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TEACHERS' MANUAL TO ACCOMPANY
JESCHKE, POTTER, AND GILLET'S
"BETTER ENGLISH"

GRADE SEVEN



GINN AND COMPANY

BOSTON • NEW YORK • CHICAGO • LONDON
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TEACHERS' MANUAL FOR BETTER ENGLISH

I. INTRODUCTION: HOW TO USE THIS MANUAL AND THE TEXTBOOK

Notice that this Manual consists of several chapters. The present Introduction is the first; following this there comes a chapter of General Notes. These General Notes explain briefly the first principles of language study and teaching. Then we have a chapter that offers, often in great detail, specific suggestions for the conduct of the individual lessons, together with which particulars is given the Key (that is, the correct answers) for exercises such as the correct-usage drills and tests, as well as time records for exercises employing speed tests. This chapter on Concrete Suggestions contains frequent references to the one on General Notes (given thus: "See GN 3," meaning *See General Note, number three*). The purpose of the whole — the various helps, general and special — is to save the busy teacher time, as well as to contribute assistance for the effectual management of each lesson, in order that those genuine, visible, and gratifying results in the improvement of the pupils' English, which teachers desire and which the textbook dares to promise, may be attained with a minimum of difficulty.

At the beginning of the year the teacher is advised to prepare for the effectual use of the textbook by doing the following things:

1. Read the Preface of the textbook.
2. Read the textbook itself, in order to gain a bird's-eye view of the year's assignments and objectives, which latter are listed in the book.
3. Read this Manual.

The BETTER ENGLISH books are intended to be self-starting and self-running. Still, teachers must know what buttons to push and how to manage the controls and shift the gears. Throughout it is advised that teachers bear the following two points in mind :

1. **How to use the BETTER ENGLISH books.** The authors recommend that, under ordinary conditions, the books be followed as they are written. Let teachers simply follow the prescribed order of the lessons, presenting each lesson as it is presented in the textbook and seeing to it that the pupils secure the practice and the information provided by each lesson. The big results will appear at the proper time, exactly as the finished building in due time presents itself in its completeness after the workmen have given one day after another to piling stone on stone and brick on brick. Little by little the child's speech will improve, his written work will gain in excellence, and his interest in the problem of bettering his English will increase as lesson follows lesson in the order and the manner of the textbook. If the pupil's English could be made perfect by magic on the first day of school, there would be no need of six or more years of systematic language teaching. Since, however, the great aims of the subject can be realized only by an ordered sequence of lessons, exercises, and practice drills, extending over a long period of time, teachers must be content with the accomplishment each day of that day's prescribed tasks, doing each day exactly and fully what the textbook requires. This point cannot be too much emphasized : Follow the book as it is written ; do what the book asks you to do ; see that the pupils do what the book asks them to do ;

and be again reassured that in this way and in this way only may you be certain of meeting the pupils' language needs with the least trouble and with the most marked success.

2. **Skill in use the test of language.** In the second place, the teacher is asked to reflect on the fact that what pupils need to gain from language study is, primarily, improved language *habits*. Information about the language is important, but it is important mainly in the degree in which it becomes vital and active in the form of desirable language habits. Does the pupil understand what a pronoun is? This question has a place in the teaching of English; but the fact that the pupil may be able to give a correct definition of that part of speech is to be considered in the light of the further question, namely, whether the pupil uses pronouns correctly in his speaking and writing. Thoughtful teachers will readily concede this, but they may not always be fully aware of all its consequences. One of these consequences is that pupils must learn English as an art; that is, they must be given instruction in English of the sort they are given, say, in singing. No one can learn to sing by memorizing definitions or rules about correct and effective singing. What is the voice? What is a song? Such questions, while interesting to some, are of little importance as compared with practice in using the voice and in singing songs. An art means a *doing*, and it is learned *by doing*. The study of English is the study, fundamentally, of the art of communication; therefore the pupil must be given practice in doing, that is, in communicating by word of mouth and by the written word, in order that he may become more and more expert in the art of communicating his thoughts. It is for this reason that the BETTER ENGLISH series provides continual opportunities for speaking and writing; happy experiences in expressing one's opinions, thoughts, plans, and decisions; and habit-forming correct-usage drills. The success of any year's work in English, therefore, must be measured

by what the pupils have learned to do, that is, by what habits of correct and pointed speaking and writing they have formed. The easy and correct recital of rules and definitions is of value only as it contributes to the pupils' increasing skill in communicating their thoughts to others. We do not ask that a telegraph operator be able to give a correct *definition* of electricity, or of wire, or of the instrument he uses. *Does he send the message with accuracy and speed?* That is the test. What can he *do*? That is the test in language work also, and the teacher is asked to present each language lesson from this point of view. By reading the textbook carefully, together with this Manual, the teacher will be helped to maintain this effectual point of view as lesson follows lesson through the year.

II. GENERAL NOTES

(This chapter is devoted to a brief statement of some of the principles of language study and teaching. Each section bears a number. Thus, the first section of the chapter, as can be seen below, is entitled "GN 1. Correct Usage." The symbol "GN 1" means *General Note, number 1.*)

GN 1. Correct Usage

An error in one's speaking or writing shows like a smudge on the face, but it is more significant, more reprehensible. The smudge is possibly, probably, an accident, perhaps a bit of soot blown by the wind; the error in speaking or writing, on the other hand, is probably a symptom of unfavorable home conditions (so far as English is concerned) and of poor or limited schooling, or no schooling at all. Besides, it may indicate personal negligence or worse. Indeed, an error in English is so diagnostic of the speaker's or writer's mentality — the personal and social status and history of that mentality — that some teachers have adopted for their English work the slogan "Accuracy (that is, correctness) first!"

There are various kinds of errors in English oral and written composition: those of grammar, of pronunciation, of spelling, of punctuation (including capitalization), and others. In the present section we shall discuss the problem of the grammatical error.

The problem of eliminating the grammatical error from the pupils' speaking and writing has several aspects. One of these is indicated by the term *prevention*; another may be called *cure*. The former may be phrased thus: How shall we help pupils to refrain from using the incorrect English

they cannot but hear? The latter asks this question: How shall we help pupils get rid of the incorrect English that has become a living part of their speaking and writing?

To begin with, this fact must be recalled: it is not enough to inform a child (or an adult, for that matter) that a certain usage is incorrect. Mere information — or even information plus exhortation — will neither inoculate nor cure, though it lays the foundation for both inoculation and cure. Accordingly, the teacher must do something more than inform or correct. What is that something more?

After a learner has been told which of two forms is correct, which incorrect, the habit must be created within him of using the one — the desirable one — and avoiding the other. Until he says the right thing habitually, with the ease and automatism of established habit, he has not truly learned it, does not effectually know it, and the teacher's work is incomplete. Much has been learned during the last few years about the formation of correct habits in English. Consequently it is now well understood that mere repetition will not of itself form a habit. The repetition must be thoughtful, must have in mind the end to be gained, must be so devised as to keep the learner alert — that is, to keep him attentive to discover and avoid incorrectness and achieve correctness. Not mere repetition but *repetition plus* builds English habits.

The BETTER ENGLISH books provide specially designed exercises in this efficacious repetition. Turn to the textbook, read that paragraph in the Preface which discusses correct usage, and then turn further and consider critically any correct-usage exercise in the book. Note above all that the drill combines selection of correct form with repetition of correct form — or, rather, to phrase it more exactly, note that the *selection* must be made again and again. That is what counts and goes to the very heart of the matter — the

pupils' repeated *choosing* of the correct form, for it is this correct *choosing* that must be made habitual. When we speak or write and come upon a choice of forms, the one correct and the other incorrect, we should find ourselves so well drilled in making this choice that we make it without hesitation. Finally our readiness to choose without hesitation becomes so efficient as to seem no longer to be choosing at all.

As the reader turns the pages of the textbook, he soon discovers that the exercises in correct usage (that is, in the choice of correct words or forms) are not all alike, though they bring into play the same basic principles of learning just explained. The leading characteristics are here enumerated.

1. Many — in fact, most — of the exercises are preceded by a test, the purpose of which is to bring to the teacher's attention the needs of the class and to provide a diagnosis by means of which to separate the pupils requiring drill from those not requiring it. Both groups of pupils should certainly not be put through the same hopper. Those that already know (and therefore invariably use — otherwise they do not really know) the correct word or form need no drill in its use. To give it to them is to waste time and energy.

2. Some of the exercises are the blank-filling sort, while others present correct and incorrect forms in parentheses. Besides, there are in the Appendixes of the lower books of the series variants of the blank-filling exercise used in the body of the books. So the teacher is given the choice of three kinds of correct-usage exercise. Probably the exercises in the Appendix will appeal to most teachers as supplementary material to be used with pupils needing more drill than the body of the book supplies. Nevertheless, they may always be used as alternative exercises. The textbook contains a larger quantity of drill work in correct usage that is usually needed than any other textbook offers. Teachers will welcome

this abundance: it will enable them to meet any emergency without going outside the covers of the book; and they will enjoy the variety in the midst of the abundance.

3. As a motivating device a speed test has been built into each correct-usage drill. Not only does this device enable each learner to study his own progress and to be cheered by it but it also carries to the class the challenge of valuable rivalry in learning or in speed of learning. Furthermore, this competition is intertwined with coöperation, for again and again groups of pupils, led by individuals selected for their proficiency by the preliminary tests, are induced to work together, with an eye on those needing special attention, for the improvement of the English of the entire group as contrasted with another similarly preparing group. Games, contests of various sorts, help to give reality to such preparations. The speed test makes repetition acceptable, reasonable, and agreeable.

In the BETTER ENGLISH books each grade is made responsible for certain words or forms. In each grade certain words or forms are taught and drilled until the pupils have mastered them. Each succeeding grade reviews the work of the preceding grade or grades, discovers whether that work was well done, makes up any deficiencies in it, and in its turn launches the class in the mastery of its own group of correct words or forms. The following list shows this distribution of the correct words or forms; incidentally it reveals the distribution of the responsibility for their mastery by the pupils.

GRADE THREE

saw, seen

did, done

went, gone

came, come

was, were (preliminary exercise)

GRADE FOUR

Review of the correct forms first taught in Grade Three :

learn, teach
 may, can
 was, were (preliminary treatment in preceding grade)
 isn't, aren't
 those, them
 no, not, never (double negative)
 lie, lying, lay, lain (preliminary exercise)

GRADE FIVE

Review of the correct forms first taught in Grade Three and Grade Four :

doesn't, don't
 it is I, it is he, she, we, and they
 ate, eaten; wrote, written
 ran, run; rang, rung; sang, sung; drank, drunk
 throw, threw, thrown
 this, these; that, those
 good, well
 sit, sits, sitting, sat (preliminary exercise)

GRADE SIX

Review of the correct forms first taught in Grade Three, Grade Four, and Grade Five :

set, sit (preliminary treatment in Grade Five)
 froze, frozen; broke, broken; spoke, spoken
 lie, lay (preliminary treatment in Grade Four)
 verbs
 pronouns
 prepositions
 without, unless
 like, as, as if
 who, whom
 leave, left, let

GRADE SEVEN

Review of the correct forms taught in the preceding grades :

predicate pronouns
 predicate adjectives
 adjectives and adverbs with verbs
than followed by a pronoun
 complex sentences in place of incorrect compound sentences
 miscellaneous words and forms

GRADE EIGHT

Review of the correct forms taught in the preceding grades :

shall, will ; should, would
 whoever, whomever
 his, their (agreement of pronoun with antecedent)
 neither, nor, either, or
 are, is (agreement of verb with its subject)
 There was, There were
 pronoun after preposition
 infinitives
 dangling participle
 miscellaneous words and forms

NOTE. The preceding classification of correct words and forms is based on a number of well-planned courses of study for city and country schools in widely separated sections of the United States.

In addition to the correct forms listed above there are in each locality, even in each school, other correct forms that call for special attention, since they correspond to characteristic common errors that need to be eradicated. Since these obviously call for local treatment, each teacher is advised to assume responsibility for their removal from the pupils' speech. This should not prove difficult, for the plan and method of the textbook may simply be followed. With the coöperation of the class the teacher may place upon the board

a number of sentences for drill, each sentence containing either a blank to be filled with the correct word or form or a parenthesis containing both the correct and the incorrect form for the selection of the former. The sentences should be modified more or less from time to time for obvious reasons. They should be read aloud in the approved manner (the teacher timing the readers, if this seems desirable), and this should be continued until the necessary results are achieved.

Children of foreign parentage often commit errors because they carry over into English the constructions of their native language.

To remove these errors it is not enough to explain the correct construction; in fact, such explanations are often out of the question because of the limited grammatical knowledge of the pupil; and, in any case, they are ineffectual means for improving the child's speech. Instead, the method employed in the correct-usage drills, of having the pupil repeat the correct form in a great variety of sentences, should be used. A group exercise should be used for gathering suitable sentences for these repetitions, each pupil contributing one or more, which are written on the board by the teacher. Each difficulty listed here will suggest its own remedial drill sentences.

Error in the use or the position of the negative

EXAMPLES: "I no have pencil." "I no can do that."

Error in the position of the adjective

EXAMPLES: "I have a pencil red." "I have a pretty doll little."

Error in the use of the present for the past tense

EXAMPLES: "My teacher *tell* me yesterday." "I *see* a dog last week." "My papa *take* a trip last month."

In addition to the foregoing the following errors are found in the speech of foreign-born pupils :

"In" instead of "on" or "at"

EXAMPLES: "I had a ride *in* my pony" instead of "I had a ride *on* my pony"; and "I have a pig *in* my house" instead of "I have a pig *at* home."

"One" instead of "a" or "an"

EXAMPLE: "I have *one* book" instead of "I have *a* book."

"Make" instead of "do"

EXAMPLE: "The boys *make* well" instead of "The boys *do* well."

Parent coöperation in the eradication of common errors should be solicited, for the sake both of the pupils and of the parents. For obvious reasons, tact must be used. Some schools send cards to the pupils' homes, explaining the errors that are to be removed in this coöperative endeavor.

Sometimes, at the beginning of the school year, pupils are at a loss as they are confronted by the tests and drills; they do not understand exactly what is expected of them, they do not know how to proceed. In such cases teachers are advised to give the class a preliminary but brief exercise involving two or three of the kind of sentences (either with blanks to be filled or with correct forms to be chosen from parentheses) which the test or drill itself presents. There is no sense in giving a test or a drill whose procedure pupils do not understand before they begin. However, experience in the classroom has shown that the tests and drills of the present textbook present a procedure that pupils master almost at sight.

At the beginning of each year's work, care should be taken to ascertain whether there are pupils in the class who have been transferred from other schools in which possibly other

textbooks were used the year before. It is evident that, unless individual attention is given to such pupils, they will be discouraged at the very outset by feeling themselves to be at a disadvantage as compared with the rest of the class. Explanations of such usages as they do not know, together with a number of exercises for practice, should be provided for them separately; then the tests may be given to the class as a whole.

TIME STANDARDS

The records tabulated in this Manual as standards are not ideal records. They are average records. After the amount of practice the average pupil is able and likely to give to the drills, bright pupils will probably do better than these records. Some few will do very much better. The entire class should be able to do as well. In that sense these records may be taken as standards. To be sure, there will probably be a number of pupils in most average classes who will fall below these standards.

Using these time standards with the foregoing explanations in mind, teachers will do well to work out gradually their own time standards — that will reflect adequately the local conditions, favorable or unfavorable, as well as personal methods of procedure with the drills in the textbook. Such local standards will become more exact and valuable as one class record after another is incorporated in them, as year follows year. They will have a validity of their own, and teachers may think it desirable to publish them in educational journals.

Each pupil's time record must of course be "corrected" for any errors he makes while reading the drill sentences. A pupil reading an exercise in 60" (seconds) and making two errors is not the equal of another pupil reading the same exercise in 60" without a single error. Possibly five or even

ten seconds should be added to a pupil's record for each error he makes. Such a "correction" would give the first pupil above a record of 70" or 80" instead of the 60" to which in fairness he is not entitled.

Teachers will often find it desirable after a drill has been practiced for some time with resulting smoothness, to have the drill sentences read in a different order from the one followed in practice. Thus mere place or position memory will be canceled. Let the sentences be read in the reverse order, that is, beginning at the bottom of the group; or let only even-numbered or only odd-numbered sentences be read; or let some other arrangement be followed, as it suggests itself.

Teachers should be sure to *prepare* the class for each drill by means of exercises in which the technical points involved in the drill are made entirely clear or, in the cases of word-study drills, by means of exercises which make clear the meaning of the words for which synonyms or antonyms are to be supplied. It is seen, thus, that each drill has two almost equally important aspects: (1) that of slow, careful, thorough preparation and study and (2) that of making automatic the new knowledge gained by this study. Preparation for the purpose of securing training that will fit the pupil to do well in the drill joins with the speed drill itself to improve the pupil's grammar and vocabulary.

GN 2. Pronunciation, and the Voice in English

There are no more than several hundred words in the English language that are mispronounced frequently. If the pupil masters these, his pronunciation of English will not be liable to much criticism. They are listed on pages 16, 17, and 18, being arranged according to the grades in which they are first taught. The list enables teachers to see at a glance their own responsibility in its relation to that of teachers of other grades.

It is advisable when teaching pronunciation of words often mispronounced, to bear in mind the following points:

1. Information will not create habit; it is only the first step — and a short one — in that direction. Exhortation is not the second step. When the pupil has been told how to pronounce a certain word, it is necessary for him by frequent repetitions to accustom his lips, tongue, and ears to this pronunciation and so to make it his own. Carefully planned exercises are called for to accomplish this, to establish this habit, and for these the teacher should look to the textbook.

2. It is desirable, when it can be done easily, for the pupil to associate every correct pronunciation that corresponds to a common mispronunciation with that of a correct pronunciation he already knows. This is likely to be some word not listed among the words that are liable to frequent mispronunciation. This association of the new word, the word to be learned, with a word well known, this anchoring the new word to the safe old one, must be provided for by the textbook. A mere list in the textbook is not teaching pronunciation; a mere list does not mean that mispronunciations will be eradicated. The pupil must be led by the textbook, by the teacher leaning on the textbook, to connect (for example) the pronunciation of *again* with that of such words as he well knows, words that he simply cannot speak incorrectly, as *ten, men, hen*; of *get* with *bet, set, let*; of *debt* with *net*, of *debtor* with *letter*, and *across* with *cross*. Further, he should in many if not in most instances know also what *not* to say, in order that the exercise may succeed in correcting his fault. So he should be told that *again*, if pronounced to rime with *gain*, is wrong (or, at least, decidedly second choice even in England); that *git* and *acrost* are wrong; that *winder* and *nothin'* are incorrect ways of saying *window* and *nothing*; and so on through the list. It must be remembered that these

mispronunciations are in the air; otherwise the foregoing procedure would not be recommended; the child has already heard them or is sure to hear them soon. When he does hear them, there should be an automatic response waiting within him to tell him that they are wrong.

3. Not only should each troublesome word be studied as just suggested, not only should it be pronounced by the pupil as the teacher pronounces it to him (it is more important than most teachers may suspect that they should make very sure of the correctness of their own pronunciation of the words before undertaking to teach them to others), but in addition sentences containing the troublesome words in natural context should be read aloud again and again, as the textbook prescribes and provides. As in the correct-usage drills, the speed contest may be used to motivate these drills. Even this, however, is not enough. We desire to eradicate these mispronunciations from pupil speech entirely; accordingly pupils should be required to use in sentences of their own making each troublesome word that is studied. The textbook makes a point of meeting these various requirements.

WORDS OFTEN MISPRONOUNCED

(Arranged according to the grade in which each word is first taught in the BETTER ENGLISH books)

GRADE THREE

| | | | |
|------------|-----------|------------|------------|
| accept | crying | get | library |
| again | did you | give me | may have |
| arctic | don't you | glad to | might have |
| are | eleven | going to | ought to |
| because | escape | harnessing | our |
| can | February | hundred | plan to |
| catch | figuring | just | pleased to |
| coming | film | laughing | poem |
| could have | fooling | let me | polishing |

| | | | |
|-----------|-------------|---------|------------|
| reading | scolding | want to | why |
| reciting | should have | were | wish to |
| repairing | singing | what | won't you |
| rinse | talking | when | would have |
| running | telling | where | yes |
| saw | three | which | yesterday |
| saying | walking | while | |

GRADE FOUR

Review of the words taught in Grade Three :

| | | | |
|------------|------------|---------|-----------|
| across | drowned | iron | often |
| anything | every | jeweler | picture |
| asked | everything | jewelry | soften |
| attacked | farther | kept | something |
| debt | fourth | lion | surprise |
| debtor | geography | listen | third |
| difference | grocery | nothing | threw |
| different | horse | | |

GRADE FIVE

Review of the words taught in Grade Three and Grade Four :

| | | | |
|------------|--------------|-----------|----------|
| address | coupon | I wish | room |
| apron | drawing | machinery | root |
| arithmetic | engine | once | route |
| ate | father | parade | stomach |
| athletics | forehead | partner | such |
| automobile | genuine | perhaps | theater |
| average | handkerchief | pianist | today |
| bouquet | history | piano | tomorrow |
| breakfast | inquiry | pumpkin | touch |
| broom | interesting | quiet | Tuesday |
| chimney | Italian | recess | twice |
| column | | | |

GRADE SIX

Review of the words taught in Grade Three, Grade Four, and Grade Five :

| | | | |
|------------|-----------|-----------|------------|
| attached | height | smooth | thirty |
| chestnut | introduce | strength | this |
| children | kettle | suggest | those |
| chocolate | learned | thank you | throw |
| course | length | that | tremendous |
| deaf | new | them | umbrella |
| diamond | quantity | there | usually |
| faucet | radio | these | vegetables |
| figure | radish | they | watch |
| for | recognize | thick | window |
| from | regular | thief | with |
| government | | | |

It is suggested that this list be systematically increased by the continual addition to it of other words mispronounced by pupils. Localisms should be added. Pupils or committees of pupils may be asked to "go hunting" for mispronunciations. Every word mispronounced during the story-telling or other exercises in speaking should, if not already in the list, be added to a growing list on the board. Pupils will soon become alert for errors of this kind. From such a small beginning may well grow a class language conscience, a class pride in its English, and thus finally an individual conscientiousness in the use of the mother tongue.

Grade Seven and Grade Eight should review the word lists of the lower grades, in addition to mastering the words printed in the textbooks for Grade Seven and Grade Eight.

The voice in English. The teacher's attention is called to the following matter having to do with (1) vocal drill, (2) the discovery and treatment of speech difficulties or defects, (3) speech difficulties peculiar to some foreign children in American schools, and (4) stammering or stuttering.

VOCAL DRILL

The purpose of vocal drill is to give breath control, to strengthen the voice, to give purity of tone, distinctness of enunciation, and agreeable utterance. The teacher should make use of the following drills every week. They hardly need special motivation, since the needs of the class in this respect can be pointed out incidentally during any recitation. The same drills may be used over and over, exactly as in the case of gymnastics, but teachers will have no difficulty in devising variations if these seem desirable.

It is a common fault of teacher and pupils, especially when speaking in a large room or when calling a person from a distance, to pitch the voice too high. No matter how large the room, speakers will do well to pitch the voice in the middle of the vocal range and to keep it there much of the time. It is suggested that teachers scrutinize their habit in this regard and, if they find themselves at fault, reform their method of speaking. The gain in speech power will more than repay them.

Exercise. 1. Stand erect, arms at the sides. Inhale slowly through eight counts, gradually raising the arms until they are extended at the sides and on a level with the shoulders. Hold the breath through four counts, and at each count bring the palms of the hands sharply together in front and on a level with the shoulders, then back sharply. Exhale explosively. Repeat several times.

2. Stand erect, hands at the sides. Slowly and by repeated inhalations pack the lungs with air,—that is, inhale a short breath, then hold it a moment; add another short breath to it, then hold both; and so on until the lungs are packed to their full capacity. Exhale explosively. Repeat.

3. Stand erect, hands at sides. Inhale quickly. Hold through four counts. Exhale slowly through four counts,

then pause; exhale slowly through four more counts, then pause; continue in this way as long as there is breath left. Repeat.

4. Repeat the preceding exercise with this difference: instead of exhaling silently, softly make the sound *n-n-n*; again, the sound *m-m-m*; again, the sound *ah-ah-ah*. Repeat with the following sounds in turn: *oh-oh-oh*, *ee-ee-ee*, *ay-ay-ay*, *oo-oo-oo*; then repeat, placing the following consonants in turn before the vowel sounds above: *n*, *m*, *l*, and *r*.

5. Stand erect, hands at sides. Inhale quickly and quietly, without raising the chest or shoulders perceptibly. Exhale slowly and steadily, making a soft, buzzing sound. Make the sound as even and prolonged as possible.

6. Sound *oo-ah* softly about the middle of the vocal range and go up one full tone and back; then go down one full tone and back; then combine the two. Continue the latter exercise as long as the breath lasts. Be sure to begin with a full breath.

7. Repeat the preceding exercise with the following in turn: *oo-ee*, *oo-ay*, *oo-oh*, *noo-nah*, *noo-nay*, *noo-noh*, *noo-nee*, *moo-mah*, *moo-moh*, *moo-mee*, *moo-may*, and with other similar combinations that suggest themselves.

