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

GRADE EIGHT



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

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 coöperating 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, bĕt, 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 MISSPELLED

(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>
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<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-

ticulars. 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*, *attackted* 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 EIGHT

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

September (pages 1-10)

It is suggested that teachers who use only the last book of the BETTER ENGLISH series (that is, Grade Eight) make themselves familiar with the rest of the series, also, and particularly with Grade Seven.

The introduction to the present manual, including the fifteen General Notes (see pages 1-61), should here be reread.

The following quotation from a state course of study is well worth while:

The teachers should realize that the value that may come to a pupil from the study of grammar, as in all other subjects, is only half realized when the pupil can pass an examination in the subject. The other half of the possible value is realized as the pupil has become skillful *in the use* of the facts learned, and has developed some sensitiveness to ungrammatical expression.

At the end of the eighth year, then, the question is not only, Does the pupil *know* what an "appositive noun" is? but also, Does he use it with some degree of intelligence to give variety and quality to his composition?

Since, as above explained, the modern point of view compels the conclusion that grammar is taught the child for *use*, this practical reason should always be kept in the foreground. Before beginning a new topic in grammar the pupil should be told why he needs to study it—he should be made to *feel* this need keenly. In this connection

the following quotation from Professor Moore's "What is Education?" is to the point:

Professor Dewey has suggested that perhaps in no other way could so great an improvement be brought about in education as by teachers with one accord seeing to it that children should never set about studying any lesson without first having a clear notion as to just what it is that they are undertaking to learn, and what they are to do in order to learn it.

The following paragraph from the New Jersey Course of Study deals with the important matter of the criticism of compositions by the pupils themselves—a method employed throughout Jeschke, Potter, and Gillet's Grade Eight:

An incident is to be told by a certain pupil standing in front of the class. All the other members listen attentively and prepare to make critical comments—favorable or adverse. Pupils should be trained to comment without taking notes, and also to take notes judiciously to assist the memory. When the pupil has finished, he remains standing, and those who have comments to make rise in turn and address him. In this criticism friendly candor is encouraged. If the pupil has done well, his classmates should direct attention to the points of excellence; if he has done poorly, they are to be equally frank and alert—polite, too, of course—in directing attention to detailed faults, and in suggesting ways in which the composition may be improved. Aside from questions of grammar and rhetoric this method affords opportunity for comments on intonation and quality of the voice, the bearing of the pupil before the class, the too rapid or too slow pronunciation of the words, enunciation, and all those little mannerisms that mar or improve oral delivery.

The following sensible warning is from the Wisconsin Course of Study:

Do not call for long compositions. Quality, not quantity, should be the teacher's motto in the written exercises. Better two sentences well written than two paragraphs full of errors.

Teachers should remember that the more untechnically the facts, rules, and principles underlying correct and effective speaking and writing are presented to the pupil, the more likely will he be to grasp

their significance. As far as possible the untechnical term or statement should be employed rather than the technical one. While there is a time and place for such expressions as *subject substantive*, *declension*, *transposed order*, *antecedent*, etc., it is nevertheless to be remembered that the meaning of these technicalities will ultimately be much clearer to children if instead of them are frequently used such untechnical terms as *the principal word of the subject*, *the table of pronoun forms*, *the predicate preceding the subject*, *the word for which the pronoun stands*. When they are not too cumbersome, the present textbook makes use of untechnical and enlightening expressions. When, however, technical terms are necessary, those recommended by the Joint Committee of the National Education Association are usually employed.

The introduction, pages 1-10 of Jeschke, Potter, and Gillet's Grade Eight, is a rapid review of the principal points of the work of the Seventh Grade. This review gives the eighth-grade teacher an opportunity to make sure that the pupils are well grounded in grammar and composition. Possibly a small group in the class needs a more extensive review than the present introduction. These backward pupils should be drilled in those matters in which they are weak, which the introduction will reveal. A few days of wise training in the right direction should suffice to bring such stragglers into line.

Pages 1-3. Before giving these tests in correct usage, explain to the class that only one word is to be written for each sentence—that is, the correct word from the parenthesis in that sentence. Let pupils prepare for test A by writing on a sheet of paper the numbers 1 to 25 in a column down the left margin of the paper. These are the sentence numbers; opposite each, when the signal to write is given, pupils will write the word they think correct for each sentence. Proceed similarly with tests B and C. It may be desirable for the teacher to give on the board an illustration of what pupils are to do on paper; for the illustration use other sentences than those in the textbook; two or three sentences will be sufficient to make the matter clear.

The correct words for the twenty-five test sentences on pages 1-2 (Test A) are: Sentence (1) seen; (2) did; (3) came; (4) gone; (5) were; (6) teach; (7) May; (8) isn't; (9) Those; (10) any; (11) lying; (12) doesn't; (13) eaten; (14) written; (15) ran; (16) rung; (17) sang; (18) drank; (19) threw; (20) well; (21) sit; (22) frozen; (23) broken; (24) spoken; (25) torn.

The correct words for the fifteen test sentences on pages 2-3 (Test B) are: Sentence (1) bad; (2) healthiest; (3) any other; (4) bitter; (5) sweet; (6) sweetly; (7) she; (8) badly; (9) beautifully; (10) beautiful; (11) soft; (12) he; (13) stronger; (14) pleasantly; (15) pleasant.

The correct words for the fifteen test sentences in Test C are: Sentence (1) shall; (2) whoever; (3) Who; (4) his; (5) is; (6) Should; (7) nor; (8) I; (9) were; (10) Whom; (11) me; (12) themselves; (13) Shall; (14) are; (15) go.

Pages 5-10 present a searching review of sentence structure. If the class proves itself weak in this field, the best thing to do may be to review parts of Chapter Seven and Chapter Eight in Grade Seven (see pages 143 and 161).

It is probable that most classes will finish the September assignment before the end of the month. In that case it is advised to proceed at once into the work scheduled for October. It is an excellent thing to be ahead of the schedule if possible, since sooner or later difficulties may arise to cause delays, and the possible need for reviews may necessitate slower progress now and then. Accordingly, let teachers move forward into the October assignment, and, after proper nouns have been taught (not a difficult topic), the brighter section of the class may busy itself with section 3, pages 14-16, including the project, while the backward half is given those lessons, exercises, and drills that are needed to bring it into something like working equality with the rest of the class.

At the beginning of the year's work the following suggestions seem in order:

1. The teacher is advised to read the introduction in the present manual, and to read it again occasionally during the year.

2. The teacher is advised to read the manual which accompanies Grade Seven. It contains a number of suggestions which are of value in the Eighth Grade.

3. The teacher is reminded that the present manual may be disregarded altogether. It need not be followed at all. It points out only *one* way of using Jeschke, Potter, and Gillet's Grade Eight; doubtless experienced teachers will wish at least to wander away from this beaten path occasionally. They may do so; the purpose of the manual is to help teachers, to make suggestions, to supply additions to the textbook for those who may want them. Nothing, however, is obligatory; all is in the nature of friendly suggestion.

Page 10. See General Notes 1-15. These are printed immediately after the introduction of the present manual and explain the first principles of language and grammar study and teaching. Teachers should read them at this time. For the present no further diagnostic work need be given. From time to time the textbook and this manual will present tests and examinations.

Observe the general objectives listed in the preface of the textbook and repeated from time to time, in varying form, in this manual as standards of attainment. Teachers having access to the lower books of the BETTER ENGLISH series—and it would be well for every eighth-grade teacher to have the complete set within easy reach—will be interested in the objectives listed in those books for each grade.

A *partial* list of objectives taken from BETTER ENGLISH, Grade Six, follows:

1. Stick to the subject. Do not wander away to other subjects.
2. End your talk, story, or letter with an interesting sentence.
3. Be clear; tell things so that others can understand them easily; tell things in an orderly way from beginning to end.
4. Before speaking or writing have an outline in mind; that is, know what to say first, what next, and what last.
5. Telephone distinctly, politely, and without waste of time or words.
6. Have a clean, neat-looking paper.
7. Leave margins around the writing, wide enough to look well.
8. Write plainly.

9. Spell correctly, particularly certain troublesome words that you have studied or reviewed during the year.
10. Indent the first line of every paragraph.
11. Arrange the parts of a letter neatly and correctly.
12. Write the envelope address neatly and correctly above the greeting in a business letter.
13. Address the envelope neatly, plainly, and correctly.
14. Know how to change a word to make it express ownership or possession.
15. Know what mistakes to guard against in your speaking and writing.
16. Criticize the speaking and writing of others both clearly and politely, when asked to do so.
17. Know how to debate and how to conduct a debate.
18. Know *how to study* in preparation for speaking or writing; that is, know how to ask yourself (and to answer) questions about your subject.
19. Overcome your faults as a speaker and writer by *practice*; that is, by trying again and again to do better what you need to improve.

October (pages 11-44)

The best advice the present manual has to offer the teacher who is working under normal conditions is to follow the textbook exactly as it is written, to teach what the textbook teaches, in the order and by the method observed by the textbook. This will prove (1) the easy thing to do, and (what is much more important) (2) the wise thing to do,—the thing likely to benefit the pupil most, that is, to improve his English most effectually. Let pupils study the lessons as they are written; let teachers lean on the book and lean on it heavily, holding it responsible for results.

To be sure, the book needs and will of course receive the teacher's earnest coöperation. In order that teachers may coöperate most sympathetically and so most profitably, they are asked (1) to read the introduction of this manual, (2) to read the preface of Jeschke, Potter, and Gillet's *Grade Eight*, (3) to study each lesson before trying to teach it, that is, to do themselves the very things the book asks the pupils to do. For instance, it is advisable for each teacher to take the test on page 11. Let a friend read the sentences aloud, let the teacher write them, let the teacher and the friend correct them. Such

preliminaries will help greatly to make the teaching as intelligent, helpful, and efficient as every teacher desires it to be. With such preliminary study by the teacher, taking the very lessons that the pupil is to take, success is very nearly guaranteed. So teachers are urged to "play" the project on page 16 with adult friends. Much will be learned in this way that will prove useful in the classroom.

