conveniently.

Atwater School

Shorewood, Milwaukee, Wisconsin

November 10, 1934

Mr J. D. Mitchell

Wisconsin Telephone Company

Milwaukee, Wisconsin

Dear Mr. Mitchell:

All the children of our class enjoyed and appreciated the trip that we had through your building. It was generous of you to take time to explain things to us and to answer our questions.

I am sure that we shall all be more patient and courteous in using the telephone since we realize now how complicated the machinery is, and how hard it is to give perfect service

Very truly yours,

Elmer Simon

The Form of Business Letters

In addition to the parts found in a friendly letter, there is one other part in a business letter. That is the name and address of the person or persons to whom the letter is written. This is important in case the address on the envelope is torn or blurred. It is also useful if the letter is kept in a file to be referred to later.

Practice 4—Studying an Example

Notice in the letter to the Museum of Art where the name and address of the receiver of the letter is placed. It is even with the left-hand margin of the letter.

742 Kenilworth Avenue

Lakewood, Ohio

January 7, 1935

Metropolitan Museum of Art

New York, New York

Gentlemen:

If you have a catalog of your pamphlets, will you please send me one? I am particularly interested in securing material on early American furniture and rugs.

Very truly yours,

(Miss) Janet Barnes

Correctness of form is even more necessary in a business letter than in a friendly letter. If your father is a business man, he will tell you how important correctness, clearness, and neatness are in business letters.

Signatures

The signature on a business letter should be so clear that no one can possibly mistake a single letter of the name. All letters should be signed by hand, even though the rest of the letter is typed. Form the habit of always signing your business letters in the same way, so that people will learn to recognize your signature as they do your face.

Practice 5 — Writing Business Letters

1. If you had listened over the radio to a program about transportation, you might want to ask for a free booklet that has been advertised. Imagine that you are writing such a letter to your nearest radio station. What would you say?

2. You may request catalogs or free advertising pamphlets from a business house. You may want such material in studying about ships, airplanes, silk-making, raising bees, dairying, etc.

3. If you are interested in insects, you might write a letter to the United States Department of Agriculture asking for information on the boll weevil and the harm it does to the cotton plants. You might write the nearest United States Weather Bureau to ask for some weather maps.

4. Pretend that your class has been given some money to spend for a year's subscription to your favor-

ite magazine. Write a letter ordering it sent to your school.

5. Write a letter to arrange for an interview or a trip through a factory or some other place that you are interested in seeing because of something that you are studying.

6. Write notes of appreciation for favors or for material received whenever you need to do so.

SECTION IV

GOOD USAGE

“Hey, Mom, ain’t you got them cookies done yet?” called Sam, as he burst into the house one afternoon. Then he stopped suddenly, and his face flushed with embarrassment as he discovered that his mother had guests for tea. He did not seem to fit, somehow, because he had on his dirtiest overalls; and his noisy voice and careless words seemed to echo back to him. His mother was startled, too, but she called him to her and introduced him quietly to her guests. She kept him only a minute, while she suggested in a low voice that he run on upstairs to make himself presentable. When he came down later, the tone of his voice and the words that he used were different.

After the guests had gone, Sam and his mother talked over the problem of his choice of words. They agreed that close friends and family would overlook some expressions that other persons might criticize. But habits are hard to break, and the boy who says, “Ain’t we got no score yet?” on the playground finds it hard to remember to say, “Have you any tickets left?” when he is talking to the stranger from whom he is buying tickets for a play. Together, Sam and his mother made a list of expressions that he ought to correct to avoid just such embarrassment as he had had that afternoon. Sam took the list to school and told about it in his language class. His teacher and

his classmates decided that they might all do something of that sort and have a class list of expressions to be learned and used instead of some of the incorrect forms they often heard.

For a day or two everyone listened to conversation — his own, his classmates', and his older friends'. Some of them made none of these mistakes, but others made one or two, or many. Each pupil made a list of his own errors to be corrected. The class made up, and used, the list printed here to discover just what expressions needed to be corrected. You may use it in the same way.

COMMON ERRORS

Notice that the list is arranged alphabetically according to the first letter of the word that is wrong. That will help you to locate the words quickly.

<i>Wrong</i>	<i>Correct</i>
ain't, hain't.....	isn't, aren't, hasn't, haven't, I'm not
a orange.....	an orange
he begun.....	he began
was broke.....	was broken
he brung.....	he brought
it busted.....	it burst
he come.....	he came
have did.....	have done
he done.....	he did
he don't, it don't.....	he doesn't, it doesn't
I drunk.....	I drank
was froze.....	was frozen

<i>Wrong</i>	<i>Correct</i>
he give	he gave
slept good	slept well
hadn't ought	ought not
to George and he	to George and him
my brother he said	my brother said
her and me went	she and I went
this here book	this book
him and me went	he and I went
hissel	himself
came in the room	came into the room
there is four	there are four
learn me how to do it	teach me how to do it
leave me go	let me go
me and Mary went	Mary and I went
haven't no (or nothing)	haven't any, have none, have nothing
fell off of the porch	fell off the porch
may of gone, must of gone, should of gone	may have gone, must have gone, should have gone
took it off me	took it from me
he has ran	he has run
he run	he ran
I rung	I rang
have saw	have seen
I says	I said
he seen	he saw
he swum	he swam
theirselves	themselves
them books	those books
that there book is tore	that book is torn

<i>Wrong</i>	<i>Correct</i>
us boys went.....	we boys went
we was, you was, they was....	we were, you were, they were
with we girls.....	with us girls
have went.....	have gone
have wrote.....	have written
it is yourn.....	it is yours
youse boys.....	you boys

THE FOUR COMMONEST ERRORS

Boys and girls in the sixth grade most frequently make mistakes like these: "I seen him yesterday," "John he went alone," "I ain't going," "I didn't want none of them." Now is the time to attack these enemies and conquer them. The following test will show you whether you know what the right expressions are.

Test 1A — The Four Commonest Errors

Number your paper from 1 to 20, and write, next to the number, the correct word or words.

(Bill, ¹Bill he) (saw, ²seen) a parade coming down the street. At first he couldn't remember (any, ³no) reason for a parade on that day, but suddenly it occurred to him that the circus was in town. He had (saw, ⁴seen) the advertisements on the billboards for the past month.

"(Ain't, ⁵Aren't) the clowns funny?" (Jack, ⁶Jack he) said, coming up the street. "(Ain't, ⁷Aren't) you going this afternoon, Bill?"

(Bill, ⁸Bill he) answered his chum after a deep sigh, "I (haven't no, ⁹haven't any) money, Jack."

Jack was sad for a moment. "I (ain't got none, ¹⁰haven't any) either," he muttered. Then his freckled face lit up as he added, "I (¹¹seen, saw) a sign down the road, advertising for water boys. (Ain't, ¹²Aren't) you willing to do that for a ticket?"

(Bill, ¹³Bill he) (¹⁴couldn't, could) hardly control his glee. "Are you sure you (¹⁵saw, seen) it? Elephants won't drink much water. The work (¹⁶ain't nothing, isn't anything) compared with the fun we'll have at the circus. I (¹⁷saw, seen) that sign myself."

Away (Bill and Jack, ¹⁸Bill and Jack they) went on a mad run toward the big circus tent. There they learned that elephants (¹⁹could, couldn't) scarcely be called small drinkers, but work (²⁰is, isn't) no work at all when it means admission to a real circus.

First Common Error: *Ain't*

When a person hears you say *ain't*, he immediately thinks you are uneducated. Avoid this incorrect word. Say instead:

I'm not going.

He *isn't* going.

We *aren't* going.

They *aren't* going.

I *haven't* a pencil.

John *hasn't* an eraser.

Oral Drill

Say these sentences aloud three times each.

1. *I haven't* a book.
2. *She hasn't* any homework.
3. *I'm not* going to the movies tonight.
4. *Isn't this* your book?
5. *Aren't you* going to the game?
6. *That isn't* the answer.

Practice 1

Copy these sentences. Fill each blank with *isn't*, *aren't*, *hasn't*, or *haven't*. Don't write in this book.

1. "That ----- mine," replied Doris.
2. We ----- going to use it at all.
3. He ----- seen his native land in ten years.
4. The birds ----- much food in the winter.
5. ----- tropical fish interesting?
6. It's great fun; see if it -----.
7. ----- you coming with us?
8. There ----- any such book in the library.
9. Jerry exclaimed, "Well, if it ----- Billy!"
10. There ----- much rainfall in western Chile.

Second Common Error: Useless Words

Consider these examples of right and wrong usage:

(Right) John is going.

(Wrong) John he is going.

In the wrong sentence *he* is a useless word.

(Right) Mr. Ferry gives freely to the poor.

(Wrong) Mr. Ferry he gives freely to the poor.

He is not needed.

(Right) Miss Johnson is my teacher.

(Wrong) Miss Johnson she is my teacher.

Oral Drill

Say these six sentences, then again, and then again:

1. Frank said, "Here is my key."
2. Bobby lost the ball.
3. James and Harold are on the team.
4. Mr. Taylor bought a new radio.
5. The catcher dropped the ball.
6. My sister has a garden of her own.

Practice 2

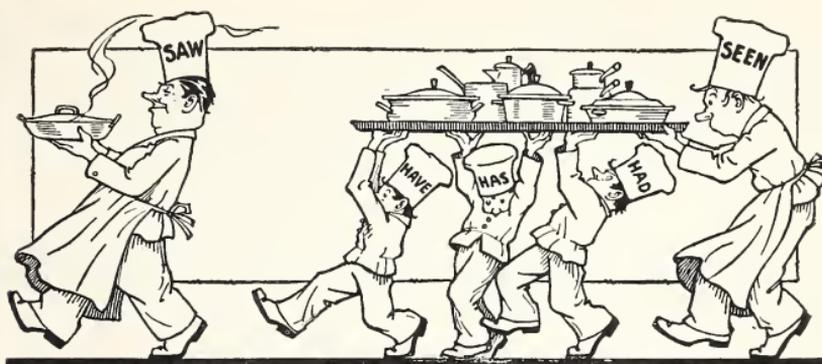
Seven sentences are incorrect. Correct them. What is the useless word in each?

1. Daniel Boone he was a pioneer and backwoodsman.
2. Robin Hood fought with Little John.
3. Lewis and Clark they explored the Louisiana Territory.
4. The pirate he cut the bell from the Inchcape Rock.
5. General Pershing he led the American troops in France.
6. President Franklin D. Roosevelt he spoke over the radio.
7. Mary and Alice went to the beach.
8. Colonel Lindbergh he flew to Paris.
9. The King of the Golden River he was very angry at Hans.
10. Donald wished to join the Boy Scouts.

Third Common Error: *Saw, Seen*

Seen always has a helper. Three helpers are *have, has, had*. *Saw* never has a helper. Say:

I <i>saw</i>	We <i>have seen</i>
You <i>saw</i>	He <i>has seen</i>
He <i>saw</i>	They <i>had seen</i>



SAW NEVER HAS A HELPER
SEEN ALWAYS HAS A HELPER

Oral Drill

Say these sentences over and over till they sound natural:

1. I *have seen* three robins this spring.
2. Bobby *saw* the porcupine.
3. We *saw* many wonderful sights at the fair.
4. I *saw* the black-and-white cat first.
5. Marie *had seen* the picture before.
6. George and I *saw* a woodpecker.

Practice 3

Copy these sentences. Use *saw* or *seen* in the blanks:

1. The last time I ----- you, you were ill.
2. I have ----- the three of them together several times.
3. Marie ----- the Empire State Building last week.
4. We ----- a most beautiful sunset on the lake.
5. Perhaps you have ----- this magazine.
6. I haven't ----- Niagara Falls by night.
7. Through the thicket she ----- the gray mare.

8. When Charlie ----- her, he asked for some brown paper and a string.

9. That Mexican boy has never ----- snow.

10. Leo has ----- Chicago from an airplane.

Practice 4

Write ten interesting sentences. Use *saw* in five of them and *seen* in five.

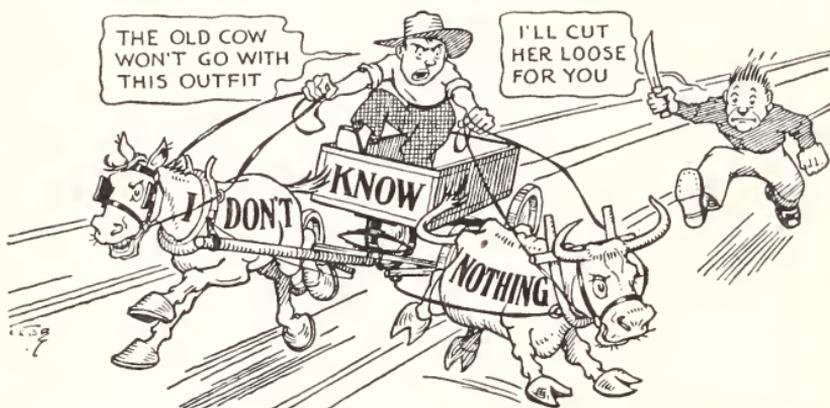
Fourth Common Error: Double Negative

(Right) John *hasn't any* money.

(Right) John *has no* money.

(Wrong) John *hasn't no* money.

The wrong sentence has two negatives, *n't* and *no*. Each right sentence has only one negative.



TWO NEGATIVES DON'T PULL TOGETHER

“I have no pen” and “I haven’t any pen” tell the same fact in two different ways. Each is correct, because each has only one negative, *no* in the first sentence and the contraction of *not* in the second.

The common negatives are *not*, *none*, *nothing*, *no*, *never*, and *nobody*. Negatives are not used with *hardly* and *scarcely*.

Oral Drill

Say these sentences again and again to form the correct habit:

1. I *haven't seen anybody*.
2. I *haven't a dog*.
3. He *hasn't any friends*.
4. I *don't know anyone* in Richmond.
5. I *don't want any* of the candy.
6. I *hardly knew* Fred.

Practice 5

Correct the wrong sentences. What is the error in each? Three sentences are correct.

1. I haven't seen nobody from home.
2. Won't this storm never end?
3. The scale insect hasn't no wings and no feet.
4. The wounded man could hardly tell the story of the fight.
5. Tom doesn't know nothing about the accident.
6. The men didn't find any trace of the stolen jewels.
7. I didn't see no one after I left the highway.
8. The policeman didn't find no one living at that address.
9. Fred was so sunburned he could scarcely move.
10. Dick was so frightened he couldn't hardly speak.

Practice 6

Use each of the following expressions in an interesting sentence:

- | | |
|-----------------|-------------------------|
| 1. hasn't a | 6. wasn't anybody |
| 2. haven't any | 7. didn't see anyone |
| 3. has no | 8. couldn't do anything |
| 4. haven't ever | 9. can hardly |
| 5. hadn't any | 10. don't know anything |

Have you conquered the four enemies? If so, prove your mastery in your conversation and in Test 1B. After the practice you have had on the correct forms, you should make a perfect score on this second test.

Test 1B — The Four Commonest Errors

Number your paper from 1 to 20, and write, next to the number, the correct word or words.

As (Fred and Tom, ¹Fred and Tom they) were walking down the street, they (²saw, seen) a dirty, shivering puppy cuddled close to a building. “(³Ain’t, Isn’t) he tiny!” said Tom. “Doesn’t he belong to (⁴anyone, no one)?”

The boys (⁵saw, seen) that the (⁶dog, dog he) was wagging his tail; so they moved closer and started to pet him. “(⁷Ain’t, Aren’t) you lost, puppy?” said Fred. “If you don’t belong to (⁸anybody, nobody), I’ll give you a good home.”

(Fred, ⁹Fred he) soon had the dog in his arms. As they walked down the street toward home, he continued: “People (¹⁰ain’t got, haven’t) any right to let a puppy like this starve. I’m glad we (¹¹saw, seen) him there, because I wouldn’t (¹²ever, never) let a dog suffer.”