8. Read one or more paragraphs from your reading book. Read them in a whisper but so distinctly that everyone in the room is able to understand you.

SPEECH DIFFICULTIES OR DEFECTS

Some pupils, particularly children of foreign parentage, labor under the disadvantage of not being able to pronounce easily, if at all, some of the sound combinations that occur in English words. It is suggested that pupils be tested by means of the following list of words, each of which represents a speech difficulty. The italicized letter or letters in each word indicate the difficulty involved in that word.

1. *catch, can*
2. *farm, calm, calf*
3. *America*
4. *fern, her*
5. *steel, seal, eat*
6. *give, tin*
7. *office, orange*
8. *window, follow*
9. *room, broom*
10. *tune, Tuesday*
11. *cup, cup, curb*
12. *tale, dale, done*
13. *land, add, and*
14. *fine, found, four*
15. *vast, vile, five*
16. *wheat, when, why*
17. *besieged, jump, badge*
18. *finger, linger, longer*
19. *singer, ringing*
20. *car, far, idea*
21. *was, nose, exercise*
22. *assure, leisure*
23. *kept, slept, last*
24. *think, thin, breath*
25. *breathe, the, this, that*
26. *well, way, word, wagon*
27. *going, doing, laughing*
28. *how, cow, down, town*
29. *boil, oyster*
30. *join, girl*

When a speech difficulty is discovered, the pupil should be asked to speak the troublesome sound in imitation of the teacher. If he cannot learn it by imitation, the sound should be taught him by position. For instance, if he says "dis" for "this," he is placing the tip of the tongue against the gum back of his upper teeth as he begins the word, instead of placing it between the teeth. If the pupil cannot learn to produce the sound or pronounce the word after the proper position of the speech organs has been shown to him, the speech defect may be a serious one, due to mental disorders or physical defects, and should be diagnosed and prescribed for by a specialist.

SPEECH DIFFICULTIES PECULIAR TO SOME FOREIGN CHILDREN

Teachers of foreign children in American schools will recognize the following speech difficulties. These should have been overcome before the pupil reaches the present grade.

Frequently, however, they persist to even higher grades. The suggestions given in the last paragraph of the preceding section apply to the present section.

b instead of v

Vote is pronounced "bote," and *very* "berry." The pupils need to be taught the correct position of teeth and lips and then to be given suitable phonetic drill, that is, drill in the pronunciation of lists of words involving the difficulty.

s preceding a consonant

Spool is pronounced "es-spool." Lists of words like *school*, *scold*, *Scotch*, *skill*, *scar*, *sketch*, *scoop*, *smooth*, *smudge*, *spread*, *span*, *spin*, should be placed on the board (the pupils possibly cooperating in the making of the list) and made the object of daily drill.

d instead of soft th

This is pronounced "dis." The pupil should be taught to place the tip of the tongue between the teeth in pronouncing such words as *this*, *that*, *there*, *then*.

t instead of aspirate th

Thing, *think*, *three*, are pronounced "ting," "tink," and "tree." Again the pupil needs to be taught to place the tip of the tongue properly, and to be drilled with lists of words.

gw instead of w

Woman is pronounced "gwoman." The lips should be placed as for whistling, then the *w* sound should be given. When this proves difficult, the pupil may be asked to give the sound of a barking dog, *woo-woo*.

sh instead of ch

Watch is pronounced "wash." The pupils should be asked to give the sound of a chugging engine. Having succeeded

with that, they should be given phonetic drill with such words as *chair, choose, chain, charge, chilly, chin*. Pupils may be asked to assist the teacher in finding suitable words for a list on the board.

ch instead of sh

Ship, shop, are pronounced "chip," "chop."

shr

Pupils have much trouble with words like *shrill, shriek, shrug, shred, shrewd, shrimp, shrink*.

k

The sound *k*, as in *can, cat, catch, camp, car, stick*, needs to be made the subject of much drill.

e (long) instead of i (short)

Give is pronounced "geeve."

g instead of y

Yesterday is pronounced "gesterday."

STAMMERING

In some instances stammering or stuttering is due to a mental disorder or physical defect, which should be diagnosed and prescribed for by a specialist. Very often stuttering resolves itself into a difficulty of blending an initial consonant sound with the vowel sound following it. Effective drills to overcome this difficulty consist of exercises in pronouncing syllables like *bă, bě, bĭ, bŏ, bŭ*, and similar combinations with *p, d, t, g, k, l*, and *r* in the place of *b*, followed by exercises in pronouncing words that begin with these sound combinations; as, *băt, bět, bĭt, bŏnd, bŭg*.

Teachers wishing to investigate this subject and the entire subject of speech defects further are referred to the following

publications: Peppard's "Correction of Speech Defects" (Macmillan); Scripture and Jackson's "Manual of Exercises for the Correction of Speech Disorders" (F. A. Davis Company, Philadelphia); Ward's "Defects of Speech" (E. P. Dutton & Company); Boyce's "Enunciation and Articulation" (Ginn and Company).

GN 3. Spelling of Homonyms

The BETTER ENGLISH books lay stress, as language books have never done before, on the spelling of homonyms. These are the words that, it is thought, the language lesson may properly include without infringing on the spelling lesson proper; in fact, the language lesson ought to include them. About fifty pairs of homonyms are taught by BETTER ENGLISH during the four grades from three to six, each grade being made responsible for certain word pairs and each grade reviewing the work of the grade or grades preceding it. Teachers need hardly be told that the exhaustive list here compares extremely favorably with the half-dozen pairs with which language books usually content themselves. In other ways, also, the teaching of homonyms has not been wholly satisfactory. Something different had to be done, and BETTER ENGLISH has undertaken to do it.

It has been the practice in the past to teach homonyms by the "together" method. According to this method, as the name implies, all homonyms of the same pair or group (as *to*, *too*, *two*) have been presented in the same lesson, their meaning and spelling differentiated in that lesson, and the pupils' memory taxed with all these facts in one learning or sequence of learnings. The results have been none too good. Teachers have gained the feeling that the method made for confusion. Hence a new method was devised, called the "separate" method. According to this, each word member

in a homonym pair or group has been presented for learning apart from its correlate — the two, therefore, in different lessons, preferably several weeks apart, and the spelling and meaning of each word has been studied by the pupil without reference to the other word or words in the pair or group. Research has shown, however, that the "separate" method does not seem to be as effectual as the "together" method. This finding is surprising and, one may say, not altogether conclusive. Further investigation of the problem is desired.

In this unsatisfactory state of affairs BETTER ENGLISH has relied on a third method for results. This, paradoxically, is a combination of the two methods mentioned above; but it is much more. First, each word in a pair or group of homonyms is taught alone, that is, with no reference to its partner and with a considerable interval of time between itself and its partner. Apparently we have here the "separate" method; but only apparently. For each word is taught not merely as a word to be spelled; in addition, that particular spelling is associated with the meaning of the word, and this is done in such a way as to prepare the word, so to speak, for its encounter with its homonym. Turn to any section in the textbook where homonyms are taught and see how this is done. When it is done, the next step is to bring these homonyms together, the pupil already knowing how to spell each one. This bringing "together" is in the nature of a test of the pupil's knowledge; it is also a review, a reteaching. This done, the pupil should know these words; but the Appendix provides for further reviews, tests, drills, in which each homonym is brought into contact (or conflict?) with its fellow. Not only are more, many more, pairs of homonyms taught in the BETTER ENGLISH books than has been customary in language series, but each word receives more attention than has been the case.

COMMON HOMONYMS FREQUENTLY MISPELLED

(Arranged according to the grades in which they are first taught)

GRADE THREE

| | | |
|--------------|--------------|-------------|
| here, hear | there, their | where, wear |
| are, our, or | to, too, two | a, an, and |
| one, won | | |

GRADE FOUR

Review the words taught in the preceding grade :

| | | |
|--------------|---------------|-------------|
| blew, blue | knight, night | for, four |
| half, have | of, off | knows, nose |
| meat, meet | read, red | pair, pear |
| peace, piece | weak, week | road, rode |
| than, then | | |

GRADE FIVE

Review the words taught in the preceding grades :

| | | |
|-----------------|---------------|--------------|
| ate, eight | by, buy | cent, sent |
| father, farther | flower, flour | grate, great |
| hair, hare | horse, hoarse | knew, new |
| know, no | none, nun | right, write |
| root, route | sail, sale | sew, sow |
| son, sun | stair, stare | waist, waste |
| wait, weight | way, weigh | wood, would |

GRADE SIX

Review the words taught in the preceding grades :

| | | |
|------------------|--------------|----------------------|
| accept, except | air, heir | fair, fare |
| pail, pale | pain, pane | principal, principle |
| profit, prophet | quiet, quite | rain, reign |
| weather, whether | | |

NOTE. In the list above are included several groups of words that are homonyms only from the point of view of the pupil's ignorance. He pronounces them alike, though he should not. Teachers should call attention to the pronunciation of *are, our, or*; *where, wear*; *an, and*; *of, off*; *father, farther*; *accept, except*; *weather, whether*; *half, have*; *than, then*; and *quiet, quite*.

GN 4. Capitals, Punctuation Marks, Manuscript Form, Letter Form

Each year is made responsible for the pupil's mastering a number of rules for the use of capital letters and punctuation marks. Some of these the pupil learns as early as the first and second grades, but these are re-presented in Grade Three, to make sure that the pupil knows them. Each year throughout the course reviews the work of the years preceding it. The rules for each year, including the rules reviewed, are listed in the Appendix of the textbook for each grade. At this juncture it may be repeated that the Appendix and the Index are two very important parts of each book in the series. They should by no means be overlooked.

The letter form adopted in the textbook is the popular step style as opposed to the block style, which has also found wide favor. It has been said that the postal authorities themselves recommend that; for their convenience, the step style be used. But it seems proper that teachers take their choice, always considering the practice of other schoolrooms, other schools, the entire school system, and the requirements set up by the higher authorities. For those desiring to use the block style the models shown on the following page, both of letter form and of envelope form, are submitted (see BETTER ENGLISH, Grade Six, page 122):

Note the dotted lines.

It is good form to follow the greeting in a letter either with a colon or with a comma. Some teachers prefer to teach pupils to follow the greeting in friendly letters with a comma, and the greeting in business letters with a colon. Why such a distinction should be made is not clear, though it is of course perfectly permissible to make it. But BETTER ENGLISH takes the position that it seems inadvisable, in the present state of conflicting usage, to follow the greeting of some let-

| | |
|--|---|
| <p>Sampson Radio Supply Co. 3343 North Wabash Avenue Chicago, Illinois</p> <p>Dear Sirs :</p> <p>I am sorry to report that the Silvertone Loud Speaker shipped to me last week arrived badly scratched. What shall I do?</p> | <p>178 Fountain Avenue Cripple Creek, Colo. April 30, 1930</p> <p>Very truly yours Edith Crawford</p> |
|--|---|

| | |
|--|--|
| | |
| <p>Sampson Radio Supply Co.</p> <p>3343 North Wabash Avenue</p> <p>Chicago</p> <p>Illinois</p> | |

ters with a comma and others with a colon. Not only may this arbitrary distinction prove embarrassing when a writer does not wish definitely to commit himself as to whether his letter is strictly business or merely friendly, but it also compels the teaching of two forms where one will do.

The *greeting* may be called the *salutation*, and the *ending* may be analyzed into the *complimentary close* and the *signature*. The address on the envelope may be called the *superscription on the envelope*.

Pupils should leave a one-inch margin when they write letters, should begin the greeting one inch from the edge of the paper, the heading and ending near the middle of the page, and should give the first line of each paragraph a one-inch indentation.

Each pupil should be required to write at the top of his paper his name, the name of his school, and the date of writing (after the writing of dates has been taught in the third grade). Wide right and left margins, not less than one inch, should be prescribed.

GN 5. Sentence Sense and Sentence Skill

The speaking and writing of pupils shows, in many instances, a lack of sentence sense and sentence skill. It is this lack that explains the undesirable "*and*" habit, the improper use of the compound sentence where the meaning clearly requires the complex, the failure to capitalize the first word of a sentence, the failure to follow each sentence with a punctuation mark, and in extreme instances the failure to distinguish between a group of words that is a sentence and a group that is not. These are serious faults, the more so because they frequently persist to the end of schooldays and show themselves in adult speaking and writing.

Obviously the teaching has been ineffectual. The language lesson must proceed more vigorously with this branch of the subject, and teachers have a right to look to the textbook for help. This should offer a series of carefully graded instructions, exercises, and drills, so planned year after year

that each grade will recognize that it is responsible for a definite portion or forward step in the general achievement.

BETTER ENGLISH begins the long course of training for sentence sense and sentence skill as early as the first lessons in Grade Three. Proceeding thence step by step, the teaching drives home one point after another, until at the end of Grade Eight the pupil is very sure to have formed the habit of speaking in clear-cut, well-constructed sentences, be these short, simple sentences, well-balanced compound sentences, or compact complex sentences. The teacher of each grade should study the textbook, in order to learn exactly what, compared with those of other grades, her own grade's responsibility and opportunity are. It is desirable that each teacher have access to the entire series of BETTER ENGLISH books.

The more significant of the forward steps referred to above are these:

1. To begin his education in the use of the sentence, the pupil is asked in Grade Three to tell one thing about himself; as, his name, following the model

My name is George Smith.

Then, immediately, he is asked to tell two things; as,

My name is George Smith.
I live at 22 Summit Street.

He is asked for clearness' sake to make a short pause between the two sentences. Dimly he senses that each is somehow complete in itself. So, quite casually, the idea of the sentence receives its first introduction into his mind. He becomes acquainted with it while telling his classmates two separate things, which he is asked to tell separately. Later this elementary knowledge is clinched when he learns of the period and the capital letter between the two sentences — at the

very place where he dropped his voice and made a pause between them — and he learns that the period indicates the end of the one sentence and that the capital letter indicates the beginning of the next sentence.

2. When the pupil begins to see (though, probably, still very vaguely) what a sentence is, the next step is to distinguish between a group of words that is a sentence and a group that is not. Making this distinction repeatedly serves to clarify the pupil's thought and to make more definite the idea of the sentence. In this work, at this stage of its movement, care is taken by BETTER ENGLISH to confront the pupil with such groups of words — not complete sentences — as lend themselves easily for use as subjects of sentences, and, again, to confront him with such other groups — also not complete sentences — as lend themselves naturally for use as predicates. See BETTER ENGLISH, Grade Five, sections 37 and 51. Thus step 2 in the course of learning prepares unobtrusively but effectually for step 3.

3. Not until Grade Six are the terms *subject* and *predicate* introduced, but long before that, as was indicated in the preceding paragraph, the pupil has come to realize that a sentence consists of two significant parts. He has pieced together these significant parts, thus making complete sentences out of meaningless parts; but he has not yet learned the names of these parts or even that they have names. Besides, he has probably not yet discovered that each of the two parts performs a different function in expressing thought by means of a sentence. All this is now made clear and is crystallized in definitions. These latter should be used with caution; there is no value in memorizing them unless the pupil understands them; and if he understands them, perhaps there is no need of his memorizing them. The important thing aimed at in sentence study is the achievement of better sentences in the pupil's speaking and writing.

4. By the end of the sixth grade pupils should be able, and will be able, if the textbook is conscientiously followed, to express themselves in clear-cut sentences. They should have got rid of the "*and*" habit by this time, though perhaps by the use of the simple sentence rather than of the complex sentence (see BETTER ENGLISH, Grade Six, section 62) — the simple sentence followed by a distinct dropping of the voice and a pause. Pupils should also at this time be able to separate simple sentences into their subjects and predicates. Advanced pupils will perhaps be able to do more than has been outlined in the preceding sentences, and provision is made in Grade Six, the Appendix, pages 203–215, for additional and more difficult work, covering kinds of sentences according to meaning, inverted order of subject and predicate, adjective and adverbial phrases, and easy sentence analysis.

5. BETTER ENGLISH makes a point of frequent reviews. Thus each grade reviews the work of the grades preceding it, and more than once. Each grade is responsible not only for certain forward steps in the understanding and the use of the sentence but also for everything taught about the sentence in preceding grades. Pupils do not always master a grade's requirements of knowledge and skill in that grade itself; such pupils must be led to effect this mastery in succeeding grades; and BETTER ENGLISH continues its efforts until these pupils have accomplished what the program of work requires of them. Thus Grade Seven reviews all the sentence work of the preceding grades from the very beginning. It makes sure that the pupil knows this before it goes on; and since the foundation is thus sure, progress is rapid, and the more difficult phases of sentence study are introduced. Special attention is given to the "*and*" habit, which is here attacked with the help of the knowledge the pupil has gained of the complex sentence. This attack continues to the end of Grade Eight.

6. In order that sentence sense may become sentence skill,

the technical knowledge gained by the child as his grammar study proceeds, — informing him among other things how to distinguish a sentence from a group of words that is not a sentence and when to use the compound sentence and when the complex, — this knowledge must be applied directly to his speaking and writing. In the grades below the grammar grades this application was accomplished by means of games, as, for example, question-and-answer games and question-and-answer letters, counting sentences, speaking from dictation, copying, writing from dictation, omitting unnecessary “*and’s*”; in the grammar grades themselves there are added such activities as the game of building sentences, the game of breaking up sentences, the game of making sentences (given either a subject or a predicate), and such projects as the Question Box and the Label Exhibition.

7. Occasionally (frequently, if practicable) pupils’ compositions should be copied on the board for class correction. The compositions should be examined more than once, a single critical question being considered in each reading. If frequent copying on the board prove impracticable, even though it be done before or after school hours, it is suggested that pupils read their compositions, or parts of them, to the class — for correction purposes. The reader should make a short pause after each sentence, so that his classmates may question him: Did you begin that sentence with a capital letter? Did you end it with a question mark? Thus each sentence may be criticized and even become the object of animated discussion.

GN 6. Motivation

Every teacher knows the importance of the pupils’ interest in their work. Not only does interest improve the work and add to the pleasure of it, — transforming work into play, drudgery into game, — but it also increases the profit, the

benefit, the improvement that is attached to the work, that is the reward of the work. The difficulty arises when one endeavors to put this truism into practice. There are different ways in which teachers attempt to motivate English composition, and these are by no means equally efficacious. In fact, some are so unsuccessful as hardly to merit the name motivation. The problem is to devise the most potent motivation for each phase of composition work.

"Your money or your life!" demands the highwayman, pistol against your ribs, and the motivation is perfect for that situation. A pistol flourished before the eyes of a writer, however, with the demand that he produce then and there an interesting letter (let us say), free from error, clear in style, clever in wording, would hardly be effectual. The motivation would be unsuitable, to say the least. The letter simply could not be written under such conditions.

The composition teacher expects the textbook to supply not only assignments and exercises in speaking and writing but also suitable motivation for each assignment and exercise. In every case the motivation should be built into the exercise.

The problem of how to do this becomes clearer when we remember that in the teaching of better speaking and writing we have to do with the *art of communication*. Communication presupposes a listener or reader; accordingly every composition exercise should provide a listener or reader. Pupils must be asked not simply to speak or to write, — into the air, so to speak, — but to speak or write *to* somebody. Every composition calls for an audience situation. This is true even of so apparently impersonal a piece of writing as a book. Robert Louis Stevenson says in the preface to "Travels with a Donkey," "Every book is, in an intimate sense, a circular letter to the friends of him who writes it."

Clearer still becomes the problem of motivation in English when we pass from the foregoing general statements to par-

ticalars. There is practically no motivation in an assignment that compels a pupil to write a letter to no one in particular; the same is true of letters to imaginary persons or even to persons not well known to the writers. This fact explains the poor results obtained by teachers who direct their classes to write letters to the superintendent of schools, to leading lawyers or clergymen, asking these to visit and to address the school, for example. The pupil's heart is not in such undertakings. Very different, and confidently promising results of value, are such assignments as require pupils to write to their own classmates, perhaps as a surprise to these classmates, mailing the letters in the class post office, which is presided over by a class postmaster and his assistants. Here, in fact, we have as genuine a situation as exists in the adult letter-writing world; indeed, if the play spirit, which is the life of art, is properly invoked (the duty of the textbook), we have here a situation more real, more challenging, more inviting, more stimulating, more truly motivating than the ordinary letter-writing situation in the world of after-school life.

We have said that the purpose of letter-writing, as of speaking, is to entertain, to inform (as, reporting news), to explain, or to persuade the reader. Without such purpose neither the speaking nor the writing has any meaning or interest for the speaker or writer. Even this explanation, however, fails to cover the whole story of motivation in English. To complete that story we must introduce (1) the problem and (2) the project.

BETTER ENGLISH, even in the lower grades, presents the improvement of the pupil's English to him as a problem that he himself must solve. The question is put to him directly. Can you do it? Can you speak louder and more distinctly? Can you learn always to say *saw* for *seen*, *did* for *done*, *attacked* for *attackted*, when the first word in each of these pairs is

correct and the second incorrect? Can you make a beginning sentence for your story that will catch the attention of your hearers? Can you choose these twenty or more forms (depending on the particular exercise) without an error and in record time? If not in record time, can you increase your speed in choosing correctly until it is equal to the record that may properly be expected of you? The pupil is thus asked to try again and again to make a specific improvement; he is asked to practice as a student of the violin practices for perfection; his progress is measured; his classmates comment on it; the craft spirit takes possession of him; he becomes intensely interested, absorbed delightedly in his task, and the motivation is complete. Similar is the challenge of the project; the pupil loses himself in an undertaking that appeals to him. Here it must be remembered that many so-called projects are not projects at all; they are pseudo-projects. In this delicate matter the teacher may confidently, it is believed, rely on the present textbook for guidance. The need for such guidance or assistance is one of the reasons for having a textbook.

In order that the matter of the preceding paragraphs may be so clear as to be of practical use to teachers, it seems best to restate here the salient points from a slightly different angle.

One can no more teach without the interest of the pupil than see without light. Every teacher knows this. Every teacher is therefore confronted with the question of how to win the pupil's interest and how to hold it.

Now, you cannot order interest about. You cannot *command* the pupil to be interested in the complex sentence, in correct pronunciation, in speaking distinctly, or in the correct use of pronouns. Interest must be wooed. It will come to you and follow you gladly and eagerly if you have, so to speak, caught its eye and aroused its curiosity. But how to do this? The best way, if not the only one, seems to be to

take advantage of the child's natural interests and to build on these. Such is the method of the present textbook.

Notice the child on the playground, his delighted activity, his expert knowledge of the arbitrary rules of the game, his fluent, pointed, and convincing speech; he needs no one to keep his attention alert or to urge him to discuss the merits of disputed points with his companions. Not only will he state his argument clearly and forcibly but, if he finds his point has not gone home, he will restate it and elaborate it and explain it both with patience and with vigor. He will *narrate* at length what happened at previous games that bears on the question at issue; he will *describe* a situation that in some essential way parallels the present one; he will *explain* the reasons for his opinion; he will *debate* with skill; in short, he will use the English language (do language work!) with no small measure of success. If this eagerness to speak could only be transferred from the playground to the classroom, where the eager, vociferous child has become timid, torpid, and self-conscious!

The solution seems to be to import into the classroom the desirable characteristics of the playground. On the playground the child speaks about what naturally interests him. That is what he should be given every opportunity to do in the schoolroom. On the playground he speaks not for the sake of speaking, of using language, but with the purpose of conveying, or communicating, his thoughts *to someone*. So in school, in the recitation, all speaking (and writing) should have a natural, a real, purpose; the pupil should speak *to* his fellow pupils with the purpose of telling them something they do not know and presumably would be interested in learning (as in real life, as in playground life). Thus stories should be told in the classroom not for the sake of exercise in story-telling (in which *exercise* no child is interested) but *for entertainment* (in which no child can help being interested);

thus, again, descriptions should be given not for practice in describing but *for identification*, as in real life; thus, further, explanations should be made not for their own sake but with the purpose, as in real life, of *making clear to others* something that those others wish to understand; thus, finally, an argument should be presented not for the sake of arguing but, on the contrary, with the purpose, as in real life, of *defending one's opinions* or showing the falsity of those of others. In short, in the classroom as on the playground, every speaker should have a real audience; and when it comes to written expression, every writer in the schoolroom should write to a real reader, whom he has in mind as he puts his thoughts on paper. In no other way can the English lesson be made interesting and profitable.

How, then, is the English teacher to proceed in order to infuse this reality into the English work? The answer is that the teacher is to study the textbook, which is a series of motivated exercises in speaking and writing, and to follow these lessons as there presented. Let the teacher conscientiously proceed in this way, day after day, and leave the responsibility for results to the authors of BETTER ENGLISH.

It is, however, not enough to carry what is best in the playground situation into the schoolroom. Much as this means, more is needed to give completeness to the language work. Human beings never reach higher than they need; if the jam is on the third shelf, they see no reason for standing on tiptoe and trying to lift it from the fourth or fifth. So a certain level of excellence is found to be sufficient for effective communication on the playground. Wide variety of expression is not needed there; grammatical correctness, so long as ambiguity is avoided, is beside the point there; mispronunciations are not taboo and entail no disadvantage there. In the adult world of pleasure and business, however, a much higher level of excellence of expression is required, and the school's business is

to lift the pupil's speech to this higher level. How to do this? The answer is easy to say but hard to translate into results.