The plurals on pages 16-20 must be learned thoroughly. They are not difficult; but even if they prove to be so, they must be mastered. "Correctness first" is an excellent rule in English; it means here that the pupil be trained to give accurately the correct plural, though it be somewhat irregular, of the nouns listed on these pages.

Page 20. When the plurals of the nouns in the list are to be written, have them written in sentences. In the work in general make the sentence the basis of usage and study. If the pupils are able to use words correctly in sentences, they have gained a great deal and are on the way of progress in learning to speak and to write English.

The following list of additional words is given for the convenience of teachers who desire more drill on plurals:

fairy	motto	calico
grouse	chimney	embargo
cupful	ally	fireman
brush	cry	elk
Frenchman	volcano	moose
Norman	cargo	dory
wharf	tornado	fancy
fife	mulatto	diary
eyelash	elf	mystery
prairie	penny	salary
battle	daisy	industry
spoonful	grotto	library
cherry	soliloquy	victory
mosquito	pailful	spy
ferry	pansy	
buffalo	beef	

Section 7, pages 23-24. Teachers do not need to be told the importance of the possessive form. Here again the ideal to be realized is

that *every* pupil in the class be able to write without error the possessive singular and the possessive plural of the nouns listed in the book. The bright pupils will do this of course; it is those that are not bright that need the teacher. This is where teaching becomes a fine art and the teacher an artist: in bringing the attainments of the slow and dull pupils up to the standard of the grade, so that they and the bright ones may march shoulder to shoulder, at least through the minimum essentials of the subject.

Page 25. The class post office is a device that helps to add interest to letter writing by making it real. The postmaster may appoint assistants and letter carriers, all of whom insist that there shall be no errors in the letters they handle. Poor handwriting annoys these officials, as well as mistakes in spelling, in letter form, in address form, and of course in grammar.

Page 26. The teacher who has examined the textbook from beginning to end, as is advisable, has discovered that case is presented technically later in the book, beginning page 200. In some schools, particularly those where technical grammar is stressed, teachers will desire to teach case at this point in the grammar course, that is, in connection with page 26 and perhaps even with page 23. Such a procedure is perfectly feasible. In other schools, however, case will be presented only untechnically, as on pages 23 and 26, without even mentioning the technical term *case*, and the later treatments, as on page 200 and after, being optional, will be omitted altogether. See the remarks on this point under April, page 107 of this manual. The teacher is advised to consult the principal or superintendent in regard to the amount of grammar to be taught in the particular school in question, if there be any doubt about the matter.

Section 12, pages 30-31. Refer to the drill in correct use on page 2 of the textbook. Read what the Preface of Jeschke, Potter, and Gillet's Grade Eight has to say about drills in correct use. Observe that (page 31) the drill has two aspects: (1) choosing the correct form; (2) repeating *not* the correct form but the *choice* of the correct form. Both elements of the drill are needed to make it effectual. It is most important, therefore, that no marks be entered in pupils' books

indicating the correct forms in the sentences offered for drill; for if the element of choice be thus removed, the exercise at once degenerates into a reading exercise that has no more value as a means of improving the pupil's English than have the incantations of savages before a wooden idol as a means of bringing rain or victory.

The correct words for the twenty-eight drill sentences on page 31 are the following: Sentence (1) saw, seen; (2) did, done; (3) gone, seen; (4) lying; (5) are; (6) Lie, sit; (7) disagreeable; (8) incorrect; (9) poor; (10) delicious *or* appetizing (see page 78); (11) sweet; (12) me, he; (13) he, she, I; (14) sweetly; (15) sweet; (16) modestly, boldly; (17) quietly, softly; (18) sour; (19) This, sweet; (20) done, that; (21) sung, those; (22) brighter; (23) any other; (24) beautiful; (25) This, sad; (26) any, anywhere; (27) seen, any; (28) done, anything.

Section 13, page 31. Do not neglect vocal drills, although this is a new subject for language and grammar textbooks. It is as important as it is new. This cannot be disputed by anyone who has ears to hear. The mumbling of school children, their nasal, slovenly utterance, their incorrect sounding of the vowel sounds, their weak voices—where shall an effort be made to correct these conditions, if not in the language class? Constant practice, such as is prescribed and provided in Jeschke, Potter, and Gillet's Grade Eight, is the only means. The book supplies a series of vocal drills, and the recommendation is that a few minutes every day or every other day be devoted to them.

During these vocal drills the following recommendations should be kept in mind:

1. The posture of the pupil should receive attention.

2. A number of pupils should stand before the class, with the teacher, in order to become accustomed to being there. During the drill different groups of pupils should receive the advantage of this training.

3. The drills should be resorted to *whenever* (even in the very midst of a grammar or composition or correct-use exercise) an opportunity has presented itself for calling emphatic attention to the vocal shortcomings of the class.

The mispronunciation of words that every truly educated person pronounces correctly, marks many speakers undesirably. No pupil should reach the end of the Eighth Grade without having formed the habit of pronouncing the Jeschke, Potter, and Gillet list of more than 350 such troublesome words correctly. Another habit, the formation of which is fostered by the book, is the dictionary habit (see page 32). Still another (see page 34, section 16) is that of punctuating correctly.

Page 35. The selection for the dictation exercise on this page is the same as was used in the Seventh Grade (see Grade Seven, page 44). Try to obtain from the seventh-grade teacher either the pupils' papers of one year ago or their records for this dictation exercise.

Section 17, page 35. Re-read what was said under September about the test in applied grammar. The first group of five sentences in section 17 should read as follows:

1. Several despicable *Portuguese* bandits examined the *travelers'* baggage.
2. *Ladies'* hats and *men's* caps filled one small *American* trunk.
3. The *bandits' donkeys* stood quietly in the oak *tree's* shade.
4. The *travelers'* guide and servants were no *heroes*.
5. Suddenly the two *ladies* screamed: "We hear *horses' hoofs*."

While these five sentences do not lend themselves readily to the usual oral drill in correct use in the book, nevertheless they may be read without the time element. As pupils read the sentences they should indicate the corrections; as, *Portuguese* begins with a capital; *travelers'* ends with an apostrophe; *Ladies'* is spelled thus and so, ending with an apostrophe; and so on to the last word in the fifth sentence. In this way they should read the sentences repeatedly. Notice that the time element is involved in the written drill.

The correct words for the second group of sentences (pages 35-36) are the following: Sentence (1) lies; (2) Sit, lying; (3) are; (4) saw, seen; (5) seen; (6) gone, seen; (7) is; (8) are; (9) I, saw, lying; (10) badly, doesn't; (11) those, sitting; (12) they, They; (13) Doesn't, beautiful; (14) Doesn't, sweet; (15) lies;

(16) beautiful; (17) worse, those; (18) seen, worse; (19) did, saw; (20) he, did; (21) I, she, he; (22) me, sitting; (23) lying; (24) him, sitting; (25) sweet.

As in the time-table for the Seventh Grade, parsing exercises are again introduced for the use of those teachers who may wish them.

1. Can you imagine a prison larger than the whole United States?

Can imagine is a verb phrase.

you is a pronoun; it is the subject of the verb phrase *can imagine*.

prison is a common noun, in the singular number; it is the direct object of the verb phrase *can imagine*.

larger is an adjective, used to modify the noun *prison*.

than is a conjunction.

whole is an adjective, used to modify the noun *United States*.

United States is a proper noun, in the singular number (here); it is used as the subject of the verb *is* (understood).

2. There was once a time when thieves and murderers, people whom the Russian government feared, drunkards and vagabonds who were a nuisance in their communities, were sentenced to Siberia.

There is an expletive, used to introduce the sentence.

was is a linking verb.

once is an adverb modifying *was*.

time is a common noun, in the singular number; it is the subject of the verb *was*.

when is an adverb modifying the verb phrase *were sentenced*; it is also a conjunction.

thieves is a common noun, plural number; it is the subject of the verb phrase *were sentenced*.

and is a conjunction connecting the nouns *thieves* and *murderers*.

murderers is a common noun, plural number; it is the subject of the verb phrase *were sentenced*.

people is a common noun, plural number (here); it is the subject of the verb phrase *were sentenced*.

whom is a pronoun; it is used as the object of the verb *feared*.

Russian is an adjective, used to modify the noun *government*.

government is a common noun, in the singular number; it is used as the subject of the verb *feared*.

feared is a verb.

drunkards is a common noun, in the plural number; it is used as the subject of the verb phrase *were sentenced*.

and is a conjunction connecting the nouns *drunkards* and *vagabonds*.

vagabonds is a common noun, in the plural number ; it is used as the subject of the verb phrase *were sentenced*.

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

were is a linking verb.

nuisance is a common noun, in the singular number ; it is used as a predicate word after the linking verb *were*.

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

(*their* is omitted, as possessive pronouns have not yet been treated in the text.)

communities is a common noun, in the plural number ; it is used as the object of the preposition *in*.

were sentenced is a verb phrase.

to is a preposition ; its object is the noun *Siberia*.

Siberia is a proper noun, in the singular number ; it is used as the object of the preposition *to*.

NOTE TO THE TEACHER. The five nouns which are the subject of *were sentenced* are in series.

Section 19, page 37. This section is for the teacher rather than for the pupil.

Pages 38-42. These five pages offer a careful inductive approach to the declension of the personal pronouns. Notice how one fact after another is added until all that is needed is the tabulation of these facts to make the "table of pronouns"; notice how the pupil is led on to build the declension himself. Work through these pages yourself (this is addressed to the teacher), see for yourself the steps in learning that the pupil will need to take to master the declension ; then you will be able to present it to the class expertly, enthusiastically, successfully.

Notice the footnote on page 41. Then read what is said under October (see page 70 of this manual) regarding the advisability of teaching case at this time rather than later in the year, if at all.

It is possible that the end of October will be reached by some teachers, working under unfavorable conditions, before the assignment of the month has been completed. This fact need not cause them worry, however. Several omissions are indicated during the coming months that will provide ample time for such teachers to catch up.