After Fred’s (¹³mother, mother she) had (¹⁴saw, seen) and petted the dog, she agreed to let Fred keep him. When she brought some bread and milk, Fred (¹⁵could, couldn’t) hardly

keep the puppy from leaping from his arms to the floor.
 "I'll bet he (ain't, hasn't) eaten in a week," observed Tom.

When the boys had given the pup a bath, they were delighted with their new pet. "(Ain't, Isn't) he the best looking dog now?" said Fred proudly. "(Dad, Dad he) will be sure to like him." "Puppy," he added, "I've (saw, seen) you dirty and clean, and I like you either way. You won't ever want for (anything, nothing) again."

OTHER COMMON ERRORS IN USAGE

Test 2A will show whether you know how to avoid other errors frequently made by pupils in your grade.

Test 2A — Other Common Errors

Number your paper from 1 to 20. Write, next to each number, the correct word or words to fill the blank in each sentence. Do not write the words in this book.

1. There ----- too many mistakes in my story. (are, is)
2. Could you ----- gone if I had phoned earlier?
(have, of)
3. If a buoy had been placed there, the boat would not ----- been wrecked. (have, of)
4. Our teacher ----- us "The American's Creed."
(learned, taught)
5. Our schools ----- American customs and ideals to the children of immigrants. (learn, teach)
6. The conductor ----- Edison use one car of the train as a workshop. (left, let)
7. Will your father ----- you go on the hike? (leave, let)

8. You ----- to tease your little brother. (hadn't ought, ought not)
9. Every boy was at the game except ----- . (he, him)
10. A real friendship has grown up between Roslyn and ----- . (her, she)
11. Is the letter for Beth or ----- ? (he, him)
12. Who shot ----- skyrockets into the air? (them, those)
13. ----- story was written by Kate Douglas Wiggin. (that, that there)
14. Does Stella sing ----- ? (good, well)
15. A scout learns to do his work ----- . (good, well)
16. One day the jar fell ----- the shelf and broke. (off, off of)
17. Why did you take the ball ----- Junior? (from, off)
18. ----- plane is the same model as the *Spirit of St. Louis*. (this, this here)
19. There ----- eight of us in the car. (was, were)
20. You will not find it on ----- pages. (them, those)

WORD AFTER *THERE*

If, in a sentence beginning with *there*, you talk about one person or thing, use either *is* or *was*.

There *is* a *pear* on the tree.

There *was* a *policeman* at the door.

If you talk about more than one person or thing, use either *are* or *were*.

There *are* three maple *trees* in our yard.

There *were* many *veterans* in the parade.

A way to test your choice is by omitting *there*.

A *pear is* on the tree.

A *policeman was* at the door.

Three maple *trees are* in our yard.

Many *veterans were* in the parade.

In questions you can test your choice by turning the sentence around into the statement form and omitting *there*.

Are there many roses on the bush?

Many *roses are* on the bush.

Oral Drill

1. There *are* three *boys* waiting for you in the yard.
2. There *were* two *guards* at the gate.
3. There *were* several *delays* on the trip.
4. *Are there* two *pencils* on your desk?
5. *Were* there any *papers* on the floor?

Practice 7

Number your paper from 1 to 10. Write after each number the correct one of the pair of words given.

is or are

1. There ----- two kinds of redwood trees in northern California.
2. There ----- relics from the Revolutionary War in the museum.
3. ----- there a book on the shelf by Louisa M. Alcott?
4. ----- there schools and churches in Borneo?
5. There ----- thirteen stripes in the American flag.

was or were

6. In the original American flag there ----- thirteen stars.
7. There ----- a Boy Scout at each entrance to the park.
8. ----- there two or three carloads of white oak?

9. There ----- dishes to be washed and floors to be scrubbed in the cabin.

10. There ----- three routes to California during the "Gold Rush."

HAVE AS A HELPER

Have is often used as a helper. *May have gone, might have gone, must have gone, could have gone, would have gone, and should have gone* are correct. Never use of as a helper.

Oral Drill

1. The trappers *may have lost* their way.
2. Someone *might have stolen* Mr. Smith's car.
3. Your brother *must have seen* us across the street.
4. You *could have done* the work last night.
5. Helen *would have gone* if you had stopped for her.
6. A sixth-year boy *should have known* better.

Practice 8

By using *may have, might have, must have, could have, would have, and should have* in sentences of your own, make up another drill exercise.

LEARN AND TEACH

When you show a person how to do something, or instruct him, you are teaching. When you gain knowledge or skill yourself, you are learning. You teach another person, but you yourself learn.

Practice 9

1. Name five things you could teach a younger child to do. Give each in a complete sentence.

2. Name five things you would like to learn to do. Give each in a complete sentence.

3. Name five things you would like your teacher to teach you in school. Give each in a complete sentence.

Practice 10

Study these sentences. Be ready to read them with the correct form of *teach* or *learn* in each sentence.

1. The Indian ----- the white man many things.
2. The scoutmaster ----- the boys how to make a camp fire.
3. Lincoln's mother ----- him to read and write.
4. Ask the lifeguard to ----- us to swim.
5. The mother bird will ----- the little birds to fly.
6. Chester's accident has ----- him to be careful.
7. The raw recruits had to be ----- the discipline of the army.
8. My father could not go to school, so he ----- himself from books.
9. While Jack was ----- me the signals, he was ----- something himself.
10. No one can ----- you if you don't want to -----.

LEAVE AND LET

Leave means *go away* or *allow to remain*. *Let* means *allow* or *permit*. *Left* is a form of *leave*.

Oral Drill

1. His uncle *let* him drive the team of horses.
2. Our teacher *let* us have a Halloween party.
3. Won't your mother *let* you go?
4. Ralph's father *lets* him drive the car.

Practice 11

Answer each question with a complete sentence.

1. What did your father let you do?
2. When will you let me go?
3. Who will let me blindfold him?
4. Who wouldn't let you play baseball in the street?
5. Who let you take the boat?

OUGHT

"I ought not to go" is correct. *Had* is never placed before *ought*.

Oral Drill

1. *I ought* to have started earlier.
2. *You ought* not to eat too much candy.
3. *Everyone ought* to be kind to a cripple or a blind man.
4. *You ought* not to make Skippy pull such a heavy load.

ME, HIM, HER, US, AND THEM

Me, him, her, us, and them are used after *to, for, from, with, after, around, between, except,* and similar words.

Oral Drill

1. Give the apples *to him*.
2. Give the apples *to Fred and him*.
3. Will you go *with me* to the beach?
4. Will you go *with Charles and me* to the beach?
5. Everyone was satisfied *except her*.
6. Everyone was satisfied *except me*.
7. Everyone was satisfied *except her and me*.
8. There was a disagreement *between him and me*.
9. John came running down the street *after my brother and me*.
10. The bees were flying *around Peggy and me*.

Practice 12

Use each of the following expressions in an interesting sentence of your own:

- | | |
|--------------------------|-----------------------|
| 1. to Virginia and her | 5. except him and me |
| 2. with Harold and me | 6. between you and me |
| 3. for my brother and me | 7. around Joan and me |
| 4. after Archie and me | 8. with her and me |

THEM AND THOSE

Do you ever say "them books," "them boys," or "them papers" instead of *those books*, *those boys*, or *those papers*? If so, here's your chance to break a bad speech habit.

(Right) Those boys are members of my club.

Oral Drill

1. Were *those examples* done correctly?
2. *Those problems* are difficult.
3. *Those chickens* have been frightened by a hawk.
4. I think *those poems* were written by Edgar A. Guest.

THIS AND THAT

Doesn't it seem foolish to use unnecessary words, especially when those words make one's speech and writing incorrect? *That balloon* and *this motor boat* are correct expressions, yet many pupils take the trouble to make them incorrect by putting *here* between *this* and the name word or putting *there* between *that* and the name. Say *this knife*, not "this here knife"; *that knife*, not "that there knife."

Oral Drill

1. *This glue* won't stick.
2. We visited *that cave* two years ago.
3. *This book* is called *The Dog of Flanders*.
4. Is *that code* used today in telegraphy?
5. *That little live wire* could kill you instantly.

Practice 13

Correct the wrong sentences. What is the error in each? Three sentences are correct.

1. Didn't you see that danger sign near the hole?
2. Use this here paddle in the red canoe.
3. Those boys are enjoying a tug of war.
4. I like to watch them swimmers do the crawl stroke.
5. That there plane is a monoplane, because it has only one pair of wings.
6. This experiment with the candle will show the importance of air.
7. That there machine is a harvester.
8. Aren't them hollyhocks tall?

GOOD AND WELL

The animal trainer was a *good* athlete.
He could *train* animals *well*.

In the second sentence the word *well* tells how he trained animals. When you want to tell how something is done, use *well*.

Oral Drill

1. Did you *sleep well* last night?
2. Most of the boys in my class *write well*.
3. Arthur always *does* his work *well*.
4. Marion *plays* tennis very *well*.
5. Edwin *drives* a car *well* now.

Practice 14

1. Tell three things you can do well. Use a sentence for each thing.
2. Tell three things your father or mother can do well. Use a sentence for each.

OFF AND FROM

From and *off* are often confused. These sentences are correct:

- Tommy *took* the pencil *from* me.
 Did Sally *get* the money *from* her father?

In both sentences an article passes from one owner to another. You *buy from* or *take from* someone.

Oral Drill

1. Leonard *took* the ball and bat *from* little Larry.
2. Fred tried to *take* the bone *from* his dog.
3. Did you *borrow* "Alice in Wonderland" *from* Lucy?
4. Mother *took* the clock *off* the shelf. [*Off of* is wrong.]
5. The acrobat *fell off* the bar of the trapeze.
6. I *got off* the car at Market Street.

Practice 15

Study each sentence. Be ready to complete it with the correct word or words in the parentheses.

1. The thief snatched the purse ----- the frightened lady and ran down the street. (from, off)
2. Why did you take those marbles ----- the little boy, Ted? (from, off)
3. The rider fell ----- the horse as it leaped over the hurdles. (off, off of)

4. Helen stepped ----- the edge of the porch. (off, off of)
5. I got the football ----- Wilbur. (from, off of)
6. The pilot jumped ----- the wing of the burning plane. (from, off of)
7. The anxious world received a message ----- Post that he was all right. (from, off)
8. Dan's father saw him with the water pistol and took it ----- him. (from, off)
9. Captain Randall took the controls ----- the cadet and straightened out the plane. (from, off)
10. I bought the baseball ----- Arthur. (from, off)

Now you are ready for your final test on the puzzling forms you have studied in this section.

Test 2B — Other Common Errors

Number your paper from 1 to 20. Write, next to each number, the correct word or words to fill the blank in each sentence. Do not write in this book.

1. There ----- important letters in that package. (are, is)
2. "They must ----- seen our signals!" the crew shouted hopefully. (have, of)
3. I should ----- gone to the library yesterday. (have, of)
4. Will you ----- Agnes and me that song? (learn, teach)
5. Come to my studio and I will ----- you to play the violin. (learn, teach)
6. Jane's mother will not ----- her go. (leave, let)
7. ----- your coat and hat there. (leave, let)
8. You ----- to have taken better care of your little brother. (ought, had ought)

9. All the pupils except ----- enjoyed *Robin Hood*.
(he, him)
10. The electric trains were for my brother and -----
(I, me)
11. "This affair is between Long John Silver and -----,"
said Doctor Livesey. (I, me)
12. Did you see ----- race horses? (them, those)
13. ----- city is larger than Buffalo. (this, this here)
14. Is ----- boy calling for help? (that, that there)
15. I can shoot an arrow as ----- as any of the boys.
(good, well)
16. Kenneth plays golf so ----- he is able to beat his
father. (good, well)
17. Where did you get ----- the trolley? (off, off of)
18. The crippled lad took the games ----- the Boy
Scout and thanked him heartily. (from, off)
19. Where did you get ----- apples? (them, those)
20. There ----- three boys in my family. (are, is)

SECTION V

VOCABULARY

HOW YOUR VOCABULARY GROWS

Your vocabulary grows as you read and listen and observe the things about you. Have you noticed how quickly your little brother or sister imitates the big words you use? You do the same thing, only you don't always realize it. If your family gets a car, you are soon talking about *shifting gears*, *shatter-proof glass*, *speedometers*, and *carburetors*. After a week on the farm you talk of *silage*, *acreage*, *rotating crops*, and *combines*. You hear the doctor talk about *infection*, *preventing contagion*, or *antiseptics*. When you hear him talk about *coryza*, you have no idea that he means just a common cold. All around you are experiences that bring to you knowledge of new words.

You understand, when you hear them, many more words than you can read. You read many more words than you use in speaking. To be an interesting speaker, you must learn to use many of the interesting words that you hear and see. Sometimes we do not realize how we overwork certain words. Do you know girls who call everything *lovely* or boys who say everything is *swell*? Listen to your own speech and learn to use many more words.

Practice 1 — Studying Interesting Words

In your textbooks and in your general reading, you must expect to find some words that are new to you.

In fact, to have your vocabulary increase as it should from year to year, you ought to become familiar with two or three new words every day.

The words underlined in the article below are both exact and interesting. Try to guess the meaning of each one by reading the sentence thoughtfully. If you cannot guess the meaning, use your dictionary. What words can you add to your vocabulary? Be sure to use them in sentences. That will help you to remember them.

THE SUBMARINE CABLE

Conditions have been vastly altered since the Pilgrims waited for months to receive messages from their friends in England. Today, communication between New York and London requires less than three minutes, because of the cables which span the Atlantic Ocean.

In order to withstand injuries from rocks, ship anchors, and from the attacks of great fish, the cable is constructed with heavy wrappings. Water is an excellent conductor of electricity; so it is necessary to protect the copper wire core of the cable, through which messages are sent, by a thick insulation. Gutta percha is the most effective insulating material. In deep water less covering is needed, but in shallow water so much protective wrapping is required that the cable weighs over ten tons per mile. The cable rests on the peaks of a rocky plateau of the ocean bed and swings free between these supporting peaks.

Cyrus W. Field, an American capitalist, gave untiring enthusiasm and effort to the laying of the first Atlantic cable, which was successfully completed in 1858. Most of the fifteen cable lines that now cross this ocean follow the original telegraph plateau, where the greatest depth is two miles and where the bed is covered with soft ooze. Much appreciation is due the naval officers who patiently studied

and charted the ocean bottom to assist with the selection of the best route for the cable.

Form the habit of noticing new words as you read and of making use of them in your speaking and writing.

Practice 2 — Using a Variety of Words for Get

What other words would be more interesting than the underlined words in the sentences below? Consult the list that follows the sentences or choose your own words.

1. How soon will you get through with that book?
2. We got there about noon.
3. When did you get the letter?
4. Ray could not get the cover off the jar.
5. The story tells how Robin got out of many difficulties.
6. The boys got in through the window.
7. Jerry got better slowly.
8. The boys got in before we called.
9. He got on the horse easily.
10. The president asked where he could get the money.
11. I got another swimming suit at home.
12. Did you get his meaning?
13. Get out of here immediately.
14. I don't understand why you did not get the package.
15. The fox got away from the dogs.
16. Do you get the breeze there?
17. We got to the top of the hill easily.
18. The knight got up early to care for his horse.

arise	enter	arrive	climb
understand	recover	escape	obtain
have	feel	remove	finish
mount	leave	receive	reach

Evidently there are many words that may be substituted for *get* and *got*.

Practice 3 — Selecting Synonyms

Poets and other writers try not to repeat words often. They use other words with similar meanings. These are *synonyms*. From the large group of words below select two synonyms for each of the nine numbered words. Use a dictionary if you need to.