It goes without saying that to lecture the pupil on the beauty of correct English will not insure his using correct English, nor will punishment drive him from incorrectness. To correct his compositions for him has been found to be nearly, if not wholly, a waste of time — except that the practice probably makes the teacher more and more expert at this drudgery. But it is the pupil, not the teacher, who is to be developed into an expert; it is he who is to become skillful in criticism and knowing in the better ways of expression.

The difficult transformation of a thoughtless speaker into a careful user of English, who is genuinely interested in the improvement of his language, can be accomplished neither by pleading nor by threatening, but only by the slow process of directed growth. Let the little seed of such language interest be planted in the pupil's mentality by confronting him with concrete problems of language improvement. Which sounds better, to say *John and I went to town* or *I and John went to town*, to say *It was some sight* or *It was a thrilling sight*, to mumble one's words or to speak them clearly, to pronounce *chimley* or *chimney*, *attacked* or *attacked*, to say *a guy* or *a man*? Let the pupil choose between a story entertainingly told and one that is dull, between a description that presents a vivid picture and one that presents a blur, between an explanation that is clear and one that is confused, between an argument that is conclusive and one that proves nothing. Let the whole matter of language improvement be presented as a series of concrete problems, and almost instinctively the pupil will try to solve them; but they must be within his power and have that practical bearing which gives them a face value that he will honor.

Then, best of all, there is the growth of the spirit of craftsmanship in the class. This would carry the work and the

motivation to a still higher plane. How to create it will be discussed in *GN 8*, where the new motive of PRACTICE will be explained.

GN 7. Directed Study and Silent Reading

It goes without saying that preparation is an important factor in speaking and writing. By preparation is meant selecting one's subject, thinking it over, gathering material, hitting upon one's beginning sentence and one's ending sentence, working out one's outline. Without such preparation one's speaking and writing will show many shortcomings. Accordingly, it is not enough for the teacher of English composition to instruct the class in the technique of delivery, of sentence clearness and strength, of paragraph structure, of grammar; in addition there must be instruction in preparation. When has a textbook in language ever attempted such instruction?

BETTER ENGLISH has hit upon the plan of giving the pupil actual practice in preparation. This is done by the exercises in directed study and silent reading, which are clearly marked in the textbook by the vertical marginal word STUDY. By means of shrewdly directed questions the pupil is led to do exactly what the practiced speaker or writer would do when preparing to speak or write. Silently the pupil reads the guiding questions and directions; silently he carries out the instructions he reads alone at his desk, answers the questions, follows the directions, gets his ideas clarified and arranged — in short, puts himself in readiness to speak or write. Thus the exercise in directed study prepares him not only for the immediate exercise in oral or written expression but also for future exercise in preparation; that is, it teaches him how to think, how to study, how to gather material, how to arrange his thoughts, how to prepare.

At the beginning of each year the exercises in directed study and silent reading, designated "STUDY" throughout the BETTER ENGLISH series, may be used as class exercises until pupils learn how to manage them without help. Each question in the STUDY exercise will be read and answered aloud, and the entire STUDY will be an oral and a class exercise. As soon as possible, however, pupils should be thrown on their own resources and led to use the exercises according to the deep-laid intention of the textbook.

In this connection teachers will profit by reading the following valuable and interesting little books :

DEWEY, JOHN. *How We Think*. D. C. Heath & Co., 1910.

DIMNET, ERNEST. *The Art of Thinking*. Simon and Schuster, 1928.

GN 8. Practice

Learning to speak and write acceptable English is like learning to play the violin. It is a learning *to do* as contrasted with a learning *about*. It depends therefore almost wholly on one thing — practice. Now practice means more, much more, than doing the same thing over and over; with each repetition there must be an effort to do the thing better in one or another particular way. This is the first principle of learning any art, but it has hardly been utilized in the teaching of English, the art of communication. . . .

. . . Precisely as the violinist in his practice endeavors with each playing of the identical melody to achieve a more nearly adequate rendition, so in the retelling of stories *for practice in speaking*, the same pupil is asked to tell the same story again and again, aiming now at this improvement, now at that — in one retelling, to avoid unnecessary *and's*, as an example; in another, to use clear-cut sentences; in still another, to vary the expression of the thought; and so on. That is, the retelling is done not for its own sake but for the sake of specific improvements, each the object of definite endeavor. Slowly but surely, by this practice, the pupil builds his speech technique.

From the preface of BETTER ENGLISH, Grade Six

It is not enough that a pupil tell a story, give an explanation, read or recite a poem, paraphrase a paragraph, *only once*. One performance is not practice, establishes no habit, brings about no improvement. One performance is only the beginning of practice; one performance is valuable because it furnishes the basis for diagnosis and lays the foundation for prescription. It is the second and third performances that start improvement. They *are* practice. How many more are needed depends upon the individual case. Usually many more.

Unfortunately the many repetitions actually required for the attainment of noticeable improvement in the pupil's speaking and writing cannot be allowed him in the average classroom of the public schools. Other pupils have rights, demand attention, should be given a chance; and, as a consequence, there is not enough time for any one pupil. In this unsatisfactory situation teachers usually content themselves with according a pupil only time enough for one recitation. This, as was just explained, serves only for diagnosis and prescription; these being given, the matter ends. That is, it ends at the beginning. This state of affairs is almost unavoidable, but the fact is that it means that improvement in English is nil, or at best very small; it means that there is practically no practice. The lesson is clear: never should a teacher limit a child to one recitation only, in a PRACTICE exercise; always should there be at least two recitations with identical material.

BETTER ENGLISH, facing this condition of things (which seems not to have been clearly recognized before), aims to help the teacher to remedy it. This is done in several ways, among which are the following:

1. By holding up steadfastly the ideal of practice, difficult as it is of attainment in most schools.
2. By providing for practice within small groups of pupils — the class being divided into several such — the pupils in each

group themselves taking charge, choosing a leader, etc., as they engage in competition with other, similar groups of their classmates.

3. By limiting the PRACTICE to short passages. Again and again the pupil is admonished in the textbook that "it is better to tell one fact well than three or four poorly" and that "it will be better to tell only one part (of the story) well than the whole story poorly" and, again, that "there is no use in beginning to read the second stanza (of the poem *Somebody's Mother*) until you have read the first one well."

Even so it will be found by conscientious teachers that there is not time to give pupils all the PRACTICE they need, all that the textbook suggests. Inability to reach the ideal is, however, a deplorable fact in all education; always do we find ourselves compelled to compromise. The happy compromise here is to give all the PRACTICE that can be given; to teach a smaller number of lessons well rather than a large number hastily and inadequately; to neglect no pupil, but — since not every pupil can speak more than once at every lesson — to take pains to spread the class over several lessons, so to speak, in order that at some time every week or two each pupil may receive the benefits of an approximately ideal allotment of genuine practice. This one recommendation cannot be made too emphatically; it should become a rule with every English teacher: *Never in a PRACTICE exercise be content with one retelling. Always require at least two recitations from each pupil, never less than two. Whenever possible, change that "two" to "three."*

Always in PRACTICE the craft spirit must prevail; repetition then will not become monotonous. The craft spirit means that the continual retelling of the same story, for example, is done not for its own sake — which would be absurd, indeed — but for the sake of specific improvements, each the object of definite endeavor. The more nearly, in spite of unfavorable

conditions, the lesson approaches this ideal, the more gratifying will be the improvement in the pupils' English.

If the purpose of language teaching is the improvement of pupils' speaking and writing, pupils must speak and write abundantly. But they must do more. Two garrulous housewives may gossip over the back fence for years and at the end of that time speak no better than at the beginning. The same grammatical errors with which they began, the same infelicities of expression, the same lack of organization, the same meager and overworked vocabulary, the same mispronunciations and slovenly utterance, will still be there. Why is this? The reason indicates clearly that it is not enough that pupils speak and speak and write and write. This is only half the battle. In addition there must be continual attention to the problem of improvement in speaking and writing. This improvement is a task of years, and only one step can be taken at a time.

GN 9. Word Study

Let anyone who wants to see himself grow, resolve to adopt two new words each week. It will not be long before the endless and enchanting variety of the world will begin to reflect itself in his speech, and in his mind as well.

GEORGE HERBERT PALMER, "Self-Cultivation in English"

The purpose of word study is to improve the pupil's vocabulary, to make his speaking and writing not only clearer but also more varied and flexible. Two improvements must be made: (1) the vocabulary must be enlarged — that is, new words must be added to it; and (2) the word supply must be made immediately available — that is, the words must come quickly to the tongue or pen. The distinction is often made between a reading vocabulary and a speaking vocabulary.

This means that we actually know many more words, recognize them in our reading, than we use when we express our thoughts. The teacher of English composition is interested in the speaking vocabulary. This must be made as nearly as may be identical with the reading vocabulary, which will naturally always be larger. Heretofore efforts in this direction have been less successful than could be desired. Possibly the old method was ineffectual.

BETTER ENGLISH offers a series of constructive exercises in word study and presents a new method, which has this additional advantage that it may be used further, if desired, in contexts selected by the teacher. The point of the method is to require the pupil to use in contexts furnished by the textbook the new words he is to learn; his entire attention may thus be given to these new words and their fitness for the context. For example, an anecdote is presented in a lesson in reproduction. A number of words are selected from the anecdote for word study. First, in this procedure, the pupil is asked to find and give synonyms for these words. Then, having mastered these synonyms, he is asked to read the selection aloud and to substitute, as he reads, suitable synonyms for those words in the selection that he has just studied. In this way he reads the selection several times. He is learning certain words and their synonyms. Then, he is put through a drill in variety in expression; that is, he is asked to paraphrase entire phrases, clauses, and sentences. Obviously, this calls into play the words and their synonyms just studied. He is learning certain words and their synonyms over again. Interspersed with these drills are class comments. Now, as a final clinching exercise, the anecdote is freely retold in such words as naturally occur in expressing its ideas. As a consequence and inevitably those new words and their synonyms are securely engrafted in the pupil's stock of words, becoming a permanent part of his natural vocabulary. The whole pro-

cedure, so different from studying words *in vacuo*,—that is, without any immediate purpose,—appeals to the pupil as having sense; it interests him. It is motivated by the challenge of an immediate problem.

Teachers will enjoy in this connection reading an interesting article by M. M. Nice on vocabulary measuring and the size of vocabularies, in *American Speech*, Vol. II, No. 1 (October, 1926).

GN 10. Individual Differences

Pupils differ from one another in a number of important ways. Modern education takes these differences into account in its expectations and in its plans. Some pupils possess marked ability; others show and have little. Some pupils are endowed with one kind of ability, others with another, still others with several kinds. An equal variation is seen in pupils' attainments, whether these depend on home conditions, school conditions, or general experience outside both home and school. A similar diversity is found in the speech status of pupils, their vocabulary, their correctness of pronunciation, grammar, spelling, punctuation, and their power of expression.

The teacher of English who keeps these differences in mind knows that different procedures must be followed with different pupils and that the outcomes of the year's work cannot be the same for all. Different possibilities necessarily mean different results. Sometimes educators arrange these differences of ability on two or three plateaus (so called), but in fact there cannot but be as many plateaus as there are pupils. Each pupil occupies his own plateau. The teacher's problem is how to sort out and provide for this variety of ability, advantage, and attainment in one English class.

Accordingly, BETTER ENGLISH begins each school year with a diagnostic test; indeed, as the course progresses, it studies the class with a whole battery of diagnostic tests, since English

means a number of different things. These tests enable the teacher to learn without delay something of each pupil's quality in regard to such basic elements in the study of English as correct usage, pronunciation, spelling (of homonyms), sentence ability, and punctuation. Differences in story-telling ability, in originality, in cleverness of invention, and in organization of material reveal themselves later and more gradually. Thus, individual differences being apparent, the foundation is laid for as much individual instruction as may be possible in the given classroom.

It goes without saying that pupils whose tests in correct usage reveal the fact they need no instruction in the correct use of the words or forms contained in the test should not be given such instruction and should be exempt from the various exercises and drills which their less able or less well-trained classmates require. There is, to be sure, the important matter of inoculation, but this can be met by appointing the exempt pupils leaders in the drills — as, for example, in the speed tests — to which their classmates are subject. This provision is made in the BETTER ENGLISH series.

Besides selecting well-prepared pupils to be leaders of groups that are engaged in drills or are preparing for competitive exercises or games, other provision is made for superior ability or attainment. This provision is increasingly generous as the pupil progresses to higher classes. In Grade Six, for instance, an extended project continuing through the entire year is offered as an ever-present opportunity and a challenge to pupils of varying plateaus of superiority. To this project each pupil gives as much time as he can spare and makes such contribution as his powers permit; since the project is entirely optional, it may be omitted altogether — indeed, will be, must be, omitted if the entire class is in need of practice along the line of the required work of the course.

The superior pupil thus provided for in the measure of

his superiority, what is to be done with the inferior pupil according to his inferiority? BETTER ENGLISH, the teacher will find, contains a superabundance of exercises and drills in the essentials for those whose writing and speaking is below the level of the standard for the class. There is, for example, a wealth of practice work offered in correct usage. It is believed that never before has a series of textbooks offered so much. In addition, in the lower and middle grades generous Appendixes furnish still further practice — not of the same kind, be it observed, but correct-usage drills of a somewhat different construction. Thus, the exercises in the Appendixes may be used as alternative rather than supplementary exercises. Similarly the Appendixes offer suitable setting-up exercises in other phases of correct and remedial work in English; pronunciation, spelling of homonyms, sentence understanding and skill, and punctuation receive attention here as well, though fully treated in the first place in the textbook itself.

Grade Seven and Grade Eight bring the problem of how much grammar to teach. As a rule the answer must be this: Teach only the grammar that can function in the child's speaking and writing. Omit the grammar that is of no use in the improvement of his English. How is the teacher to know which is which? The textbook itself makes the separation, printing as advanced grammar in the last four chapters of Grade Eight such portions of grammar as most pupils will not profit greatly by studying. One of these, as an illustration, is the objective complement. This is a grammar topic that has no direct bearing on, no practical connection with, the correctness of the pupil's English. It is an interesting topic — to a grammarian; it throws light on the English idiom; but no correct usage depends on it. This is presented in BETTER ENGLISH, *but* in an advanced and optional chapter. In the usual school situation it seems best to omit it and other topics that are similarly unrelated to correct usage. "Cor-

rectness first!" is the slogan that the alert teacher of grammar constantly bears in mind. It means, among other things, Give first place to those sections of grammar study that are of practical help to the pupil in speaking and writing correctly.

It must be remembered that BETTER ENGLISH presents *both* the grammar that has direct bearing on the correctness of the pupil's English *and* the grammar of a remoter practical bearing, but it clearly separates the two and emphatically marks the latter optional. In giving first place to certain grammar topics and second place to others, BETTER ENGLISH follows the conclusions reached in recent studies in elimination of subject matter. Teachers wishing to review these themselves are referred to the Fourteenth Yearbook (1915) of the National Society for the Study of Education, as well as the Sixteenth Yearbook (1917) of the same society. See also Stormzand and O'Shea's "How Much English Grammar" (Warwick and York, Baltimore, 1924).

GN 11. Poem Study

The teacher of language finds the study of poems useful in a number of ways. The reading aloud involved gives the pupil practice in standing before an audience, and in vocalizing clearly, distinctly, and with agreeable tone quality. To be read aloud well, the poem must first be understood. This involves word study, paraphrasing, and interpretation, together with class conversation and discussion. Then, if the poem be memorized, there follows recitation, which means further practice before an audience.

It is important that the teacher read the poem aloud to the class, perhaps more than once, before the pupils are asked to read it. This reading should be so well done as to impress the class with the charm of the poem, its rhythm, its adornments, and its meaning; the reading should give the pupils

a pleasure akin to that received from song or instrumental music. Such pleasure will make pupils eager to read the poem aloud themselves. Thus practice in reading aloud is effectually motivated, as well as the word study, paraphrasing, and pronunciation necessarily preceding that practice.

Reading aloud in concert has its advocates and its opponents among experienced teachers. It should be used with caution; but when so used it is not without distinct value. It saves time, in the same way as does the group test, — the mass-production way, — and time is immensely valuable in the crowded school curriculum. More important, however, is the fact that it helps pupils get into the swing of a poem, just as by singing it together pupils get into the swing of a song. To be sure, teachers should see to it that the timid and the slow are given opportunity to enter into the spirit of the reading. Furthermore, let the voice of the teacher dominate the reading, giving the correct emphasis, rhythm, interpretation, until the class can carry the thing off without this guiding voice. Individual readings must follow.

The writer once sat through a language period that was given over entirely to the reading of a single short poem. One pupil after another read the poem aloud, each trying in friendly rivalry to give the most satisfactory rendition. Between readings the class commented, the teacher commented, both pointing out faults and praising; these comments, favorable or unfavorable, stimulated to further endeavor. Pupil after pupil begged to be allowed to try again; they were of course permitted to try again (trying again is PRACTICE); practice was seen to be not a perfunctory repetition but a delighted moving toward perfection (or, at least, toward improvement); and so the hour passed, enjoyed by all and of profit to all. Since the spirit of craftsmanship prevailed, the motivation was perfect.

While selecting the poems for the BETTER ENGLISH books,

the authors were favorably impressed by the careful Huber-Bruner-Curry research, the results of which are tabulated in the valuable book "Children's Interests in Poetry" (Rand McNally, 1927), which teachers are advised to read. According to this research the following poems are among those that, in addition to the ones printed in BETTER ENGLISH, found special favor among school children:

GRADE THREE

A Boy's Mother. James Whitcomb Riley
 America. Samuel Francis Smith
 King Bruce and the Spider. Eliza Cook
 The Drum. Eugene Field
 "One, Two, Three." Henry Cuyler Bunner

GRADE FOUR

Barbara Frietchie. John Greenleaf Whittier
 America the Beautiful. Katharine Lee Bates
 The Height of the Ridiculous. Oliver Wendell Holmes
 Evening at the Farm. John Townsend Trowbridge
 How They Brought the Good News from Ghent to Aix. Robert
 Browning

GRADE FIVE

Little Orphant Annie. James Whitcomb Riley
 The Leak in the Dyke. Phœbe Cary
 The Walrus and the Carpenter. Lewis Carroll
 The Bells. Edgar Allan Poe
 Old Ironsides. Oliver Wendell Holmes

GRADE SIX

Out to Old Aunt Mary's. James Whitcomb Riley
 The Wreck of the Hesperus. Henry Wadsworth Longfellow
 The Village Blacksmith. Henry Wadsworth Longfellow
 Beth Gelert. William Robert Spencer
 Lucy Gray. William Wordsworth

GRADE SEVEN

Darius Green and His Flying Machine. John Townsend Trowbridge
The Leap of Roushan Beg. Henry Wadsworth Longfellow
The Children's Hour. Henry Wadsworth Longfellow
The Charge of the Light Brigade. Alfred Tennyson
Excelsior. Henry Wadsworth Longfellow

GRADE EIGHT

In School Days. John Greenleaf Whittier
The Deacon's Masterpiece. Oliver Wendell Holmes
Gunga Din. Rudyard Kipling
Little Giffen of Tennessee. Francis O. Ticknor
The Pied Piper of Hamelin. Robert Browning

GN 12. The Socialized Recitation

Instead of the teacher's presiding like an autocrat over the class, giving commands, making inspections and corrections, asking questions, issuing instructions, rules, and warnings, a more democratic system and a more profitable one educationally has recently taken possession of the schools. It is illustrated by the socialized recitation. The teacher guides from the background. Pupils work together as in a laboratory, suggesting, criticizing, defending, discussing, reaching conclusions.

The socialized recitation should never be hurried. A few truly constructive recitations of this sort will benefit pupils more than a large number of hasty and superficial ones.

When, as is frequently the case in BETTER ENGLISH, the socialized recitation is utilized for the class correction of compositions, the latter should often be copied on the board. They should be examined more than once, a single critical question being considered in each reading. A list of suitable questions may very well be kept on the board for easy refer-

ence. This list will of course be changed from time to time, with the changing needs of the class. As each new technical point is mastered, appropriate questions will suggest themselves for its use in the criticisms of compositions. Thus the study of pronouns will add specific questions that bear on the correct use of pronouns in pupils' compositions.

If frequent copying on the board prove impracticable, even though it be done before and after school hours, it is suggested that pupils *reread* their compositions or parts of them to the class, this time *for correction purposes*. The reader should make a short pause at the end of each sentence, in order that his classmates may question him, for example, as follows: Did you begin that sentence with a capital letter? Did you end it with a question mark? How did you spell so and so? and so on. Thus each sentence may be criticized and even become the object of animated discussion.

Sometimes committees should be appointed to look for specific errors. One committee might report the use of too many *and's*, *so's*, and *then's*; another the use of such usually unnecessary introductory words as *now*, *say*, *well*, *why*, and *listen*; and still other committees should look for other points, good and bad, in the speaking and writing of their classmates.

It will occur to the teacher that these exercises in the correction of compositions are in effect nothing less than the *most vital reviews*.

It does not take an alert teacher long to discover that the socialized recitation (in which pupils speak to each other, within certain semiparliamentary restrictions, as in a social gathering, rather than to the enthroned teacher and to no one but the teacher) gives reality, vitality, and attractiveness to much English work that could hardly be carried on, as, indeed, it was not carried on, under the earlier undemocratic schoolroom government or teacher rule. Moreover, since the

study of English composition is essentially the study of the art of communication, it is imperative that each speaking pupil be provided with an audience and each writing pupil with a reader if the study is to be of genuine interest to the learner.

In letter-writing situations that call for inter-pupil correspondence it is obviously desirable that no members of the class be overlooked; every pupil should receive as well as send letters. Perhaps it should often be decided by lot to whom each pupil is to write at least one of his letters. The other letters he may, if he wishes, address to his intimate friends.

The ideal classroom condition for the socialized recitation is that all but the learning group be excluded from the room, with the exception of the teacher, who is present as adviser, court of appeal, and invisible guide and guardian. This condition removes lazily watching bystanders whose interest in the class situation cannot be keen, personal, and responsible enough to keep them out of mischief. This ideal state of affairs cannot always be realized. Teachers must adapt themselves and their English work to the circumstances governing their teaching. In rural schools, particularly, good judgment is called for. Here the classes in one room are usually relatively small and many; indeed, there are frequently several classes consisting of only one pupil each.

What shall be done in such one-pupil classes with the socialized recitation, the group exercises, the class criticisms, the inter-pupil correspondence and the class post office, the exchanging of letters for correction purposes, the pupil conversations and dramatizations, the games, the teamwork, the story hour, the debates, and the other socialized activities suggested for the English work? Remembering that the best work in English cannot be realized without such socializations,

the teacher may follow one or more of the following suggestions: (1) if possible, to combine several one-pupil classes for the English work; (2) to take part in the class work as if a member of the class rather than an instructor, that is, to engage in the activities required of the pupils — the story-telling, the dramatization, the letter-writing, the games, the debates — rather than to remain an outsider and a critical and superior onlooker; (3) to utilize the dramatization exercises for impersonations and soliloquies; (4) to transform the games into solitaires; (5) to employ the critical questions of the group and correction exercises for individual criticism of compositions; (6) to utilize the story-telling and other suitable composition exercises in one class for the entertainment or instruction of the other classes.

One original teacher, rather than devitalize the subject by teaching it in the old-fashioned way of assigning composition topics to be worked on *in vacuo* (to which procedure the present textbook will, of course, lend itself as readily as any other), resorted to the device of socializing the work for the one-pupil class by adding a number of imaginary pupils to the real one. These gradually developed definite, constant, and easily recognizable characteristics as they took part in the "class" activities, some being impersonated and made to speak and recite by the teacher, others by the one real pupil. That the one pupil made rapid progress in this most exceptional situation is not surprising, when the unusual amount of activity that fell to his lot is considered. This instance is recorded here for its interest and the light it throws on new methods of teaching as opposed to old; but each situation invites its own solution, which must always depend in large measure on the discretion of the teacher.

See H. Caldwell Cook's "The Play Way" (Heinemann, London, 1917).

Attention is called to the following excerpt from Finlay-Johnson's "The Dramatic Method of Teaching":

Having brought my school to a condition in which the pupils had really lost and forgotten the relationships of teacher and pupil, *by substituting those of fellow workers, friends, and playmates*, I now set to work to use to full advantage this condition of affairs. It was now quite possible to play any game in school without fear of the pupils' getting out of hand, confused, or too boisterous. There could be plenty of liberty without license, because the teacher, being a companion to and fellow worker with the pupils, had a strong moral hold on them and shared in the citizen's right of holding an opinion, being heard, therefore, not as "absolute monarch," but on the same grounds as the children themselves. Hence everyone exerted his or her individual powers to make the plays a success, and it was the equal right of teacher or child to say, "So-and-so isn't playing the game," or in some other way to criticize the actions of others. It was, moreover, a point of honor that pupils so criticized should take the matter in good part and endeavor to conform to the rules of the game.