Nevertheless, omissions should be made only because of urgent necessity, since they would be, to say the least, regrettable. One such is the interesting series of exercises and projects on pages 42-44, section 3. Teachers are advised to look ahead both in this time-table and in the textbook. On page 150 of the textbook begins the first of four chapters containing optional material. If much of that material is omitted, more time will be available for the minimum essentials, and teachers may then proceed more slowly.

Quiz, No. 1. The teacher is advised to read the explanatory remarks offered in this course of study in connection with the tests in the Seventh Grade. A principle to be repeated is that no test should be hurried. Several lesson periods may often be profitably devoted to each.

1. Use a proper noun as the subject of an entertaining sentence.
2. Use two common nouns in an entertaining complex sentence.
3. Use the possessive form of a common noun in an entertaining simple sentence.
4. Use a plural noun as the object of the verb in an entertaining complex sentence.
5. Use the possessive form of a common noun of the feminine gender in the predicate of the subordinate clause of an entertaining complex sentence.

Quiz, No. 2. 1. Use a proper noun as the indirect object of a verb.

2. Use in entertaining sentences the plural forms of the following nouns:

key army potato roof dynamo shelf

3. Explain the ways in which you have used the nouns in these sentences.

4. Use the masculine nouns in the following list as the objects of prepositions, the feminine nouns as predicate words, and the neuter nouns as the subjects of sentences:

heroine pack (of cards) grocer girl carpenter sheaf

5. Can you write an entertaining sentence containing four nouns each used in a different way?

6. Use a personal pronoun in a sentence (1) as subject, (2) as predicate word, (3) as object, (4) as indirect object, (5) as a possessive.

7. Do the same as in 6 with another personal pronoun.

November (pages 45-75)

If "correctness first" be the proper slogan for language and grammar teaching, then correct-use sections and drills in correct use (see pages 45-49) are the most important parts of the book. Therefore teachers should teach them thoroughly, always studying them first, in order to master their method. The rules on the pages cited above are not to be memorized, but they must be thoroughly understood by the pupils, and hence exercises are provided for selecting the correct pronouns or pronoun forms. These are followed by drills that give habit-forming practice in making these choices. Teachers are encouraged to *time* pupils during the drills in correct use, every pupil in the class, and to save these time records as provisional standards by which to measure the same pupils after practice and other and future classes of pupils.

Page 45. The correct words for the drill sentences at the bottom of this page are: Sentence (1) he; (2) I; (3) I; (4) he; (5) she; (6) he; (7) she, he; (8) he and she; (9) I; (10) he.

Page 46. The correct words for the drill sentences at the bottom of the page are: Sentence (1) me; (2) me; (3) he; (4) she; (5) him; (6) I; (7) me; (8) me; (9) me; (10) him, me; (11) me; (12) He, I; (13) I; (14) he; (15) she.

Page 49. The correct pronouns for this drill exercise are: Sentence (1) me; (2) myself; (3) you; (4) You; (5) themselves; (6) himself; (7) me; (8) themselves; (9) those; (10) himself; (11) You; (12) I; (13) they, themselves.

Pages 49-51. If the class is behind schedule, omit section 6. Do not, however, omit without the best of reasons, and be prepared to return to this section later in the month or the year, if the time permits.

Page 52. Notice that the word *antecedent* is introduced. It need not be used; the phrases "the word for which the pronoun stands" or "the word that the pronoun represents" will do just as well, if not better, and certainly are more easily understood and remembered. The term *antecedent* has the advantage of brevity and of being generally employed. Teachers may take their choice.

The less technical terminology employed in the presentation of grammar the better. Terminology is necessary, but it should be used in a minimum measure. The pupil is not aiming to become a grammarian. He is not studying the science of grammar. He uses grammar only as a means to an end. That is, the purpose of the study is to improve his English. Emphasis should therefore be placed continually on correct use, as is done in the textbook.

Page 53. The correct words for the drill sentences on this page are: Sentence (1) Who; (2) Whom; (3) whom; (4) Whom; (5) whom; (6) Whom; (7) Who; (8) whom; (9) Whom; (10) Who; (11) Who; (12) Whom; (13) Who; (14) Whom; (15) Whom; (16) Who; (17) whom.

Page 54. An excellent little book for use in supplementing these vocal drills is "Enunciation and Articulation," by Ella M. Boyce, published by Ginn and Company.

Page 55. Omit the memory selection, section 10, if the class is moving too slowly; or, allow the brighter half of the class to learn it while the backward half is being coached along the line of its shortcomings.

See under October what is said (1) about vocal drill, (2) words sometimes mispronounced, (3) dictionary work, and (4) punctuation drill. Use the following, or a similarly appropriate selection from the pupils' history or geography books, for the dictation exercise called for in the test on page 57:

It was a great treat to hear Thackeray, as I once did, discourse of Shakespeare's probable life in Stratford among his neighbors. He painted, as he alone could paint, the great poet sauntering about the lanes without the slightest show of greatness, having a crack with the farmers, and in very earnest talk about the crops.

"I don't believe," said Thackeray, "that these village cronies of his ever looked upon him as a mighty poet, but simply as a wholesome, good-natured citizen, with whom it was always pleasant to have a chat. I can see him now," continued Thackeray, "leaning over a cottage gate, and tasting good Master Such-a-one's home-brewed, and inquiring with a real interest after the mistress and her children."

Long before he put it into his lecture, I heard Thackeray say in words to the same effect: "I should like to have been Shakespeare's shoe-black, just to have lived in his house, just to have worshipped him, to have run on his errands, and seen that sweet, serene face."—JAMES T. FIELDS, "Yesterday with Authors"

Page 58, the last exercise. Discussing a pronoun along the line of this exercise is technically called "parsing the pronoun." See the textbook, page 212.

Section 14, page 59. The ten sentences for the test in applied grammar read as follows when corrected:

1. Her mother and *she* live on our street.
2. That's *he* over there, and that's *she*, too.
3. They did not know it was *we* until after we passed them.
4. There ought to be no hard feelings between you and *me*.
5. The tiger in the cage was licking *its* paw. (Indicate spelling of *its*)
6. *You* and a friend will be admitted free.
7. *Whose* hat is that? (Indicate spelling of *whose*)
8. *Whose* are those shoes in the corner of the closet? (Indicate spelling of *whose*)
9. *It's* strange how careless some people are with *their* English. (Indicate spelling of *their*)
10. *Who's* in the apple orchard? (Indicate spelling of *who's*)

Sentences 5, 7, 8, 9, 10 contain errors that show only when the words are written or spelled. Pupils reading these sentences should spell out loud the words in these sentences that are incorrectly written.

Page 61 begins the difficult topic of relative pronouns. Follow the development work that leads to the definition. Perhaps use additional sentences to clarify the definition. The following will serve:

1. The bird *which* had red wings disappeared in the shrubbery.
The bird had red wings, *and it* disappeared in the shrubbery.

2. The automobile *that* belonged to the stranger carried a Missouri license.
The automobile carried a Missouri license, *and it* belonged to the stranger.
3. A boy *who* knew the stranger called to him.
A boy knew the stranger, *and he* called to him.
4. Such books *as* I owned I studied with care.
Such books I owned, *and them* I studied with care.
5. This is the same hat *as* I saw in Chicago.
This is the same hat, *and I* saw *it* in Chicago.

Section 2, page 62. Here we have correlation of grammar with composition. The pupil, having learned what a relative clause is, is given practice in using relative clauses and thus improves his English by increasing its flexibility. This is a Jeschke, Potter, and Gillet feature—the application to the pupil's composition work of the grammar he has recently acquired. It is a practical thing, which it is believed will appeal to teachers. It certainly will help pupils.

Section 3, page 63. A number of common errors are attacked in this section. It is not very easy to eliminate them; follow the procedure of the book and note that section 3 is reinforced by section 5, page 66, and section 10, page 72. See also page 82.

Section 4, page 66. If time is short, omit this section or spend no more than a single lesson period on it. Perhaps the progress of the class will justify a return to it (as well as to any other omitted sections) later in the year. Section 8 also, page 70, may be omitted if necessary; but only if necessary. All omissions are regrettable, although sometimes justified by unfortunate circumstances. Section 13, page 74, may be omitted if urgent need exist for additional time for grammar study. It is hoped, however, that in all schools the end of the month will be reached at the same time as or before the end of the assignment, and that no omissions have had to be resorted to, in order to keep the class on schedule. Some classes, indeed, will do even better. These may be permitted to take up the December work, since December is a short school month and there are important and very interesting topics allotted to it.

Pages 66–67. The correct words for the completion test are: Sentence (1) whom *or* that; (2) that *or* which; (3) who; (4) whose;

(5) who; (6) which; (7) that *or* whom; (8) that; (9) who *or* that; (10) that; (11) whose; (12) that; (13) that *or* who; (14) who *or* that; (15) that *or* which.

Page 72. The correct words for the drill sentences on this page are: Sentence (1) Whom, whom; (2) whom, who; (3) Whom, whom; (4) he, whom; (5) whoever; (6) Whom, whom; (7) whoever; (8) whoever; (9) whom; (10) his; (11) Those, those; (12) his; (13) This; (14) who, whom.

At the end of the study of pronouns an exercise in parsing may again be useful. Sentences 1 and 2 have been selected for this purpose.

1. Others rush down steep slopes, overflow fields and towns, flood crops, and drown people.

Others is a pronoun in the third person, plural number, neuter gender; it is a subject pronoun and is used as the subject of the verb *rush*.

rush is a verb.

down is a preposition; its object is the noun *slopes*.

steep is an adjective modifying the noun *slopes*.

slopes is a common noun in the plural number; it is used as the object of the preposition *down*.

overflow is a verb.

fields is a common noun in the plural number; it is used as the object of the verb *overflow*.

and is a conjunction connecting the two nouns *fields* and *towns*.

towns is a common noun in the plural number; it is used as the object of the verb *overflow*.

flood is a verb.

crops is a common noun in the plural number; it is used as the object of the verb *flood*.

and is a conjunction connecting the two verbs *flood* and *drown*.

drown is a verb.

people is a common noun, plural in meaning and singular in form; it is used as the object of the verb *drown*.