- | | | |
|----------|-----------|---------|
| 1. stiff | 4. power | 7. give |
| 2. mild | 5. height | 8. wise |
| 3. thin | 6. grand | 9. win |

Synonyms

force	energy	elevation
awkward	altitude	gorgeous
vigor	magnificent	grant
splendid	bestow	formal
ungainly	gentle	kind
lean	slight	fimsy
prudent	sensible	persuade
obtain	sane	be victorious

In each sentence below, use instead of the underlined word a good synonym from the list just given.

- The plane climbed to an unusual height.
- He tried to win the other members of the committee to his belief.
- The colors in the church window were grand.
- The king was glad to give the honor to his knight.
- He could not give the governor his request.
- The material in that dress will not wear well because it is thin.
- She answered in a mild tone.
- A man so large should have much power.

Practice 3 — Using Synonyms

The word in parentheses is a synonym for one of the words in the sentence. Rewrite the sentence, using the synonym. Use a dictionary if necessary. You can probably guess at the meaning from the sentence itself.

EXAMPLE:

He stopped to ask about the best route. (inquire)

He stopped to inquire about the best route.

1. St. Bernard dogs guard injured tourists in the mountains. (protect)

2. We gave a solemn promise to support the president. (pledge)

3. How many copies will be needed? (required)

4. He did not try to change our plans. (attempt)

5. It is dangerous to pause uncertainly in crossing a street. (hesitate)

6. The horses could not go through the heavy underbrush. (proceed)

7. He plays with a sure touch. (certain)

8. The yellow light is to warn pedestrians. (caution)

9. We found it under a pile of books. (beneath)

10. Place it under the heading. (below)

11. He kept his appointment promptly. (without delay)

12. The students complained of the coach's rule. (protested against)

13. While that was happening, the building was completed. (in the meantime)

14. I believe the director liked her work. (approved of)

15. Most certainly we can handle it ourselves. (without doubt)

16. He did not know me until I spoke. (recognize)

CHOOSING YOUR LANGUAGE FOR YOUR LISTENERS

The age and the knowledge of your listeners will make you decide to use certain words. For younger children use simple words and short sentences. For your parents or other grown-up friends you may use your best vocabulary with more difficult words and longer sentences.

Practice 4 — Suiting Your Language to Your Audience

Practice giving directions about safety in traffic in such language that first-grade boys and girls will easily understand you. When you have practiced your talk, get permission to give it in the first grade.

Practice 5 — Suiting Your Language to Your Purpose

In deciding what style of language to use, you need to consider the place and the purpose of your talk or your writing as well as the age of your audience. How would language in a business letter differ from your language in a letter to an old friend? How does your language while you are playing baseball differ from your language when you are meeting your mother's guests at home?

1. Pretend that you are telling a friend about making a fire on the lake shore for a picnic supper. Then change that story so that you will be giving someone exact directions for making an open fire.

2. Write a paragraph about a school assembly program as you might tell it in a letter to an absent classmate. Then change it so that it could be used as a news item in your class magazine.

WORD-BUILDING

You will enjoy finding out how words grow and change in our language. One way is the way in which a tree grows, from its roots.

Practice 6 — Finding Root Meanings

The word *porter* that you hear used around hotels and railroad stations means *one who carries*. The root of the word *port* is found in many words.

How does the root meaning of *port*, *carry*, help to make the words below?

export	portage	report
import	portfolio	transportation

Practice 7 — Discovering Meanings

The first part of the word telegram is *tele*, which means *far off* or *far*. Explain why that is used in the words below.

telegraph	telephoto	teletype
telephone	telescope	television

Practice 8 — Using Other Word-Builders

Give additional words in which each of the following parts of words (*aqua*, *auto*, etc.) is found. Explain how the same meanings fit into the different words.

aqua (water)	— aquarium
auto (self)	— automobile
ex (out of, from)	— exit
post (after)	— postscript
inter (among, between)	— interrupt
un (not)	— unnecessary

Practice 9 — Changing Meanings by Changing Endings

Many words grow from one, simply by a change in endings.

<u>manage</u>	— to direct or to train
<u>manag</u> <u>er</u>	— one who directs
<u>managem</u> <u>ent</u>	— the act of directing, or a number of managers
<u>manage</u> <u>able</u>	— can be controlled or directed
<u>manag</u> <u>ing</u>	— controlling or directing
<u>manag</u> <u>ed</u>	— was directed

Take the following words and notice how adding endings changes the meaning. Use in sentences the words that you make.

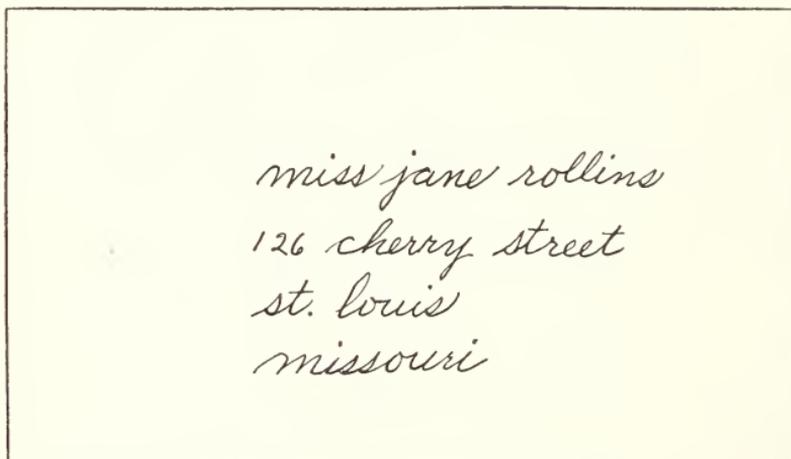
depend	{	ed	grace	{	ful	operat(e)	{	ion	happ(y)	{	ier
		ing			d			ed			iest
		ent			less			ing			ily
		able						ive			
		ence									

You will discover many other ways in which our language grows and changes as you study words more. The dictionary will tell you many curious things about it.

SECTION VI
CAPITALIZATION

Have you noticed that some of the advertisements in newspapers and magazines use no capital letters at all? That attracts your attention because it is so unusual. You are startled by the queer appearance of the words, and, as a result, you give your attention to the advertisement long enough to read the message.

What may be thought good form in advertising, however, is not always good form in other writing. If you were to receive a letter addressed like the one below, you would wonder who could have written it. You always expect to find correct capitalization in letters and you are startled by mistakes. How many mistakes are there in this address?



*miss jane rollins
126 cherry street
st. louis
missouri*

Here is a list of rules for the use of capital letters. You will need to use the list again and again, when you

are puzzled as to whether or not to use a capital letter in beginning a word. The rules starred (*) are the new ones for you to learn in this grade.

RULES FOR CAPITAL LETTERS

Capital letters should be used to begin —

1. The first word of every sentence.

Jill sent the book. Do you want it?

2. The names of persons and of titles.

Richard Byrd Lewis Carroll Doctor James Berry

3. The names of the days of the week.

Monday Wednesday Sunday

4. The names of holidays.

Halloween Armistice Day Easter

5. The names of the months of the year.

January April October

6. The names of cities and of states.

Cities: New York Detroit San Francisco
States: North Carolina Ohio Iowa

7. The names of countries, peoples, and continents, and of words made from the names of countries.

Countries: France Italy Mexico India
Peoples: Europeans Dutch Danes Americans
Continents: Asia Africa Europe Australia

8. The names of lakes, rivers, oceans, mountains.

Lakes: Geneva Erie Superior
Rivers: Mississippi Rhine St. Lawrence
Oceans: Pacific Arctic Atlantic
Mountains: Rocky Alps Appalachian

9. The names of streets.

Washington Avenue	Maryland Boulevard
Hampton Court	Main Street

(Sometimes the word *street* is not capitalized: Allen street)

***10. The names of special buildings.**

Masonic Temple	Public Library	Historical Museum
Methodist Church	City Hall	Auditorium

11. The first and other important words in a title.

The Trees in Our National Parks
When a Cobbler Ruled the King

12. Every line of poetry.

In honor of truth and right
In honor of courage and might

***13. The names of clubs and societies.**

Red Cross	Boy Scouts	Girl Reserves
-----------	------------	---------------

14. The first word of topics in an outline.*15. Words meaning God or the Bible.**

Lord	Heavenly Father	Scriptures
------	-----------------	------------

***16. Names of very important speeches, papers, or documents.**

Declaration of Independence
Constitution of the United States

***17. The names of business firms.**

Baron Brothers	Firestone Tire Company
Kennedy Dairy	First National Bank

18. The first word of a quotation.

The director said, "We will rehearse again tomorrow."

19. The words *north, south, east, west, northeast, southwest, etc.* when they name a part of the country.

We spent a year in the East.

Cotton is grown in the South.

(But in the following sentences the words are not capitalized because they mean *direction*.)

The plane flew south from Washington.

The schoolhouse is east of the bridge.

20. The names of parks or famous places.

Yellowstone National Park

Boulder Dam

Grand Canyon

The Palisades

Pretest in Capitalization

Finding Out Where You Are

This is a test of the uses of capital letters that you have studied in other grades. After taking the test, decide what you need to review.

Directions: Some capital letters have been used incorrectly in the sentences below. Also, some words have not been capitalized that should have been. Write these eighteen sentences correctly.

1. The tourists bought brass in the shops on hester street in New York.

2. The poem begins, "at sunrise every soul is born anew."

3. We were delighted with the rugs that we bought in armenia and syria.

4. No River ever seems as beautiful to me as the colorado river.

5. Our thursday was named from the Norsemen's worship of thor.

6. Buffalo Bill's grave is on lookout mountain near denver.

7. Great salt lake is twenty percent salt.
8. The team is playing at draper school.
9. easter is decided by the position of the moon.
10. They planned a trip through egypt.
11. There are many Holidays in the Fall, but I like thanks-giving best.
12. Mr. Bockman is our postman.
13. They planned a Tour through italy and around the mediterranean.
14. We spent several weeks camping on the bank of the mississippi river.
15. The lord's Prayer is given in the bible.
16. I like english much better than arithmetic.
17. Was mukerji the author of *Kari, the elephant*?
18. The alps mountains are in italy and switzerland.

Notice which rule each sentence illustrates. What do you need to study in review? Do you use these rules correctly when you write your own stories?

LEARNING TO USE OTHER RULES CORRECTLY

The following exercises will give you practice in using correctly the new rules for the sixth grade.

Rule 10. Capital letters should be used to begin the names of special or public buildings.

From the Willard Hotel we walked down Pennsylvania Avenue.

The meeting will be in Longfellow School.

Practice 1 — Applying Rule 10

Copy these sentences, capitalizing the words that should begin with capitals according to Rule 10.

1. They went to the milwaukee auditorium for the concert.
2. The mass meeting was in central high school.

3. You can buy money orders at the randall branch post office.
4. Before you vote, you must register at the city hall.
5. The presbyterian church has services today.
6. The building on the corner is the wisconsin general hospital.
7. The new carnegie library is a beautiful building.

Rule 13. The names of clubs and societies are usually capitalized.

The Daughters of the Confederacy is an organization in the South.

Mr. Brown belongs to the American Federation of Labor.

Practice 2 — Applying Rule 13

Copy these sentences, capitalizing the words that should begin with capitals according to Rule 13.

1. Father is president of the kiwanis club.
2. The epworth league is a society of young people in the Methodist Church.
3. Does your friend belong to the boy scouts?
4. The john muir club meets every month.
5. Animals are protected by the humane society.
6. Are you a member of the junior red cross?
7. The association of commerce gives road information.
8. His mother belongs to the league of women voters.

Rule 14. The first word of topics in an outline should be capitalized.

Practice 3 — Applying Rule 14

Copy the outline on the next page, capitalizing the first word in each topic.

The Weather

- I. the air about us
 - A. weight of air
 - B. movement of the air
 - C. moisture in the air

- II. storms
 - A. kinds of storms
 - B. causes of storms

- III. the Weather Bureau
 - A. work of the Weather Bureau
 - B. instruments used
 - C. value of weather prediction

Rule 16. The names of important writings, speeches, or documents should begin with capital letters.

The Mayflower Compact was written before the Pilgrims landed on the shores of America.

The Lord's Prayer is in the Bible.

Practice 4 — Applying Rule 16

Copy these five sentences, capitalizing the names of important speeches or papers according to Rule 16.

1. The gettysburg address has been learned by thousands of school children.

2. The emancipation proclamation declared that slaves were to be free men.

3. Many people have worked to secure the children's charter.

4. In the Congressional Library you can see the original declaration of independence.

5. Moses gave the ten commandments to the Hebrew people.

Rule 17. The names of business firms and organizations should begin with capital letters.

You can buy Dresden china at Marshall Field and Company in Chicago.

The Standard Oil Company has thousands of gasoline stations.

Practice 5 — Applying Rule 17

Copy these ten sentences, capitalizing the names of business firms and organizations according to Rule 17.

1. The wisconsin telephone company supplies telephone service in many cities.
2. Order those books from the macmillan company.
3. We saw the radios in the burgess radio store.
4. The paper mill bought wood from the brown lumber company.
5. The dixon pencil company furnishes our pencils.
6. The united artists corporation is a motion picture company.
7. We shopped at macy's and altman's in New York.
8. Many magazines are published by the curtis publishing company.
9. He bought his car of the green brothers company.
10. Jack's father works for the graham paper company.

Test in Capitalization

This is a test of all of the twenty rules that you now know how to use. Copy the eleven items, using capital letters correctly. Some of the words that are capitalized should not be. Be sure that you have a reason for every capital letter that you use.

1. Members of the american legion gave Speeches in all schools on armistice day.

2. We were shopping at gimbel's in new york city on the third wednesday in december. the christmas crowds were very heavy.

3. Both lawrence and perry have read *star myths from many lands*.

4. We repeat the lord's prayer every sunday.

5. In a speech over the Radio president franklin roosevelt said, "you have been generous to the crippled children on my birthday."

6. The continental divide is in the rocky mountains.

7. We tried to swim in great salt lake while we were in utah.

8. There are many italians, russians, greeks, and other europeans in chicago and all other large Cities.

9. There is a poem by longfellow that begins:

"between the dark and the daylight
when the night is beginning to lower,"

10. The treasury building, the white house, the willard hotel, and the washington hotel are all on pennsylvania avenue in washington, D. C.

11. Outline for a talk:

how the colonies grew

I. colonies in the north

A. reasons for growth

B. industries

II. colonies in the south

A. reasons for growth

B. trade

SECTION VII
PUNCTUATION

Have you ever thought how hard it would be to read newspapers, magazines, and books if all the punctuation marks were omitted? Often it is impossible to discover what the writer had in mind if the sentences aren't punctuated.

What does the following sentence mean?

Marion said Robert that's my dog

Does the dog belong to Marion or Robert? Punctuation marks make the meaning clear.

"Marion," said Robert, "that's my dog."

OR

Marion said, "Robert, that's my dog."

"Punctuation People" is a short poem about the uses of commas, periods, quotation marks, and question marks.

PUNCTUATION PEOPLE

Of all the Punctuation folks
I like the comma best,
For when I'm getting out of breath
He lets me take a rest.

The period's a busy man —
A reading "traffic cop" —
He blocks the helter-skelter words
And brings them to a stop.

Quotation marks are curious!
 When folks to talk begin,
 You'll always find these little marks
 Are busy "listening in."

The question mark's a little dwarf;
 He's small but very wise;
 He asks too many questions
 For a fellow of his size.

PUNCTUATION RULES

On the following pages are twenty useful punctuation rules. Turn to these pages again and again when you are in doubt about the punctuation of a sentence you are writing.

The rules starred (*) are the new ones to learn this year.

Period (.)

A period is used —

1. At the end of a declarative or an imperative sentence.

Robin Hood lived in Sherwood Forest with his band of outlaws.

Close the door quietly.

2. After an abbreviation or an initial.

Dr. Robert G. Lane lives in Washington, D. C.