GN 13. Standards in Oral and Written Composition

It will help teachers to judge the work of their classes in oral and written composition more accurately if the work of other teachers' classes, together with the judgments of these other teachers as to the merit of that work, is available for comparison. Accordingly, teachers are urged to secure such "standards," if standards they may be called, — that is, pupil compositions (graded by experienced teachers of English) from other school systems or other schools in the same system. These compositions, however, must not be permitted to influence teachers or pupils too profoundly. They must be studied for comparison. They are not models. They may even indicate what is undesirable in composition teaching and may point out errors to be avoided by speakers and writers. Let these pupil compositions — of various grades of

excellence and imperfection — be used as the nucleus for a larger collection of pupil compositions. Let each teacher save interesting specimens both of excellent and of poor work year after year. Such a growing collection will prove of interest to every English teacher, and it is suggested that collections of this sort be offered to educational journals for publication, in order that they may become generally available.

The "standards," or time records, for the correct-usage tests and drills in BETTER ENGLISH are discussed in *GN 1*; each time record is printed among the Concrete Suggestions in this Manual, opposite the number of the page on which the test or drill itself appears in the textbook.

Every English teacher, in addition to carrying out the suggestions of the preceding paragraph, will be well advised to make herself acquainted with some of the well-known scales devised for the measurement of excellence in English composition. For the benefit of those wishing to learn some of the interesting work in measurement, the following references are presented:

- BREED and FROSTIC. A Scale for Measuring the General Ability of English Composition in the Sixth Grade. University of Chicago Press.
- HUDELSON, EARL. English Composition, its Aims, Methods, and Measurement, Twenty-second Yearbook of the National Society for Study of Education, Bloomington, Illinois, 1923.
- THORNDIKE, E. L. Thorndike Extension of the Hillegas Scale. Teachers College, Columbia University, 1915.

***GN 14.* The Content of the Composition**

Every composition, whether oral or written, has two aspects or qualities. One of these is the thought conveyed; the other is the expression of that thought. One is what the speaker or writer has to say, the message he has to deliver; the other is the manner of the delivery. In the latter are

included such matters as posture, voice, grammar, vocabulary, sentence sense and sentence skill, spelling, punctuation, paragraphing, and even penmanship. These are important, and language study rightly gives much time to them. With them, however, the present note has nothing to do. Here we are concerned with the thought side of the composition, the content to be conveyed, the communication to be made.

When we speak as teachers of English of the content of the composition, we mean more than the information the composition brings to hearers or readers; we mean more than the body of facts gathered and here presented. This is included, to be sure; but it also will not be discussed in the present note. One reason is that the gathering of facts, the consulting of reference books, the interviewing of persons who can give information,— these matters are fully handled in the textbooks themselves. Besides, we are here concerned with another phase of the subject. We are here interested in such specific things as these :

1. The choice of subject. Has the subject been narrowed sufficiently to insure an interesting communication?
2. The organization of the message — for interest, for clearness, for effect.
3. The beginning sentence (or paragraph) — to catch the eyes of the reader, the ears of the hearer.
4. Originality. Has the message been vitalized, touched by the imagination of the speaker or writer and given individuality, novelty, or humor?
5. The closing sentence. Does it round out the message and help bring out the desired effect?

The list might be lengthened. The above are offered as illustrations of what is here meant by the content of the composition, as contrasted with the mechanics of writing and delivery, grammatical correctness, etc. The questions before the English teacher are, How can I teach these inner excellences

of oral and written composition? How can I help lift pupils' speech above the ordinary and the commonplace?

The BETTER ENGLISH books follow this method: they confront the pupil with situations — problem situations — so cleverly devised as to stimulate the mentality of the learner. They place him in the very midst of such situations as will make his mind work, will stir his imagination, will challenge him to work out a solution that shall be different from the usual thing. See, for instance, the frontispiece for Grade Eight. Here we have a puzzle, so to speak, — two railroad trains meeting on a single-track railway and yet passing. It is a genuine problem, a practical problem; it can be solved; the two trains do actually pass, without quibble or trick, but how? So, again, BETTER ENGLISH asks pupils to think out a suitable, an original, name for a candy store, for a gasoline station, for a tourist camp, for a moving-picture theater. That is, BETTER ENGLISH gives the class *practice in originality*, a much-needed practice everyone will admit who knows how drearily flat and unprofitable much of our speaking and letter-writing is, untouched by the least suggestion of freshness or novelty. In the long course of this patient practice, pupils are asked — not in words but by thought-provoking situations — to tell the story of a picture, to finish the story begun by the picture, to finish stories presented to them in words, to invent suitable titles for pictures and tales. Pupils are invited to take part in a simple-looking game called "Building Sentences," which leads them on and on in invention, until a bare subject, verb, and object have been transformed by the addition of adjective and adverbial modifying words, phrases, and clauses, into a complex sentence of color and suggestiveness. Practice in originality — that is the device, or the method within a hundred devices, employed by BETTER ENGLISH to bring out what there is in the pupil of individuality and to lift his discourse above the eternal obvious.

See the following books for an amplification of this thought:

- CHUBB, PERCIVAL. Festivals and Plays. Harpers, 1912.
CHUBB, PERCIVAL. The Teaching of English. Macmillan, 1913.
COOK, H. CALDWELL. The Play Way. Heinemann, 1917.
DEWEY, JOHN. How We Think. D. C. Heath & Co., 1910.
DIMNET, ERNEST. The Art of Thinking. Simon and Schuster, 1928.
KLAPPER, PAUL. Teaching English in Elementary and Junior High Schools. Appleton, 1925.

GN 15. The Teacher of English a Specialist

There is a sense in which every teacher should be a teacher of English. That is, whether the subject be English or arithmetic, geography or history, pupils as they recite should be held to the best English within their power. Their papers in all their school subjects should meet the strict requirements set by the English teacher for their papers in English. It follows that in schools where some subjects are taught by special teachers, such teachers — say, of history or general science — should coöperate with the department of English in its insistence on grammatical correctness, proper paragraphing, avoidance of slang, correct capitalization, spelling, and punctuation, etc. This is done in many schools.

In a more vital sense, however, the fight for good English must be fought by the English teacher alone. English is, has become, a specialty. As well expect the English teacher to teach general science, as the general-science teacher, English. To be sure, any teacher can detect and correct the more common errors in English that pupils commit; but detection and correction are not removal and eradication. A special technique is needed for these latter, and the English teacher knows this technique (see *GN 1*). Similarly, the English specialist knows what to do to help pupils solve the many other problems that are English. Most other special teachers do not even know what these problems are. The English teacher is

prepared to teach pupils how to devise the promising beginning sentence, how to narrow the subject of a talk or paper in order to increase its interest, how to invent a suitable closing sentence, and how to organize the material in hand for greater clearness and for greater suspense (see *GN 14*). The English teacher has studied the difference between the pupil's reading vocabulary and his speaking vocabulary and knows what mental machinery to put in motion — and how — to improve that speaking vocabulary (see *GN 9*). The English teacher knows what "practice" means when applied to the art of communication (see *GN 8*); knows how individual differences must be dealt with for language improvement (see *GN 10*); knows the pronunciation difficulties that confront children and how to overcome them (see *GN 2*); knows how to give pupils sentence sense and sentence skill (see *GN 5*); knows a hundred suitable educational devices, remedial processes, and curatives for the language ills of young speakers and writers. In short, like a true specialist, the English teacher knows what exercises, drills, and other apparatus to employ to guide pupils in their efforts to improve their speaking and writing.

The reader's attention is called once more to the preface of *BETTER ENGLISH*, Grade Six, page v, from which the following sentences are here quoted:

. . . The language lesson must not be permitted to be *simply another period of talking*. There is already talking enough, such as it is, in the other lessons, on the street and playground, and at home. A mere added quantum does not constitute a language lesson. This should differ from lessons in other subjects in its almost exclusive concern with the quality of the English used. It is a withdrawal from those other lessons for the purpose of considering the excellences and the shortcomings of the language employed. It is concerned not so much with the content conveyed,— the chief interest in, say, the history or geography recitation,— as with the correctness and the skill of the conveying. In other words, *not the particular tune played but the acceptability of the playing receives our attention.*

III. CONCRETE SUGGESTIONS — INCLUDING KEY AND TIME RECORDS — FOR THE MANAGEMENT OF THE INDIVIDUAL LESSONS IN GRADE SEVEN

(The page references, unless the manual is specified, are to pages in the textbook.)

September (pages 1-11)

Begin with the test on page 1, avoiding any preliminary goody-goody talk about the value of grammar. Let the test, together with the tests following, convince pupils of their shortcomings and needs. Indeed, that is the purpose of these tests.

Of the ten sentences numbers 5, 6, 7, 8, and 10 are incorrect. These should read as follows:

5. "I *shall* drown," screamed the frightened girl, as she struggled against the current. (Grade Eight, page 134)

6. *When we had* eaten our lunch at the station restaurant, the train started off again. (Grade Eight, page 262)

7. How very *sweet* the flowers smell in your garden. (77)

8. Neither he *nor* she picked any roses. (182)

10. Every one of the pupils in the class should correct *his* own sentences. (Grade Eight, page 96, VII)

NOTE. The numbers following sentences 7 and 8 above give the pages in Grade Seven on which the errors are explained.

Observe that sentence 2 is correct; *feel bad* is right, and *feel badly* is wrong. See page 77 of the textbook.

Notice also that the *Can* in sentence 3 is correct; it should not be *May*. The nurse is not asking permission; she is wondering whether there is something that she *can* do. She is questioning her ability to be of service in that particular case.

Do not explain the corrections above at length to the class, if at all; those explanations will come in their own proper time.

Page 2. Test 2 is a trying one indeed. Not every teacher is able to pronounce those eighty words without error. In fact, teachers are strongly advised to check their pronunciation of each word in the list; it often happens that educated adults continually mispronounce a word without ever suspecting it. Listen to our famous radio announcers. It is advised that groups of teachers go through the list together, *with a dictionary at hand*, before they give the test to their classes. And yet these are words that one hears nearly every day; they are not unusual. See Thorndike's "Teacher's Word Book." See *GN 2*.

Pages 3-5. See *GN 7*. (This direction means, See on earlier pages of this manual General Note number 7, which explains directed study and silent reading and is given on pages 40-41.) See also *GN 8* and *GN 9*.

Page 6. See *GN 14*. For the present no further tests need be given. Those in correct usage (page 1), in pronunciation and dictionary use (page 2), in story-telling skill and vocabulary (pages 3-5), and in originality (page 6) are amply diagnostic for the beginning of the year's work. From time to time both the textbook and the manual will present others.

Observe the general objectives listed in the preface of the textbook and presented from time to time in this manual as standards of attainment. Teachers having access to the preceding books of the BETTER ENGLISH series will find the objectives listed for the earlier grades of interest.

A *partial* list from Grade Six is here presented, as follows:

1. Stand erect, on both feet, and look at the audience in a friendly way.
2. Without straining or raising the voice, speak loud enough to be heard easily.
3. Speak distinctly, not mumbling the words, not too fast, and in a pleasant tone of voice.
4. Pronounce correctly, particularly certain troublesome words that have been studied or reviewed during the year.

5. Use correct English, avoiding particularly the common errors that have been studied and reviewed during the year.

6. Choose fitting words, words that express truly what you wish to say; do not use the same word too often.

7. Avoid the use of worn-out words.

8. Go to the dictionary for help in choosing words, in learning their exact meaning, their spelling and pronunciation.

9. Do not say the same thing always in the same words.

10. Know what a sentence is.

11. Make a suitable pause between sentences.

12. Avoid using too many *and's*.

13. Show politeness.

14. Have something worth while to say, something that will inform or entertain the hearer or reader.

15. Choose a subject of the right size—small enough for everything of interest to be said about it in a talk, report, or letter.

16. Begin the talk, story, report, or letter with a promising sentence.

Teachers should read General Notes 1-15 on pages 5-61 of this manual before proceeding further with the year's work.

Pages 7-10. If pupils show that they really know what a sentence is, pass quickly to section 2 and let pupils make sentences, criticizing these with the help of the searching questions (five) on page 10.

Sometimes the question is raised whether a sentence is indeed a complete thought. Is not the paragraph the complete thought? it is asked; and if it is, then *ipso facto* the sentence must be incomplete. It goes without argument that this query and reasoning are mere quibbling. A sentence is a complete thought relative to the parts of which it is composed, as well as the purpose with which it is spoken. The subject is incomplete alone; the predicate is incomplete alone. Together they make a complete thought. Those who say that the paragraph expresses a complete thought may be asked whether the paragraph may not be as incomplete as they say the sentence is, since the paragraph after all is only a part of a chapter. Perhaps even the chapter is in the same sense incomplete, since the author seems to need an entire book or even a series of books to express his complete thought; and *then* he may feel that he has not expressed it completely. It is clear that the entire foolish quibble is based on the trick of using

the word *thought* in different senses. In the last sense mentioned above it is identical with a whole system of philosophy or theology.

Page 10. Do not neglect the vocal drill. Notice in section 2 that the need of vocal drill is suggested on line 4 from bottom of page 9. It is your business as a language teacher to improve the pupil's speech, to banish mumbling, nasality, and slovenliness of utterance. Preaching about the matter will do no good; the drills, however, if conscientiously followed, will accomplish much. Insist on correct posture during the drills; it is an important objective to be correlated with them.

Page 11. Drill thoroughly for the correct pronunciation of these troublesome words. Be certain, however, that you pronounce them correctly yourself. Test yourself. Test your adult friends. Explain to the class the diacritical marks in the dictionary. See page 23, section 4, which may be studied in this connection. There should be at least one large dictionary in every seventh-grade schoolroom. Have you read the remarks, in the Introduction to this manual, on speech difficulties with which children sometimes are hampered? The entire Introduction should be read and re-read from time to time.

So ends the assignment for September. If the class is a bright one, several lesson periods, even an entire week of the month, may still remain after the assignment has been completed. In that case, do two things: (1) Make sure that the class has learned all that it should—perhaps review the tests on pages 1-6, thus giving pupils a chance to break their former records. Much time can be profitably spent on pages 9-10. (2) Proceed with the lessons designated for October. It is always desirable to be ahead of the schedule, provided pupils are not hurried into poor work. Always go slowly enough. Remember the purpose of the subject: to improve the pupil's English. Do exactly what the textbook says, and trust it to secure the desired results. The results will show in due time, given intelligent teacher coöperation. Rome was not built in a day.

Bulletin No. 2, 1917, of the United States Bureau of Education is the report of the National Joint Committee of the National Education Association and the National Council of Teachers of English on the Reorganization of English in Secondary Schools. Section VI of

this report is concerned with composition in the Seventh, Eighth, and Ninth Grades. The report emphasizes oral work. It calls also for themes on such subjects as "How I Earned My First Money" and themes dealing with various occupations. It suggests that composition be socialized. The following quotation is from page 40 of the report :

The pupil should write with a definite audience in mind, and, as far as possible, his work should be presented to the class. Class criticism should in a large measure take the place of teacher criticism. If the purpose in writing is made clear in the assignment, and if the general aims are kept before the members of the class, they can criticize a theme very successfully, and the reaction upon the writer is more marked than when the criticism comes from the teacher.

Quality of work, not quantity, is what the textbook stands for. Do not hurry in order to finish the year's assignment. Think only of the important question, Are these pupils improving in their speaking and writing? This is a dozen times more important than finishing the book ; this, in fact, is the fundamental purpose of the book. Indeed, there will be no difficulty in covering the lessons and pages assigned if quality is continually stressed. Besides, a few omissions here or there will do no great harm—the continually recurring vital reviews insure that nothing essential will be overlooked.

Quiz, No. 1. A pupil may be tested for the number of definitions and rules of grammar that he has memorized and for the accuracy with which he can repeat them. He may, on the other hand, be asked to show whether he knows how to apply such definitions and rules. If one is to test an interpreter for his knowledge, say, of Chinese, one does not ask him to recite the grammar definitions and rules of Chinese but (on the contrary) one asks him *to speak Chinese*. Can he express himself correctly and effectively in the language? That is the test. That should be the test in English. Hence the character of the following questions. Several lesson periods may be used for the test.

1. Which of the following groups of words are sentences?

a. Here I am.

b. Along the winding dusty road near the old tavern.

- c. Once upon a time, long, long ago.
- d. A smooth sheet of ice several miles long and half a mile broad.
- e. The smiling picture.

2. Give a sentence of twelve or fifteen words. Cross out the words that the sentence can lose without ceasing to be a sentence.

3. Give a very short sentence, the shortest you can, but it must be a complete sentence.

Quiz, No. 2. 1. Which of the following groups of words are sentences?

- a. The elephant which we saw at the circus.
- b. Who is wanted at the telephone?
- c. He hurt his arm playing ball.
- d. The puppy which is only a week old.
- e. That little squirrel running up the oak tree.

2. Make sentences of the preceding groups that are not sentences.

3. Divide the following paragraph properly into sentences. Be careful about punctuation and capital letters.

on February 12, 1809, in a log cabin in the woods of Kentucky, Abraham Lincoln was born his father was a good, easy-going man, his mother a busy, cheerful, ambitious woman who taught both her son and her husband how to read and write when the boy was seven years old the family moved from Kentucky to Southern Indiana the journey was long and hard in many places they had to cut a roadway through the forest

October (pages 11-34)

Pages 11-14. Make sure that *every* pupil in the class can classify correctly *every* sentence on page 13. Then proceed with section 6, page 14. Perhaps a committee of pupils should be appointed, or elected by the class, to see to it that all questions for the question box (page 15) contain no errors and are neatly written on slips of paper. This project may involve a discussion of what kind of box is needed and where and how to obtain it. Correlation with manual training suggests itself. The teacher is advised to save interesting questions proposed, for outside reading, reports, and any further composition

work. The question game (page 14) may be played once every two or three weeks, if not oftener.

Section 7, pages 15-16. The use of *saw* for *seen*, of *did* for *done*, and *vice versa*, is the most common of the grammatical errors committed by children, as well as adults, speaking English. Hence Jeschke, Potter, and Gillet's Grade Seven makes it a point to include these troublesome verb forms in the first drill in correct use—that on pages 15-16. The full explanation of these errors cannot be given until much later, namely, on pages 127-128 of Grade Eight. The Index of the textbook shows these two significant references. Teachers should not fail to note, however, that the verb forms *saw*, *seen*, *did*, *done*, and others of nearly equal practical importance for correct speech, receive treatment on many pages of Grades Seven and Eight, the following being the complete list. Never is an opportunity let slip to help pupils rid their English of these common errors.

saw, seen, pages 1, 15-16, 66, 85, 86, 141, 204; Grade Eight, 31, 35, 36, 82, 84, 113, 125, 127-128, 140-141, 147, 148, 177, 252-253, 275-276.

did, done, pages 1, 15-16, 65-66, 85, 86, 141, 204; Grade Eight, 1, 31, 36, 82, 84, 127-128, 132, 140-141, 147, 177, 252-253, 275-276.

Follow the book closely at this point. Try the drill on yourself out of school. Time yourself both before and after practice in reading the sentences on page 16. See to it that no marks are made in the textbook to indicate either correct or incorrect forms. The very point of the exercise is *to select the correct forms afresh* at each reading, in order that in this way the habit of correct *selection* may be formed. These drills are perhaps the most important *one kind of exercise* in the entire book. Be sure to see that they are properly conducted. See the time standards tabulated in this manual, page 136.

The correct words for the drill on page 16 are: Sentence (1) saw, saw; (2) seen, seen; (3) did, done; (4) came, seen; (5) come, came; (6) rang, rung; (7) sang, sung; (8) drank, drunk; (9) done, done; (10) gone, went.

Pages 16-18. Why teach the imperative sentence if you do not also teach the child to make conscious use of it? These exercises at-

tack the imperative sentence from the composition side. Let the label exposition absorb the pupils. This, after it has been set going in the right direction, may become seat work or home work. Applaud originality, but allow no errors to creep in. Accuracy first. It will add interest if at the beginning of the project pupils bring to school various articles that bear labels containing directions for use.

Pages 18-19. Section 9 is most important. Accuracy first, again. Section 10, however, may be omitted. It is mainly of interest to the teacher.

The month is not more than one third over as you begin Chapter Two. Probably most of the pupils will remember the parts of speech very well, and the grammar sections in this chapter will go rapidly. Remember, however, those pupils in the class who have *not* mastered these fundamentals. Give special attention and time to them, while the others are perhaps engaged in writing an additional letter or two or are organizing or running the class post office—letter writing constituting the important composition work of the month.

Notice that composition work involving the noun follows grammar work on the noun. This book is a practical book; it aims at results in the pupil's speaking and writing.

The completion test on page 22 ought to be much enjoyed by the class. The nouns used by Hawthorne himself are: (1) nightfall; (2) time; (3) side; (4) party; (5) adventurers; (6) quest; (7) friends, partners; (8) enterprise; (9) longing; (10) gem; (11) brotherhood; (12) aid; (13) hut; (14) current; (15) bank.

Allow no marking in the books, either in the way of filling of blanks or in the way of checking the preferred words in the lists.

Pages 23-24. Give practice in turning quickly in the dictionary to the letters of the alphabet. Call a letter, say, "J"; ask the pupil who first finds it to raise his hand. Give other letters, jumping to and fro in the alphabet.

Pages 30-34. Letter writing. Next to making sure that pupils are well grounded in the parts of speech, the teacher's most important task of the month is to present letter writing. Read or rather study the development work on page 31, and follow it closely. Let the class post

office be enjoyed to the full, a class postmaster being appointed, as well as assistants, who examine the mail for errors, and letter carriers, who have keen eyes for incorrectly addressed envelopes. This post-office device will encourage letter writing. Let pupils write all the letters they please, but no incorrect ones (particularly as to letter form) should be allowed by the postmaster to pass.

It seems inadvisable, in the present state of conflicting usage, to follow the greeting of some letters with a comma and of others with a colon. The distinction is, of course, an arbitrary one; it becomes at times a source of embarrassment; and it compels the teaching of two forms where one suffices.

Quiz, No. 3. This test, as well as each test in this course, should not be hurried. A number of lesson periods may often be profitably devoted to it.

1. Write a very short letter to a classmate in which you challenge him to discover a single mistake in what you have written. The letter, therefore, must be perfect in arrangement of parts (that is, in letter form), in punctuation, and in spelling. Can you make it so?

2. Address the envelope for this letter with similar correctness.

3. Turn the declarative sentences into interrogative sentences, and the interrogative sentences into declarative:

a. Our class will win the debate next Friday.

b. Were you late to school this morning?

c. I am going swimming this afternoon.

d. Did you mail my letter?

e. Next Saturday we are going to have a picnic.

November (pages 34-58)

The work on the parts of speech is resumed. In sections 11, 12, etc. (pages 34, 36, etc.), follow the book. You will find thoroughly usable the procedure there observed. Always, however, study each grammar topic carefully before trying to teach it, and perform everything yourself that the book asks the pupil to do. Remember, also, that you are teaching composition as well as grammar. Give attention to the word studies, vocal drills, pronunciation drills, punctuation drills. These

are as important or nearly as important as grammar in preparing the child to deliver his message when he gets into the world's work. Open the windows and let fresh air blow through the schoolroom while the vocal drills are in progress. If any omissions are necessary in the present month's work, a necessity deeply to be regretted, omit sections 14 and 21 (pages 40 and 46).

Page 40. In schools where the "story hour" has been established as a regularly recurring exercise throughout the year, it has been found that pupils soon discover the need of telling their stories well if they are to hold the attention of their classmates. It is suggested, therefore, that the "story hour" be left largely in the pupils' own hands, in order that *the desire to entertain* may be free to vitalize this English work, unhampered by instructions, "suggestions," and other limitations. Gradually this regular entertainment will create a "real situation" to which a club of adults meeting regularly for mutual entertainment through story-telling constitutes actually a true and instructive parallel.

The drill in correct use on page 41 is all-important. Teach it as the book teaches it, making no additions. Those will be made in due time by the textbook itself. Be content if at this time the pupil masters the facts here presented. Do not allow any marking in the book, not even a mere line or dot to indicate the correct verbs in the drill sentences. Such indications would at once rob the exercise, the repeated readings, of all value. The time element may profitably be injected into this as into all the book's drills in correct use. A stop watch is most convenient for timing pupils, but an ordinary watch or even a clock can be used. Read what is said in the Preface of the textbook regarding the significance of the drill in correct use. Note carefully that the present drills are radically different from those in any other textbook. Do you know that difference? See also the time standards tabulated in this manual, page 136.

The correct words for the drill sentences on pages 41-42 are: Sentence (1) lies; (2) sitting; (3) Lie; (4) sit; (5) sit; (6) lies; (7) sits; (8) sits; (9) lies; (10) Lie; (11) Sit; (12) lies, sits.

MODEL RECITATION ON CONJUNCTIONS, PAGES 42-44

The teacher writes on the blackboard, "School was dismissed and the boys went home."

TEACHER. How many statements—that is, how many groups of words that could be sentences—are in this sentence?

CLASS. TWO.

TEACHER. Alice, name one statement.

ALICE. School was dismissed. (TEACHER *writes on the blackboard from dictation.*)

TEACHER. Tom, name the other statement.

TOM. And the boys went home. (TEACHER *writes as before.*)

TEACHER. Do you think that is complete, or does the "and" make you expect something more in the sentence?

CLASS. You expect something more.