2. In the future this tremendous power, which now destroys life and property, will be harnessed and will move machinery in great factories, turn mill wheels, and light crowded cities.

In is a preposition; its object is the noun *future*.

future is a common noun in the singular number; it is used as the object of the preposition *in*.

this is an adjective, used to modify the noun *power*.

tremendous is an adjective, used to modify the noun *power*.

power is a common noun, singular number; it is used as the subject of the verb phrases *will be harnessed*, *will move*, (*will*) *turn*, and (*will*) *light*.

which is a relative pronoun, in the third person, singular number, neuter gender; it is used as the subject of the verb *destroys*.

now is an adverb, used to modify the verb *destroys*.

destroys is a verb.

life is a common noun, singular number; it is used as the object of the verb *destroys*.

and is a conjunction connecting the two nouns *life* and *property*.

property is a common noun in the singular number; it is used as the object of the verb *destroys*.

will be harnessed is a verb phrase.

and is a conjunction connecting the two verb phrases *will be harnessed* and *will move*.

will move is a verb phrase.

machinery is a common noun, singular number; it is used as the object of the verb phrase *will move*.

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

great is an adjective, used to modify the noun *factories*.

factories is a common noun, plural number; it is used as the object of the preposition *in*.

(*will*) *turn* is a verb phrase.

mill is an adjective, used to modify the noun *wheels*.

wheels is a common noun, plural number; it is used as the object of the verb phrase (*will*) *turn*.

and is a conjunction connecting the two verb phrases (*will*) *turn* and (*will*) *light*.

(*will*) *light* is a verb phrase.

crowded is an adjective, used to modify the noun *cities*.

cities is a common noun, plural number; it is used as the object of the verb phrase (*will*) *light*.

SUPPLEMENTARY EXERCISES ON PRONOUNS

Material from other textbooks may often be used to advantage for supplementary reviews. Although readers and language books offer the best field for good exercises on pronouns, something like either of the two following selections can be used with profit:

What is America to Me? This brief summary of American history makes plain the answer to our first question. America means fair chance to do what your own nature or training calls you to do, to seek what place or name you desire, to be what your own soul prompts you to be,—a full-grown man or woman. She gives you this opportunity by giving you liberty, and by securing you and your children in possession thereof,—not that liberty of license which is slavery to evil, but that liberty under law which alone makes you free and guards your freedom; which ennobles you by obedience to the right; which multiplies your power for good by joining you with other free men and women who march under the same flag to the same destiny.

Freedom that men of other lands desired in vain, and freedom's opportunity to make the best of yourself,—such is the meaning of America "to you personal." And should you wander to the ends of the earth, still are you America's son or daughter, with right to claim and to receive her protection. Best of all, she bids you share her life, to be part of her government, to help with others in making her law more just, her opportunity more ample, her protection more sure. If there be anything else that a great nation may honorably give, name it and it is yours. America the Beneficent is *your* country.

What am I to America? As the first question stirs the emotion of love or gratitude or devotion, so the second is a call to prove our devotion by service. And this is a call to which strong men and women will always respond.

The first and last service which every citizen can render equally to his country is work, done cleanly as in God's sight. From the day pioneers came barehanded to the new colonies and proved that even a savage wilderness offers comfort and wealth to men of the right mettle, every triumph that Americans have ever won in any field is a triumph of honest labor. There is more to be done now than when the pioneers landed, and it must be done in the pioneer spirit. Their principle was, "No work, no reward," and the modern science of economics can never change that fundamental law. Whatever your work, therefore, in school or shop or office, do it faithfully, do it well. So shall you serve your country, honor yourself, and be part of America's mighty progress.

To honest work add high ideals, and you have your American duty in a nutshell. Ideals of truth, of justice, of equal rights, of fair dealing with all men or nations,—these are the very soul of America, the soul that lives eternally and calls as with a trumpet that you and America must be one.—LONG, "America: A History of Our Country" (chap. xxxviii, Epilogue: The Meaning of America, pages 526-527)

When Washington and Franklin were young they felt the need of rules. In his notebook Washington copied down one hundred and ten "Rules of Civility and Decent Behavior in Company and Conversation." He did not make these for himself, but gathered them from various sources. From all that we can learn now, he tried to use these merely as helps. Most of them make very good rules for us to go by today. Here are two:

"When you meet with one of greater quality than yourself, stop and retire, especially if it be at a door or any straight place, to give way for him to pass."

"Make no show of taking great delight in your victuals; feed not with greediness; lean not on the table; neither find fault with what you eat."

Some of the interesting and helpful rules that Franklin tried to live by are:

"Drive thy business, let not that drive thee."

"Never leave till to-morrow what you can do to-day."

"Keep thy shop, and thy shop will keep thee."

TURKINGTON, "My Country," pages 203-204

1. Divide the pupils into two teams. Have them open their textbooks to a page which you have selected, and give them time to read the selection through. When they have finished, let them close their books again. Read the material aloud slowly, one sentence at a time, omitting all the personal pronouns, marking each omission with a pause or by inserting the word "blank." Call upon the teams alternately to fill in the personal pronouns which should be used in the sentences. If the pupils do not suggest the pronouns which were used in the original sentences, they must judge from the verbs and prepositions and must suggest pronouns of such person, number, and case as could be used correctly in the sentences. That team which is not being called upon must be alert to notice mistakes and to correct the answers if necessary. Every mistake made by a team counts a loss of one point. At the end of the exercise that team is the winner which has lost the fewer points.

A similar procedure may be used for the relative pronouns, the interrogative pronouns, and pronouns used as adjectives. If the teacher wishes, she may vary the exercise by reading the sentences complete, calling upon the teams in turn to give complete descriptions of the pronouns in the sentences.

2. Have the pupils write a brief story, based on something which they have learned in some subject other than English. The stories are to be written in such a way as to demand the use of many pronouns. Instead of writing the pronouns, the pupils may leave blank spaces for them and may keep a list of those which should be used (with a reference to the number of the line in which each occurs; for example, "*they*, line 10"). The stories may then be exchanged. Each pupil is to study the story which he has received, filling in the pronouns. The stories may be read to the class by the pupils who have filled in the pronouns, and the original writers may grade the results according to the lists which they have kept.

Quiz, No. 3. 1. Use a compound personal pronoun in an entertaining sentence.

2. Use three object pronouns in the same entertaining complex sentence.

3. Write from dictation a paragraph read to you by your teacher.

4. Write a short business letter to a classmate in which you offer to give him one cent for each mistake he discovers in the letter; that is, an error in letter form (see page 32 of Grade Seven), an error in spelling, or one in punctuation.

5. Tell the class a humorous anecdote. Anybody can do that. But tell the story in such clear and distinct tones that every word you say will be understood.

6. Tell the same anecdote, the class watching to see whether you can do so without using a single *and*, *so*, or *then*.

7. Use in the same entertaining complex sentence a subject pronoun, a possessive pronoun, and an object pronoun.

Quiz, No. 4. 1. Can you write a sentence which contains pronouns of all three persons?

2. Examine the business letter which you wrote as directed in the fourth assignment of the preceding test. Explain the use of every pronoun which you find in it (subject, object, etc.).

3. Use a pronoun of singular number and masculine gender as the subject of a sentence. Use a pronoun of singular number and neuter gender as the direct object of a verb. Use a pronoun of singular

number and feminine gender as a predicate word. Use a pronoun of plural number and common gender as the object of a preposition. Use a pronoun of plural number, second person, and common gender as the indirect object of a verb.

4. Fill in the blanks in the sentences below with *its* or *it's*:

a. — a beautiful day, isn't it?

b. The animal took — paw and gently opened the door.

c. The child waved — hand at — mother.

d. — a long lane that has no turning.

e. — almost five o'clock; the bell will soon sound — warning.

5. Use the contraction for *it is* in two entertaining sentences; in two other sentences use the third person singular, neuter, possessive form of a personal pronoun.

December (pages 76-102)

If the class is below the average in ability and there is doubt as to its ability to complete the December apportionment of lessons before Christmas, omit section 14, page 76, in the hope that it can be returned to and enjoyed by the class before the end of the school month. Begin instead with section 15, using the following passage for the dictation exercise; or some other suitable passage may be selected from the pupils' schoolbooks or from the works of well-known writers or even from the best magazines:

I feel distinctly grateful to the old astronomers for having given individual names to the less conspicuous or important stars. A window in my bedroom opens up towards the northeast, and during the autumn and early winter the Dipper is visible there a good part of the night. Many times it has happened that I have suddenly opened my eyes in the night and found there beaming down upon me the soft rays from the star Mizar, which lies just in the bend of the handle of the Dipper and next the end star, and its tiny companion Alcor, that seems to send its own little beams almost along the same path. The simple friendliness that I felt in encountering them in this way came as much, I think, from my being able to greet them by their own names as from their intrinsic beauty and steadfast cheerfulness.—
MARTHA EVANS MARTIN, "The Friendly Stars"

Pages 78–82. These are of vital importance. (1) Study them carefully yourself. (2) Try the drills and tests on yourself, your relatives, your friends. (3) Teach them sympathetically and earnestly, following the procedure of the book.

Page 78. The correct words for the completion test on this page are: Sentence (1) his; (2) him; (3) his; (4) her; (5) his; (6) his; (7) his; (8) his; (9) his; (10) his.

The correct words for the exercise on page 79 are: Sentence (1) his; (2) his; (3) his; (4) his; (5) their; (6) their, their; (7) his, his; (8) his; (9) his; (10) he, does, his; (11) her, her; (12) his, name, his.

It is suggested that sentences for drills in correct use be not always read in one-two-three order. The reading may profitably sometimes begin with the last sentence and go up to the first—twelve-eleven-ten etc. Or, only sentences opposite odd numbers may be read; or, only sentences with even numbers. Time scoring helps by adding interest, if in no other way. See the tabulation of time records in the back of this time-table, page 124.