Question Mark (?)

3. A question mark follows every direct question.

Is this the most direct route to Chicago?

Exclamation Mark (!)

4. The exclamation mark is used after words or sentences showing strong feeling or surprise.

Hurrah! Our side has won!

Comma (,)

The comma is used —

5. To set off the name of the person addressed.

This bulldog's a thoroughbred, Bill, and he's for you.

6. To separate words or expressions in a series.

Tom, Bill, Jack, and I were throwing the ball against the wall when we broke the window.

(The last comma before *and* may be left out and the sentence still be correct.)

7. After *yes* or *no* when used as part of an answer.

Yes, I received the message last night before I went to bed.

8. After the greeting of a friendly letter.

Dear Aunt Ellen,

9. After the closing of any letter.

Your loving daughter,

10. Between the city or town and the state.

Boston, Massachusetts

11. Between the day of the month and the year.

January 14, 1936

12. To separate a quotation from the rest of the sentence.

Miss Oliver asked, "Has anyone a victrola he will give to the school?"

Colon (:)

***13.** A colon follows the salutation of a business letter.

Dear Sir:

Gentlemen:

Quotation Marks (“ ”)

Quotation marks are used —

14. To enclose a direct quotation.

“Will you accept forty thousand dollars for the patent?” said Lefferts to Edison.

***15.** To enclose each part of a broken quotation.

“I know I can trust you,” said Mistress Elliott to Betty on leaving, “to look after everything.” (Here the exact words of the speaker are broken by the words *said Mistress Elliott to Betty on leaving.*)

“Stay right here, Jack,” Matthew roared to his fireman, “and keep the throttle wide open!”

***16.** To enclose in your writing titles of books, plays, magazines, poems, or stories.

I read “The Adventures of Tom Sawyer” three times.

I like to hear Jimmy recite “In Flanders Fields.”

Titles of books, plays, and magazines may be underlined instead of enclosed in quotation marks. Both the following forms are correct.

I read “Gulliver’s Travels” last winter while my brother was reading stories in “St. Nicholas.”

I read Gulliver’s Travels last winter while my brother was reading stories in St. Nicholas.

Apostrophe (')

The apostrophe is used —

17. To take the place of an omitted letter in a contraction.

not = n't

is = 's

is not = isn't

it is = it's

was not = wasn't

that is = that's

18. To form the possessive of a name.

To form the possessive singular of a name, add 's.

To form the possessive plural of a name, first write the plural. Then add 's to a plural that does not end in s and an apostrophe to a plural that ends in s.

<i>Singular</i>	<i>Possessive Singular</i>	<i>Plural</i>	<i>Possessive Plural</i>
cat	cat's	cats	cats'
baby	baby's	babies	babies'
man	man's	men	men's
child	child's	children	children's

Hyphen (-)

The hyphen is used —

19. After a complete syllable when a word is divided at the end of a line.

*20. In writing numbers from twenty-one to twenty-nine, thirty-one to thirty-nine, etc.

twenty-three

forty-four

eighty-eight

thirty-seven

sixty-two

fifty-seven

Test — Finding Out Where We Are

Here is a test of your ability to use the punctuation rules you have studied in previous grades. Copy these sentences on your paper and punctuate them correctly.

The figure in parenthesis after each sentence tells how many marks are needed in the sentence.

Because quotation marks go in pairs, a set of them is counted as one mark, not two. A sentence will be counted wrong if there is any mistake in the punctuation when you finish.

EXAMPLES:

1. Steve what was that you were saying about me asked Mr Benson (5)

“Steve, what was that you were saying about me?” asked Mr. Benson.

2. We cant hope to reach the forest rangers cabin by sundown (3)

We can't hope to reach the forest ranger's cabin by sundown.

1. Roger would like to see you whispered Bennett (3)

2. Longfellow was born in Portland Maine (2)

3. People were out on the lake in rowboats canoes speedboats and sailboats (4 or 3)

4. Doesnt he know a lot asked Zip impudently (4)

5. Arent you glad to go to your uncles farm (3)

6. Yes Im always glad to get back to the country (3)

7. Give this special delivery letter to Mr J L Madison immediately (4)

8. Its a good thing the pirates boat lost our trail George (4)

9. No Dr Watson isnt in just now (4)

10. The mechanic jumps back and says Contact (3)

11. Sorry you are sick today the boys shouted under Gerald's window (4)

12. Dont stand at the door of the boys gymnasium (3)

13. The childrens toys were broken through their own carelessness (2)

14. Silence down there girls said Miss Ruth in a serious tone (4)

15. Marjories wit and Lillians good nature went very well together (3)

16. Many of natures model aircraft have never been surpassed by mans productions (3)

17. Ralph may I see your sketch said Mr Dunn (5)

18. Gracious Could that horse be the Gray Goose (2)

19. I must find a new scheme to sell my papers Cyrus said (3)

20. Yes its time for the bus to Chicago (3)

21. Boys this will be our hardest game of the season said the coach (4)

22. The farmer explained Cottonseed hulls are left when the oil is squeezed out of the cottonseed (3)

23. Mr R L Sullivan
703 Market Street
San Francisco California (4)

24. 148 Bainbridge Street
Brooklyn New York
May 25 1936

Dear Lucy

Your friend
Harriet (4)

25. 217 Lyman Street
Springfield Massachusetts
June 11 1936

Dear Uncle Bruce

Lovingly yours (4)

Review by yourself the rules on which you have failed. If you understood and used them last year, this review will not take long.

LEARNING TO USE THE SIXTH-GRADE RULES

Below are explanations and practices that will help you to master the rules of punctuation for the sixth grade.

Rule 13. A colon follows the salutation of a business letter.

The salutation of a friendly letter is followed by a comma, not by a colon, as in the business letter.

Gentlemen:

Dear Mr. Batterman:

Dear Sir:

My dear Miss Walters:

Practice 1 — Applying Rule 13

Write the salutation of a business letter to each of the following:

- | | |
|-------------------------|--------------------------|
| 1. Mrs. George Williams | 4. D. C. Heath & Company |
| 2. Mr. James Hanson | 5. <i>St. Nicholas</i> |
| 3. Dr. Walter Fletcher | 6. Hotel Statler |

Rule 15. Quotation marks are used to enclose each part of a broken quotation.

1. "Give me liberty," said Patrick Henry, "or give me death!"

In this sentence the quotation is broken by the words *said Patrick Henry* and is called a broken quotation. To punctuate a broken quotation, use two sets of quotation marks. Enclose each part of the quotation in a set. Two commas are needed to separate this quotation from the words not spoken. The first word of the second part of the quotation does not start with a capital, because it is not the beginning of a sentence.

Practice 2 — Applying Rule 15

Copy the following broken quotations on your paper and punctuate them like the example given on the preceding page:

1. The time necessary for earning a pilot's license said the instructor depends upon the ability of the student to learn the art

2. Antitoxin is a cure for diphtheria the doctor said to Genevieve's mother provided it is given early enough

3. Do you know asked the lecturer on "Safety" that the greatest single cause of accidents is the automobile

4. I wish they'd get the trial done thought Alice and hand round the refreshments

5. Genius said Thomas Edison is one percent inspiration and ninety-nine percent perspiration

6. I shall sit here the Footman remarked till tomorrow

7. When I'm a Duchess Alice said to herself I won't have any pepper in my kitchen at all

8. But Mother said Jean they'll all be expecting me to help

9. Yes said Mr Williams your poor record in school spoils your chance

10. I don't like to admit it said Foster slowly but I haven't felt comfortable since I left the team

Rule 16. Quotation marks are used to enclose in your writing titles of books, plays, magazines, poems, songs, or stories.

Titles of books, plays, and magazines may be underlined, however, instead of enclosed in quotation marks.

If you enjoy poetry, read "Golden Staircase," by Louey Chisholm.

Pasha, the Son of Selim is the story of a horse.

Practice 3 — Applying Rule 16

Copy the following sentences. Enclose the titles in quotation marks.

1. Last winter I saw Alice in Wonderland on the screen.
2. Can you recite The Star-Spangled Banner?
3. Do you like the stories in the Open Road for Boys?
4. The Gift of the Magi was written by O. Henry.
5. Have you ever read Gulliver's Travels?
6. If you like stories of the Netherlands, you'll enjoy Hans Brinker.
7. Most boys enjoy the articles and experiments in the Popular Science Monthly.
8. In Conquest of the Air we learn about the invention of the airplane by the Wright Brothers.
9. Who is the hero of A Greenwood Hunter?
10. I thought the elephant in How Hannibal Finished the Bridge was very clever.

Rule 20. The hyphen is used in writing numbers from twenty-one to twenty-nine, thirty-one to thirty-nine, etc.

twenty-eight ninety-three forty-six sixty-nine

Practice 4 — Applying Rule 20

1. Write the following numbers in words: 25, 31, 46, 55, 63, 77, 81, 96.
2. Correct the following sentences by writing the numbers in words:
 - a. My brother is 22 years old.
 - b. Washington died at the age of 67.
 - c. My great-grandfather will be 92 on his next birthday.
 - d. The Science Club has 39 members.
 - e. Captain Adams, who is 84 years old, marched in the parade.

Practice 5 — Punctuating Sentences and Salutations

Copy the twenty sentences and salutations on your paper and punctuate them. Place above each punctuation mark the number of the rule given in the first part of this Section. The figure in parenthesis tells how many marks are needed. (A pair of quotation marks is counted as one mark, not two.)

EXAMPLES:

1. Hugo is studying German English chemistry and geometry in night school (4 or 3)

Hugo is studying German,⁶ English,⁶ chemistry,⁶ and geometry in night school.¹

2. Did you enjoy reading Barries Peter Pan (3)

Did you enjoy reading Barrie's "Peter Pan"?
^{18 16} ^{16 3}

1. Doesnt Jerry know the road to Grandfathers house (3)

2. Julia Gertrude and Helen are planning a surprise for Edna on her birthday (3 or 2)

3. Slam the door and bolt it Maurice (2)

4. Yes I have lived in Topeka Kansas (3)

5. Junior havent I ever read Little Red Riding Hood to you (4)

6. Dr R J Saunders attended my mother in September 1935 (5)

7. Dear Mr Peterson (2)

8. Pshaw said Mother I wish I didnt have to iron today (6)

9. The Boys Science Club now has twenty four members (3)

10. The beavers thick fur webbed hind feet and flat tail fit it for living in the water (4 or 3)

11. Scouting with Daniel Boone is a story of adventure with one of our countrys greatest pioneers (3)

12. No there arent thirty six inches in a foot (4)
13. When will you be ready (1)
14. Launch the speedboat and well follow them Kenneth (3)
15. Dear Ernest (1)
16. The Indians tepees dotted the plains (2)
17. Charles Dickens wrote Oliver Twist (2)
18. Stop cried the motorcycle policeman or Ill shoot (6)
19. Ill correct Ediths paper (3)
20. Five parts of an airplane are the engine the wings the tail the landing gear and the control system (5 or 4)

Practice 6 — Punctuating a Letter

This letter contains no punctuation. Some capitals have also been omitted at the beginning of sentences and quotations. Copy the letter on your paper and put the correct marks and capitals where they should be. When you are in doubt, turn to the rules and examples on the earlier pages of this Section.

10426 108 Street
 Richmond Hill New York
 July 15 1936

Dear Raymond

Last Friday there was a great surprise in store for me I was riding in the front seat of my fathers car a new switch on the dashboard caught my eye what is that Dad I asked

Push it he answered with a broad grin

I pushed it and suddenly heard someone say good night little friends you can imagine my amazement at this outburst it wasnt long before I had dialed stations WABC WEAJ WJZ WOR and WMCA

I hope youll enjoy it Clarence said Dad as it cost twenty nine of my hard-earned dollars

Ben Bernies orchestra was playing In the Valley of the
Moon when we arrived at my aunts house
Can you go riding with us soon to hear the new radio
Your friend
Clarence

Progress Test

This test will show you how much you have learned about punctuation. If you fail on any rule, study it and the examples again.

Copy the twenty-five sentences or parts of letters on your paper and punctuate them correctly. The figure in parenthesis tells how many marks are needed in the sentence. Quotation marks are counted as one mark, not two. A sentence will be counted wrong if you either omit a needed punctuation mark or put in a mark that is not needed.

EXAMPLE:

Bud I think the bass pickerel and trout are biting (4 or 3)
Bud, I think the bass, pickerel, and trout are biting.

1. Fish fowl rabbits and small pigs may be cooked in a hole in the ground (4 or 3)
2. Marshal Joffre said They shall not pass (3)
3. Salvatore have you ever read The Hilltop Troop (3)
4. Nc it wasnt Marys book that you found (4)
5. Thats the cabin in which Lincoln was born (2)
6. Mr Grady sells boys and mens suits (4)
7. The Mississippi River drains thirty one states and a part of Canada (2)
8. Charles A Lindbergh was born in Detroit Michigan (3)
9. Lisette saw in the Saturday Evening Post an advertisement for a violinist in a girls orchestra (3)

10. Ill show you a beavers dam if you follow me down this brook (3)

11. England France Italy and Japan were our allies in the World War (4 or 3)

12. Three times the conductor said Keep your hand away from the door Sonny (4)

13. An Indian boys first lesson in life is to shoot with a bow (2)

14. Hail is rain said the teacher that freezes when it comes near the ground (5)

15. The freezing point of water is thirty two degrees Fahrenheit (2)

16. No the moon doesnt supply heat to the earth (3)

17. Have you ever tried to laugh cry and talk at the same time (3 or 2)

18. The dirigible said my father will start her flight to Rio de Janeiro at 11:55 A M tomorrow (7 additional marks)

19. What do you call work said Tom Sawyer (3)

20. Skyscrapers steamships bridges airships and tunnels are evidences of mans power (6 or 5)

21. Next Monday said the clerk Ill send you C O D a copy of The Swiss Family Robinson (10)

22. 4 South Michigan Boulevard
Chicago Illinois
December 26 1936 (2)

23. Canadian National Railways
634 Marquette Avenue
Minneapolis Minnesota

Gentlemen (2)

24. Sincerely yours
Lester A Williams (2)

25. Dear Aunt Catherine (1)

SECTION VIII

SENTENCE-BUILDING

FOUR KINDS OF SENTENCES

You have learned in other grades of four kinds of sentences: declarative, interrogative, imperative, and exclamatory.

Declarative Sentences

Declarative sentences are those that we speak of as statements because they state, or tell, a fact or an idea. About ninety percent of the sentences that people write are of this kind. Take a page in any ordinary paper, magazine, or book, and count the number of declarative sentences. You will find very few of any other kind. The ending punctuation mark for this kind of sentence is a period.

1. Our President is selected by a vote of the people.
2. Good citizenship means more than being willing to fight for one's country.

Interrogative Sentences

Interrogative sentences are those that show a desire to know. They are questions. You asked many of them when you were little. They are sentences that ask for information. They should be followed by a question mark.

Sometimes they appear to start as declarative sen-

tences, but end as questions. The second sentence in these examples is of this type.

1. How do the natives carry the rubber to the shipping centers?
2. The mail service is handled by the Federal Government, isn't it?
3. Is Detroit as large as Los Angeles?

Imperative Sentences

Imperative sentences are those that give directions, commands, or orders. You find many of them in booklets of directions.

Courtesy sometimes requires that what we really expect to be taken as directions or orders be put in the form of questions. You will find many examples of this in business letters. Instead of writing, "Send me with invoice a copy of *Robinson Crusoe*," we are likely to write, "Will you please send me with invoice a copy of *Robinson Crusoe*?" We have expressed our sentence as a request, but we know that the firm will do what we ask and will consider our request as an order.

Sentences that are commands or orders are punctuated, like declarative sentences, with a period at the end.