TEACHER. How can I make a complete statement out of "and the boys went home"? (*Hands are raised.*) Dora?

DORA. Erase the "and." (TEACHER *erases "and."*)

TEACHER. Something else is needed to show that this is a sentence.

CLASS. Capitalize "the."

TEACHER. In the first sentence on the blackboard, how were those two statements joined into one sentence?

FRED. They were joined by "and."

TEACHER. Who will give me another sentence with two statements joined by "and"?

JOHN. The boys played baseball and the girls looked on and cheered. (TEACHER *writes as before, then has the pupils separate the statements.*)

TEACHER. One kind of work that "and" does, then, is to join or bind together two statements, which would otherwise be separate, into one sentence. "And" is called a conjunction. It is not the only conjunction in the English language, although young people often write as if they thought so. Another conjunction is "but." Who will give me two statements joined by "but"?

ALICE. I looked for the book, but I could not find it. (TEACHER writes this on the blackboard.)

TEACHER. Now use "for" in the same way.

DONALD. I had to do an errand for my mother.

TEACHER. Class, what part of speech is "for" in that sentence?

CLASS. A preposition.

TEACHER. Yes, "for" is a word that can be two different parts of speech, according to the work it does in the sentence. There are many such words. Can no one give a sentence using "for" as a conjunction?

HENRY. The dog barked, for he heard a queer noise.

TEACHER. Good. Now let us have two statements joined by "or."

DORA. Mary has skated on the ice or has skied almost every day this month. (TEACHER writes this on board.)

TEACHER. Has Dora used "or" to connect two statements?

CLASS. Yes.

TEACHER. Tell me the second statement.

ALICE. Has skied almost every day this month.

TEACHER. Name the subject of that sentence.

ALICE. There isn't any.

TEACHER. Yes, Alice, you are right. There is no subject and yet "or" is used as a conjunction. That must mean that conjunctions can join other things besides statements. Let us see. (Writes, "John and James went to town.") What does "and" join this time?

CLASS. "John" and "James."

TEACHER. Yes, but statements or phrases?

CLASS. Two nouns.

TEACHER. (Writes, "John went to town and returned.") What words are connected in this sentence?

DONALD. Two verbs are joined.

TEACHER. Does that look like the same kind of sentence as the one Dora gave me?

CLASS. Yes.

TEACHER. What verbs are joined in her sentence?

LENA. "Skated" and "skied."

TEACHER. Have you given me the complete verb in each case?

LENA. "Has skated" and "has skied" are joined by "or."

TEACHER. (*Writes, "The tall and graceful elm tree we saw."*)
What words are joined in this case?

CLASS. Two adjectives.

TEACHER. (*Writes, "She did it quickly and gracefully."*) Now
what have I joined?

CLASS. Two adverbs.

TEACHER. (*Writes, "They strolled in the fields and in the woods."*)
What have I connected by "and" this time?

CLASS. "Fields" and "in."

TEACHER. Look again. "And" must always join two things that
are alike. Are "fields" and "in" the same part of speech?

HENRY. "Fields" is a noun, and "in" is a preposition.

SALLY. Does it join "fields" and "woods"?

TEACHER. Did I write "They strolled in the fields and woods"?
Why did you leave out the two words following the conjunction?
Doesn't a conjunction usually stand next to the words it joins?

SALLY. Oh, I know! "And" joins "in the fields" with "in the
woods."

TEACHER. That is right. I gave you that time two groups of words
joined by "and." Henry, give me a sentence beginning with two nouns
connected by "and."

HENRY. John and Tom brought their skates to school. (TEACHER
writes on board.)

TEACHER. Betty, what is the subject of that sentence, "John" or
"Tom"?

BETTY. Both are the subject.

TEACHER. Yes. When two nouns (or a noun and a pronoun) joined
by a conjunction are both the subject of the same verb, as in this sen-
tence, we have what is called a "compound subject." Who will give
me another example? Herbert?

HERBERT. John and I carried in the wood.

TEACHER. Yes. [The teacher may ask for another if a further ex-
ample is needed to make the point clear.]

Who will give me a sentence with one subject, but with two predicates? Helen?

HELEN. The dog ran out of his kennel and barked.

TEACHER. What are the two predicates?

HELEN. "Ran out of his kennel" and "barked."

[Another example may be called for if needed.]

TEACHER. In a sentence where there is a single subject for two or more predicates, we have a compound predicate. Class, please repeat after me: "When two or more nouns are the subject of the same verb, we have a compound subject."

CLASS. When two or more nouns . . .

TEACHER. When two or more verbs have the same subject, we have a compound predicate.

CLASS. When two or more verbs . . .

TEACHER. Go to the board, please. [Teacher asks each pupil to make a sentence, assigning to the pupils respectively sentences with statements joined by "and," "but," "or"; sentences with nouns, verbs, adjectives, and adverbs joined by "and," "but," etc. These are corrected by pupils and repeated as many times as necessary for the pupils to grasp the subject.]

Page 44. Writing from dictation. Use the following selection :

"Did you ever hear of the Fountain of Youth," asked Dr. Heidegger, "which Ponce de Leon, the Spanish adventurer, went in search of two or three centuries ago?"

"But did Ponce de Leon ever find it?" said the Widow Wycherly.

"No," answered Dr. Heidegger, "for he never sought it in the right place. The famous Fountain of Youth, if I am rightly informed, is situated in the southern part of the Floridian peninsula, not far from Lake Macaco. Its source is overshadowed by several gigantic magnolias, which, though numberless centuries old, have been kept as fresh as violets by the virtues of this wonderful water."—NATHANIEL HAWTHORNE, "Dr. Heidegger's Experiment"

Save pupils' records in this exercise and pass them on to the eighth-grade teacher, who will use them in connection with the dictation exercise in Jeschke, Potter, and Gillet's Grade Eight, page 35.

Page 46. It is very important for pupils to understand that words may be used as different parts of speech; that we say a word is a noun, for instance, because it is used as a name in a specific sentence, and not necessarily because the word is inherently a noun. To impress this fact upon the pupils a series of exercises similar to the following may be employed.

1. Ten words :

| | | | | |
|---------|---------|-----------|-------|--------|
| account | address | afternoon | alarm | anchor |
| animal | apple | attack | arm | baby |

The teacher may give the class a sentence in which the word *account* is used as a noun; for instance, "The merchant keeps strict *account* of his sales." She may say to the pupils, "Of course, in this sentence *account* is used as a noun. Have you ever heard *account* used in any other way? Try to think of a sentence in which *account* is used, but not as a noun." She has the class listen carefully to the examples offered, one of which may be something like this, "I cannot *account* for his strange behavior." The pupils are to notice not only whether the word *account* has been used as something other than a noun, but also how it has been used. The teacher may then continue, "Here is the word *address*. I might say, 'Will you please *address* this letter for me?' How have I used the word *address* in that question? Try to think of a sentence in which the word *address* might be used as a noun. Can it be used as still another part of speech?"

She continues this procedure for the other words of the group given above. She may say something about the great number of such skillful words that are able to do more than one kind of work in sentences.

2. Ten words :

| | | | | |
|------|-----|--------|-------|--------|
| bank | bat | beam | bend | blush |
| book | box | bridge | brush | butter |

As the next step, the teacher may read sentences in which each of these ten words is used, in one sentence as a noun and in another as some other part of speech. She has the pupils name the way in which the word is used in each case.

3. Twenty words :

| | | | | |
|--------|-------|---------|--------|-------|
| cable | color | command | die | face |
| credit | crowd | deal | effect | crack |
| dress | dust | echo | couple | doom |
| fear | fence | crook | dish | fall |

The teacher may now try an identification exercise, pronouncing each of the twenty words given above and asking, "Is this a word which may be used as more than one part of speech? As what parts of speech may it be used?"

4. Ten words :

| | | | | |
|--------|------|-------|-------|---------|
| finger | fire | fish | flag | fleet |
| flock | fly | frame | flood | gesture |

The teacher may dictate the ten words given above, and the pupils may use the words in sentences in as many ways as possible.

5. Ten words :

| | | | | |
|------|-------|-------|--------|--------|
| fold | glass | grade | gold | guess |
| head | heat | herd | harbor | handle |

The teacher makes sure that the pupils understand the meaning of every word given. She then asks one group of pupils to write sentences using the words as nouns; another group is to use the words differently in sentences. When they have finished writing, the pupils should read their sentences aloud, and the group should criticize the usage.

6. Ten words :

| | | | | |
|------|-------|-------|------|----------|
| hoe | hope | hoard | ink | interest |
| jail | judge | kind | land | lasso |

In this exercise the pupils who used words as nouns may write sentences with the ten words given above as some part of speech other than a noun; the other group may use these words as nouns in sentences. The pupils may exchange their sentences, one group criticizing the usage of the other; the preceding exercise has just provided specific training which should make this criticism very easy.

7. Ninety words :

| | | | | | |
|----------|--------|-------|--------|--------|---------|
| lead | return | sun | mine | speed | trip |
| master | seed | time | part | strain | wheel |
| orange | sleep | visit | prey | tax | wound |
| place | stitch | list | sail | treat | map |
| reply | suit | mind | shop | water | net |
| season | throng | paper | sound | weary | picture |
| silk | veto | point | storm | man | remedy |
| state | link | safe | talk | name | stream |
| study | milk | shoe | trade | pen | signal |
| thread | pain | sort | waste | rain | stand |
| treasure | play | store | lounge | score | strip |
| level | ride | swarm | mob | sign | test |
| mean | ship | tower | price | spy | troop |
| pack | smile | voice | scale | string | wish |
| plain | stone | loaf | shout | tear | work |

Divide the class as for a spelling match, but have the pupils remain at their seats. Pronounce a word and have every pupil write a sentence with it as a noun; when he has finished his first sentence, he is to write another, using the word as some part of speech other than a noun. When he has finished his two sentences, he may raise his hand. The group of which the greater number finish before the others is declared the temporary winner. The sentences are then to be exchanged by the two groups; a few may be read aloud and be criticized by the entire class; the others are to be examined carefully by the pupils who have received them. Mistakes are counted, and the final winner is the group which has the fewer mistakes.

Ninety words have been suggested for this exercise. The teacher may use as many of these as her judgment and the time at her disposal seem to warrant.

If you wish, you may have the pupils give the nouns most nearly like the verbs *sell*, *advise*, *flee*, *offend*, *injure*, *prefer*, and *choose*. They are to understand that although many words can be used for double duty, there are others which cannot be so used. They should realize that the test of a word (as to what part of speech it is) is the way in which it is used in a particular sentence.

Page 47. Notice that the two grammar reviews cover the work from the beginning of the book. Every pupil in the class should be able to answer the questions, carry out the directions, and correct the sentences on this page. Those that fail should at once be singled out for special drills and exercises along the lines of their shortcomings.

The eight sentences and would-be sentences at the bottom of page 47 may be rewritten as follows, all corrections being made:

1. Once upon a time long ago *the pyramids were built.*
2. Can you remember that day and year?
3. Oh, how interesting that story is!
4. *The* longest day in the year comes in June.
5. When is the longest night in the year?
6. *Have* you ever studied *grammar*?
7. I have studied it.
8. Many of the brave discoverers and explorers in the thrilling days after the first voyage of Columbus to America *were Spaniards.*

Pupils may be asked to read repeatedly the eight sentences in the textbook, indicating all errors in sentence form, in capitalization, in punctuation, and in spelling, as they read, and at the same time supplying corrections. The exercise, however, does not lend itself easily (like the drills in correct use) to a speed test. Much depends on how briefly pupils point out and correct errors. A written correction exercise is advised after several oral readings and corrections have been completed.

Section 23, page 48. This is for the teacher rather than for the pupil.

Page 49. Now we are entering upon the more difficult grammar that was presented in a very elementary way in the preceding grade. Do not assume that pupils remember much about this. Teach it as carefully as the book does. If the pupils grasp the points easily and quickly, progress will be rapid; but look out for those pupils that do *not* remember these fundamentals. Give time to them. If they do not master these basic matters, they will never make much progress with the later topics. The introduction on page 49 offers constructive work; it prepares for the analytic lessons on pages 50-51.

Section 3, page 53. Only single paragraphs are wanted, not long compositions—simply an amplification of the headline.

Section 4, page 53. The technical term *subject substantive* may be employed by those who prefer it to the phrase "principal word of the subject."

Page 55. If the class is slow, if you are behind the schedule for the month, omit section 5.

Pages 56–58. The paragraph study here presented constitutes one of the most important topics in the book. If possible, give a week to it. Teach it as the book teaches it. Go slowly. Let the points sink in, one by one. Remember that school is not for bright children only, but for average and below-average children also. This is where the real fun of teaching is to be found; anybody can teach bright children. Therefore, see that *the entire class* grasp the idea of the paragraph. The heart of the whole matter is to be found in the four questions at the bottom of page 57. If there is time and it seems best to do it (as it probably will), go over the entire ground anew with one or more of the eight numbered topics on page 58. Learn the real difficulties of the subject before teaching it, by doing, yourself, the work of the project on page 57 as directed on page 57. This is a good rule for teachers to follow in all their language and grammar teaching. Please re-read from time to time, and particularly now, the Introduction to the present manual, pages 1–61.

The technical term *indention* may be used to name this "notch" in the first line of every paragraph. The term may be related to *dent in*—every paragraph being *dented in* at its beginning.

For the present purpose the paragraph consisting of but a single sentence may be disregarded.

If an exchange of letters with the pupils of a school in another town or city prove impracticable, arrangements may be made with a school in the same city or county; or the class may be divided—possibly the boys as a group exchanging letters with the girls as a group, each group preparing their letters alone, in order that the reality of the correspondence may not be lessened. In this case the list on page 58 will be found to offer suitable subjects.

The pupils' attention should be called, by means of proper questions, to the absurdity of any haphazard order, in order that the need of a logical arrangement may become evident. A natural motive will thus be supplied for the study of the outline and the paragraph. The possibility of different arrangements of the same material, all equally good, should be shown the pupils.

The eight numbered topics (large and extensive for the purposes of paragraph study as here conducted) may be narrowed, made more definite, and made more personal. Pupils may be given practice in such work. Thus, topic 1 may be limited to become one of the following :

1. A Fourth-of-July Celebration that nearly Ended in an Accident.
2. A Fourth-of-July Celebration without Fireworks.
3. My Mother's Own Fourth-of-July Celebration.
4. Why we have a Fourth-of-July Celebration.
5. Three Ways of Improving Fourth-of-July Celebrations.

Quiz, No. 4. 1. How many paragraphs might you have in a short talk on each of the following subjects ?

- a.* My Three Friends, Tom, Lucy, and Dorothy.
- b.* Dogs and Cats as Pets.
- c.* North-Pole and South-Pole Expeditions.
- d.* Sailboat or Motor Boat—Which for a Summer Vacation ?
- e.* The Seasons of the Year.

2. Think of a subject that you would speak of in two paragraphs if you were giving a talk ; in three paragraphs.

3. Which of the following groups of words are sentences ?

- a.* Did it rain here yesterday ?
- b.* Who lives there ?
- c.* Come again.
- d.* The blue sky and the bright sunshine.
- e.* A great ship in the harbor.
- f.* Newsboys at the crowded street corner.
- g.* See the sea gull.
- h.* On a rocky coast.

4. Make sentences of those groups of words above that are not sentences. What did you add—a subject, a predicate, or both?

Quiz, No. 5. 1. Can you use each of the following words as the principal word of the subject in a sentence of your own? Use modifiers if you wish.

| | | | | |
|-------|----------|-----------|-------|--------|
| uncle | building | newspaper | light | motion |
| desk | sidewalk | trouble | river | line |

2. Fill in the blanks to make complete sentences. Tell, in each case, whether you have supplied a subject or a predicate.

- a. — laid four eggs.
- b. — fell off a ladder.
- c. The little girl who lives next door —.
- d. — made me some fudge.
- e. Our whole family —.

3. In the preceding sentences draw a vertical line between the subject and the predicate. Draw a line under the principal word of the subject.

4. Draw a vertical line between the subject and the predicate in each of the sentences given below. Draw a line under the principal word of the subject.

- a. The runaway horse ran into a fence.
- b. Our whole family spent Thanksgiving at Grandmother's house.
- c. The postman was late on Christmas eve.
- d. Our old Ford is being repaired.
- e. The beautiful elm in front of our house had to be cut down.

At the end of each phase of discussion in the textbook there is an excellent opportunity for the teacher to correlate language work with that in the other subjects of the curriculum. It is a good thing for the pupils to realize that what they are learning in English is applicable to the reading matter of their other subjects also. Accordingly, the teacher may ask the children to bring their readers, or their history, civics, or geography textbooks, to be used as the basis for additional drill in language.

For instance, when the section on Subject and Predicate has been studied, the pupils may bring their civics textbooks. They may open the books to any page and may pick out a few examples of subjects and predicates. They are then ready for the exercises.

EXERCISES WITH TEXTBOOKS IN OTHER SUBJECTS

1. Half of the class may close their books. The others may turn to a page of the text. Each of the pupils with open books should read aloud from the page, reading only part of a sentence and saying, "This is the subject of the sentence." The others who have their books open should watch carefully to see that the reader has made no mistake in his choice. The group with books closed should try to make a complete sentence when the subject has been given, and the whole class should watch to see that the result is a satisfactory sentence. The same sort of procedure may be used with the predicates of a number of sentences, the pupils with books closed trying to provide subjects for the predicates.

The advantage of such an exercise is that the judgment of every pupil is being employed at all times. The pupil reading must make a correct choice of subject or predicate; the others of his group must judge for themselves so that they may know whether or not his choice is correct; the group trying to complete the sentences must first comprehend the subject (or predicate, as the case may be) as a related group of words and then in completing the sentences must exercise their *sentence sense*. At the same time, the pupils listening to them are exercising *their* sentence sense, for they must judge whether or not the resulting sentence is satisfactory.

2. The class may change sides; that is, those who have had their books closed may open them. One of the group with books open may read aloud to the group with books closed. Those with books closed are to name the subject and the predicate of each sentence as it is read; the reader and the others of his group are to act as critics. This procedure may be continued until every pupil in the group with open books has read one or more sentences.

For the preceding exercises the children may bring any textbooks which they are using in their other classes, but the following selections indicate the sort of material the simpler sentences of which might be considered suitable:

The most famous statue in the world is located in the United States. It is the statue of a woman, so huge that a broad staircase extends into her outstretched arm. People who live thousands of miles away have heard of this statue, and speak its name almost with reverence. How does it happen that so many people who have never been in America know about this statue? Not because it is the largest in the world, but because the bronze figure is that of a goddess who holds aloft in her right hand the great torch of Liberty.—GRACE A. TURKINGTON, "My Country" (chap. iii, *America and Liberty*, pages 37-38)

Did you ever hear of a mountain of silver? That is what Mount Potosi is often called, for not even the treasures found by Aladdin in his wonderful cave equal the riches hidden within its rocky slopes. Millions and even billions of dollars' worth of silver have been taken from it, until the mountain has been turned almost inside out. It is said that there are more than six thousand abandoned mines on its slopes besides those that are being worked to-day. Now that a railroad connects Potosi with the seacoast, thus lessening the cost of shipping the metal, it is probable that some of these abandoned mines will be reopened and the mineral output greatly increased.

Silver and tin are the two minerals which are found most largely in the mountain. In early days the miners, not knowing the value of the tin, worked the mines for the silver only. As the workings become deeper it has been discovered that the amount of tin is greater than that of silver. The latter is still obtained in quantities large enough to pay the expenses of mining, so that the profits of the mining companies come from the tin which is obtained.

Let us go up on the mountain and see how the mining is carried on. We may visit if we choose an up-to-date mine with elevators, cars, electric lights, and modern smelters for crushing the ore and separating the metal. If we prefer, we may see one where the Indians are working just as they did three or four hundred years ago, crawling in through the small opening on their hands and knees, digging up the rock with pickaxes, bringing it out of the mine in sacks on their back, and pounding it by hand to break up the ore. The miners wear thick knitted caps to protect their heads from falling stones, and leather pads over their knees. Those that carry the ore out of the mine wear a heavy leather apron on their backs.—NELLIE B. ALLEN,

"South America" (Geographical and Industrial Studies) (chap. xvi, Bolivia—Its Mines and its People, pages 287-288)

NOTE. If the teacher notices sentences which she thinks are too difficult at this stage of the study, she may have the pupils omit these.

December (pages 58-80)

Now (page 58) we are beginning grammar of some difficulty. Sections 8 and 10 are important. Notice how section 9 provides a composition use for the grammar just learned. Incidentally, it reviews that grammar. Do not slight these correlations.

Page 62. Drill in correct use. The correct phrases for the seven drill sentences on page 62 are: Sentence (1) There are; (2) There are; (3) There is; (4) There are; (5) There are; (6) There are; (7) There is.

Page 65. Drill in correct use. If you think that you do not grasp the real significance of this drill, which is an exclusive feature of the present book,—a long step forward in the technique of language and grammar teaching,—read the Preface of the textbook once more, where it is explained. Besides, talk it over with other teachers. Best of all, try it on yourself. Return to pages 1-2 of the textbook and try that drill on yourself, timing yourself accurately. Does practice improve your record appreciably with these sentences?

The correct words for the sentences in the first drill on page 65 are: Sentence (1) are; (2) are; (3) are; (4) is; (5) are; (6) were; (7) were; (8) were; (9) is; (10) are.

The correct words for the drill sentences on pages 65-66 are: Sentence (1) sitting; (2) Sit, did; (3) lying; (4) sitting, lying; (5) gone; (6) came, gone; (7) rung, done; (8) saw, drunk; (9) done; (10) sung.

Page 66. Re-read what was said, under September in this manual, about "Vocal Drill" and "Words Sometimes Mispronounced." These drills might be given five or more minutes every other day.

Page 67. Omit section 14, if necessary; but remember that the book should be followed page after page as it is written, unless strong special reasons justify without a doubt deviations or omissions.

Section 15, page 67. Needless to say, this is an important topic. In no other way can stringy sentences be driven from the pupil's speech than by the kind of practice here suggested. No amount of preaching or scolding will have the slightest effect; but these drills will finally produce the results desired.

Page 69. Section 16 offers the third punctuation practice in the book. Several lesson periods may profitably be devoted to this section. Keep pupils' records, for these will add interest to the work, as month follows month. Use the following selection, or an anecdote from, say, the *American Boy* for the dictation exercise:

With Columbus and Vespucci we must rank a third mariner, Ferdinand Magellan, a Portuguese in the service of the king of Spain. In September, 1519, Magellan with five ships and about three hundred men started on what proved to be perhaps the most romantic voyage in history. Reaching the Brazilian coast, he made his way south and entered the narrow straits at the extremity of South America. A stormy passage of five weeks brought him out on the calm waters of an ocean to which, in grateful relief, he gave the name "Pacific." Magellan met worse trials than storms, however, when he put out into the Pacific. Week after week he sailed westward, little dreaming that he had embarked on waters which cover nearly half the globe. Hunger grew to starvation, thirst to madness. Magellan himself was killed in a fight with the natives of the Philippine Islands, but his ship *Victoria* continued the voyage and reached Lisbon with a crew of eighteen "ghost-like men," September 6, 1522.—DAVID S. MUZZEY, "An American History"

Notice the abundance of sentences in the grammar review. There are enough here to enable teachers to make sure that pupils have mastered the subject of the chapter.

Section 18 is for the teacher rather than for the pupil.

Pages 72-80 present the linking verb and the predicate word. Study these pages; try the exercises on yourself before teaching these subjects. Follow the development work of the book closely. Rely on the book to guide you in your teaching. Notice that this is a very practical chapter. The grammar leads directly to correct use. There are important drills on pages 79 and 80, and others on the same subject follow in the January assignment.

Page 78. Substitutes for the overworked word *good*: Sentence (1) delicious, appetizing, wholesome; (2) healthy, clear; (3) obedient, courteous, amiable, lovable; (4) kind, just, generous; (5) faithful, alert, dependable; (6) accurate, satisfactory, reliable; (7) well tempered, well made; (8) suitable, excellent, satisfactory; (9) agreeable, pleasant, suitable; (10) delicious, juicy, tasty, welcome, acceptable, refreshing.

Pages 78-79. Substitutes for the overworked words *sweet*, *great*, *fine*, etc.: Sentence (1) pretty, wholesome, attractive, modest; (2) pleasant, dulcet, agreeable, delightful; (3) fragrant, pleasant; (4) nutritious, wholesome, well cooked, appetizing; (5) interesting, exciting, thrilling, dramatic, artistic; (6) picturesque, artistic, beautiful, impressive; (7) delicious, rich, luscious; (8) warm, tonic, soft, agreeable, pleasant; (9) beautiful, tuneful, pleasant; (10) agreeable, sweet, aromatic; (11) well made, well built, well designed, excellent, reliable, powerful, attractive, commodious, satisfactory.