The first group of sentences in section 18 is given here with errors eliminated:

1. Give this package to *whoever* is in the office.
2. *Whom* are you talking to?
3. Who was it that wanted to buy a coal shovel yesterday?
4. These flowers are dahlias, but *those* little ones are corn-flowers.
5. Every person has *his* good points and *his* weak spots.
6. Everybody should take care of *himself* and control *his* own temper.
7. *Whose* are *those* pretty gloves on the chair? (Spelling of *whose* must be given during the reading of the sentences.)
8. *Whom* do you want?
9. Each caller took *his* place in the reception room.
10. Send the goods to *whoever* writes for them.

The correct words for the fifteen sentences under drill for correct use on page 82 are: Sentence (1) whom, saw; (2) who, did; (3) whom, those; (4) whomever; (5) those, is; (6) Those, whom, saw; (7) are, whom; (8) who, did; (9) whom, saw; (10) This, doesn't,

that; (11) That, doesn't, this; (12) his, done; (13) he, whom, saw; (14) she, who, saw; (15) Those, are, they, whom, saw.

Page 83. Section 19 is for the teacher rather than for the pupil.

Page 84. The Introduction offers a difficult test. Do not expect the class to make anything like a perfect showing. Try the test on relatives, on friends, on yourself. The results point to the need of a thoroughgoing knowledge and, therefore, of a study of verbs. To bring pupils to realize this condition is the purpose of the test.

Page 84. The correct verbs for the ten sentences at the bottom of the page are: Sentence (1) doesn't; (2) are; (3) was; (4) was; (5) was; (6) saw; (7) shall; (8) May, teach; (9) seen, did; (10) come, gone.

Pages 85-90. Although we have here a virtual review of what the pupil learned in Grade Seven, Chapter Four, nevertheless these topics should now be carefully retaught both (1) because it is not safe to depend on the child's having remembered clearly the grammar that he learned a year ago and (2) because these particular sections are of the utmost practical value. Study and follow the procedure of the textbook.

It is of course clear to the discerning teacher that the teaching of the transitive verb receives most of its justification and force from the fact that pupils frequently make the mistake of following such verbs with pronouns *not in the objective case*. There is, for example, the *you and I* mistake; as, "The hunter saw *you and I* on the bridge." Why is the pronoun *I* wrong? This question unavoidably involves a consideration of the transitive verb.

Page 90. The correct words for the sentences on this page are: Sentence (1) Whom; (2) he, she; (3) neat; (4) I, who; (5) I, whom; (6) beautifully; (7) beautiful; (8) them; (9) they; (10) happy, sick, unhappy; (11) him, me; (12) whom, me; (13) happy, sick; (14) sweet; (15) Whomever, me.

Page 90. If necessary, omit the group exercise at the bottom of the page.

Page 91. These words are listed in "The Teacher's Word Book," by Professor E. L. Thorndike. This interesting book is published by Teachers College, Columbia University, New York (1921).

Pages 92-100. Person and number of verbs form an interesting subject, if properly presented; but nothing can bore the pupil more than this same subject not properly taught. The book has taken special pains to present this topic (and, indeed, all topics) as clearly and challengingly as possible, observing the method of problem motivation (John Dewey); therefore, unless you can surely improve on the treatment given the subject by the textbook, you had better follow the book closely. Let study precede teaching.

Page 94. The correct verb forms for the ten sentences at the bottom of the page are: Sentence (1) likes; (2) doesn't; (3) were; (4) studies; (5) goes; (6) seems; (7) are, are, are; (8) are; (9) Doesn't; (10) has.

Pages 95-96. The correct verb forms for these twelve sentences are: Sentence (1) are; (2) Are; (3) were; (4) was; (5) was; (6) was; (7) dresses; (8) has; (9) is; (10) Are; (11) was; (12) is.

Page 97. The correct verbs for the sentences in the drill on this page are: Sentence (1) was; (2) is; (3) is; (4) was; (5) does; (6) absorbs; (7) was; (8) was; (9) is.

The correct words for the twelve numbered sentences on page 98 are: Sentence (1) is; (2) was; (3) either *sees* or *see*, according as *who* is singular or plural; (4) was; (5) was; (6) is; (7) suffer; (8) is, am; (9) is; (10) was; (11) lie; (12) are.

The correct words for the twenty-two numbered sentences on page 99 are: Sentence (1) was; (2) is; (3) counts; (4) am, is; (5) were; (6) are; (7) lie; (8) was *or* were (see rule IX); (9) is; (10) is; (11) is; (12) were; (13) is; (14) is; (15) was; (16) is; (17) visits; (18) was; (19) are; (20) Doesn't; (21) doesn't; (22) does.

Page 100. Omit the group exercise at the top of the page if work is pressing hard as the end of the school month approaches.

If good luck and good teaching have combined to lead the class to the end of the December apportionment before the time is up, do one of the following: (1) review the leading points in the month's teaching; (2) review important matters taught since the beginning of the year; (3) take up any sections that were omitted during the month or

the year ; (4) try the class on the tests at the very beginning of the book (pages 1-10), and time pupils and compare these time records with those made at the beginning of the seventh grade ; (5) in the same way utilize tests elsewhere in the book, emphasizing the timing feature ; (6) begin to teach pages 102-115 and thus make an encouraging beginning with the January work.

Quiz, No. 5. Does the grammar knowledge that pupils have gained show in their English? That is the true test. It is an easy thing to memorize and recite a rule of correct English but a different and difficult matter to make that rule show in one's speaking and writing.

1. Write three entertaining sentences containing *whose* correctly used ; *who's* ; *its* ; *it's*.

2. Give three declarative sentences containing the pronoun *whom*.

3. Give three entertaining interrogative sentences containing the pronoun *whom*.

4. Give an entertaining complex sentence containing the word *all* used as an adjective ; others using in turn each of the following words used as an adjective : *this*, *that*, *these*, *those*, *each*, *some*, *any*, *both*, *neither*.

5. Give sentences containing the above italicized words used as pronouns.

6. Without using any *and's*, *so's*, or *then's*, give the meaning of Thackeray's poem "The Dead Napoleon."

Quiz, No. 6. 1. Can you use three different relative pronouns in entertaining sentences?

2. Fill in the blanks below with the correct pronouns. Tell the class your reason for choosing each one.

a. Every girl must carry — own lunch.

b. Each of the bystanders had — story of the accident.

c. Neither boy wore — cap.

d. Anyone wishing to buy tickets must take — place in line.

e. One of the women had forgotten to bring — purse.

f. Every man, woman, and child may have — share of the prizes.

3. Explain the use of each of the italicized words in the following selection :

Did *you* ever stop to think how much power is needed in the world to move the machinery in thousands of mills and factories, to light cities and towns, and to run locomotives, street cars, automobiles, trucks, and airplanes? Look about *you* and see for *what* things power is needed in *your* city.

The power used in *our* great industries comes chiefly from four sources—coal, oil, gas, and water. From *these we* make steam and generate electricity. Steam and electricity are the magicians *which* do so much of *our* hard work for *us*. *It* is hard for *us* to imagine how *we* could live without *them*.

A story is told of a hunter *who* went to sleep one night by *his* camp fire, only to be awakened later because *he* was so warm. To *his* astonishment *he* discovered that the heat came not from the wood *which he* had gathered the night before (for *that* had entirely burned out) but from the black rock in the earth, *which* had taken fire. And *this* hard rock, the burning of *which* seemed so wonderful to the hunter, is the common coal with *which we* are so familiar.—ALLEN, "United States" (Geographical and Industrial Studies) (chap. xi, Sources of Power—Coal, Oil, Gas, and Water, pages 138-139)

4. Write your teacher a friendly letter, telling her what you saw on a cold day in November. Show the letter to a classmate. Let him decide whether what you saw was interesting, and whether you have made any mistakes.

5. Find out as much as you can about the work of one of the following: a newsboy, a messenger boy, a cashier in a restaurant, a clerk in a dry-goods store, a clerk at a soda-water fountain, a street cleaner. Plan an outline for a short talk on the one which you have chosen. Write the outline on the blackboard, and follow it in giving a talk to your classmates.

STANDARDS OF ATTAINMENT FOR SEPTEMBER-DECEMBER

Grammar. Pupils should recognize in sentences and be able to use in sentences nouns as subject, direct object, or indirect object of verb, object of preposition, or predicate word. They should be able to write

correctly the possessive forms and the plurals of all nouns. Pupils should recognize and distinguish between the different kinds of pronouns: personal, interrogative, relative, adjective. They should write correctly in sentences the different forms of the personal and relative pronouns according to their use. They should employ correctly in both pronoun and adjective use words like *this, some, any, all*, etc.

Composition. Pupils should write in correct form friendly and business letters and invitations. They should be able to give oral or written expositions, using their own outlines.

Punctuation and Capitalization. Commas, periods, quotation marks, and capital letters should be correctly placed.

Quiz, No. 7. 1. Write a complex sentence containing both a transitive verb and a linking verb; similarly, a compound sentence.

2. Draw a line under the transitive verbs; draw two lines under the intransitive verbs; draw three lines under the objects; draw four lines under the predicate words.

- a. The Pilgrims crossed the ocean.
- b. They came in the *Mayflower*.
- c. Some of the Indians were kind.
- d. The Pilgrims suffered many hardships.
- e. They suffered bravely.

3. Draw a line under each linking verb; draw two lines under each predicate word; tell whether the predicate word is a noun, pronoun, or adjective.

- a. That little girl is my neighbor.
- b. The new paint feels wet.
- c. Those peaches taste very sweet.
- d. It is he at the door now.
- e. My, that gingerbread smells good!

January (pages 102-134)

The work of this month covers some of the most difficult as well as practically valuable topics in English grammar. Experienced teachers do not need to be told this. Inexperienced teachers need not grow alarmed. The textbook will take care of them. It is to be hoped that

by this time teachers have formed the habit of leaning on the book, which was purposely made to be leaned on. Teachers are urged, as they begin the January work, to study the book carefully before teaching it, to work out the completion tests, the drills in correct use, and the tests in applied grammar, in order that every little difficulty in them may be appreciated, as well as every big or little teaching device or novelty of method. In this way teachers will prepare themselves (1) to do the pupil the greatest possible good, (2) to derive the greatest possible gratification and enjoyment from the lessons.