1. Always turn out the lights when you leave the room.
2. Send me four copies.
3. Pile the logs right here.

Exclamatory Sentences

Exclamatory sentences are those that express great excitement of some kind. It may be fear, pleasure, sorrow, surprise, pain, or any other strong feeling. We

use more of them in talking than in writing. Compared with declarative and interrogative sentences, we use very few exclamatory sentences.

Story writers make use of these sentences in order to picture for you correctly the conversation of characters who are excited about something. You could hardly tell about an airplane accident you saw, your feeling on being ducked in the lake before you had learned to swim, or your surprise at suddenly meeting an old friend, without using some exclamatory sentences.

At the end of an exclamatory sentence is an exclamation mark.

Exclamatory sentences, like imperative sentences, are usually very short. There are even one-word exclamations that need to be followed by an exclamation mark.

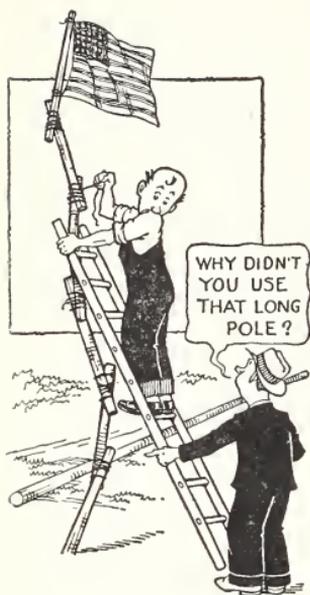
An excited football fan may yell, "That's over! It's a touchdown!"

An eight-year-old may say to her clumsy, big brother who has just broken her doll, "How could you do it!" (This looks like a question, but it is really an exclamation, because the little girl has no thought of asking for information or of being answered.)

The woman who opened the door and found her mother just arrived for a surprise visit might exclaim, "Mother!"

BUILDING GOOD SENTENCES

Sixth-grade boys and girls should know that, in both speaking and writing, every thought should be expressed as a sentence. The tone of the voice shows when your thought has been completely expressed orally, just as punctuation shows that in written work.



JOINING SEVERAL IDEAS IN ONE RAMBLING SENTENCE IS A COMMON FAULT

Your sentences will naturally be longer than the sentences that you wrote in primary grades, because you are learning to think in grown-up fashion. You now see how ideas belong together. You do not say: "I am going down town. I am going to buy a pair of shoes"; you say: "I am going down town to buy a pair of shoes." There are often several ways to put thoughts together into good sentences when the ideas belong together. You will try this year to make longer sentences and to show clearly how your ideas belong together by using helpful connecting words, like *because*, *when*, *until*, and *although*, where they fit your meaning.

We spent the night at the camp. Our car was being repaired.

We spent the night at the camp because our car was being repaired.

You will also try to avoid repeating ideas, as younger children sometimes do. Every sentence should add an idea to what has been said or written.

Because you are learning to think clearly, you will be able to make clearer sentences. You will be expected to read over the sentences that you write, to be sure that they are clear. You will also want sometimes to change the *patterns* of your sentences, so that your speech and writing will have variety. You

could say: "If I am awake early, I'll call you," or "I'll call you if I am awake early." These two sentences have different *patterns*. You may use either one.

The lessons that follow will help you to make better sentences.

LESSONS IN SENTENCE-BUILDING

Do other people ever say to you: "I don't understand just what you mean" or "Oh, I thought you meant something else"? Perhaps you are not making your meaning clear because you are not speaking or writing sentences that are just like your thoughts.

You think in words and sentences. The sentence that you say is only a mirror of your thought. Sometimes mirrors are broken or imperfect. The reflection that such a mirror gives back is a queer picture of the person that is reflected. So it is with sentences. When they are broken, incomplete, or confused, they do not reflect your thoughts exactly, and you are surprised to find that you have not made your ideas clear to others.

If you can discover just what your difficulty is in making sentences mirror your thoughts, you can improve your expression. Here are six common kinds of sentence faults found in the writing or speaking of pupils in your grade.

Common Sentence Faults

1. Rambling by joining several ideas in one sentence

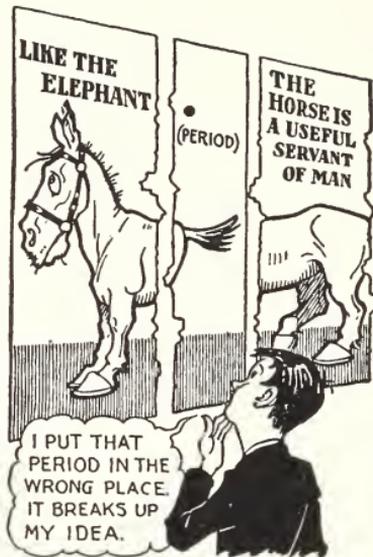
We followed with the motor boat and he swam across the lake and we had a picnic on the shore.

2. Writing and speaking incomplete sentences

If I don't make it.

Without asking me about the book.

3. Using a period after a part of a sentence
 Unless you can go. Jack won't take any of us.



4. Not expressing ideas clearly

He didn't do that was because he hadn't given him directions.

5. Starting several sentences alike so that they sound monotonous

Then the bell rang. Then the horses were off.

6. Making short, choppy sentences

The museum is interesting. It contains beautiful pottery. There are old telephones there, too.

Can you tell whether or not you make any of the mistakes listed above? The first step in discovering your own faults is to learn to recognize the differences between good and poor sentences that you hear or see. The following exercises will give you practice in this.

Practice 1 — Recognizing Rambling Sentences

A sentence should give one clear, complete idea. Some of these twenty sentences contain several thoughts that do not belong together. On a paper write the numbers of the sentences that are rambling.

1. Polar bears live in the frozen North and they are white so their enemies cannot see them and they eat fish.
2. When I got to the store I bought the crayons, but before that I slid all the way down the hill and got hurt.
3. This fall at the dairy farm I saw three kinds of cattle: Holstein, Jersey, and Guernsey.
4. Lincoln lived in Springfield when he became President.
5. Riding in an airplane is much like riding in a bus on a street that is high above the tree tops.
6. After eating breakfast, Robin Hood and his men started toward Nottingham Town in search of adventure.
7. I made five dollars on my garden, and my mother canned the tomatoes.
8. To reach the library, walk down this street three blocks, turn and walk five blocks, and you will come to a stone building.
9. The Roman ships were driven by sails when the wind was in the right direction but by oars when the air was calm.
10. A squirrel comes up on our porch whenever I put out nuts for him to find.
11. The silo is filled with silage and it is made of corn and it looks wet.
12. Tommy built a snow horse as tall as a real pony.
13. The fifth and sixth grades are organizing a club for the purpose of enjoying good books.
14. A slingshot is made of rubber or leather and you shoot stones with it by stretching it back and pulling it tight.
15. The bear in the park died from having a fishbone stuck in his throat.

16. The motor boat had windows all around and it had a steering wheel and some seats and a motor right in front and the windows roll down.

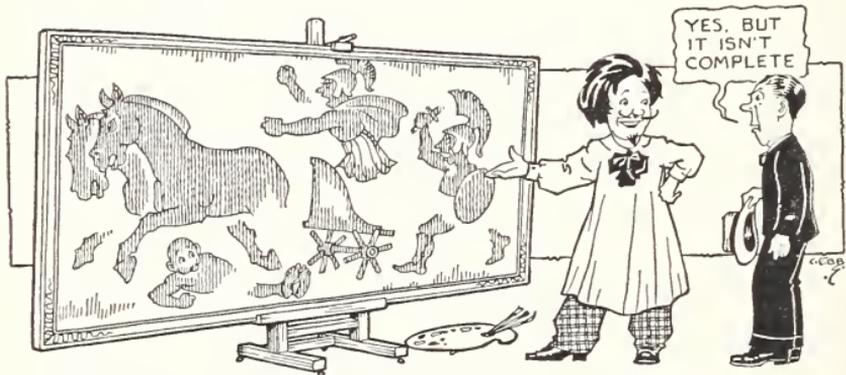
17. So many people are buying gifts during this season that the market is a busy place.

18. My mother promised me something for my birthday, if I would be good, and she bought me a pair of gloves because I was good she said.

19. The carrot froze and it would not sprout or grow and my mother got me another carrot to plant and that one grew.

20. At the goldfish farm we saw fish that were fifteen years old.

Give your ears a chance to detect faults. Draw a line to the right of your numbers. Your teacher will read the sentences to you. Again write the numbers of the rambling sentences. Did your ears and eyes agree? Now check with the answers as your teacher reads them. Make good sentences of those that you think are rambling.



SENTENCES, LIKE PICTURES, SHOULD BE COMPLETE
THOUGHTS

Practice 2 — Recognizing Complete Sentence Thoughts

Capital letters and punctuation marks have been left out of the paragraph that follows, because you are

to decide where each sentence should begin and end. Some of the numbers mark the beginning of *parts of sentences* and others the beginning of complete sentence thoughts. On a paper write the numbers that mark the beginnings of sentence thoughts.

Realizing that outdoor life had made him a rugged man (1) in spite of a sickly childhood (2) Roosevelt continued all his life to take an active part in sports (3) while he was President (4) many of his friends were shocked by the type of men (5) that he frequently invited to the White House (6) professional prize-fighters lunched with the President and later boxed or wrestled with him (7) a group of active young men employed in the various departments in Washington were invited regularly (8) to help Roosevelt work off his energy in tennis contests (9) the President cleared his desk by four o'clock each day and started out to tramp, swim, or enjoy one of the sports to which he was devoted (10) he was a member of the Boone and Crockett Club (11) which was formed in 1887 (12) he showed skill with a gun which few men were able to match (13) on horseback (14) he was not only a master but displayed an endurance that cavalry men envied (15) his interest in nature and wild life kept pace with his pleasure in sports (16) as President he found opportunity to go deeply into the study of trees (17) with the men in his forestry department (18) as soon as his term in office was over (19) he set out to give free rein to his love of animals and of hunting (20) by making a trip into the heart of Africa in search of game.

Before you check your answers, test your ears again. As your teacher slowly reads the story above, write the first word of each sentence. Listen to the story twice in this way until the different sentence thoughts stand out in your mind. Check your paper as the correct numbers and words are read.

Practice 3 — Taking Dictation

A good way to discover whether or not you have the habit of capitalizing and punctuating sentences is to write an exercise as your teacher dictates it to you. The paragraph that follows will be read to you. Capitalize and punctuate it correctly.

We have found that we can draw a map on the blackboard or on large paper with the help of our lantern a slide with an outline map on it is placed in the lantern the light is focused on the section of the board where the map is to be drawn in five minutes' time we can sketch a map with chalk sometimes we draw the maps on large paper so that we can move them around wherever we need to use them later.

Practice 4 — Recognizing Clear Sentences

Sometimes a sentence is not clear because words are in the wrong place in the sentence. On a paper write the number of each of these eighteen sentences in which the meaning is not clear for that reason. Correct those sentences by rearranging phrases or words.

1. A woman delivered the package at the house in shabby clothes.
2. From our camp on the hill we watched the moon rise.
3. Roger wanted to watch the crew row very badly.
4. They found the candlesticks that belonged with the brass bowl in the old house.
5. The soldiers saw flocks of sheep riding through the country in automobiles.
6. Speeding at sixty miles an hour the car raced along.
7. The clerk sold a clock to the customer that needed winding only once a week.
8. There is a man with a hearty laugh in the audience.
9. Climbing to the top of the hill we watched the river winding through the valley.

10. They found a picture in the old castle that looked like Prince Charles when he was young.

11. Elmer watched the acrobat balance himself while hanging by his toes.

12. Crying all night long the neighbors objected to the baby.

13. The man brought in a book about football games in two volumes and heavy type.

14. The man that was injured was taken to the hospital.

15. He is to speak about the education of George Washington at Wisconsin University.

16. They chose a place for the picnic that was muddy.

17. While he was ill he enjoyed the radio that had been given to him.

18. He lost a notebook that belonged to his roommate with gold letters and black stripes on the back.

You may try the same ear test with this test that you tried with the rambling sentences in Practice 1. Check your answers as your teacher reads them.

Practice 5 — Making Clear Sentences

If our thinking is clear, we are likely to express ourselves clearly. Try always to think clearly what you want to say before speaking or writing.

The sentences on the next page are not clear. The pupils were criticizing their school paper, but they did not say exactly what they meant. Say the sentences so that the meaning will be clear. Rewrite the sentences correctly.



THIS POOR MOTORIST
WOULD BE GLAD TO GET
SOME CLEAR DIRECTIONS

1. The spelling, some of the spelling has not been so good.
2. There were a few mistakes in spelling not so many as last time.
3. Improvement in spelling and language also in the writing of stories themselves.
4. My criticisms for this issue are because we have a better quality of stories and better vocabulary.
5. Be careful try to write better things by thinking before you write.
6. To make our meaning clear.
7. The stories have not all been original, nor the taste of the stories.
8. Book reports not so sketchy and complimentary.

DISCOVERING YOUR OWN SENTENCE DIFFICULTIES

After the practice that you have had, you will probably be able to discover your own difficulties by looking over your stories and reports. Your classmates can help you by observing your oral expression. When you have learned what your principal fault is, turn to the place in the next few pages where there are exercises for your particular sentence trouble.

Additional Exercises in Sentence-Building

These exercises are for practice whenever you need it. You can study these pages as a class, in small groups, or alone.

Practice 6 — Building Complete Sentences

On a paper write the numbers of the sentences in this list that are complete sentences. Make the other groups of words into complete sentences. Put the correct ending mark after each of these ten sentences:

1. Post and Gatty who flew around the world
2. "Child Life" is an interesting magazine for children
3. Are you planning to go to Ardith's party
4. What a narrow escape that was
5. Give us time to prepare a lunch
6. Without leaving us his address
7. In the heat the flowers drooped
8. The dropping of the sandbags made the plane rise above the mountains
9. When we visited the field of Gettysburg
10. The newest home in the block

Read the sentences that you have corrected. Is each a clear, complete thought?

Practice 7 — Building Complete Sentences

For those who had trouble with Practice 6, another similar practice exercise is given here. Follow the directions given for Practice 6.

1. If you go down town
2. Near our school is a pond
3. Commas make reading easier
4. "What is it?" asked Bob
5. Let's have salad toast and eggs to eat
6. Mother, may we go swimming
7. In the garden near the fountain
8. Go down the road a mile
9. Yes, I'll go too
10. Have you read *Silver Pennies*

Practice 8 — Punctuating and Capitalizing Sentences

No one will know that you can recognize sentence thoughts if you do not show it by your capitalization and punctuation. This story, written by a sixth-

grade pupil, needs to be separated into sentences by capital letters and punctuation marks. It looks as though it were all one sentence.

Copy the story, beginning every sentence with a capital letter. Use the correct ending punctuation after each sentence.

MR. BOOK'S COMPLAINT

How do you do, boys and girls my name is Mr. Book I came to make you a little speech do you know that it hurts to be handled roughly once when I was younger a friend of mine, Mr. Speller, was in the hands of a girl named Betty now this Betty was a very rough girl she made Mr. Speller look as though he had the measles, with the pencil dots she put all over him he also looked very blue with ink Mr. Speller was so angry that one day he managed to slide under a lot of papers to hide the next day Betty could not find Mr. Speller although she looked all over when she finally located him she was much kinder to him you, boys and girls, ought to treat all of us better or we will all disappear I hope you will remember my speech.

Practice 9 — Avoiding Rambling Sentences

Sometimes rambling sentences should be divided into two sentences. If the ideas in the sentences do not really belong together, it is better to separate them and punctuate them as two separate sentences.

The books are soiled and torn and there are not enough blackboards in the room.

(*Better*) The books are soiled and torn. There are not enough blackboards in the room.

In the following story by a sixth-grade pupil there are several rambling sentences. How would you write the story to improve the sentences?