Page 79. Substitutes for the exaggerated expressions *awful*, *terrible*, etc.: Sentence (1) inexcusable, unrefined, unbearable, outrageous; (2) ugly, unbecoming, old-fashioned, unbeautiful; (3) severe, unusual, exceptional; (4) awkward, ungainly, unattractive, ungraceful; (5) noisy, cheap, rattly; (6) blinding, severe, painful, unendurable; (7) noisy, disagreeable, irritating; (8) clumsy, poor, unreliable, unsatisfactory; (9) weak, inexpert, awkward, disappointing; (10) unpleasant; (11) poor, cheap, unsatisfactory, unbeautiful, poorly played; (12) inexpert, amateurish, laughable, unsatisfactory; (13) unbearable, disagreeable, foul, unhealthful, inexcusable; (14) unattractive, unbecoming, outlandish, old-fashioned; (15) (an) untidy sight, an unpleasant picture, in inexcusable disorder.

Pupils should be encouraged to use the large dictionary in preparing for these drills. A book of synonyms would be useful in the classroom. Preparatory study for each drill is recommended. Each drill has, of course, two aspects, both to be stressed: (1) to find suitable words, adding them to one's stock of words, and (2) to use them quickly and easily (speed).

Page 80. Slang. The best way to overcome the use of slang is to

cultivate a large vocabulary. See *GN 9*, page 44 of this manual. The following improved sentences are suggested for those on page 80:

1. They are an untrustworthy band (a dishonest group, an undesirable lot or company).
2. He thinks he is very important (that everything depends on him, that without him nothing can be done).
3. You are not the only person that counts (not the only human being of worth or consequence).
4. That story is an interesting one (an entertaining, witty, novel, comical, laughable one, an exceptional hit, a stroke of success).
5. The salesman was skillful at making friends (expert or experienced at meeting different kinds of people).
6. George was a likable boy (a popular, reliable, honorable lad).
7. Who's the loser (the one to be blamed, the one who will suffer for this)?
8. That is a likely chance (a strong probability, a certainty).
9. He's a weak fellow (a small-minded person, an unimportant factor).
10. She's a pretty girl (an attractive young lady, a likable person, a lovable personality).
11. He's a promising young man (a likely boy, a capable youth, a popular fellow).

It is evident that the first eighty pages of the book are to be covered between the opening of school in September and the Christmas holidays. It is hoped that conditions in each school using the book are such as to make this assignment easily possible without any of the omissions permitted and noted in passing, and without undue haste. Indeed, some teachers, particularly if they are lucky enough to have classes whose progress is not retarded by the presence of dull children, will finish the eighty pages designated well before Christmas. These may now (1) review the Introduction in the textbook (pages 1-6), encouraging pupils to make new records, and (2) proceed with the January assignment. There is no harm in getting well into January work before Christmas if the assigned December work has been well done. Thoroughness is always more important in these lessons than speed; but no good can come from going more slowly than necessary.

Quiz, No. 6. 1. Rewrite the following sentences so that the entire subject will precede the entire predicate :

- a.* Can you go with me?
- b.* Why can you not go?
- c.* Behind the house is our garage.
- d.* Under the chair we found little James.
- e.* Into the street went the piper and the children.

2. Which of the following sentences are simple sentences?

- a.* I saw Jane on her way to the drug store.
- b.* We like ice cream, but Jane does not.
- c.* Father and Mother took me to the zoölogical gardens.
- d.* Father drove us in the automobile.
- e.* There are many fine animals, but I like the lion best of all.

3. Underline the principal word of the predicate in each of the preceding sentences.

4. Select from the following list of words those which could be principal words of subjects ; those which could be principal words in predicates. Make sentences, using each word as you think it should be used.

| | | | | |
|-------|-------|-----|-------|-------|
| paper | blew | jam | looks | trees |
| fell | grass | was | map | were |

5. Rewrite your sentences, if necessary, so that at least part of the predicate will come before the entire subject.

6. Copy the following, putting capitals and marks of punctuation wherever they are needed :

that bird you see there with green plumage and a red head is a woodpecker it has several different cries if it is going to rain it says plieu plieu in a long-drawn and plaintive tone when at work in order to keep up its spirits it every now and then gives a harsh cry tiackackah tiackackah so that the whole forest echoes with it in the nesting season it gives a quick teo teo teo just like what you heard a moment ago.—FABRE, "Animal Life in Field and Garden"

7. Give three words or groups of words that might be used as subjects of sentences.

8. Add a predicate to each of your subjects.
9. Give three sentences, each containing the eight kinds of words that are called the parts of speech.
10. Give two sentences containing each a compound subject ; each a compound predicate.

Quiz, No. 7. 1. Give the part of speech of each word in the following sentences :

- a.* John and his father are at the ball game.
- b.* That rose on the desk was beautiful.
- c.* He came to school early and he left late.
- d.* We have had a very bad snowstorm to-day.
- e.* Jane was singing and playing the piano.

2. In the preceding sentences draw a line under the principal word of the subject ; draw two lines under the principal word of the predicate.

3. What noun or nouns does each pronoun stand for ?
4. What noun or pronoun does each adjective modify ?
5. What verb, adjective, or adverb does each adverb modify ?
6. What is the object of each preposition ?
7. What words or groups of words does each conjunction connect ?
8. Point out the compound subjects, compound predicates, compound sentences.

STANDARDS OF ATTAINMENT FOR SEPTEMBER-DECEMBER

Grammar. Pupils should now know the simple sentence, its division into subject and predicate, and the parts of speech ; also the linking verb and the predicate noun, pronoun, or adjective.

Composition. Pupils should be able to write a friendly letter and its envelope in correct form, to make a simple outline and follow it in writing a composition, to outline a given easy selection, and to give a short talk before the class, using few *and's*. Their paragraphing should be fair. Correct paragraphing, however, is a matter learned only with long practice. Children should know the correct use of *seen*,

went, drunk, rung, and should make few mistakes in employing these words. Periods, question marks, and capital letters should be correctly placed.

Quiz, No. 8. Not what the pupil has memorized from the textbook in the way of rules and definitions is what counts, but what he can *do* in the way of the correct and effective *use* of this knowledge as shown by his speaking and writing. Several lesson periods may be used for the test.

1. Give a sentence containing three well-chosen adjectives; three well-chosen adverbs; a noun in the subject and a noun in the predicate.

2. Write a very short letter but without a single mistake. Address it to a classmate. Tell what you have been doing lately in the way of outdoor fun. The test is to see whether you can write a letter that will be correct in every particular.

3. In short, clear-cut sentences, without a single *and, so, or then*, explain why it is cold in winter in the northern part of the United States. You may have to study the reasons as given in your geography before you try to explain them to the class.

4. Use each of the following words in a sentence, first as a verb, then as a noun :

| | | | |
|------|------|-------|-------|
| walk | run | arm | stamp |
| talk | foot | elbow | mail |

5. Use correctly, in two sentences, each of the following words :

| | | | |
|------|-----|------|------|
| lay | sit | whom | gone |
| laid | set | seen | went |

Quiz, No. 9. 1. Draw a vertical line between the subject and the predicate. Draw a line under the principal word of the subject; draw two lines under the verb, that is, the principal word of the predicate.

- a. Frank's brother has picked three bushels of apples.
- b. All the trees in the orchard were sprayed.
- c. Those big red apples taste good.
- d. We shall have apple sauce for dinner.
- e. The fresh apple sauce is good for us all.

2. Supply the principal word in the subject and the verb, or principal word in the predicate.

- a. Early in the morning — —.
- b. Six — — together.
- c. The beautiful — — full of blossoms.
- d. The sparkling — — inviting.
- e. — — in bathing?

3. Use any five of the words at the bottom of page 74, each as the principal word in the subject of a sentence.

4. Use the same five words, each as the principal word in the predicate of a sentence.

NOTE. The teacher is advised to use only those tests supplied in the manual that are needed to test the class. Perhaps none are needed. In fact, this entire manual may be disregarded by teachers who desire to use the textbook in their own way. The manual is not compulsory; it is altogether optional. It aims to help teachers, not to impose on them.

January (pages 81-105)

Begin the month's work with section 8 on page 85. If pupils have undue difficulty selecting the correct predicate adjectives or pronouns, return at once to pages 73-77 for a thorough review. Or, put only the backward pupils through such a review, while those not needing it may work on the project on page 81 and the project on page 83. If the entire class is very much behind, omit sections 5, 6, and 12 (which omissions, like all others, would be most regrettable) and concentrate on the grammar sections of Chapter Four.

Page 84. The following sentences from a preliminary statement regarding the proposed revision of the English syllabus in the state of New York may prove valuable in this connection: "It will be found that comparatively few students are capable of detecting during one reading the various kinds of errors that creep into their compositions. On the other hand it will be found that a student who reads over his composition with the view of discovering some particular kind of error seldom fails to find all the errors of that particular kind." This means of course that the first question in this and other group exercises

should be disposed of before the second is asked, the second completely answered before the third is taken up, and so on to the end of the list. In oral work it is suggested that the class be sometimes divided into sections or committees, each to look for a specific error.

A parsing exercise may be useful as a means of fixing in the pupils' minds the new terms introduced on pages 74 and 76 (*predicate word* and *linking verb*).

The sentences may be parsed as follows :

1. The old doctor was a good man.

old is an adjective, used to modify the noun *doctor*.

doctor is a noun; it is used as the subject of the linking verb *was*.

was is a linking verb.

good is an adjective, used to modify the noun *man*.

man is a noun; it is used as a predicate word after the linking verb *was*.

2. He looked kind and thoughtful.

He is a pronoun; it is used as the subject of the linking verb *looked*.

looked is a linking verb.

kind is an adjective, used as a predicate word to modify the pronoun *he*.

and is a conjunction; it connects the two adjectives *kind* and *thoughtful*, both used as predicate words to modify the pronoun *he*.

thoughtful is an adjective, used as a predicate word to modify the pronoun *he*.

3. He seemed a happy man.

He is a pronoun; it is used as the subject of the linking verb *seemed*.

seemed is a linking verb.

happy is an adjective, used to modify the noun *man*.

man is a noun; it is used as a predicate word after the linking verb *seemed*.

4. His friends were all kinds of people.

(*His* may be omitted, as the use of the possessive has not yet been treated.)

friends is a noun; it is used as the subject of the linking verb *were*.

were is a linking verb.

all is an adjective, used to modify the noun *kinds*.

kinds is a noun; it is used as the predicate word after the linking verb *were*.

of is a preposition; its object is the noun *people*.

people is a noun; it is used as the object of the preposition *of*.

5. Their song in church sounded most pleasant.

(*Their* may be omitted.)

song is a noun; it is used as the subject of the linking verb *sounded*.

in is a preposition; its object is the noun *church*.

church is a noun; it is used as the object of the preposition *in*.

sounded is a linking verb.

most is an adverb; it modifies the adjective *pleasant*.

pleasant is an adjective, used as a predicate word after the linking verb *sounded*.

Pages 85–86. The correct words for the two groups of drill sentences on these pages are: Sentence (1) I; (2) he, she, I; (3) she, he; (4) we, they; (5) he, she; (6) I; (7) sweet, beautiful; (8) unhappy; (9) bitter; (10) pleasant; (11) strong, bright; (12) I, sick.

Sentence (1) are, seen; (2) Sit, did; (3) gone, done; (4) come; (5) sit; (6) seen, lying; (7) sung; (8) saw, lying; (9) did, sitting; (10) I, saw, did; (11) saw, beautiful; (12) lies, saw.

Page 86. Vocal drill and pronunciation drill are of the greatest practical importance. Not to pronounce correctly the words that every truly educated person does pronounce correctly is a serious fault, one that is noticed instantly. Not to speak loud enough or distinctly, to have a nasal utterance and other faults—the handicap is evident. Practice, practice, and practice, along the lines marked out in the book; this will work wonders. A few minutes every day can easily be devoted to it; if not, then every other day. Posture should be stressed during vocal drills. In cases of very bad posture the physical-training teacher should be requested to render unobtrusive aid.

Page 87. Derivation of words. Teachers planning to introduce pupils to the study of word building may wish to utilize the following tabulation of selected prefixes, suffixes, and word stems, together with illustrative words:

PREFIXES

ante, *before*: antecedent, antedate, antemeridian, antenuptial, anteroom, antetemple

anti, *against*: anti-American, antichristian, antidote, antipathy, antipodes, antiseptic, antitoxin

ex, e, out, from: excerpt, exclude, exile, exit, exhale, expatriate, eject, eliminate, evict
in, il, im, ir, not: inanimate, illegal, impartial, irresponsible, irregular
inter, between: international, interstate, interurban
post, after: postpone, postscript, postmeridian
pre, before: preliminary, prediction, prevision, preface, prehistoric
sub, under: subcellar, subconscious, subnormal, submarine, subordinate
super, over: superstructure, superintendent, superman, superlative

SUFFIXES

able, that can be: tillable, readable, agreeable, acceptable, understandable, fathomable
ful, full of: armful, doubtful, faithful, hopeful, mouthful
less, without: faithless, hopeless, pathless, treeless, cloudless
like, ly, like: manlike, manly, womanly, kindly, friendly, springlike, catlike, flowerlike
ward, direction: homeward, upward, backward, leeward, seaward, inward, outward

STEMS

ag, act, do: agent, agitator, agility
cap, head: cap, cape, capital, capstone, capsheaf, captain
duc, lead: duct, ductile, conductor, introduce, reduce, produce
fact, fect, do, make: manufacture, effect, benefactor, malefactor
fid, faith, trust: fidelity, confide, confidant
ject, throw: inject, project, dejection, interjection
liber, free: liberal, liberality, liberty
loc, place: location, localize, locality, locomotion
mit, mis, send: transmit, remit, permit, missionary
pan, all: Pan-American, panacea, pantheon, pantheism, pantomime
ped, foot: pedestrian, pedestal, biped, quadruped, centipede
pend, hang: pendant, dependent, pendulous, pendulum, appendix
scrib, script, write: scribble, manuscript, postscript, description, prescribe, scribe, script
spec, spic, look: spectacle, conspicuous, spectator, inspector
sta, stat, stant, stand: statue, stable, constant, establish, stationary
tract, draw: tractor, subtract, extract, detract, retract, protract
viv, live: vivid, vivacious, revive, revival, survive, survival, vivisection

Study the textbook's inductive approach to the idea of a verb's having an object. Make sure that pupils understand the definition on page 88. That is the test of the matter: whether they *understand* the definition, *not* whether they can recite it from memory. Do not ask pupils to memorize definitions.

If parsing seems desirable, the sentences on page 88 offer an excellent opportunity for an exercise of this kind. Examples are as follows:

1. Susan has brought the books from the library.

Susan is a noun; it is used as the subject of the verb phrase *has brought*.
has brought is a verb phrase.

books is a noun; it is used as the object of the verb phrase *has brought*.

from is a preposition; its object is the noun *library*.

library is a noun; it is used as the object of the preposition *from*.

2. Then those excited boys took some photographs of streets and skyscrapers.

Then is an adverb; it modifies the verb *took*.

those is an adjective, used to modify the noun *boys*.

excited is an adjective, used to modify the noun *boys*.

boys is a noun; it is used as the subject of the verb *took*.

took is a verb.

some is an adjective, used to modify the noun *photographs*.

photographs is a noun; it is used as the object of the verb *took*.

of is a preposition; its objects are the nouns *streets* and *skyscrapers*.

streets is a noun; it is used as the object of the preposition *of*.

and is a conjunction; it connects the nouns *streets* and *skyscrapers*, both of which are objects of the preposition *of*.

3. We photographed a crowd of people in front of the Tribune Building.

We is a pronoun; it is used as the subject of the verb *photographed*.

photographed is a verb.

crowd is a noun; it is used as the object of the verb *photographed*.

of is a preposition; its object is the noun *people*.

people is a noun; it is used as the object of the preposition *of*.

in is a preposition; its object is the noun *front*.

front is a noun; it is used as the object of the preposition *in*.

of is a preposition; its object is the noun *Building*.

Tribune is an adjective, used to modify the noun *Building*.

Building is a noun; it is used as the object of the preposition *of*.

The review on pages 90-92—fifty sentences all together—should give every pupil in the class a chance to make sure that he knows the grammar of the last two chapters studied. It should clinch the knowledge gained during the last two months. So much mastered, the rest will be easier.

Page 93. Section 15 is of course important. Slur no punctuation exercises. Correct punctuation is as important in written work as correct pronunciation in oral work. Let the children's enjoyment of humor help to motivate exercise 3 on page 93.

It is not unlikely that many pupils will find it difficult at first to make sentences such as are called for by rule 27. Pupils should be allowed to imitate *very closely* the sentences in the book; or exercise 2 may be omitted.

Section 16, page 94. This is the first of more than a dozen tests in applied grammar. Read what the Preface of the textbook has to say about them. Notice that this test consists of two parts: (1) an exercise in detecting and correcting errors; (2) a drill in correct use. *Never* omit either of these two parts; *both* are necessary for the attainment of the correct-use goal that the test has in mind. The drill in correct use, like every such drill in the book, may be motivated by means of the time element. Who can read the sentences aloud correctly, distinctly, and without time-losing hesitation? That is the question. After practice, who has made the largest gain in reducing his time record? The time records of one class should be saved to serve as a provisional standard for the time records of other classes. They should be compared with the provisional standards tabulated in the back of the present manual (see page 136).

The tests in applied grammar will doubtless recall to the minds of some teachers the old question of whether "false syntax" should be placed before the child. Although the present tests are radically different from the old-style correction exercises that gave rise to that old question, still the resemblance is close enough to remind one of it. A word of warning, therefore, seems called for in this connection.

The Jeschke, Potter, and Gillet series offers the solution to an old question that was never settled; that was simply dropped because

no satisfactory settlement was ever proposed. No educational authority expressed himself either favorably or unfavorably on the matter of whether "false syntax" should be put before the pupil.

Teachers were puzzled what to say. Some said Yes; some said No. Both were half right; both were half wrong.

On the one hand, *it is true* that confusion often results from asking the child to correct bad grammar. When he gets through with the correction and the discussion of it, he often does not clearly know after all which is the correct, which the incorrect, form. Consequently, there seems at first blush to be some ground for hesitancy in accepting "false syntax" exercises.

On the other hand, the following facts must be kept in mind:

1. "False syntax" is already before the child, unless the child is kept in a glass box and fed by a grammarian. "Don't put false syntax before the child" is equivalent in this world of ungrammatical English to saying, "Don't send the child to the grocery; don't let him play with other boys and girls; don't send him to school." These "false syntax" germs are in the air, everywhere; there is no escaping them. Inoculation is the only safety.

2. "False syntax" is unavoidably put before the child in the following unavoidable instances:

a. During class correction of compositions (a most valuable exercise).

b. During explanations of correct forms. These explanations cannot be made real and valuable to the child without reference to the incorrect forms. "Say, *have seen*; NOT, *have saw*."

c. In the filling-of-blanks exercise to be found in all language books.

d. In the selecting-the-correct-forms exercises to be found in all grammars.

It is clear that "false syntax" is before the child in school and out of school. What to do?

That is exactly what no one has known: *what to do*! That is exactly what the ordinary grammars do not know: *what to do*! Therefore, they do nothing. How, then, does the Jeschke, Potter, and Gillet series solve the long-standing puzzle (see pages 159, 203-204)?

Jeschke, Potter, and Gillet's Grades Seven and Eight provide the following solution:

1. The "Test in Applied Grammar" concerns itself with *common errors* only, the kind the child is sure to have heard or to hear.

2. It supplies sentences from which such errors are to be eliminated and motivates this work by making a problem of it (Dewey: problem motivation); gives the *number* of errors to be detected and eliminated. "Can you find them all?"

3. It brands each error as an *error*.

4. Unlike the old "false syntax" exercise, it is fully aware of the futility of such branding *without* the simultaneous formation of a corresponding habit in correct use. It admits that confusion will often result from correction exercises (of *any* sort) if no appropriate drills are added to complete the correction exercises.

5. It realizes that the only habit that will function to the effectual destruction of the error is a habit that automatically will bring the correct form to the child's mind and tongue whenever he hears the incorrect one. He hears *have saw* in the bakery, on the playground, at Sunday school; instantly his mental response should be *have seen* (Thorndike: stimulus—response).

6. It realizes that the mere repetition of correct forms (as, reading sentences containing these correct forms) "loses itself in monotony." Nothing comes of it.

7. It offers, there, a *new sort* of drill in correct use to *complete* the critical correction work which is the first half of the "Test in Applied Grammar."

8. It motivates this drill in correct use by adding the speed element.

In this way, then, the old dilemma of "false syntax" is at last solved. Jeschke, Potter, and Gillet's Grades Seven and Eight offer the solution—the first solution, the only solution.

For the convenience of busy teachers the twenty sentences on page 94 are here given with errors corrected:

1. The roses in that beautiful garden smelled very *sweet* indeed.
2. The girl smiled sweetly at her grandmother.
3. But she did not smile sweetly when the medicine tasted *bitter*.

4. He complained bitterly of the treatment he had received.
5. I looked and saw that it was *he*.
6. That is *he*. Yes, that is *he*.
7. "How beautifully she sings," they exclaimed.
8. "How *beautiful* the music sounds," she said.
9. The child called, "He can see you and *me*."
10. Is that you? Yes, it's *I*.
11. The rich velvet felt *soft* to her fingers.
12. It looked *beautiful* when the sun shone on it.
13. The weather continued *fine* and *satisfactory*.
14. Give the book to him and *me*.
15. Did you see him and *me*? Yes, that was *we*.
16. The bell is calling her and *me* to school.
17. The book appeared old and worn.
18. Violets smell *sweet* in the spring.
19. She sings pleasantly and plays well.
20. To John and *me* the man appeared *unreliable*.

Pages 96-105 should cause pupils no difficulty if the preceding four chapters of the book have been mastered. These pages, however, should be carefully studied by the teacher before presenting them to the class. A wise rule for the teacher is: Do the work of each exercise yourself before teaching it. For instance, spend some time out of school on the substitution drill on page 99. Try the drill in correct use at the bottom of page 99 on a number of adult friends. The time records of children will, of course, be not nearly so good (the time so short) as those of adults. A stop watch, the best timepiece for determining such records accurately, can be obtained for about three dollars from any reliable dealer in sporting goods. Let the class coöperate with the teacher in timing pupils and tabulating scores. Let the spirit of good sportsmanship prevail in these contests. For synonyms of *fine*, *good*, *great*, *awful*, see the suggestions given in this time-table for the sentences on pages 78-79 of the textbook.

If the class is hard pressed to finish the month's assignment, one or two of sections 5, 6, and 7 on pages 102-105 may be omitted; but neither now nor at any other time during the year may omissions be made except for the most urgent of reasons. Every section of the book

has something valuable to offer that is not supplied by other sections. The book is intended to be used and taught as written, though it is of course understood that special conditions and circumstances sometimes amply justify omissions or modifications.

Quiz, No. 10. 1. Add a predicate word to each of the groups below in which it is needed to make a complete sentence :

- a.* The children will be.
- b.* Those bananas taste.
- c.* The automobile stopped.
- d.* The lights flashed.
- e.* It was.
- f.* The old man seemed.

2. What part of speech did you add as predicate word in each sentence above?

3. Pick out predicate words in two of the following sentences, and tell what part of speech each is. Draw a line under the subject which it describes ; draw two lines under the verb which links the predicate word and the subject ; if the verb is not a linking verb, draw three lines under its object ; draw four lines under an adverb modifying a verb.

- a.* I gave a book to Ellen.
- b.* He ran quickly.
- c.* It was she.
- d.* Grandmother always looks happy.
- e.* I'll come soon.

4. Choose the adjective or the adverb, whichever is correct :

- a.* Did you sleep (*good, well*) ?
- b.* Mother seems (*happy, happily*).
- c.* You're doing (*fine, finely*).
- d.* The car rides (*easy, easily*).
- e.* Their voices sound (*soft, softly*).

5. Add an object to each of the following groups if it is needed to make a complete sentence :

- a. Mother made.
- b. The fish swam.
- c. Alice threw.
- d. The children upset.
- e. The children cried.
- f. The boy broke.

Quiz, No. 11. 1. Ask questions containing the verbs *is, feel, seem, sound, smell, taste, appear*, followed by adjectives.

2. Change your preceding questions to statements.

February (pages 105-127)

No serious grammatical difficulty presents itself in this month's work until we reach page 108,—irregular comparisons. These irregular forms should be memorized; then the game at the bottom of page 108 should be played frequently, in order that the forms of comparison of various common adjectives may be thoroughly mastered.

Pages 112-117 are important for correct use. These are very practical pages. They deserve the pupil's most careful attention. The drill in correct use on page 117 should receive the time of several lesson periods. The correct word for exercises 2 and 3 on page 116 are the following:

For exercise 2: Sentence (1) this; (2) That; (3) prettier; (4) any other; (5) any other; (6) all; (7) this; (8) stronger; (9) largest; (10) beautiful; (11) all; (12) all; (13) any other.

For exercise 3: Sentence (1) sweetly; (2) quietly; (3) quiet; (4) honest; (5) beautiful; (6) bad *or* ill; (7) sweet; (8) sweet; (9) harsh; (10) softly, quietly; (11) fashionable; (12) kindly, happy; (13) sweetly.

Section 14, page 118. Give practice in rapid finding (1) of letters, (2) of words, in the dictionary.

Section 15, page 118. Lead gradually, as the book does, to the definitions on page 119, which, however, should not be memorized. Instead, they should be understood. The development work and the exercises that follow will bring about that understanding. In this connection pages 36-38 may profitably be reviewed.