Pages 103-104. *Lay* and *lie*, *sit* and *set*,—these verbs had a preliminary treatment in the Seventh Grade, pages 41 and 65. That may be reviewed at this time. The drills in correct use must be conducted exactly as the book prescribes, if the results expected are to be achieved. Read the preface regarding these drills. Teachers are advised to make time records for them; each pupil should be timed, and these scores should be tabulated according to rank. As class after class adds its records to the first ones, teachers will become surer and surer of what they may expect of pupils. Teachers will have a more and more accurate standard of what to expect. That is, they will have useful standards of measurement, which in addition will add greatly to their own and the pupils' interest in these effectual drills. See the tabulations of records on page 124 of the present time-table.

Page 103. The proper forms of *lay* and *lie* for the sentences in the completion test are: Sentence (1) lay; (2) laid; (3) laid; (4) laid; (5) lies; (6) lay; (7) lay; (8) Lay, lie; (9) lain; (10) Lie; (11) lie; (12) Lay; (13) lies, lie; (14) lying; (15) lying.

Page 104. The proper forms of *set* and *sit* for the sentences in the completion test are: Sentence (1) set; (2) Sit; (3) sits; (4) set; (5) sit; (6) sitting; (7) sat; (8) Set, sit; (9) sit, sit; (10) sit.

Page 105. Re-read what has been said repeatedly in this manual about the value of vocal drill, pronunciation drill, and dictionary drill. These drills should never be slighted. A few minutes devoted to them every other day for a year will work wonders.

Pages 106-107. Omit if necessary, but only if necessary; then regretfully.

Page 108. For the teacher's convenience, the solution of the single-track problem is given below :



Suppose for clearness that the engine and 25 cars now on the right of the point where the sidetrack enters are red and that those on the left are blue. The blue train must be at least an engine's length to the left of the sidetrack.

The red engine detaches its cars, moves forward beyond the point where the sidetrack enters the main track, and backs onto the sidetrack. The blue engine proceeds forward with its own cars, pushing the 25 red cars forward, until the entire blue train is beyond the sidetrack. The red engine then goes ahead all alone up the track to the left to a distance greater than the length of the blue engine and 26 cars (the 25 blue cars and one red car as explained below).

The blue engine now couples on one of the red cars. It then backs its own cars and pulls the red car Number 1 backward to the point where the engine can push this red car onto the sidetrack. Leaving the red car on the sidetrack, the blue engine goes forward, pulling its own train until the last blue car is beyond the sidetrack.

The red engine backs up, picks up red car Number 1, and carries it forward up the track to the left out of the way again.

The blue engine takes on red car Number 2, backs up beyond the siding, pushes red car Number 2 onto the sidetrack, and goes forward again until the opening to the sidetrack is clear.

The red engine, with red car Number 1 attached, backs up and picks up red car Number 2, and proceeds forward up the track to the left.

The blue engine and the red engine continue these same operations until the red engine has picked up red car Number 25. It then has its whole train headed in the right direction and is ready to proceed; while the blue engine has its 25 cars attached, is also headed in the right direction, and is ready to proceed.

Page 110. The class post office is a teaching device that increases the pupils' interest in letter writing and successfully motivates the work. It makes the letters more real, hence more worth writing and writing carefully. The postmaster may appoint assistants to look each for a particular kind of error, and letter carriers with keen eyes for mistakes on the envelope, including the return address.

Pages 111-112. Section 11 utilizes for motivation purposes the pupil's enjoyment of humor. It is not likely that pupils who have laughed over the ten sentences on page 112 will ever forget one important use of the comma—that for avoiding ambiguity.

Pages 112-114, section 12. The first sixteen sentences in this section read as follows when errors are corrected:

1. Was it Mr. Brown who offered you and *me* the position?
2. The poorly dressed boy walked to and fro restlessly and felt *uncomfortable*.
3. That's *he*, and that's *she*.
4. This kind of flowers *grows* rapidly.
5. He *doesn't* understand the error in this sentence.
6. Neither of those two children *is* ever late at school.
7. The house, the barn, and the shed *are* burning.
8. No white man and no colored man *believes* this statement.
9. The captain, as well as nearly a dozen other officers, *was* in the airship's control cabin.
10. There *are* many kinds of boys looking for jobs.
11. Some *speak* correct English, and some *do* not.
12. The driver of the wrecked car was severely punished.
13. He *doesn't* think that the news is true.
14. Politeness, as well as ability, *is* important in business.
15. This sort of apples *is* sweeter than all the others.
16. *Were* you ever in a balloon?

The second group of sentences in section 12, twenty-four sentences in all, should be read with the following correct words: Sentence (1) are; (2) are; (3) was; (4) him, me; (5) him, her, me; (6) saw, he, I; (7) us, uncomfortable; (8) Whom, I; (9) he, she; (10) neat; (11) they; (12) Are, they, saw; (13) doesn't; (14) were, weren't; (15) these, studies; (16) seen; (17) well, doesn't; (18) those, goes;

(19) these, go; (20) was; (21) was; (22) Sit, teach; (23) are, lying; (24) think.

Allow no marking in the textbook. Inspect books to make sure that no corrections are written in the book at places where there are tests in applied grammar, and that no indication of the correct form is entered in or near sentences that call for the selection of the correct form from two forms offered in parentheses. Such corrections or indications written in the textbook would simply deprive the learner of the benefit the test, drill, or exercise is intended to give him.

Page 114. This grammar examination should reveal from another point of view what the preceding test in applied grammar also made clear—whether the pupil has got the utmost out of the teaching and training of the last weeks. It should make a diagnosis that will enable the teacher to prescribe at once such further study on the part of the pupil as will remedy the shortcomings brought to light by the examination.

Pages 116-136 are twenty-one pages of fairly hard work. Fortunately it is as valuable as it is hard. It is well worth doing, for it involves the attainment of a mastery of certain forms, whose corresponding incorrect forms are more frequently employed by school children than any other incorrect forms in the English language. This is the finding of recent investigations into the actual language of grammar-school children. The verb forms *seen, done, come, gone, rung, drunk, and sung* are used without *have, has, or had*; and the verb forms *saw, did, came, went, rang, drank, and sang* are used with *have, has, or had*—this is the pupils' most serious error. Now, on the pages mentioned, the book undertakes to deal with that error: (1) to show that it is an error, and why; (2) to form in the learner the habit of not committing it. Incidentally, much else that is excellent is developed and accomplished.

Sequence of Tenses. This is a topic that is too difficult for most pupils in most grammar schools. It is ably treated in Kittredge and Farley's "Advanced English Grammar" (Ginn). It is briefly illustrated by such changes from direct to indirect discourse as the following:

Direct: I *am* tired.

Indirect: I said that I *was* tired.

Direct: New York *is* larger than Chicago.

Indirect: The teacher said that New York *is* larger than Chicago.

Direct: It *will* soon be night.

Indirect: He said that it *would* soon be night.

Pages 118–120. Observe how the perfect tenses are explained. This, however, is difficult for the child. Be content if he can identify each of the three perfect tenses. Do not press him to give the explanation presented in the book at the bottom of page 118 and the top of page 119.

Page 121. If necessary, omit the group exercise.

Pages 121–122. The completion test comes as an agreeable change after the strenuous grammar lessons of the preceding pages,—a game, after steady and absorbing work. The words that Irving himself used may be disclosed to the class after each pupil has supplied the blanks with his own choices. Irving's words are: (1) was; (2) beheld; (3) dawned; (4) saw; (5) stood; (6) appeared; (7) made; (8) cast; (9) entered; (10) threw; (11) returned; (12) gazed; (13) attracted; (14) was paid; (15) pointed out.

Page 123 begins the explanation of the difference between the verb form that is correct for the past tense and, on the other hand, the verb form that is correctly used with *have*, *has*, or *had*. This explanation, extending to page 125, is tested and, so to speak, clinched, by the completion test on that page—a test that is of the nature of a game. Let that game be played often. It will clear away many an error of the sort described above.

Page 126. Omit the word study if time is short.

Pages 127–128. Here we have the practical climax of the grammar of the past several weeks. That section, number 6, deserves the most careful attention and teaching. Keep time records for the drill in correct use on page 128. Let pupils vie with each other to improve their time records with practice. Join in this rivalry and do not be afraid to enter your own score among those of the pupils.

The correct verb forms for the twenty sentences in the completion

test are: Sentence (1) swam; (2) swum; (3) broken; (4) burst; (5) caught; (6) came; (7) come; (8) done; (9) did; (10) drew, drawn; (11) drunk; (12) drank; (13) drunk; (14) saw, seen; (15) eaten, eaten, ate; (16) went, gone; (17) wrote, wrote; (18) seen, written; (19) taken, wrote; (20) gone, done, brought.

Pages 128-129. Letter writing is of course the most useful form of written composition that pupils engage in. It is very much stressed in Jeschke, Potter, and Gillet's *Grade Eight*, as teachers have doubtless noticed in the preceding chapters. Here we have it again. Do not neglect such exercises as the present one. Children cannot have too much practice in letter writing, particularly if the practice does not become a dull grind, that is, if it is genuinely motivated.

Pages 129-134 are perhaps the most entertaining technical grammar pages in the book. Try them on yourself, and see whether you do not agree. Notice the simple, novel, effectual *approach*; the simple but lucid and easily understood *definitions*; the *abundance* of illuminating sentences; the correct-use emphasis, together with completion test and clinching drill in correct use; the correlation (page 133) of grammar with composition. Why, indeed, teach voice at all, if this grammar knowledge is not applied to the pupil's speaking and writing and *made* to function there?

Page 132. The correct forms for the completion test are: Sentence (1) forgotten; (2) driven; (3) run; (4) written; (5) thrown; (6) taken; (7) frozen; (8) chosen; (9) grown; (10) ridden.