LEARNING TO FLY

Last summer I had an interesting experience with some baby bluebirds. Their mother was trying to teach them how to fly, but they were very stubborn. Finally, she pushed one baby out upon the broad limb of an oak tree and he fluttered his wings but he would not budge and the mother went back to the nest and got the other baby bird out. While she was doing this, the father bluebird came and he sat on the limb and scolded. After a while he became exasperated and so he hopped down to where the child was and rudely pushed it off the branch. As there was nothing else to do, the bird fluttered his wings and flew and the father repeated that act to the other bird. Both baby birds circled the tree and flew proudly to their nest. After that they did not wait to be pushed off because they had been so taken by surprise the first time.

Practice 10 — Improving Rambling Sentences

Sometimes it is better to put other words in place of the *and* at various places in a story. If the thoughts really belong together, it is better to combine them with good words than to separate them into short sentences.

The program was too long and the audience became restless.

(*Better*) Because the program was too long, the audience became restless.

Rewrite the sentences below, leaving out the *and's* and using the suggested words in joining the ideas. Sometimes the new word should be used at the beginning of the sentence, as in 1 and 3.

1. The supper bell rang *and* Jerry left his play to go to the house. (when)

2. This book is about a boy *and* he was not trusted by his father. (who)

3. You wander around the room looking at them *and* they almost seem to come to life. (as)

4. Morning came *and* they were up earlier than usual. (when)

5. The children were in Holland *and* they skated on the canals. (while)

6. "Let's go to the gym *and* we can watch the girls play handball," said Molly. (where)

7. I shall go early *and* you need not come until six o'clock. (but)

8. There isn't room for everyone to ride *and* three of us are walking to the park. (because)

Practice 11 — Combining Short Sentences

Too short, choppy sentences make a story read jerkily. Ideas that belong together may be combined into one sentence.

Edison was a famous inventor. He invented many useful things.

(*Better*) Edison was famous for his invention of many useful things.

or

Edison was a famous man, who invented many useful things.

The following paragraph was written as a riddle for a section of a class magazine devoted to *Famous Americans*. It could have been improved by the use of these words or others in combining the sentence thoughts:

although but when while who

The dashes show which sentences could very well be combined into one good sentence.

He is the best loved of all musicians. — He is called “The Nation’s Music Teacher.” No one has done more to earn this title. He has played over the radio. — This has opened the doors of music to thousands of American people. — They could not hear his concerts otherwise. He not only plays. — He explains what he is playing. Some musicians treat us as outsiders. — This one seems to be saying, “Here is something I am enjoying. Let us enjoy it together.”

Practice 12 — Making Sentences More Interesting

Changing the arrangement of words in a sentence sometimes makes it more interesting.

The captain walked past the line of men solemnly and slowly.

Solemnly and slowly, past the line of men walked the captain.

Change the following sentences:

1. She opened her book and started to read without answering my question.
2. Is that what you would do if you could make your own plans?
3. Hal headed for shore as soon as the storm threatened.
4. The regular beat of the waves woke me again and again during the night.
5. He shot ahead exerting all his remaining strength in a sudden spurt.

Practice 13 — Making Sentences Forceful

Sometimes this changing of the order of the words makes the last part of the sentence the most emphatic.

The pike’s backbone with a tail attached was all that was left in the tank with the pickerel.

In the tank with the pickerel was left *only the pike's backbone with a tail attached*. (The words in italics are now more forceful.)

Change the sentences below. Then notice which part of the sentence seems to be the most forceful.

1. I saw a grizzled old man coming over the rise as I looked across the hills.
2. Bob had first place as our fisherman with his catch of a fifty-inch muskellunge.
3. I made my decision after pondering on the question for hours.
4. We watched the sky closely with everyone eager to be the first to sight the plane.
5. They galloped up the road and over the top of the hill.
6. He stopped suddenly bewildered by the glare of light.
7. Days of gay companionship began then.

Practice 14 — Improving the Beginnings of Sentences

Another way to make sentences more interesting is to watch the beginning words and to avoid using the same words for several sentences.



The book review that follows could be improved by varying the sentence beginnings. Rewrite the review,

changing the expressions in italics. You may wish to change the sentences completely.

A BOOK REVIEW

The title of this book is "The Story of a Bad Boy." *This book* is the true story of Thomas Bailey Aldrich. *This book* is very amusing and I consider it better than "Tom Sawyer." Of course, you will have to read it to form an opinion. *This book* tells of his ordering several dollars' worth of sodas for his companions and then of his being obliged to jump out of the window to escape paying the bill.

By reading aloud what you write, you can find out whether your sentences are varied. Notice whether or not you have repeated beginning words.

Final Test — Sentence Sense

The examples below are of four kinds:

G — Sentences that are clear and correct — *good sentences*.

R — Sentences in which there are several ideas — *rambling sentences*.

C — Sentences in which the exact meaning is not clear — *confused sentences*.

P — Groups of words that are not complete sentences — *parts of sentences*.

Read the sentences carefully. Decide whether the sentence is a good one or whether it has one of the three faults just given.

EXAMPLE: Jerry was surprised to find the cherry trees in bloom. *G*

What should be the letters after the next examples? This is a practice exercise.

Because he could not find his rain coat.

Going to the store he told his mother he got lost.

The real test follows. Number 1 to 20 on a piece of paper. After each number write the correct letter — *G, R, C, or P.*

1. The magazine was written and published by the pupils.

2. If you want your book to be friends with you.

3. Early that morning.

4. Go skating all round it's fun to do for us quite often.

5. The reindeer have big horns that they hitch them to sleds.

6. We went sliding out near the Fair Store and we took our sleds along and when we got there some boys were sliding there and they whirled us around.

7. Along the coast where the winters are cool.

8. The little boy was afraid of the donkey because of his quick movements.

9. When I first saw that brown and white dog with a stubby tail.

10. In olden days birds, called falcons, were trained for hunting.

11. The lion has feet like a cat's and he is big and he looks like a cat and he has long hair on his neck.

12. The boy put on his coat and jumped into the little wagon with a horse.

13. People stood around, talking and laughing with friends, and trying to decide upon their goodies for Christmas dinner.

14. Rin-tin-tin a big police dog at the movie last week.

15. Jean asked her mother did she know of any little baby she could take care of when the telephone rang for Mrs. Brown.

16. We went over to the lake and I had my new skates and we saw a man skating and making all sorts of fancy curves on the ice.

17. The wind blew the snow in whirlpools of white around our heads.

18. Here's a picture of me sliding down hill and I put a cap on my puppy dog and pulled him on my sled.

19. I got a casting set for Christmas that pour it into the molds, and you put two things together like ink.

20. Tomorrow you have to have your entries in, and the dogs will be judged, and the horse show opens and it's going to be at the stock pavilion.

SECTION IX

THE SENTENCE AND ITS PARTS — GRAMMAR

THE SENTENCE

Which of these groups of words really say something, ask questions, or give commands?

1. Winds move sailing vessels and drive machinery.
2. Air has weight.
3. How did the early American Indian make a fire?
4. Drive faster.
5. When I turned around.
6. In what part of the United States.

Numbers 1, 2, 3, and 4 are sentences, because they express complete thoughts. Numbers 1 and 2 tell something; Number 3 asks a question; Number 4 gives a command. Numbers 5 and 6 are groups of words that do not express complete thoughts. They do not tell fully or clearly what is in the writer's mind. We can make sentences of them by telling what happened or by asking a question.

5. When I turned around, I saw Tige following me.
6. In what part of the United States are the Rocky Mountains?

A sentence is a group of words expressing a complete thought.

Every sentence has a subject and a predicate.

THE VERB OR SIMPLE PREDICATE

Which word in Sentences 1 and 2 makes a statement about a person, place, or thing?

1. Burke took the helm.

Took makes a statement about Burke.

2. The class cheered louder and louder.

Cheered makes a statement about the class.

Which word in Sentences 3 and 4 asks a question?

3. Are winds air in motion?

Are asks a question about the winds.

4. Is coke a good fuel?

Is asks a question about coke.

Which word in Sentences 5 and 6 gives a command?

5. Locate the Sahara Desert.

Locate tells you to do something.

6. Drink plenty of water every day.

Drink tells you to do something.

These words that make statements about persons, places, or things, ask questions, or give commands are the simple predicates, or verbs, of the sentences.

The simple predicate, or verb, makes a statement, asks a question, or gives a command.

Practice 1 — Finding the Verb

Find the verb in each sentence:

1. The lightning flashed.

2. Fire requires air.

3. Winds affect climate.
4. Is Hannah at home?
5. Speak distinctly.
6. The cows grazed on the hillside.
7. A roar rose at Pedro's back.
8. Follow your compass.
9. I need the money now.
10. Every animal has its enemies.
11. The car stopped at the familiar mail box.
12. Mother sank on the bench beside Judy.
13. Call the doctor immediately.
14. Craig turned to Smiley.
15. Is air a mixture of several gases?

Practice 2 — Making Sentences with Verbs

Make up sentences in which ten of the following words are used as simple predicates, or verbs:

EXAMPLE: *ran* Fleetfoot ran swiftly to show his chief.

- | | | | |
|-----------|-----------|-----------|------------|
| 1. swam | 6. hurry | 11. have | 16. heard |
| 2. leaped | 7. is | 12. came | 17. tore |
| 3. cried | 8. was | 13. sped | 18. ate |
| 4. sang | 9. turn | 14. shut | 19. saw |
| 5. flew | 10. threw | 15. wrote | 20. gnawed |

Two-Word Verbs

Some verbs are made up of two words.

What are the verbs in these sentences?

1. The Eiffel Tower was built in Paris.

Was built is a two-word verb.

2. Cotton is raised in the South.

Is raised is a two-word verb.

3. The Scouts will camp near the lake tonight.

Will camp is a two-word verb.

4. You should brush your teeth frequently.

Should brush is a two-word verb.

The first word of a two-word verb may be: *is, am, are, was, were, be, has, have, had, do, does, did, can, may, could, might, must, shall, will, should, or would.*

Practice 3 — Finding Two-Word Verbs

Find the two-word verb in each of these ten sentences:

1. Many toys are made in Germany.

2. You should stand erect at all times.

3. The first American flag was made by Betsy Ross.

4. Loretta will go with you at three o'clock.

5. Herbert can swim a hundred yards.

6. Refreshments were served under the tallest elm tree.

7. Drinking water is stored in reservoirs.

8. Since Panhandle's arrival no mouse has nibbled a piece of baggage.

9. The cotton gin was invented by Eli Whitney.

10. *The Wonder Book of Horses* was written by James Baldwin.

Separated Verbs

In some sentences one or more words separate the two parts of a verb. What is the verb in each of these sentences?

1. Dick and Phil couldn't hear Sam's answer.

Could hear is the verb.

2. Daniel Boone's trousers were sometimes made of buckskin.

Were made is the verb.

Practice 4 — Finding Separated Verbs

After the number of the sentence write on your paper the two-word verb in that sentence:

1. Buck's eyes were nearly blinded by the snow.
2. His enemies will not find him there.
3. Teddy could scarcely stand the pain in his ankle.
4. Edwin has not been at the seashore this summer.
5. Alden has almost finished his glider.
6. The cross-country races have not yet ended.
7. I have never seen the western coast of the United States.
8. The old schoolhouse is now used as a recreation center.

Verbs in Questions

In most questions the two words of the verb are separated. It is easy to find the verb if you change the question to a statement. What is the verb in each sentence?

1. Can you imagine anything so interesting?
2. You can imagine anything so interesting.

Can imagine is the verb in both sentences.

3. Has Lewis been to the swimming pool?
4. Lewis has been to the swimming pool.

Has been is the verb in both sentences.

Practice 5 — Finding Verbs in Questions

On your paper write the two-word verbs in these eight sentences:

1. How long do whales live?
2. To what nation does Iceland belong?
3. Which tribe had captured the fort?
4. During exercise do the muscles burn fuel rapidly?

5. Did you attend the World's Fair in Chicago?
6. Who can forget the sight of a white-tailed deer?
7. How can you tell one bird from another?
8. Where have you hidden the secret treasure?

Three-Word Verbs

Verbs may even be made up of three words. What are the verbs in these sentences?

1. You might have fallen through the thin ice.

Might have fallen is the three-word verb.

2. Should every letter in signaling be made clearly?

Should be made is the verb.

Practice 6 — Finding Various Verbs

This review exercise contains sentences with one-word, two-word, or three-word verbs. Number your paper 1 to 20; then write the verb in each sentence next to its number.

1. The Gulf of Mexico is south of the United States.
2. Is Montreal in Canada?
3. Take this package to the post office, Elmer.
4. We had eaten everything except the cake.
5. Where is asphalt found?
6. The waters are churned by the giant paddle wheel.
7. The Mississippi River empties into the Gulf of Mexico.
8. John Parker is not running in the final relay.
9. Graham had already seen the red face at the window.
10. A loud noise filled the air.
11. Military planes are divided into classes according to their duties.
12. Will you carry a message to Henry?
13. Lady Adela's father had built his castle on the peaks of three jagged rocks.

14. How could Bernard have arrived there so quickly?
15. Always pack extra clothing for a hike in a waterproof bag.
16. The morning papers told of the capture of the bandits.
17. How does water vapor get into the air?
18. Dikes and windmills can be seen in the Netherlands.
19. Don't give the message to anyone else.
20. Why should one write a stub for every check?

SIMPLE SUBJECTS

In each sentence some person, place, or thing is spoken of. What word names the person, place, or thing spoken of in each of these sentences?

1. Dogs pull milk carts for their masters in the Netherlands.

Pull is the verb. Who or what *pull*? *Dogs* is the answer and is the subject of the sentence.

2. Even today the basket-covered carts on the roads in the Philippines are pulled by oxen.

Are pulled is the verb. Who or what *are pulled*? *Carts* answers the question and is the subject of the sentence.

In a question the easiest way to find the subject is to write or say the question as if it were a statement. Then ask yourself "Who?" or "What?"

(Question) How did the earliest American colonists light their homes?

(Statement) The earliest American colonists did light their homes how.

The verb is *did light*. Who or what *did light*? *Colonists* answers the question and is the subject of the sentence.

In commands or requests the subject is generally omitted. "Turn on the electric lights" means "You turn on the electric lights." "Come here immediately" means "You come here immediately." *You*, understood, is the subject of both sentences.

The simple subject names the person, place, or thing spoken of.

Practice 7 — Putting Subjects and Predicates in Sentences

On your paper write sentences that you make up by matching the ten words or groups of words in the first column correctly with the ten groups of words in the second column. When your sentences are completed, draw one line under the simple subject and two lines under the verb.

EXAMPLES:

1. The radio is a recent invention.
2. Tom Murdock was elected captain of our team.

<i>Subjects</i>	<i>Predicates</i>
1. Birds	goes under the water.
2. Cows	fight fires.
3. Horses	is the largest country in Europe.
4. The small children	sing in the treetops.
5. The policemen	give milk.
6. The brave firemen	are in the lower grades in school.
7. The submarine	is in the District of Columbia.
8. Washington	pull wagons.
9. Russia	is an airplane.
10. The <i>Spirit of</i> <i>St. Louis</i>	carry revolvers.

Practice 8 — Supplying Predicates

On your paper write interesting predicates about these subjects. Draw one line under the simple subject and two lines under the verb.

- | | |
|------------------------|----------------------------------|
| 1. The lily | 6. Four hundred scouts |
| 2. Three speedboats | 7. The little white house |
| 3. The American Legion | 8. The cowboy from Montana |
| 4. Philadelphia | 9. Christmas |
| 5. We | 10. The boys on my baseball team |

Practice 9 — Supplying Subjects

Copy these sentences. In place of the blanks, supply interesting subjects for the predicates. Then, on your paper, draw one line under the simple subject and two under the verb.