Section 16, page 120. Do not neglect these punctuation drills. Among the very least requirements that can be made of language study is that pupils capitalize and punctuate correctly. Use the following selection for dictation work, or choose another appropriate one from the pupils' reader, history, geography, or physiology :

That very singular man, old Dr. Heidegger, once invited four venerable friends to meet him in his study. There were three white-bearded gentlemen, Mr. Medbourne, Colonel Killigrew, and Mr. Gascoigne, and a withered gentlewoman, whose name was the Widow Wycherly. They were all melancholy old creatures, who had been unfortunate in life, and whose greatest misfortune it was that they were not long ago in their graves.

"My dear old friends," said Dr. Heidegger, motioning them to be seated, "I am desirous of your assistance in one of those little experiments with which I amuse myself here in my study."—NATHANIEL HAWTHORNE, "Dr. Heidegger's Experiment"

Omit or shorten section 17, if necessary, but *only if* necessary. Omissions are not encouraged.

Page 122. Before submitting to the class the test in applied grammar, read what is said under January in this manual. Also, re-read the Preface of Jeschke, Potter, and Gillet's Grade Seven. The sentences included in this test should read as follows when corrected :

1. How sweet your mother's voice is. How *sweetly* she sings.
2. London is larger than *any other* city in Europe.
3. People say Paris is *more beautiful* than London.
4. The snowy mountains look *beautiful* this morning.
5. People do not do *that* sort of things *any* more.
6. *This* kind of stories always makes me feel *sad*.
7. Mary and Lucy are both bright, but Mary is the *brighter*.
8. Yes, this is I, and that is she.
9. Be brave, be bold, and speak *boldly*.
10. An *African* deck hand stood on the *Portuguese* steamer.¹

Section 19 is for the teacher rather than for the pupil.

¹In reading the exercise, pupils should say that "African" and "Portuguese" begin each with a capital letter.

Pages 124-127 should present no difficulties.

The end of February has now been reached, so far as the assignment is concerned. If the end of February, so far as actual calendar time is concerned, is still a week or two in the future, use the additional lesson periods in the following ways, as local conditions may indicate advisable: (1) review the most important topics of the last six months; (2) review all the preceding drills in correct use, making new time records for each; (3) let the brighter pupils play some of the projects over again, while you put the lower section of the class through a number of patient, illuminating, thoroughgoing reviews that will bring those backward pupils up to par for the beginning of March; (4) if any omissions were made during the past months, return to these sections now and make good those omissions; or (5) proceed into the assignment for the following month.

Quiz, No. 12. "If to *do* were as easy as to *know* what 'twere good to do, chapels had been churches, and poor men's cottages princes' palaces." It is comparatively easy to memorize definitions and rules about correct and effective English; but to put this memorized knowledge into *practice*, that is the difficult thing. It is with this difficulty that the English teacher is *primarily* concerned. The monthly test questions are concerned with the results of attempts to overcome this difficulty.

1. In short, distinctly spoken sentences, without using a single *and*, *so*, or *then*, report to the class a recent event about which you have read or heard.

2. Build each of the following skeletons of sentences into a long and entertaining sentence:

- a. Book was interesting.
- b. Boy appeared lazy.
- c. Hunter shot weasel.
- d. Racer caught spy.
- e. Girls seemed afraid.
- f. Car hurt child.
- g. Daughter made garden.

3. Use correctly in entertaining sentences each of the following words:

| | | | |
|------|------|-------|-------|
| only | have | learn | shall |
| can | got | bring | will |

4. Give two sentences, each containing an adjective, an adjective phrase, an adverb, and an adverb phrase.

5. "Spin" a short "yarn," but do so in such clear tones and speaking so distinctly that not a word you say will be either not heard or not understood. Can you speak in this way, or does your voice need further training?

Quiz, No. 13. 1. Invent a story about an organ-grinder and his monkey. Make a brief outline so that you will remember what happened first, what next, what after that, and what last. Tell the story to your classmates. See whether they can guess before the very last sentence or two how the story will end.

2. Write the story told by one of your classmates, but give it a different ending.

3. Find in the library the biography of the author who wrote your favorite book. What three facts about his life do you think are most interesting? Tell your classmates about these, without using a single *and*, *so*, or *then*. Let them tell how many paragraphs you have used.

4. Write to your uncle, who is in New York, and ask him to get you a particular kind of bathing-suit, or some roller skates of a special kind. Describe carefully what you wish him to buy, so that he will not get the wrong kind and disappoint you.

March (pages 127-151)

Section 3, page 127. This is not difficult, but it must be well taught. If the class is slow in mastering it, review pages 36-38 and 118-119. Notice that the composition study of adverbial phrases on page 129 incidentally reviews the preceding grammar study of the same subject.

Page 130 is important. It presents difficulties. The irregular comparisons should be memorized.

Section 6, page 131. Omit this project, if necessary, and make the most of composition sections 11 and 13.

Needless to say, pages 132-136 are of the utmost importance. "Correctness first" is an excellent rule in grammar work. The common errors *must* be eliminated. The drills in correct use, preceded by appropriate lessons, completion tests, and exercises, will achieve this elimination. Section 8 offers an unusual opportunity for drill work with time records. Such time records should be saved for future comparisons of classes, and should be discussed with fellow teachers doing the same work and making records of their own (see page 136 of this time-table).

Page 134. The correct words for the ten drill sentences on this page are: Sentence (1) sick; (2) badly; (3) sick; (4) beautiful; (5) beautifully; (6) happy; (7) happily; (8) happily; (9) easily; (10) easy.

Pages 135-136. The correct words for the thirty sentences included in the drill in correct use are: Sentence (1) faster; (2) hardest; (3) anywhere; (4) any, anywhere; (5) anything, anybody; (6) carelessly; (7) sweetly; (8) sweet; (9) strangely; (10) hastily; (11) strange, suspicious; (12) carefully; (13) careful, careful; (14) pleasantly; (15) pleasant, pleasant; (16) clearly, distinctly; (17) almost; (18) very much; (19) anything; (20) anybody; (21) almost; (22) ever; (23) exceedingly; (24) anything; (25) better; (26) better; (27) tallest; (28) almost; (29) anybody, anything; (30) beautiful.

It has doubtless been noticed that each pronunciation drill in the book is correlated with a drill in the use of the dictionary. The purpose is to establish the habit of dictionary use. These drills should, therefore, not be slighted. Pupils should be encouraged to use "the big dictionary," with at least one copy of which every seventh-grade room should be supplied. When pupils have time, they should be permitted to play with it; that is, to look it through from beginning to end, to enjoy the illustrations in it, and so to become familiar with it. Besides, each pupil should own a fairly large dictionary. He should become skillful in looking up words in it, a skill that will come only

from practice in looking up words in it. He should be taught the meaning of the diacritical marks. All these desirable ends are kept in view in the dictionary drills referred to. The teacher should add localisms in mispronunciation to the lists in the textbook.

Section 12, pages 138-139, offers an opportunity for discovering whether pupils have mastered the adjective and the adverb. In this connection care should be taken to avoid confusion in the pupil's mind between these two parts of speech. The test of an adjective is whether it modifies a noun; the test of an adverb is whether it modifies a verb, an adjective, or another adverb. Since pupils sometimes have difficulty in distinguishing adjectives and adverbs, these tests should be applied frequently. If time is short, omit the group exercise at the foot of page 139.

Page 140. Writing from dictation. The following selection may be used:

Columbus was a student as well as a man of affairs. His son Ferdinand tells us in his "Biography" that his father was influenced by the old Arabian and Greek astronomers. There are geographical works in existence with notes in Columbus's handwriting in the margin. He shared with the best scholars of his day the long-established belief that the earth is round. As a guide for his voyage he used a chart that had been made for the king of Portugal in 1474, by the Florentine astronomer Toscanelli, to demonstrate that the Indies could be reached by sailing westward.—DAVID S. MUZZEY, "An American History"

Page 141. Re-read among the January suggestions what is said about the test in applied grammar, and give *yourself* this test before giving it to the class. The two groups of sentences, with the eleven errors and the thirteen errors eliminated, read as follows:

1. The boy said he could see no bird *anywhere* in those woods.
2. I never told *anybody* there were many birds there.
3. He studied the *hardest* of all those boys.
4. The engine is a good one. It certainly runs *well*.
5. I saw Tom and Fred yesterday. I saw *only Fred* to-day.
6. We girls were scolded for eating *only candy*.
7. He has been a mechanic a long time, and he certainly works right *skillfully*.

8. How beautifully she plays. How *beautiful* the music sounds.
9. He was selling *more cheaply* than his neighbors, and he was buying *more cheaply*.
10. He hasn't *any* (kind of) business to be here.

NOTE. If *kind of* is omitted, as is preferable, the exercise in the textbook contains twelve errors instead of eleven.

1. I never *saw* a finer game.
2. He never *did* a harder day's work.
3. Have you ever *gone* to the banks of the Missouri River?
4. There *are* folks who live near the ocean.
5. There *are* many boys that have never seen mountains.
6. Has George *come* home yet?
7. Have you *seen* him anywhere?
8. What has he *done*?
9. They have *rung* the bells; they have *sung* the first song.
10. "Who *drank* my glass of milk?" asked the little bear.
11. I haven't *seen any* one drinking it.

Pages 143-151 are extremely important. They introduce (1) clauses; (2) business letters. The study of clauses lays the foundation for the study (in the following chapter) of the complex sentence. The best advice to the teacher is to work these lessons through alone as a preparation for teaching them. It is clear that the developing movement is a cautious one, beginning with what the child already knows and leading him gradually to the new knowledge that he is to acquire. Follow the procedure of the book step by step.

Pages 148-151. Section 4 introduces the business letter and offers an opportunity for the review of letter form, which chance should of course be made much of. The two letters asked for at the top of page 151 are the two mentioned in the last paragraph on page 149. The class post office may be called into active service at this time to lend interest and motivation to this work. The class may be divided into several groups, representing the Scotts and the various dealers.

If the end of the month's assignment is reached before the end of the month, proceed along one or all of the five directions suggested in the closing paragraph of the assignment for February (see page 55).

A parsing exercise at this point will help to keep parallel the ideas

of sentence structure and the use of words. The following four sentences may be parsed as follows :

1. The girl who studied her lessons well won the prize which the teacher had offered.

girl is a noun ; it is used as the subject of the verb *won*.

who is a pronoun ; it is used as the subject of the verb *studied*.

studied is a verb.

(*her* is omitted, as possessives have not yet been treated.)

lessons is a noun ; it is used as the object of the verb *studied*.

well is an adverb ; it modifies the verb *studied*.

won is a verb.

prize is a noun ; it is used as the object of the verb *won*.

which is a pronoun ; it is used as the object of the verb phrase *had offered*.

teacher is a noun ; it is used as the subject of the verb phrase *had offered*.

had offered is a verb phrase.

2. An arrow, which was painted red, lay on the ground near the tent.

arrow is a noun ; it is used as the subject of the verb *lay*.

which is a pronoun ; it is used as the subject of the verb phrase *was painted*.

was painted is a verb phrase.

red is an adjective, used to modify the pronoun *which*.

lay is a verb.

on is a preposition ; its object is the noun *ground*.

ground is a noun ; it is used as the object of the preposition *on*.

near is a preposition ; its object is the noun *tent*.

tent is a noun ; it is used as the object of the preposition *near*.

3. When Pizarro was a youth, he visited an old sailor who had been a voyager with Columbus.

When is an adverb ; it modifies the verb *was*.

Pizarro is a noun ; it is used as the subject of the verb *was*.

was is a verb (a linking verb).

youth is a noun ; it is used as a predicate word after the verb *was*.

he is a pronoun ; it is used as the subject of the verb *visited*.

visited is a verb.

old is an adjective, used to modify the noun *sailor*.

sailor is a noun ; it is used as the object of the verb *visited*.

who is a pronoun ; it is used as the subject of the verb phrase *had been*.

had been is a linking verb phrase.

voyager is a noun ; it is used as a predicate word after the verb phrase *had been*.

with is a preposition ; its object is the noun *Columbus*.

Columbus is a noun ; it is used as the object of the preposition *with*.

4. When Pizarro reached Peru, the walls of the royal palaces where the Incas lived were structures of rough stone.

When is an adverb ; it modifies the verb *reached*.

Pizarro is a noun ; it is used as the subject of the verb *reached*.

reached is a verb.

Peru is a noun ; it is used as the object of the verb *reached*.

walls is a noun ; it is used as the subject of the verb *were*.

of is a preposition ; its object is the noun *palaces*.

royal is an adjective, used to modify the noun *palaces*.

palaces is a noun ; it is used as the object of the preposition *of*.

where is an adverb ; it modifies the verb *lived*.

Incas is a noun ; it is used as the subject of the verb *lived*.

lived is a verb.

were is a linking verb.

structures is a noun ; it is used as a predicate word after the linking verb *were*.

of is a preposition ; its object is the noun *stone*.

rough is an adjective, used to modify the noun *stone*.

stone is a noun ; it is used as the object of the preposition *of*.

April (pages 151-169)

The major subject of the month is the complex sentence. This has been partially prepared for by the grammar work done in March. Now the preparation is completed, and the subject itself is brought to its climax. Needless to say, it is an important subject, both as pure grammar and as a basis for composition. The composition aspects of the subject will appear in May ; during the present month the grammar of the complex sentence must be mastered by every pupil in the class—not by the bright ones only.

Begin slowly ; if necessary, review the preceding month's work on clauses ; distinguish clearly between adjective clauses and adverbial clauses (pages 151-152) ; play the game of building sentences (section 8, page 154) ; and spend several lesson periods on pages 156-157. The best preparation for teaching these sections is to study

them yourself, carrying out each direction and answering each question *as if you were the pupil*. Play the game of building sentences with several fellow teachers or with friends at home. Study the forty-two sentences on pages 156–157. These preliminary studies will improve your teaching, and give it a sureness and authority that will guarantee success.

Page 157. If necessary, omit the group exercise at the bottom of the page.

Page 158. Do not feel too sure of your own pronunciation of the words in section 11. Grown-ups sometimes go through life mispronouncing certain words quite unknowingly, since their friends hesitate to correct them. Consult the gazetteer yourself, and discuss the words with friends and fellow teachers.

Page 159. The dictation test at the top of the page calls for a suitable selection that may be chosen from the pupils' reader, history, geography, or physiology; or the following may be used:

In the year 1898 Colonel Peterson was sent by the English government to build a strip of railroad at a place one hundred thirty miles from Mombasa on the eastern coast of Africa. The presence of two man-eating lions soon made the camp a most undesirable place in which to live. The lions stalked their prey so stealthily that they were able to creep into the camp, seize their victim while he slept, and get away before his screams awakened his companions. Camp fires were of no use as a means of protection, for these animals became so bold that they would spring into the midst of a group of men, secure the one they seemed to have selected before making the attack, and be off before any one sufficiently recovered from the fright to sound the alarm. After the lions had killed twenty-eight Indian coolies and a score of African natives, the workmen became so frightened that they refused to remain unless they were provided with lion-proof sleeping quarters. For this reason the work on the railroad was stopped for three weeks, until Colonel Peterson had succeeded in killing the lions.—C. D. WOOD, "Animals: Their Relation and Use to Man"

Section 13 supplies another test in applied grammar. Remember that the detecting exercise is only half of the procedure. The drill in correct use, preferably with careful time records taken by means of a

stop watch, is the second, the completing half. Under no circumstances must this drill be omitted or neglected or hurried over. The following sentences are the fifteen of the exercise, with all nineteen errors eliminated :

1. There *are* many boys that can repair automobiles.
2. She sings sweetly and plays beautifully.
3. The roses smelled very *sweet*.
4. He hasn't *any* business interfering with our business.
5. It was not *I* who said, "The apple tastes *delicious*."
6. John looked around cautiously but didn't see *anything*.
7. It was *he* who was always talking about burglars.
8. There *are* millions in that invention.
9. The brake was made of *Swedish* steel in *American* mills.¹
10. I admit that you are *taller* than I am.
11. Is Kansas City the largest of *all cities* in Missouri?
12. Mary was *more economical* than Lucy.
13. Be quiet, close the door *carefully*, and speak *softly*.
14. See *those* frisky goats.
15. Those *kinds* of animals are *more intelligent* than cows or horses.

Pages 161-169. Although the pupil's preparation for the study of the complex sentence has, one would think, been unusually thorough during the preceding several weeks, a fresh beginning is made on page 161, in order that every pupil may without a doubt master the subject. Notice (1) that the compound subject and the compound predicate are carefully avoided for the present. They are presented *after* the compound sentence has been made clear, and *considerably after* the complex sentence has been explained. Follow the book loyally in this respect, and save your pupils possible confusion. Notice (2) the constructive exercises on pages 162-163. Not until these preliminaries are over, do we begin (page 163) with the new idea of principal and dependent clauses. And not until we have reviewed adjective and adverbial clauses once more (pages 166-167) do we introduce the complex sentence itself. When that time comes, it scarcely

In reading the exercise, pupils should say that "American" and "Swedish" begin each with a capital letter.

needs an introduction. The pupil then already knows the complex sentence, although not by its official name. All that is necessary is that the name be added. By following the book studiously and alertly, the teacher cannot go wrong in the presentation of this important topic.

This ends the assignment for the month. Do not hesitate to proceed into the May assignment, which is a study of the complex sentence as distinguished from the compound sentence. Or, proceed in one of the other four ways suggested in the last paragraph of the February assignment (see page 55).

May (pages 169-189)

The trouble with the English of many inexpert speakers and writers is that it contains many stringy sentences—that is, poor compound sentences—instead of compact complex sentences. The distinction between the compound sentence and the complex sentence must therefore be well learned. The practical bearing of the distinction is large. Hence the care (pages 169-175) with which this distinction is made clear.

Notice, at the bottom of page 170 and the top of page 171, that the simple sentence with a compound subject or a compound predicate—either or both—is differentiated from the compound sentence *after* the compound sentence has been taught and *before* confusion has time to set in. This care is observed although the simple sentence with compound subject or compound predicate was taught, albeit in an elementary way, as far back as pages 64-65, which may now be reviewed with profit.

If one or more of the independent clauses of a compound sentence are complex, as in the sentences below, such a sentence may be called a **compound complex sentence**.

1. James was courteous ; but John, who was equally bright, was rude.
2. When I first saw you, I liked you ; and now, after I have known you a year, I like you better still.
3. The rattlesnake is a venomous reptile ; but the blacksnake, which is as large or larger, is quite harmless.

Pages 175-180 are six intensely practical pages, which bring to bear on the pupil's speaking and writing the grammar knowledge gained of sentence structure. The teacher should study these lessons before attempting to teach them; not that they are difficult to teach, but that they need preliminary study in order to be taught *for all there is in them*. You will probably enjoy doing the various exercises on these pages, and most persons would find such work to have a favorable effect on their English. It often proves to be as interesting as a game. The short-sentence attack on the "and" habit is an exclusive feature of the Jeschke, Potter, and Gillet series. It has been tested for effectiveness and is sure to improve the pupil's speaking. The complex-sentence attack is an older device and a well-trying one. Between these two attacking procedures the annoying "and" habit can scarcely hope to hold its own.

Pages 180-181 may perhaps be introduced as a review of pages 42-44. There is no great difficulty on these pages. It may be advisable to have pupils memorize the leading coordinate conjunctions; then all others will be recognized easily as being subordinate conjunctions.

The correct-use explanations on pages 182-183 should be mastered. The drill occurs on page 185 and a searching test on page 188.

Section 14, page 183. The teacher should play this game of building sentences before teaching it. Then its interest and its possibilities for giving knowledge and mastery of sentence structure will reveal itself, and the best procedure for teaching it will be in hand. Since pupils have now had some practice in short-sentence speaking, teachers may well adopt the device of having the pupils break up each of their long sentences into as many short ones as possible.

Section 16, page 185. The correct choices for the seven sentences are the following: Sentence (1) *like* without the second *talks* or *as* with the second *talks*; (2) *unless*; (3) *I, she*; (4) *Unless*; (5) *unless*; (6) *as, as if*; (7) *as we*.

Do not neglect the vocal drill (page 185), the pronunciation drill (page 186), the dictionary work (page 186), the work in punctuation (page 186). For the last, use the following selection or choose something equally appropriate from a schoolbook:

It was on Friday morning, the 12th of October, that Columbus first beheld the new world. As the day dawned he saw before him a level island, several leagues in extent, and covered with trees like a continuous orchard. The inhabitants were seen coming from all parts of the woods and running to the shore. As they stood gazing at the ships, they appeared by their attitudes and gestures to be lost in astonishment. Columbus made signal for the ships to cast anchor, and the boats to be manned and armed. He entered one of the boats, richly attired in scarlet, and holding the royal standard. On landing, he threw himself on his knees, kissed the earth, and returned thanks to God with tears of joy. The natives of the island gazed in timid admiration at the complexion, the shining armor, and splendid dress of the Spaniards. The admiral particularly attracted their attention, from his commanding height, his air of authority, his dress of scarlet, and the deference which was paid him by his companions; all which pointed him out to be the commander.—WASHINGTON IRVING, "The Life and Voyages of Columbus" (Adapted)

Page 188 offers another of those entertaining tests in applied grammar. Both the exercise in detecting the errors and the drill in correcting them repeatedly and with increasing speed are needed to bring into being those habits of correct speech that this section is designed to create. The sentences of page 188 should read as follows, after the elimination of the twelve errors that they show in the book:

1. I will not go *unless* you go with me.
2. Without you I cannot open the heavy barn door.
3. Why don't you do it *as* I do it?
4. Why don't you study hard like the other boys?
5. He is taller than *I*, but I am heavier than *he*.
6. This sort of work will do nobody *any* good.
7. *That* sort of workers will never get ahead.
8. She plays the violin beautifully. The music sounds beautiful.
9. How sweet the roses smell. How sweet the pudding tastes.
10. No one there would do *anything*.
11. Is this *I*? Yes, it is *I*.
12. Is that *he*? Yes, it is *he*.
13. You must not say *that* sort of things.
14. It's a good automobile. It looks well and it runs *well*.
15. *Those* cars are my favorites.

WRITTEN EXERCISE USING TEXTBOOKS IN OTHER SUBJECTS

Additional drill on the kinds of clauses (principal and dependent) and on the kinds of sentences (simple, compound, and complex) is possible through the use of textbooks in other subjects than English.

1. The teacher divides the class into three groups. The pupils turn to a page of whatever book has been selected and decide which kind of sentence each is. They silently write the decisions, each pupil raising his hand as he completes the page. When all the members of a group have finished, that group is declared the temporary winner. The pupils now have a class discussion and, mentioning the kinds of clauses found in each sentence, find out the correct decisions. Each pupil grades his own paper. That group which has the greatest number of correct decisions is the final winner.

2. One group may now take all the simple sentences on the page and rewrite them (1) as compound sentences and (2) as complex sentences, adding to each one any original material that is necessary. (A sentence running over to the next page is not counted.) The second group may rewrite the compound sentences (1) as simple sentences and (2) as complex sentences. The third group may rewrite the complex sentences (1) as simple sentences and (2) as compound sentences. Sentences from each group are then discussed by the class, and each pupil grades his own paper.

Material used for exercises of this kind should be interesting. Although any textbooks may be used, something like the following selections might be considered suitable.

Meanwhile, amid this rush of events, two factors are always silently guiding our progress as a nation. One is the land by which we live; the other is the character of our people. These are the permanent factors of history, active in all times and all changes. They affect us as they affected the Pilgrim Fathers; but they seldom appear in written history because, like sunshine and rain, their influence is too great to measure or describe.—LONG, "America: A History of Our Country" (chap. i, Our Country, pages 2-3)

The Land Factor. The first factor in a nation's history is its wealth or poverty of land. It is literally true that "man lives by the land," since everything he eats or wears or builds with must come out of it.

.

The American Land. The wideness and the grandeur of America made a tremendous impression on our first colonists. Coming from small, crowded countries where the common man hungered for a bit of land that he could call his own, they found here an immensity of free land that called them as with a bugle to take possession.

How vast our country is we do not even yet realize, because the area (over three million square miles) is too big to comprehend, and there is no country that serves for comparison. Assemble the historic nations of the world—Egypt, Palestine, Greece, Italy, Spain, Portugal, France, the Netherlands, England, Ireland, Scotland, Germany, Austria—and they would hardly fill the Mississippi Valley alone, leaving room for twice as many more within the boundaries of our United States.

This largeness of the land has strongly influenced American life and government. It occasioned the most thrilling scene in modern history,—our westward-moving frontier, the march of a nation across a continent.—LONG, "America: A History of Our Country" (chap. i, Our Country, pages 2-3)

The Race Factor. "What can you grow here?" asked a tourist of a New Hampshire farmer. "We grow men," said the farmer.