Quiz, No. 8. 1. Choose the correct form in each sentence and explain your choice:

- a. One of us (*is, are*) going with you.
- b. Either John or I (*is, are*) going to take the book to him.
- c. (*Doesn't, Don't*) it seem hot to-day!
- d. That kind of apple (*tastes, taste*) better than this.
- e. I (*shall, will*) probably read the book to-night.
- f. Bread and butter (*is, are*) good for the child.
- g. (*Is, are*) your sister and brother going?
- h. Everyone who (*knows, know*) the answer raise (*his, their*) hand.
- i. Father or Mother (*is, are*) going on the picnic with us.

- j.* Jane, with three little girls following her, (*is, are*) leading the way.
- k.* A box of oranges (*was, were*) sent us from Florida.
- l.* There (*is, are*) many people crowded into the elevator.
- m.* The book with my favorite stories (*is, are*) lost.
- n.* There (*is, are*) a great amount of money wasted.
- o.* If you are one of the pupils who (*is, are*) going, be ready at nine o'clock.

2. Give the tense of each verb in the following sentences :

- a.* I shall have finished by the time you are ready to leave.
- b.* He went on the early morning train.
- c.* They will want something hot to drink after their long journey.
- d.* I go to bed every night at eight o'clock.
- e.* Had you written the letter before the mail left ?

3. Use in each sentence the correct form of the verb :

- a.* Did you say that he (*break*) his arm ?
- b.* The children (*eat*) after the grown-ups had (*eat*).
- c.* I haven't (*see*) a robin this spring. Have you (*see*) one ?
- d.* He has already (*do*) his share.
- e.* We can't start yet, for the train hasn't (*come*).

4. In the following sentences change the active verbs to passive, and the passive verbs to active :

- a.* The baby spilled her milk.
- b.* His lunch was eaten quickly.
- c.* The letter was mailed by the chauffeur.
- d.* I broke a windowpane.
- e.* Mother called me early this morning.

5. Insert in the blanks the correct helping verb :

- a.* — it be possible for you to go ?
- b.* By ten o'clock to-morrow I — be halfway there.
- c.* Father, — I go to the circus to-morrow ?
- d.* Yes, John, you —.
- e.* I — finish my lessons before I go out to play.
- f.* — we go to see Aunt Jane while she is sick ?

g. If only I —— have been there to help you!

h. I know that the children —— be glad to help you pick the berries.

February (pages 134-165)

The distinction between the meaning of *shall* and *will* in different uses is the subject of the first one or more lesson periods of the month. It is not difficult, but still difficult enough to call for careful teaching and thoroughgoing drill. Here, as elsewhere, the rule of wisdom is to follow the procedure of the book, since the book was written with the purpose of saving teachers the time, trouble, and experimentation necessary to working out a procedure of their own.

Pages 135-136. The correct helping verb (*shall* or *will*) for each of the sentences in the two completion tests on these pages is: Sentence (1) shall; (2) will, will; (3) shall; (4) will; (5) shall; (6) will; (7) shall; (8) shall; (9) Shall; (10) will; (11) will; (12) shall, shall.

Sentence (1) will; (2) shall; (3) shall; (4) will; (5) shall; (6) will; (7) shall; (8) shall; (9) Shall; (10) Will, will.

The exercise on page 138, in condensing, is so valuable that it must not be hurried. Pupils enjoy playing telegraph office. Try to obtain telegraph blanks to add a further touch of reality.

The extended correct-use exercise on pages 140-141 is useful not only as drill in correct use but also as an indication of where the class stands at this stage in regard to ability to use correct English. At this time there might be given a review of one or more of the tests offered on pages 1-10 of the textbook. The time element should be introduced into these drills frequently and careful measurements made with a stop watch, if possible, though an ordinary watch or clock can with care be made to serve very well.

Pages 140-141. The correct verbs for the thirty-four drill sentences on these pages are: Sentence (1) Were; (2) Doesn't; (3) are; (4) is; (5) is; (6) is; (7) Is; (8) was; (9) was; (10) intends (*intend* would not be incorrect); (11) lay, lie; (12) is; (13) am; (14) wonder; (15) eaten, ate; (16) done, seen; (17) saw, seen; (18) wrote, written; (19) went, gone; (20) shall; (21) will;

(22) may; (23) will, shall; (24) May, can; (25) teach; (26) were; (27) were; (28) suppose; (29) lying, Doesn't; (30) seen; (31) saw, did; (32) gone; (33) came; (34) broken, saw.

Though time be short, do not neglect the vocal drill, page 141, the pronunciation drill, page 142, or the punctuation drill, page 145. See what is said earlier in this manual about these drills. The project, pages 142-144, may be omitted, but only if urgently necessary.

Page 145. Use the following selection or a suitable anecdote, say, from the *American Boy* for the dictation exercise:

We are just beginning to discover how much really goes on in the mind during sleep. Sleep is not only the time for physical growth, but I am inclined to think that it is equally the time for mental growth—the time when the personality is formed.

It seems to be the time when impressions which have been gained during the day are worked over and are made into a part of the sum total. New resolutions which we have taken become rooted and strengthened then. New ideas that we have hit upon are digested and given their place in the memory. It seems to be a time when the mind sorts over its experiences and casts up accounts.

This is true in a special sense of the impressions and impulses that come to us just as we are on the verge of sleep. This is the moment of all moments when we are most susceptible to suggestion. A man who is ambitious for himself will take advantage of the opportunity this offers. When he goes to sleep he will make sure that the thoughts admitted into his mind are strong and healthy thoughts—thoughts of joy, of success and accomplishment.—LUTHER H. GULICK, M. D., "The Efficient Life"

Pages 147-148. The ten sentences should read as follows when the seventeen errors have been corrected:

1. What *were* you doing when I *saw* you Saturday?
2. Whatever has been said, is said; whatever has been *done*, is *done*.
3. We *shall* be glad of the chance to go there.
4. I *wrote* you a letter last week, but you have not *written* to me.
5. The house and the garage *are* on fire.
6. Is the window *broken*? Who *saw* him do it?
7. The Indians had never *come* to this place. They *were* superstitious about it.

8. *Doesn't* he know who *did* it? Don't you know?
9. Perhaps my big brother will *teach* me the trick.
10. *Sit* over here, my dear, or *lie* on that comfortable lounge.

The correct words for the sixteen sentences on page 148 are: Sentence (1) written; (2) given; (3) Were, spoken; (4) were, worn, torn; (5) shaken; (6) Are, eaten; (7) were, broken; (8) Have, brought; (9) swum; (10) flown, are, gone; (11) thrown; (12) lay, sat; (13) stolen; (14) swung; (15) frozen, burst; (16) seen.

Page 149. Section 20 is for the teacher rather than for the pupil.

Pages 150-165. We now enter upon four chapters that must be understood, in order to be used correctly. Read the footnote on page 150. Notice that a number of the sections in these four chapters are starred. These present advanced grammar, which some school systems will mark for omission, since its practical bearing on the pupil's speaking and writing is more or less remote. This point calls for an explanation.

For the purpose of this explanation, let us compare two grammar topics: *voice* and *objective complement*.

Voice belongs to essential grammar. That is, to understand *voice* is to understand why some verb forms in general use are incorrect. It is to understand why *is seen* is correct and *is saw* is incorrect. Knowledge of *voice* enables one to say with certainty, "This is correct; that is incorrect" in regard to these verb forms. Therefore, to teach pupils about *voice* is to teach them something that has direct bearing and influence on their English. It is to teach them essential grammar. It is to teach them something of undoubted practical value. It is wholly defensible.

The objective complement, on the other hand, does not belong to essential grammar. Why not? Because no one ever makes a mistake in the use of the objective complement. It does not lend itself to incorrect use. One says:

They elected George *manager*.
Frank painted the fence *white*.

The words *manager* and *white* are objective complements. Both are, from the Latin point of view, in the objective, or accusative, case. But, in English, the nominative and objective cases of the word *manager* are the same in form; both are *manager*. The same is true of the word *white*. Hence, in English, no error is possible here. It is very different in Latin. In this language *manager* and *white* have one form for the nominative case, and another, a different, form for the accusative case. In Latin it is possible to make a mistake whenever one uses the objective complement construction. But we are teaching English. In this language we do not need to know about the objective complement, in order to escape the possibility of error. That is, knowledge of the objective complement has no bearing on correct use. The objective complement does not belong to essential grammar.

English grammar treats of two kinds of topics: those that bear on correct use and those that do not—essential grammar and grammar of a remoter practical interest. Essential grammar is presented in the chapters of Jeschke, Potter, and Gillet's Grade Eight that precede the last four chapters that begin on page 150. Essential grammar is reviewed in those last four chapters. Other grammar topics, however, like the objective complement, are presented in those last four chapters and nowhere else. They are presented in close correlation with the reviews of essential grammar which those four chapters contain. These remoter topics are distinguished from essential grammar by means of asterisks. Each section of this advanced or remote-interest grammar is starred. See pages 154, 162, and others.

Teachers will discover among the advanced grammar topics a number, not many, that do have bearing on correct use, after all that has been said. These are exceptions that prove the rule. They are, for the most part, topics like the *dangling participle* (page 262), the *split infinitive* (page 272), or the distinction between the *gerund* and the *present participle* (page 266), that involve grammar of such extent (in explanation) and difficulty as to raise the question whether it should be taught before the high-school grades. That question may be answered differently by different experts; the present textbook lends itself equally conveniently to either answer.

What, then, are teachers to do as they teach the last four chapters of Jeschke, Potter, and Gillet's Grade Eight, pages 150-278? Are they simply to omit all starred sections in these four chapters? That would be advisable in some schools. It is a difficult enough task to teach effectually those practical grammar topics that have a direct and not too extremely technical bearing on the pupil's English, and to remove from his speaking and writing the errors that are commonly found there. As a rule, schools and teachers attempt too much and, as a consequence, achieve too little. Nevertheless, there are schools in which it is desirable to teach more than the minimum essentials referred to, and for good and sufficient reasons. In some instances, indeed, every grammar topic in the book will be taught, a complete grammar presentation being desired. Each school system that calls for more than the minimum essentials of grammar may and can make its own selections for additional and advanced grammar from the starred sections in Jeschke, Potter, and Gillet's Grade Eight. Something depends on the nature and scope of the grammar examinations for which in some schools the pupils must be effectually prepared. Something depends on the nature and scope of the high-school requirements that must be met. The question is in a measure a local one. Jeschke, Potter, and Gillet's Grade Eight lends itself equally easily, as has been seen, to any local requirements that seem to teacher, principal, and superintendent to be sensible, practical, necessary, and wise.