1. ----- crashed into the tree with a deafening noise.
2. ----- was towed across the river.
3. ----- has seen many interesting sights on his travels.
4. ----- lives in the northern part of Canada.
5. ----- fought against the United States in 1812.
6. ----- was the queerest person.
7. ----- have grown in California for many years.
8. ----- came suddenly into view.
9. ----- has been built by three boys.
10. ----- hunted all day in the forest.

Practice 10 — Finding Subjects and Predicates

Copy these sentences. Draw one line under the simple subject and two lines under the verb. The verb may be one word, two words, or three words.

EXAMPLES:

1. For how many miles could the blaze be seen?
2. (You) Carry this pail of water to the barn.

1. London is the capital of England.
2. Rocky Cove was about eight miles down along the seashore.
3. On the Carr cottage the awnings flapped wildly.
4. Hooray! Spring is here.
5. Is that the truth?
6. Tiny Tim's little crutch was heard upon the floor.
7. Certain streets in some cities are set aside for play.
8. How is a musical note on the piano produced?
9. In the World War the airplane played a very important part.
10. In 1877 Thomas A. Edison invented the phonograph.

NOUNS

A noun is a name. Nouns name —

Persons — doctor, boy, Franklin D. Roosevelt, crew, army

Animals — horse, dog, elephant

Places — Philadelphia, Europe

Things — pencil, chair, pain, truth, success

Practice 11 — Naming

1. Name ten objects in your classroom.
2. Name ten things you saw on your way to school.
3. Name ten things you saw during your summer vacation.
4. Name ten things you own.
5. What are ten names of persons? Ten names of places? Ten names of animals?

Practice 12 — Finding Nouns

Make a list of the nouns in each sentence. The number in the parenthesis shows how many nouns there are in the sentence.

1. Crusoe landed on an island when his boat was shipwrecked during a terrific storm. (4)

2. The members of our sewing club made blankets, washcloths, and clothing for the poor people. (6)

3. When John returned the purse to Miss Brownson, he was rewarded for his honesty. (4)

4. Through the doorway Alice saw a small passage, a garden of bright flowers, and many cool fountains. (6)

5. About noon there suddenly appeared a flock of blackbirds in the sky. (4)

6. The alligator has sharp teeth, a long tail, short legs, and an ugly body covered with a layer of hard scales. (7)

7. On the front plot of ground the gardener planted rose bushes, hedges, and grass seed. (6)

8. Bring a pencil, pen, ruler, blotter, and bottle of ink with you. (6)

PRONOUNS

Compare the two following selections. Which telling of the story do you prefer? Why?

1. *Without Pronouns*

A young lady and the young *lady's* escort were at a baseball game. The young *lady* had never been at a game before.

"Isn't that pitcher grand?" the young *lady* said. "The *pitcher* hits the *players'* bats, no matter how the *players* hold the *bats*."

2. *With Pronouns*

A young lady and *her* escort were at a baseball game. *She* had never been at a game before.

"Isn't that pitcher grand?" *she* said. "*He* hits *their* bats, no matter how *they* hold *them*."

A pronoun is a word used in place of a noun. The italicized pronouns in Number 2 are used in place of

the italicized nouns in Number 1. *Pronoun* means for a noun.

Pronouns save our time and make our sentences more pleasing.

What are the pronouns in these sentences?

1. "We know you," said the boys to a stranger.

We and *you* are pronouns. *We* is used in place of the names of the speakers, *boys*. *You* is used in place of the name of the person spoken to, *stranger*.

2. He and I were very tired.

He and *I* are pronouns, because they are used in place of nouns.

Practice 13 — Using Pronouns for Nouns

Improve these sentences by using a pronoun in place of one of the nouns:

1. Tom Sawyer and Tom Sawyer's friend, Becky, were lost in a cave.

2. In the Scout Oath, John promised that John would do his duty to the United States.

3. When Louisa Alcott was a young lady, Louisa Alcott nursed wounded soldiers.

4. After Stevenson reached this country, Stevenson went West on an immigrant train.

5. Columbus was not properly rewarded for Columbus's discovery.

6. John and John's parents arrived home at ten o'clock.

7. Longfellow's neighbors were exceedingly fond of Longfellow.

8. Henry explained to his teacher why Henry was late.

Practice 14 — Finding Pronouns

Copy these sentences. Draw a line under every pronoun. The number after each sentence tells how many pronouns there are in the sentence.

1. He gave the pencil to me. (2)
2. Are you coming to my party? (2)
3. Louise and I will take you with us. (3)
4. Give him his hat. (2)
5. Her dog wagged its tail. (2)
6. They told us about you. (3)
7. Will you walk with me to my house? (3)
8. Your house is next to mine. (2)
9. Is she going with them to their summer home? (3)
10. We don't believe it. (2)

MODIFIERS

A modifier changes the meaning of the word to which it is attached.

The meaning of nouns may be changed by *adjectives*; the meaning of verbs may be changed by *adverbs*.

Adjectives

Compare these two sentences:

1. Jack built forts.
2. Jack built two large wooden forts.

Forts in the first sentence means any kind of forts and any number of forts. In the second sentence, *two*, *large*, and *wooden* change the meaning from any kind and number of forts to a particular kind and number. *Two*, *large*, and *wooden* modify or describe the noun *forts*, and are called *adjectives*.

An adjective usually answers one of these questions:
 "How many?" "Which?" "What kind of?"

- | | |
|---------------|-----------------------------------------------------|
| How many? | 1. <i>Five</i> girls received medals. |
| | 2. <i>Three</i> gongs mean a fire drill. |
| Which? | 1. <i>That</i> pencil has hard lead. |
| | 2. Do you like <i>these</i> apples? |
| What kind of? | 1. Abe Lincoln was a <i>tall, lanky</i> boy. |
| | 2. The <i>tan</i> dress has <i>brown</i> trimmings. |

The, a, and an are also adjectives.

An adjective is a word that modifies a noun or a pronoun.

Practice 15 — Finding Adjectives

Find the adjectives and tell what each modifies. The number in the parenthesis tells how many adjectives there are in the sentence.

1. The two fertile plains are separated by a high mountain. (5)
2. Icy roads in winter weather cause many serious accidents. (4)
3. Toby, our lively brown dog, is a faithful, alert, and reliable little watchman. (7) [*Our* is a pronoun.]
4. The fearless aviator looked down upon high gray buildings, huge factories, broad streets, and busy people. (7)
5. The largest sugar plantations are on the fertile lowlands. (5)
6. We inhaled the cool salt air of the bright, clear night. (6)
7. Turpentine is made from the sticky, thick sap of tall pine trees. (5)
8. It was cool, brisk, sunny weather. (3)
9. The first white colony on the American continent settled in a peaceful, flowery region near St. Augustine. (8)
10. The hairlike roots of little plants may creep down into the tiny crack of a rock. (6)

Practice 16 — Supplying Adjectives

Copy these sentences and fill each blank with an adjective.

1. The ----- boy pulled his cap over his ----- eyes.
2. The ----- dog barked at the ----- cat up the ----- tree.
3. That ----- girl wears a ----- suit, ----- shoes, and a ----- hat.
4. In the ----- room of the ----- house were ----- books.
5. The ----- man has a ----- nose, a ----- mouth, ----- hands, and ----- hair.
6. The ----- horse swam across the ----- river.
7. The ----- snow covers the ----- hills and ----- meadows.
8. The ----- game was postponed because of ----- weather.

Adverbs

How are the italicized adverbs used?

1. Come *back* before dark.

Back modifies the verb *come*.

2. Harold is *thoroughly* honest.

Thoroughly modifies the adjective *honest*.

3. *Very slowly* he turned the pages of the book.

Slowly modifies the verb *turned*. *Very* modifies the adverb *slowly*.

An adverb is a word that modifies a verb, an adjective, or an adverb.

Usually an adverb answers one of these questions: "How much?" "When?" "Where?" "How?"

- How? 1. Ted plays the violin *beautifully*.
 2. Brush your teeth *thoroughly*.
- When? 1. The Giants won *yesterday*.
 2. I will visit you *soon*.
- Where? 1. Marie threw the paper *away*.
 2. *Here* is this morning's paper, Dad.
- How much? 1. My dress is *too* long.
 2. Mother is *very* happy tonight.

Practice 17 — Finding Adverbs

Find the adverbs in these sentences and tell what each modifies. The figure in parenthesis tells how many adverbs there are in the sentence.

1. Jerry always obeys his mother promptly. (2)
2. Quickly and quietly exchange your papers. (2)
3. He was too lonesome in that big old house. (1)
4. Very patiently Joan tried again. (3)
5. George is laughing heartily now. (2)
6. Have you ever seen that man before? (2)
7. I never worked so skillfully and so rapidly before. (6)
8. Bravely Morris stepped forward. (2)

Practice 18 — Supplying Adverbs

Copy these sentences, filling the blanks with adverbs:

1. Ralph speaks
2. His speech was long.
3. News travels
4. Ruth sang
5. The arrow flew
6. Tom shouted
7. I will write to you
8. he sneaked around the hut.

SECTION X

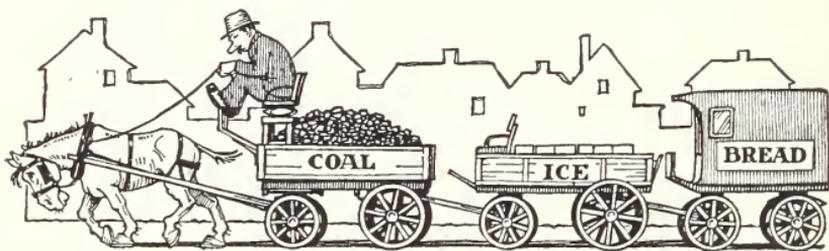
THE PARAGRAPH

WHY WE NEED PARAGRAPHS

Reading would be uninteresting and difficult if newspapers, magazines, and books were made up of page after page of sentences without any division into units of thought. To make reading easier, we group related sentences into units that we call paragraphs.

WHAT A PARAGRAPH IS

A paragraph is a group of sentences telling about one topic. A paragraph may be long or short, depending on the number of things you wish to say about the topic. In writing a paragraph, leave out everything



IS THIS A GOOD PICTURE OF WHAT A PARAGRAPH SHOULD BE LIKE?

that is not related to the topic you are discussing. Start the first word of the paragraph about one inch from the margin.

Practice 1 — Studying Paragraphs

Here are two paragraphs written by sixth-grade pupils. (1) What is the main thought or topic of each one?—(2) Are all the sentences related to the topic?

1

Too much strawberry shortcake one night caused me to have the funniest dream. I dreamed that my arithmetic, spelling, and geography papers developed arms and legs and paraded on my pillow. After they had walked around several times, my arithmetic paper commanded the others to bind my hands and feet. Then they each got a pick and began hitting my head very hard. I screamed, but no one seemed to hear me. Just then someone started shaking me and telling me to stop screaming, as it was time to get up for school. What a relief it was to find it was only a dream! —

PUPIL

2

Great care is taken to protect the money deposited in our banks. Last year, while visiting one of the large buildings on Broadway, I was taken into an elevator by a guide and directed to a vault built under the water. There were big iron gates across the entrance to the vault, which were kept locked all the time. In a near-by room sat a watchman. Should anyone try to get into the vault, a switch on his desk would immediately flash a light of warning. Then he would notify the police. I wondered then how criminals could do anything against such protection. — PUPIL

Practice 2 — Finding Unrelated Sentences

Read the following paragraphs and in each pick out the sentences that are not closely related to the topic:

1

While paddling aimlessly along one afternoon in my canoe, I spied a kitten on a small island in the center of the lake, mewling piteously. I hurried to it and took it into the boat with me. It was a black and white kitten. Just as I had paddled out again into the deeper water, a motor boat came very close to my canoe. The boat was green and white and carried an American flag. The waves from this boat were so high that they turned the canoe over, and the kitten and I were tumbled into the water. The sunshine was glistening on the water. The people in the boat saw what had happened and easily rescued my precious cargo and me.

2

Just as Mr. Burns was going into the woods to cut down a tree, a horse galloped up to him and said, "The bad will always be bad," and ran away. It was a hot Monday in July. The poor man was so frightened he hurried home as fast as he could. He lived in a small house on the other side of the road. As he was entering the front gate, the horse passed again, saying the same thing. The horse was black and had two white feet. At that moment Mr. Brown heard a chuckle behind him, and turning around quickly, saw his neighbor, who was a ventriloquist, standing behind a tree.

Practice 3 — Writing Paragraphs

Entertain the class with a paragraph on one of these subjects. Stick to your topic. After writing your paragraph read it aloud. If you find that any sentence you have written doesn't bear on the topic, cross it out.

- | | |
|-----------------------------|---------------------|
| 1. A burnt supper | 6. A welcome letter |
| 2. An unexpected call | 7. A muddy bath |
| 3. A slippery day | 8. My first fish |
| 4. My first swimming lesson | 9. Almost a tragedy |
| 5. My last cent | 10. A joke on me |

11. When I overslept
12. A trick I taught my dog
13. The last inning
14. An interesting book
15. What I learned from ants

SELF-CRITICISM

You should not expect your teacher to do all the work in the correction of your compositions. If you are to be successful in school and out of school, you must get into the habit right now of criticizing your own efforts in an orderly, thorough way. After every new point is discussed, a question will be added to your Self-Criticism Chart, which you will use in judging your paragraphs. Here is the first question:

Self-Criticism Chart
Does each paragraph discuss only one topic?

THE BEGINNING SENTENCE

The moving picture theaters interest us in the coming attractions by flashing previews on the screen. Manufacturers of candy, toothpaste, breakfast foods, razor blades, and other articles give away samples to entice people to buy. In the same way a good beginning sentence in a paragraph arouses our curiosity and makes us want to read or hear the rest of the paragraph.

Practice 4 — Examining Beginning Sentences

Does the beginning sentence in each of the following paragraphs arouse our interest? If so, how is this accomplished?

1

Bang! went the starter's pistol. Eagerly we darted forward towards that white something in the distance. The crowd seemed to go wild with excitement, and cheer after cheer came to my ears. As I glanced to one side, I saw my nearest competitor gaining on me. Would he reach the goal before me? Straining every nerve and muscle, I kept my lead and won the race by half a yard. — PUPIL

2

As I was walking to school yesterday, I saw a very strange-looking person. He wore a heavy black cloak and a peculiar shabby hat. In one hand he carried a rough stick, with which he was tapping on the ground; and in the other, a tin cup. I knew immediately that he was blind. He was saying, "Please help me, so I can get an operation on my eyes." I had two cents with me for candy, but I gave it to him, as I knew every penny would count with him. — PUPIL

*Practice 5 — Developing Paragraphs from
Beginning Sentences*

Using one of the following sentences as your beginning sentence, write or speak a short paragraph. Notice that these beginning sentences are complete and interesting.

1. The dentist opened the door and said, "Who is next?"
2. My grandfather's house in Indiana [or another state] always seemed to me the most wonderful house in the world.
3. It was midnight, and I was alone in a camp in the Adirondacks.
4. Something always happens to upset my plans.
5. Pussy showed his ability as a fisherman in the goldfish bowl last week.

6. One of my vacation experiences I'll never forget.

7. I had been cautioned not to slide down the big hill, but the icy street was so tempting.

Self-Criticism Chart (*continued*)

Does each paragraph discuss only one topic?

Is my beginning sentence complete and interesting?

DETAILS IN ORDER

When you boys are making a birdhouse or a toy airplane, or you girls are making candy or a dress, you have a plan, recipe, or pattern to follow and you proceed in an orderly, systematic manner. When you are writing a paragraph, you must similarly have a plan and arrange the details in a sensible order. When you tell a story, for instance, report the events in the order in which they happened. When you explain how to play a game or make a toy, follow the time order as in a story — that is, explain first what happens first and second what is done next.