That curt answer tells the story in three words, "America grows men." It suggests, also, that the chief factor in a nation's progress is the quality of its folk, their blood or stock or race, their physical and mental vigor, their moral and religious ideals. We cannot measure the influence of this factor; neither can we ignore it, since a vigorous people can make noble history in a small land, while a weak people suffers indignity in a country of immense natural wealth. To compare Dutch and Mexican history is to understand the fact that character is the mainspring of national progress.—LONG, "America: A History of Our Country" (chap. i, Our Country, pages 5-6)

Excepting Greenland and the little-known Antarctic continent, Alaska is the greatest glacier land of the world. In its bays and inlets thousands of icebergs, children of the glaciers, are born. Many of the valleys between the mountains are filled with rivers of ice. The largest glacier in the world, covering an area greater than the state of Rhode Island, is in Alaska. It is

fifty miles wide at the water's edge and extends back thirty miles to the mountains that feed it.

Should you like to sail into Glacier Bay, one of Nature's cold-storage houses? Put on your thick coat, for though the air is balmy in the open waters outside, in the bay itself it is crisp and chill, with the touch of Jack Frost in its breath. Our course must be slow, for icebergs are floating all around us, and new ones are constantly breaking off from the glaciers at the edge of the water.

Icebergs to right of us,
Icebergs to left of us,
Icebergs in front of us
Volley and thunder.

Around the bay and in its arms there are dozens of glaciers. The most famous one is Muir Glacier, at the head of the bay. It is named for the noted scientist, John Muir, who explored and studied it. If the bay could be emptied of its water we could see the face of the ice-sheet more than a thousand feet high, while a milk-white river possibly half a mile wide rushes out from beneath it.

At the mouth of Yakutat Bay we pass an Indian village. In July it is almost deserted. Most of the Indians are camping on an island in the bay in order to get their winter supply of sealskins and oil. These are obtained from the hair seal and not from the fur seal, whose coat is so valuable. The men hunt and kill the seals. The women and girls skin them and scrape off the hair from the skins and dry them. They boil out the fat from the flesh in large pots over smoldering fires on the beach. When this work is finished they leave the little tents and bark huts, and camp near the mouth of some stream where they can catch and salt a supply of salmon for the winter. With plenty of oil for fire, with skins for clothing, and with fish to eat, they will live comfortably until the seal comes again to the shallow waters and the salmon flock up the rivers.—ALLEN, "North America" (Geographical and Industrial Studies) (chap. x, The Great Country of Alaska, pages 191-193)

Quiz, No. 14. The reason for these tests and their nature have been repeatedly explained in this course of study. No quiz should be hurried. Several lesson periods may usually be devoted to it. Any and all quizzes in this time-table may be omitted.

1. Write a compound sentence. Change it to a complex sentence. Is the meaning changed? Which sentence do you prefer?

2. In entertaining sentences show the use of each of the following punctuation marks :

| | | |
|------------|----------------------|---------------|
| The period | The exclamation mark | The semicolon |
| The comma | The question mark | |

3. Write a short letter, asking a classmate to assist you in finding a position for the summer vacation. Anybody can do that ; but you are asked to write a letter free from mistakes.

4. Insert a complex sentence into your letter just written.

5. Tell the class a humorous anecdote, but tell it without using a single *and*, *so*, or *then*.

Quiz, No. 15. 1. Pretend that your class has given in the school auditorium a play to which friends were invited. Write a report of the play for the newspaper. A classmate will act as editor and will accept or reject your report.

2. Capitalize and punctuate correctly the following selection :

how queer it would seem to make the trip through the forest in a boat the trees grow out of the water and below in its clear depths instead of sand or mud or rocks is the green grass everything is very still there are brilliant birds in the trees but during the heat of the day they are usually silent a few weeks before all this great lake was dry land where people walked and cattle fed now the animals have been driven to the higher pastures and the people go about in boats we meet boats loaded with cocoa beans and rafts filled with bamboo canes floating through the shadowed waters.—ALLEN, "South America" (Geographical and Industrial Studies) (chap. xviii, Ecuador and Its Cocoa Plantations, page 356)

3. In the following selection are a number of compound and complex sentences. Can you find them? Try changing them into simple sentences, and then tell your classmates why you think the author did not use all simple sentences.

Among the most interesting sights in Rangoon are the lumber yards and saw-mills. Most of the lumber that we see there is the famous teakwood, which Burma produces in greater quantity than any other country. We see little teakwood in our country excepting in expensive furniture and carved ornaments. It is one of the most valuable woods in the world. It is very hard and strong and not easily injured by water or insects. The trees grow

to such a size that logs sixty feet long and from three to five feet in diameter are obtained from them. Such great logs are very heavy, and elephants are used in the forests and in the lumber yards to move them. Kipling writes about the

Elephants a-pilin' teak
In the sludgy, squalid creek.

Let us watch them at work. See that huge beast lift the great log, which must weigh a ton, and carry it across the yard. There is a pair working together. They kneel one at each end of a log which has been squared in the saw-mill, put their long tusks underneath it, and steady it with their trunks while they carry it to the pile of logs by the water. See how carefully they lift and push it into place with their trunks until it lies even with the rest.

The driver sits on the elephant just behind its huge ears and directs it in its labors. Sometimes he talks to it in a language which the elephant seems to understand, sometimes he guides it by touching it in different places on the head and neck with a steel-pointed stick which he carries. The elephants are very intelligent and learn quickly to do what is expected of them.

Did you hear that gong? That is the signal to stop work. The elephants know what it means as well as the men do, and although elephants nearly always move deliberately, they are not slow in dropping their logs and going to dinner.—ALLEN, "Asia" (Geographical and Industrial Studies) (chap. xvi, Beyond the Bay of Bengal, pages 356-357)

4. What part of speech is each word in the last sentence of the selection? Can you explain the use of each word in the sentence? How are the phrases used?

June (pages 190-205)

This is the review month. All loose ends should be taken up, all loose screws tightened up, and the child's language and grammar acquirements given their finishing touches, so far as seventh-grade responsibility goes. Every one of the more important topics of the year is briefly treated in the review (Chapter Nine).

Naturally, since this is a final and comprehensive chapter, it should not be hurried through. On the contrary, wherever the class reveals weaknesses, there, in that subject or phase of a subject, it will be well to refer to the original treatment somewhere on the preceding pages covering the year's work.

During the month it will be well (if there is time) to review every drill in correct use, every test in applied grammar, and every pronunciation drill of the preceding chapters. Final time records may be taken and compared with first time records. In this way the question of whether the pupil's speech has actually and noticeably improved during the year can be given something like a quantitative answer.

Pages 194-195. Examples of sentences fulfilling the conditions stated in exercises 2 and 3 are:

1. I am rather hungry, but you have not eaten anything all day.
2. Are you the man whom I knew when I was young?

Amid the grammar reviews and drills, composition work must by no means be forgotten. The chapter contains tests in story-telling, in letter writing, in word study, and in paragraph study. These deserve careful attention and expert teaching. Notice the novel tests and practice drills, with the time element added for measuring and motivating purposes, on pages 195, 196, and 197. Teachers are advised to time pupils with the greatest accuracy, the bright ones, the dull ones, the mediocre ones, and to save these records for use with future classes. Compare the records of your class with the records tabulated in the manual (see page 136).

The tests on pages 195-197 can be given either as oral or as written exercises. Perhaps the written exercises should precede the oral. Pupils should prepare their papers before the test begins. They write seventeen numbers, 1-17, in a column along the left margin of the paper. Allow no writing or marking in the book. When the signal, Go, is given, pupils write opposite each number on the paper the synonym (or the antonym, if that is called for) of the word bearing the same number in the book. Thus, number "1" in the first column on page 195 calls for such words as *express*, *declare*, *speak*, *utter*, *remark*, *propose*, or some other synonym of "say." The word *say* itself is not written; only a synonym, any *one* synonym, for it is written on the pupil's paper.

If pupils have difficulty finding synonyms (or antonyms), the tests should be discontinued for a time, and several lesson periods should

be devoted to studying and discussing the words listed in the text-book. As many synonyms for each word as can be found should be enumerated and considered as to exact meaning. The dictionary may be resorted to in this preliminary work. It should be class work, and a committee should be placed in charge of the big dictionary, to look up words being considered.

Page 195. The following synonyms are suggested for the words in the three columns on this page. Pupils and teachers may enlarge these lists as additional words suggest themselves during the drills. In most schools a careful study of the words will profitably precede the time drills and tests, but both synonyms and antonyms should not as a rule be studied, drilled on, or tested during the same lesson period. In this way, confusing and time-consuming "interference" will often be avoided.

(1)

1. remark, declare, utter
2. behold, notice, perceive
3. expect, wish, anticipate
4. hate, disapprove, condemn
5. reply, respond, retort
6. assert, affirm, announce
7. investigate, search, look into
8. avoid, evade, elude
9. separate, examine, study
10. irritate, tease, bother
11. presume, assume, guess
12. plan, draw, scheme
13. gather, assemble, group
14. credit, accept
15. win, approach, secure
16. try, endeavor, struggle
17. brag, exaggerate, enlarge

(2)

1. winning, pretty, pleasant
2. obstinate, mulish, unyielding
3. rapid, fast, quick
4. agreeable, sugary, delicious
5. happy, willing, pleased, delighted
6. washed, tidy, neat, sanitary
7. even, smooth, straight
8. alike, same, identical
9. calm, untroubled, even-tempered
10. timid, shy, self-conscious, afraid
11. busy, diligent, active
12. wide, liberal, roomy, commodious
13. capable, strong, bright, powerful
14. alert, nervous, restless, active
15. reliable, trustworthy, faithful
16. open-handed, liberal
17. exact, correct, right

(3)

1. brains, mind, intellect, shrewdness
2. personality, quality, uprightness
3. power, ability, force, energy

4. news, gossip, report
5. practice, gymnastics, training
6. game, jollity, fun, contest
7. labor, struggle, trial, endeavor
8. vim, power, energy
9. fun, enjoyment, happiness, delight
10. worry, doubt, fear, despair
11. wish, longing, impulse, hope
12. property, money, possessions
13. vitality, liveliness, health, energy
14. strength, ability, energy, vim
15. result, consequence, product
16. standard, example
17. acquaintance, comradeship, companionship

Page 196. The following antonyms are suggested to busy teachers for the three columns of words on this page. Do not, as a rule, study antonyms and synonyms on the same day.

(1)

1. cold, cruel, malicious, spiteful
2. rough, rude, inconsiderate
3. fast, quick, swift, rapid
4. dirty, soiled, filthy, unpleasant
5. dull, stupid, foolish
6. sleepy, lazy, slow, torpid
7. humble, meek, modest
8. economical, frugal, sensible
9. serious, sober, earnest, solemn
10. doubtful, changeable, dubious
11. prosy, tiresome, dull
12. cheerful, bright, optimistic
13. careless, reckless, foolish
14. graceful, skillful, dexterous
15. stupid, foolish, naïve
16. rough, uneven, pasty, gritty
17. curved, curving, circular, bowed
18. calm, serene, smiling, friendly

(2)

1. irregular, jerky, spasmodic
2. rough, uneven, craggy, scabrous
3. warm, excited, hot, comfortable
4. hard, gritty, rough
5. dull, pitchy, somber, dingy
6. hopeful, optimistic, promising
7. hostile, indifferent, opposed
8. reluctant, hesitating, balky
9. weak, afraid, clinging
10. faulty, immature, unfinished
11. stormy, restless, pugnacious
12. capricious, unreliable, stupid
13. uncertain, doubtful, dubious
14. dull, satiated, unresponsive
15. alert, wide-awake, eager
16. careful, cautious, steady
17. forgiving, kindly, sympathetic
18. refined, polite, elegant

(3)

1. sunny, bright, clear, cloudless
2. light, airy, graceful, easy
3. graceful, skillful, trained, easy
4. fat, rotund, round, fleshy, stout
5. satisfied, contented, satiated
6. sensible, modest, quiet, unassuming
7. retiring, unfriendly, hermitlike, aristocratic
8. dignified, solemn, sober, serious
9. innocent, acquitted, absolved
10. sacrificing, thoughtful, kind
11. plain, dowdy, shabby
12. honest, straightforward, simple
13. interested, responsive, concerned
14. solid, crystallized, hardened
15. untroubled, unruffled, forgiving
16. firm, steady, permanent, eternal
17. real, actual, visible, tangible
18. calm, gentle, quiet, tender, mild

Antonyms like *unkind*, *unclean*, *uninteresting* are too easy; they should be discouraged, though not wholly forbidden to dull pupils. Some kind of antonym is always better than none at all.

For further tests the following suggestion is made: the word lists on page 195 may be utilized for antonym tests, and those on page 196 for synonym tests.

Section 8, page 198, makes a totally different attack on the paragraph from the one made earlier in the textbook (see pages 56-58). Both are valuable. The one, the first in the book, is from within *out*; the present one is from without *in*. Notice that the topic sentence, as a technical term, is stressed during the present treatment (page 199). The paragraphs of the selection "How to Make a Swing" begin with the following words: First paragraph, line 1, *It*; second paragraph, line 7, *After*; third paragraph, line 17, *Now*. "Rip Van Winkle" is correctly paragraphed as follows: first paragraph, line 1, *Rip*; second paragraph, line 8, *His*; third paragraph, line 14, *Rip*.

Section 10, page 201. Use for the dictation exercise the following selection or one from a schoolbook, or both:

A throng of bearded men in sad-colored garments and gray steeple-crowned hats, intermixed with women, some wearing hoods and others bare-headed, was assembled in front of a wooden edifice, the door of which was heavily timbered with oak and studded with iron spikes.

Before this ugly edifice, the jail of the settlement, and on one side of the portal, was a rosebush, covered, in this month of June, with its delicate gems, which might be imagined to offer their fragrance and fragile beauty to the prisoner as he went in, and to the condemned criminal as he came forth to his doom, in token that the deep heart of Nature could pity and be kind to him.—NATHANIEL HAWTHORNE, "The Scarlet Letter" (Adapted)

Section 12, page 202. The following are the correct words for the numbered sentences under drill in correct use: Sentence (1) are; (2) delicious; (3) he, he, I; (4) unless; (5) quietly, softly, soundly; (6) Those, this; (7) he, I; (8) anything; (9) beautiful; (10) are.

Section 15, page 203. Here follow the fourteen sentences of the test in applied grammar, freed of their twenty-three errors:

1. There *are* more people in this hall than you would think.
2. *Doesn't* this soup taste *delicious*?
3. *These are* the stories for me, not *that* kind.
4. The flowers in the meadow smell *sweet*.
5. The banjo playing sounded *beautiful* in the evening.
6. The accident was *exceedingly* funny, but *extremely* annoying.
7. I didn't do *anything* to *those* flowers.
8. All was still; no one said *anything*.
9. Chicago is larger than *any other* city in the Middle West.
10. Speak *boldly*, but step *carefully* and move *quietly*.
11. That's he, and this is *I*.
12. There *are* thousands of gallons in that tank.
13. John said he *saw* what the burglar *did*.
14. *Sit* here, my friend, or *lie* over there.

Page 204. The six sentences on the opposite page should read as follows (possibly other ways of rewriting them will occur to the teacher):

1. Since little Albert Jones did not like olives, he ate figs instead.
2. Each olive tree yields about two hundred pounds of fruit in a season, and olive oil is worth several dollars a gallon.
3. Olive oil is used largely in salads, in the packing of sardines, in the manufacture of soap, and in medicine, though many medicines are made without it.
4. Although cotton-seed oil, which is sometimes mixed with olive oil, is pure and nourishing and cheaper than olive oil, nevertheless people like to buy pure olive oil.
5. The lye-soaked olives are put into fresh water, which is changed every day for a week or more and thus removes all taste of the lye.
6. Some time ago very little olive oil was sold which did not contain other oil mixed with it ; as people did not like that, the Pure Food and Drugs Act was passed by Congress.

Quiz, No. 16. The teacher's attention is called to earlier quizzes for the explanations of their purpose, as well as to observe the gradation of the tests throughout the year. Attention is called to the specimen examination questions given in this time-table (see pages 131-133). These question lists contain too many questions for a single examination. Selections should be made at this time of such questions as are suitable for pupils finishing the Seventh Grade.

1. Build entertaining sentences, using the following sentence essentials as starting points :

- a. Girl owned goat.
- b. Goat gave milk.
- c. Girl saved money.
- d. Father was happy.

2. Make up a conversation between a circus clown and a boy who wants to join the circus.

3. Use each of the following words correctly in an entertaining sentence :

| | | | |
|------|-------|-------|---------|
| saw | learn | gone | learned |
| went | seen | teach | taught |
| set | laid | whom | isn't |

Quiz, No. 17. 1. Capitalize and punctuate the following selection. Then see whether you can point out the phrases and tell how each is used.

when I awakened I attempted to rise but was not able to stir I found my arms and legs were strongly fastened on each side to the ground and my hair which was long and thick tied down in the same manner I heard a confused noise about me but in the posture I lay could see nothing except the sky in a little time I felt something alive moving on my left leg which advancing gently forward over my breast came almost up to my chin on bending my eyes downwards as much as I could I perceived a human creature not six inches high with a bow and arrow in his hands and a quiver at his back.—SWIFT, "Gulliver's Travels" (Adapted)

2. Using as the sentence essentials the words *light shines*, build sentences in the following ways :

- a. Add an adjective clause in the subject.
- b. Add an adverbial phrase in the predicate.
- c. Add an adjective phrase in the subject.
- d. Add two dependent clauses.
- e. Add a phrase and a dependent clause.

3. Make up an entertaining story to tell your classmates. Do not use a single *and*, *so*, or *then*, but use any other connectives that you know.

4. Pretend that you are a business man who sells automobiles. Write a letter to a man who has inquired about equipment for a summer camping trip. Tell him that you have no camping equipment for sale, but refer him to some other company. Be sure that your letter is correct in every way.

STANDARDS OF ATTAINMENT FOR SEPTEMBER–JUNE

Grammar. Pupils should know parts of speech, predicate word, object, adjective phrases and clauses, adverbial phrases and clauses, complex and compound sentences, and elliptical sentences.

Written Composition. Pupils should be able to write correctly both friendly and business letters, and compositions involving explanation, directions, and argumentation. They should write stories, biographical sketches, and simple plays. They should be accustomed to the use of outlines in all these kinds of writing.

Oral Composition. Pupils should now give oral compositions lasting several minutes, speaking clearly, without embarrassment, on any subject with which they are familiar. The use of outlines is permitted.

Use of Words, Punctuation, etc. Children should have mastered the common errors of speech stressed in the various drills in correct use during the year. They should have gained greatly in variety of expression and in choice of words. Punctuation, capital letters, and paragraphing should be approximately correct. Pupils should use *and* seldom, and write not more than one incorrect sentence in a page.

IV. SUGGESTIVE EXAMINATION QUESTIONS

I

1. Which of the following groups of words are sentences?

a. The house which was built by the boy's father, who was an experienced carpenter.

b. Going along the road that ran straight from the bridge to the little village in the valley.

c. Who goes there?

d. I am what I am.

e. Not only the horses but the dogs also on that farm where disease had killed most of the cattle.

By adding words, make sentences of such groups as do not form sentences already.

2. Write two sentences, each containing a noun used as the predicate word after a linking verb.

3. What kind of sentence is the following?

We shall soon study Asia, and it is the largest continent on the globe.

Improve it. What kind of sentence have you now?

4. Write two sentences, each containing an adjective clause in the subject and an adverbial phrase in the predicate.

5. Write two sentences, each containing an adjective clause in the subject and an adjective clause in the predicate.

6. Write two compound sentences.

7. Write two complex sentences, one containing an adjective clause, the other an adverbial clause.

8. Fill with the correct word (*sweet* or *sweetly*) the blank in each of the following sentences:

a. She sings ——.

b. Her voice sounds ——.

- c. The flower smells ——. .
 d. Sugar is ——. .
 e. The child looks ——. .

9. Write sentences using correctly the following verbs:

| | | | |
|------|-----|-------|-----|
| do | see | ride | sit |
| go | lay | drive | set |
| come | eat | draw | lie |

10. Arrange the following properly and insert capital letters and punctuation marks where they are needed:

the haynes toy & novelty co 1616 superior street cleveland ohio june 10
 1931 mr t p stetson 17 school street lincoln nebraska dear sir we are glad
 to have your order of the 4th inst it will receive our immediate attention
 very truly yours haynes toy & novelty co

II

1. Write the plural of each of the following nouns:

| | | | |
|--------|-------|---------|----------------|
| turkey | calf | deer | lily |
| lady | roof | sheep | attorney |
| here | loaf | Chinese | brother-in-law |
| potato | safe | couple | looker-on |
| piano | shelf | pair | ax |

2. Use the noun *captain* in the following ways:

- As the subject of an interrogative sentence.
- As the predicate word in an interrogative sentence.
- As the predicate word in a declarative sentence.
- As the object of a transitive verb in an interrogative sentence.
- As the indirect object of a verb in an interrogative sentence.

3. Use a noun as the predicate word in a sentence; a pronoun; an adjective.

4. Use in three short sentences three forms of the pronoun *who*.

5. Use *as an adjective* in a sentence each of the following words:

better best worse most further

6. Indicate which form (*who* or *whom*) in each of the following sentences is correct, and why :

- a. The man (*who*, *whom*) greeted us was Tom's friend.
- b. The man (*who*, *whom*) we greeted was Tom's friend.
- c. (*Who*, *Whom*) do you see over there?
- d. (*Who*, *Whom*) is the owner of this car?
- e. (*Who*, *Whom*) is the owner taking for a drive?

7. Use the verb *taste* in sentences, as follows :

- a. As a linking verb.
- b. As a linking verb not only followed by an adjective but also modified by an adverb.
- c. As a transitive verb.
- d. As a transitive verb modified by an adverb.
- e. As a transitive verb modified by an adverb clause.

8. In the following sentence is *seen* transitive or intransitive?

Mr. Davis was *seen* running for a train.

9. Write sentences, each containing one of the following verbs used correctly :

| | | | | |
|------|------|------|-------|-----|
| saw | did | went | drank | lay |
| seen | done | came | gone | set |

10. Use in a short sentence the following words :

- a. *neither* as a conjunction.
- b. *neither* as a pronoun.
- c. *neither* as an adjective.
- d. *smells* as a noun.
- e. *smells* as a linking verb.
- f. *smells* as a transitive verb.
- g. *smells* as an intransitive but not a linking verb.

V. TIME STANDARDS FOR DRILL IN CORRECT USE

In the following tabulation of time records or standards each drill in correct use is designated by a number, which is the number of the page or pages on which the indicated drill sentences appear in Jeschke, Potter, and Gillet's Grade Seven. Opposite each of these designating page numbers is given the time record at which a pupil should be able, *after practice*, to read (and, reading, to correct or to choose the correct form or word for) the specified drill sentences distinctly. No before-practice figures are given, since these would have no value as standards; besides, they would vary widely according to many circumstances.

The records tabulated here as standards are not ideal records. They are average records. After the amount of practice the average pupil is able and likely to give to the drills, bright pupils will probably do better than these records. Some few will do very much better. The entire class should be able to do as well. In that sense these records may be taken as standards. To be sure, there will probably be a number of pupils in most average classes who will fall below these standards.

Using these time standards with the above explanations in mind, teachers will do well to work out gradually their own time standards—that will reflect adequately the local conditions, favorable or unfavorable, as well as personal methods of procedure with the drills in the textbook. Such local standards will become more exact and valuable as one class record after another is incorporated in them, as year follows year. They will have a validity of their own; and teachers may think it desirable to publish them in educational journals.

Each pupil's time record must of course be "corrected" for any errors he makes while reading the drill sentences. A pupil reading an

exercise in 60" (seconds) and making two errors is not the equal of another pupil reading the same exercise in 60" without a single error. Possibly five or even ten seconds should be added to a pupil's record for each error he makes. Such a "correction" would give the first pupil above a record of 70" or 80" instead of the 60" to which in fairness he is not entitled.

Teachers will often find it desirable after a drill has been practiced for some time with resulting smoothness, to have the drill sentences read in a different order from the one followed in practice. Thus mere place or position memory will be canceled. Let the sentences be read in the reverse order, that is, beginning at the bottom of the group; or let only even-numbered or only odd-numbered sentences be read; or let some other arrangement be followed, as it suggests itself.

Teachers should be sure to *prepare* the class for each drill by means of exercises in which the technical points involved in the drill are made entirely clear or, in the cases of word-study drills, by means of exercises which make clear the meaning of the words for which synonyms or antonyms are to be supplied. Each drill has two almost equally important aspects: (1) that of slow, careful, thorough preparation and study and (2) that of making automatic the new knowledge gained by this study. Preparation for doing well in the drill joins with the speed drill itself to improve the pupil's grammar and vocabulary.

TIME STANDARDS

(Read carefully the preceding explanations.)

Page 16, 45"; pages 41-42, 35"; page 62, 20"; pages 65-66, I, 25", II, 30"; page 78, 20"; pages 78-79, 30"; page 79, 50"; page 80, 40"; page 85, 30"; pages 85-86, 35"; page 94, 50"; page 99, 150" for the seven groups of sentences; pages 115-117, 100" for the three groups of sentences; page 122, 35"; page 134, 20"; pages 135-136, 80"; page 141 (a), 35"; page 141 (b), 30"; page 159, 50"; page 185, 20"; page 188, 40"; page 195 (1), 50"; page 195 (2), 60"; page 195 (3), 60"; page 196 (1), 55"; page 196 (2), 70"; page 196 (3), 70"; page 202, 25"; pages 203-204, 45".