Practice 6 — Rearranging Sentences in a Paragraph

The sentences in these two paragraphs are jumbled. Think how each paragraph should be arranged; then rewrite it with the sentences in order.

1

The game of Poison is exciting. The Indian clubs are placed in a circle in the middle of the floor. If a player breaks the circle, he is counted out. In order to play it, one needs from seven to ten players and three Indian clubs. Then the players form a circle around the clubs. A player who knocks

down a club is also counted out. They swing around, keeping the circle, and try to make one of the players touch or knock over the clubs. When there are but two or three players left, the game is ended.

2

Jack and Rover had been pals ever since Rover was a pup. He wanted to skate by himself; so he went far out to the opposite side of the lake. When Jack was nine years old, he and Rover went over to the lake one winter morning, for Jack wanted to go ice-skating. Rover raced as fast as he could to bring help to his drowning master. After Jack had skated a few minutes, the ice broke and he fell into the water. When Jack arrived, he found that all the boys were skating together in one place. Rover was tired but happy when a man who was a good swimmer pulled Jack out of the icy water.

Self-Criticism Chart (*continued*)

Does each paragraph discuss only one topic?

Is my beginning sentence complete and interesting?

Are my details arranged in order?

THE CONCLUDING SENTENCE

The part of an event that one remembers the longest is the ending, especially if it is in any way unusual. Will you ever forget that baseball game in which your team was five runs behind at the end of the eighth inning and then scored six runs in the ninth? Aren't you always eager to know how an exciting moving picture or book is going to end?

The last sentence of a paragraph is as important as the finish of a race, the ninth inning of a baseball game,

or the ending of a story. Don't just stop at the end of a paragraph, but finish it with a good concluding sentence.

A concluding sentence improves your paragraph if it either adds a new and unexpected thought on the topic or drives home the point of the paragraph.

EXAMPLE:

Three Indians, the first they had seen, were slipping across an open space to disappear in the brush. So intent were they upon their own purpose that they did not heed the white men below them. *Even a deer would have made more noise than they.* — CORNELIA MEIGS, *St. Nicholas*.

Practice 7 — Writing Concluding Sentences

Each of the two following paragraphs lacks the concluding sentence. Write a good one for each paragraph. Either add a new and unexpected thought or drive home the point of the paragraph. Don't just repeat what has already been told. Compare your sentences with those of your classmates.

1

One day my sister dared me to jump over the hedge. I didn't want her to think I was a coward; so I jumped. I landed in the center of the hedge. When I got out, my legs were cut by the prickles. . . .

2

Last summer I decided to try my skill as a bareback rider. While my sister and I were watching some of my uncle's horses, she said, "I dare you to ride that black horse." I did not know that it was a little wild; so I climbed bravely upon its back. Before I could realize what was happening, I was flying through space. . . .

Practice 8 — Developing Topics into Paragraphs

Write a paragraph on each of two of the following topics. Criticize your work by referring to the chart following the topics.

- | | |
|--------------------------------------|----------------------------------|
| 1. The lost key | 9. A thrilling ride |
| 2. My favorite subject | 10. A heavy rain |
| 3. How to build a birdhouse | 11. Why I'd like to be
Father |
| 4. A trip I shall not forget | 12. An unexpected bath |
| 5. Dad's summons for speeding
ing | 13. A movie I liked |
| 6. My new friend | 14. A trick I can do |
| 7. Our class team | 15. How to train a dog |
| 8. My favorite hero | 16. A forgotten message |

Self-Criticism Chart (<i>concluded</i>)
Does each paragraph discuss only one topic?
Is my beginning sentence complete and interesting?
Are my details arranged in order?
Have I a good concluding sentence?

PARAGRAPHS AS PARTS OF LARGER UNITS

Every time you write about a new topic, start a new paragraph. Begin the first word of each paragraph about one inch from the margin, but do not skip a line between paragraphs.

A Paragraph Test

1. The following true story should be divided into three paragraphs. Write on your paper the first sentence of each paragraph.

MY GREAT-GRANDFATHER

My great-grandfather was born in Saxony, Germany, in the year 1835. At the age of nine it was necessary for him to get up at five o'clock in the morning and work in a factory until eight o'clock. He went to school until two o'clock in the afternoon and after that went to the factory to work again until eight o'clock at night. For his work he was paid fifty cents a week. When a young man, my great-grandfather came to America on a Dutch sailboat. While crossing, they ran into a heavy storm. It washed one man overboard, but he was saved by a miracle, as another wave washed him back on board. It took them three months to reach New York. After landing, my great-grandfather looked for work but had no success. He finally became a farmer in New Jersey and followed this occupation until he was sixty years old. Then he retired and moved to the neighboring town of Hackettstown. Here he died in 1917. — PUPIL

2. Select, from the following list, a topic for each of the paragraphs into which you have divided the story "My Great-Grandfather." On your paper write the numbers 1, 2, and 3. Next to each write the best title for that paragraph.

My great-grandfather	The ocean voyage
My great-grandfather's life in America	New York
Five o'clock in the morning	My great-grandfather's life in Germany

PARAGRAPHING CONVERSATION

When choosing a book in the library, have you ever glanced through several books to see how much conversation each has? If you like to read conversation, that's a good reason for putting conversation into the stories you tell.

Remember, in reporting a conversation, to begin a new paragraph every time another person speaks.

Practice 9 — Examining Paragraphs in Conversation

Read this conversation. Give a reason for starting each new paragraph.

A MAD TEA-PARTY

There was a table set out under a tree in front of the house, and the March Hare and the Hatter were having tea under it. A Dormouse was sitting between them, fast asleep, and the other two were using it as a cushion, resting their elbows on it, and talking over its head. "Very uncomfortable for the Dormouse," thought Alice; "only as it's asleep, I suppose it doesn't mind."

The table was a large one, but the three were all crowded together at one corner of it. "No room! No room!" they cried out when they saw Alice coming.

"There's plenty of room," said Alice indignantly, and she sat down in a large armchair at one end of the table.

"It wasn't very civil of you to sit down without being invited," said the March Hare.

"I didn't know it was your table," said Alice. "It's laid for a great many more than three."

"Your hair wants cutting," said the Hatter. He had been looking at Alice for some time with great curiosity, and this was his first speech.

"You should learn not to make personal remarks," Alice said with some severity. "It's very rude." — LEWIS CARROLL, *Alice in Wonderland*.

Practice 10 — Paragraphing a Story

Rewrite the following story, dividing it into paragraphs. Remember to begin a new paragraph for

each person's conversation. Be careful to copy the spelling and punctuation correctly.

LOOKING AT A TOY-SHOP WINDOW

Betty and Jane were looking at some toys. "Oh, what a lovely doll!" said Betty. "Who wants a doll?" objected Jane. "I'd much rather have that pair of skates," she added, looking longingly at a pair of shining new ones. "Well, I've some money left from my allowance," Betty replied, "but not half enough for that doll." "I haven't any more," Jane said. "I spent it all on candy yesterday." Faintly, in the distance, they could hear their names being called. "It's Mother," they both said in one breath. "Yes, and we had better hurry or we'll be late for our music lesson," added Betty. "Come on," said Jane brightening, "let's have a race." "All right," agreed Betty. Off the two children ran, soon to forget all about their wishes in the interesting study of music. — PUPIL

Practice 11 — Writing a Story with Paragraphs

Write a story on one of the following topics. Use conversation throughout. Be sure to start a new paragraph with every change of speaker. Study the model in Practice 9 for correct punctuation.

1. An experience with a policeman.
2. The first time I was late for school.
3. Showing my report card to my parents.
4. The broken window.
5. Admitting the loss of Dad's new fountain pen.
6. The challenge.
7. My reward.
8. A strange visitor.
9. Planning a surprise for Mother.
10. Making a decision.

A Test — Paragraphing Conversation

Here is a conversation that you are to rewrite, dividing it correctly into paragraphs. Before you begin,

reread Practice 9, and notice where new paragraphs are started. Copy the spelling and punctuation just as they are here.

The next day, when Sonny was having breakfast, the spoons were discussed at the table. Sonny's eyes were twinkling. Aunt Frances called her mischievous little son to her and said, "Bobby, did you see Mother's little silver spoons?" "No, Mother," he answered. "Are you sure, Bobby?" she asked again. "Yes, Mother," he replied. "Bobby, you know you mustn't tell lies. It is a sin to lie," his mother said. "Ye-yes, Mother! I-I had them!" "Where did you put them?" she said sternly. "I bu-buried them in the garden." "Why did you bury them?" she insisted. "M-mother," he whimpered, "they were such little spoons, I-I wanted them to grow!" — *Pilot*, Edwin H. Vare Junior High School, Philadelphia, Pennsylvania

SECTION XI

IMPROVING YOUR SPEECH

When you answer the telephone or hear someone call, you are often able to recognize the voice. Isn't it queer that, with the same kind of instruments, each person's voice should be so different from every other's? Some voices are smooth and clear; some are high and sharp; some are deep and husky. Your own voice is not even the same at all times. We are glad that voices are not alike, because they would be as monotonous and confusing as faces would be if they were alike.

All of us can improve our voices and our speech if we try. You must learn to listen to your own speech as carefully as you do to others'. Many persons do not realize that their voices are unpleasant or their speech careless. If we could have mirrors for our voices, as we do for our looks, we would be more particular. We would all try to correct our faults if we knew what they were and how to correct them.

TESTING YOUR SPEECH

If you cannot see the person who is speaking, you are putting his voice to a real test. Have a make-believe radio program in which the speaker stands behind a screen, so that he must make you hear without the use of your eyes. It will be fun to try to guess who is speaking.

Let each speaker read a poem or part of a story while you listen carefully. Each of the listeners may answer the questions on a score card like this one:

Standards for Speakers

1. Is the voice low-pitched but clear?
2. Are the words pronounced distinctly?
3. Does the speaker talk slowly enough to be understood?
4. Does he talk without hesitating or repeating?

The speaker may afterward like to look over the cards, so that he can discover what his classmates think he needs to do to make his speech more pleasant. He may need help from a special teacher of speech, or he may just need to practice making certain sounds if his trouble is in meeting the second standard satisfactorily.

YOUR HEALTH AND YOUR VOICE

When do you find it hardest to keep your voice low and clear? Isn't it true that when you are well, your voice is stronger and clearer than when you are ill or tired? When you are comfortable and well, you breathe deeply and your voice is rich and full. Perhaps you have noticed that children sometimes have whiney, high voices when they are very tired. Your first responsibility in improving your voice is to keep well. Plenty of fresh air, rest, and deep breathing are important medicines for bad voices. Keeping your chin up gives a deep voice a fair chance.

YOUR SPEAKING TOOLS

Your teeth, tongue, and lips must be used in saying words clearly. Try saying *other* with your teeth held tightly together, or *moon* without closing your lips. You notice that you cannot make certain sounds without using all of your speaking tools. People who do not use their tongues and lips properly in forming words are hard to understand.

Experimenting with Speech

See if you can discover which of your speaking tools you need most in making certain sounds. Use a mirror if you wish.

p and **b** Say *pay* and *bay*, *pour* and *bore*, *pull* and *bull*.

Which speaking tools did the most work?

f and **v** Say *firm* and *very*, *fur* and *vim*, *far* and *van*.

Which two tools did the most work?

Try making other sounds and discover what happens to your vocal tools. Make the sounds for *t* and *th* and notice what you do with your tongue. Change from the *l* sound to the *r* sound and feel your tongue move. Make the sound for *d* and then for *v*; notice how your teeth move.

Even your nose helps with the making of sounds. Put your finger on your nose and feel the sound of *m* or *n* or *ng*. When you have a cold, you find it hard to say clearly words with those sounds.

Vowels and Consonants

Perhaps you can tell now what the difference is between vowel and consonant sounds. You may use a mirror to discover how you make the sounds.

Say *ā, ǎ, ä, ō, ǒ, ē, ě, ī, ĭ, ū, ŭ*. Did you have to close your mouth to make those sounds? Usually we do not open our mouths widely enough to make full, rich vowel sounds.

Say *b, d, s, t, p, m, th* and other consonant sounds. Now can you tell what is the difference between a vowel and a consonant? Check your definition by looking up the meanings of both words in the dictionary.

Sometimes *y* is a vowel. In which of these words is *y* a vowel and in which is it a consonant?

yes	any	my	why
style	yellow	you	yonder

Another Speech Test

Now that you have discovered how important it is to use all your speaking tools, you will be interested in taking another test to see just which sounds you are not saying clearly. Try these sentences aloud and watch the sounds of the italicized letters.

1. *Bat* the *big* ball.
2. *Put* the *pan* down.
3. Some *men* make *much* *money*.
4. *Why* not show us *whether* you can *whistle*?
5. *We* are *willing* to *wait* with you.
6. It is *foolish* to *fight* for *first* place.
7. *Thank* you for your *faithful* *thoughts*.
8. *They* will *bathe* her and *dress* her with *clean* *clothes*.
9. She *ran* *right* away in her *fright*.
10. That is a *very* lovely *vase* of *glass*.
11. Do you *like* the *little* *lad* who *lives* *alone*?
12. We were *singing* *songs* of *long* ago.
13. The *men* *made* *much* *money* at the *market*.
14. *Have* you *had* a *hat* with a *high* crown?

15. *Can you carry a cake to Katherine?*
16. *The phone fell from the shelf.*
17. *Please, play the pleasant games we planned.*
18. *Bring your brothers to the bridge over the brook.*
19. *Yes, you may enjoy your youth in play.*
20. *Just the juice of fruit is used in jello.*

CORRECTING YOUR SPEECH FAULTS

When you have learned what sounds you do not make distinctly, you are ready to practice carefully until your vocal tools are well trained to make the sound. You may even need to give your tongue some sort of exercise. You certainly will need to use your ears well, because you must hear the sound exactly or you cannot pronounce it exactly.

Practice 1 — Sounding Words Correctly

Here are a few practice exercises for certain sounds. You can make up many more by using your dictionary. You will notice that letters are not always sounded in the same way (*can* and *ceiling*), and that letters that are not alike sometimes sound alike (*in* and *been*).

wh as in *when*: why, where, whooping cough, what, whether, whistle

th as in *then*: these, other, their, bathe, clothe, that, with

th as in *thick*: think, thatch, throw, thin, breath, faith

ch as in *chin*: chilly, church, child, chair, chirp, bench

sh as in *shall*: shade, sash, shine, wash, fish, sheep

u as in *mud*: bud, hush, just, rub, scrub, up

s or *z* as in *zoo*: zero, isn't, does, was, houses, wise

ng as in *rang*: sang, ringing, going, wrong, string, doing

r as in *run*: library, February, roar, government

i as in *will*: since, rinse, been, trim, listen, trip

m as in *my*: man, mile, am, climb, same, mine

y as in *yell*: yes, yellow, yarn, you, young, yet

e as in *met*: get, egg, edge, net, set, correct

a (*ei, ai, ay*) as in *late*: ate, gate, wait, freight, weight, pay

Practice 2 — Avoiding Lazy Speech

Sometimes poor speech is merely lazy speech. We do not pronounce, or *articulate*, all the syllables in a word. The little boy who said, "I don' wan' a study g'og'aphy or read p'try either," is just carelessly leaving out parts of words. Notice how much harder all your speaking tools have to work if you say, "I don't want to study geography or read poetry either."

The words listed are often said lazily. Add others to your practice list by listening closely to your own speech and that of your classmates.

geography	poetry	accept
government	language	certain
want to	like them	firm
have to	want them	prompt
going to	collect	choice
having to	suggest	persuade

Making Your Own Drills

You can make many other drills to suit your own needs. Sometimes verses called "tongue twisters" are made for speech practice. Perhaps you remember about *Peter Piper* who "picked a peck of pickled peppers." You may be able to make up some rhymes of your own that will be good tests of speech. The following lines may help you:

lovely, little, lively lassies
cheery, chattering, chubby children

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