The reviews of essential grammar that are provided by the last four chapters of the book will of course prove of great value. Many of these reviews are also tests and are so designated. By means of cross references (see the page number following each definition) they point to a return to the original development and treatment, where such return seems necessary or desirable. These reviews should put the finishing touches on the pupil's knowledge of the minimum essentials of grammar. Teachers are advised to study them before teaching them.

Page 154. If you teach the *objective complement* (a starred topic), do so exactly as the book does. The term *adjunct accusative* may be used for the *objective complement* by those preferring this rather more difficult name.

Pages 156-157. In connection with the review of phrases, prepositions may be reviewed. See Grade Seven, pages 36-38.

Page 158. Some teachers who would certainly omit the *objective complement* (page 154) would with equal certainty teach the *appositive*, though the latter is also a starred topic. While personal or local reasons have much to do with deciding these questions, care must be taken that the pupil be not forgotten. It is better to teach the pupil than to teach the subject, which means that the pupil's needs must, in the last analysis, determine the course of study.

Pages 159-160. It is true that sometimes appositives are *not* inclosed in commas, but it seems advisable to omit these instances from a grammar-school grammar. See Kittredge and Farley, "Advanced English Grammar," page 308.

Page 163, section 12. "The Blackboard Newspaper," a project presented earlier, may be revived at this time. See Grade Seven, pages 168-169.

March (pages 166-200)

Page 166. The valuable exercise of building sentences is as entertaining as a game. In fact, the elaborate sentence near the bottom of the page was built around the sentence essentials "Acrobat performed tricks" by a child in the spirit of a joke. The play spirit should prevail as pupils "make sentences grow" and then re-express them in the form of many very short sentences. The benefit derivable from such exercises is (1) a distinct gain in sentence sense and sentence mastery, together with (2) elimination of the "and" habit. The game will perhaps move with the least delay if the teacher take a position at the blackboard and write in their appropriate places near the sentence essentials the modifiers suggested by the class.

Pages 167-168. A number of the sentences in the review presuppose a knowledge of noun clauses (or possibly other topics previously presented in starred sections). While those sentences can be understood without this technical preparation, still such sentences (as, 8, 9, 10, 11, 12) may be omitted entirely or may be briefly and untechnically ex-

plained, if the starred sections themselves have been omitted. The sentences are not difficult.

Pages 171-173. It is to be doubted whether the average pupil in the average school would be much benefited by studying this section.

Page 175. Notice again that grammar is studied and learned for a purpose. The complex-sentence knowledge gained by the child is brought immediately to bear on his sentence habits. Does he use stringy sentences, that is, unjustifiable compound sentences such as the "and" habit entails? Practice in the use of the complex sentence will help to correct this fault; hence section 20 follows section 19, that is, work in variety in expression follows review of sentence structure.

Conjunctions may be reviewed at this time. See Grade Seven, pages 180-183.

Page 177. It is assumed that the teacher is now familiar with the psychology of the drill in correct use as that drill is constructed in Jeschke, Potter, and Gillet's Grade Eight; but it will do no harm if the teacher will re-read the Preface on this point, together with such explanatory remarks as the present manual contains. The teacher is advised to take the drill, noting the time; (2) to give the drill to friends, timing them both before and after practice; and (3) to utilize the time element when giving the drill to the class. Groups of pupils may practice the drill and time each other and hand in their best records. An ordinary clock or watch may be used, though these are not so accurate as a stop watch unless the greatest care is observed in reading starting and stopping points on the dial. All these records combine to form a background or standard against which future classes may be measured. See this manual, page 124.

The correct words for the eighteen sentences on page 177 are: Sentence (1) seen, did; (2) came, rang; (3) torn, broken; (4) were, Were; (5) done, gone; (6) written, written; (7) any, done; (8) teach, as; (9) whom; (10) Whomever, as; (11) eaten, anything; (12) are, eaten; (13) have you; (14) himself, anything; (15) flown, brought; (16) taken; (17) spoken; (18) ridden.

Page 178. A most important page.

Page 179. For passages suitable for dictation, turn to the pupils' schoolbooks in history, geography, physiology, or civics; or use the following; or use again one or more of the selections supplied on preceding pages of this manual.

Washington's journey from his fine estate of Mount Vernon, on the Potomac, to the city of New York, where he was inaugurated as first President of the United States, on April 30, 1789, was one long ovation. The streets were strewn with flowers. Triumphal arches, dinners, speeches, cheers, and songs gave him the grateful assurance that his services in war and peace were appreciated by his countrymen.

All eyes were upon him. His task was immense. He had to create the democratic dignity of the President's office, to choose wise counselors, to appoint upright and able judges, to hold factions in check, to deal wisely with the representatives of foreign powers, to discharge many other duties of the first importance; and it needed every particle of his wisdom, his tact, his patience, his zeal, to accomplish the task.—D. S. MUZZEY, "An American History"

Page 179, section 25. Some educators believe in giving time to the detailed analysis of sentences, as here shown; some do not. The textbook marks these exercises optional. The teacher is advised to discuss with fellow teachers, with the school principal, or with the superintendent, whether to use or omit them. In the absence of clear-cut advice or convictions in the matter, perhaps the best solution of the problem is to analyze a very few sentences; then, if the children seem to enjoy them and profit by them, more sentences can be so studied. Notice the abundance of sentences provided (pages 181-182).

A complete set of models for diagramming, for those teachers that desire to use them, is given on pages 293-319 of the textbook.

Page 183. Section 26 is mainly for the teacher, and only incidentally for the pupil.

Page 184. Here begins the second of the four final chapters of eighth-grade work. All four are devoted to "Advanced Grammar and Review." Under February the inner nature and purpose of these chapters are explained. Perhaps teachers should re-read those explanations. Incidentally it may be said here that the entire manual is

full of little explanations, suggestions, warning, words of advice, that are given only once and cannot well be repeated, which it would pay teachers to review. An occasional re-reading of the entire "Teachers' Manual," if this would not be too much to ask of the busy teacher, would probably repay the time and effort spent on it, though certain parts of the manual might of course prove somewhat boresome, the opportunity for immediate use and applications being absent.

Page 185. Of the two sections, 2 and 3, the latter is of greater practical value. The matter of this section has, however, been presented on pages 97-98, Rule IX; at this point the technical term *collective* is added for those who wish to use it.

Page 187. This is a difficult section and, for most pupils, without value. Teachers may perhaps teach the first of the three divisions of it, and make a selection or two from the second and third divisions.

During the month it seems advisable, if there be time for it, to review a number of the drills in correct use and word study, as, for instance, those on pages 1-3, 72, and 82.

April (pages 200-234)

Page 200. When the pupil begins the study of case, he has already learned all about it except the names of the cases. The uses of nouns and pronouns in sentences have been studied, learned, and reviewed by him; he knows them well. Now he is told to group these uses under the three cases (see page 201).

Page 209. The following selection may be used for the dictation exercise:

Early in May the star Vega rises at about the same hour that the sun sets, and all summer long it is the gayest and perhaps the most instantly attractive star in the evening skies. It is the star so often noticed and commented on as shining with great brilliancy, directly overhead, between nine and ten o'clock during the hot summer evenings of July and August. When autumn comes it has passed the highest point in its journey across the heavens and may be seen traveling towards the northwest.

Vega is the most brilliant star in the skies of the northern hemisphere.

It is one of the very large suns of the universe, and gives out about ninety times as much light as our sun. But its distance is so great that it requires about twenty-nine years for light to travel from it to us. Vega has a companion star, much smaller than itself, revolving around it, which is of the same beautiful bluish color as the larger star.—MARTHA EVANS MARTIN, "The Friendly Stars" (Adapted)

Pages 210–211. Teachers desiring to use the names *genitive case*, *accusative-dative case*, and *accusative case* instead of the more usual and more easily explainable *possessive case* and *objective case* are at perfect liberty to do so. If they do so, the *objective complement* (page 154) would appropriately be called the *adjunct accusative*.

Of course the condensed statement of the uses of nouns and pronouns under each of the three cases as tabulated in the textbook is not complete. It is not intended to be complete, except for the purposes and welfare of the grammar-school child. For purposes of theoretical completeness, however, the following additional uses are here listed:

a. Following the fifth use under nominative case on page 210 of Grade Eight:

6. With a participle that modifies it and forms with it an adverbial phrase of time, cause, or circumstance. Thus:

John having pulled his boots on, we felt sure of his intending to go with us.

NOTE. *John*, in the preceding sentence, may be called a *nominative absolute*.

b. Following the sixth use under objective case on page 211 of Grade Eight:

7. As the subject of an infinitive. Thus:

I expected *John* to go. I asked *him* to do so.

8. As the predicate word in an infinitive clause. Thus:

I knew him to be *John* the moment I saw his eyes.

9. As a retained object after a passive verb. Thus:

The boy was given a severe *lecture* by the principal.

10. As a secondary object after *teach* or *ask*. Thus:

The stranger asked me the *way* to the post office.

11. As a cognate object after a verb regularly intransitive. Thus:

The children ran a *race*. The queen wept bitter *tears*.

12. As a causative object after a verb regularly intransitive. Thus:

The boy ran the *horse* into the fence.

Pages 213-214. The twenty-five sentences read as follows when deprived of their thirty-seven errors:

1. *I* was in *Africa* last year, but now *I* am in *Chicago*.
2. There were two *dishes* in each of *those boxes*.
3. The *attorneys* rode on *donkeys*.
4. The *baby's cries* attracted the *mother's* attention.
5. A cat has nine *lives*.
6. *Men's* hats for sale here ; also *ladies'* hats.
7. The *negroes* listened to the *echoes*.
8. *Who's* there? *It's I*.
9. *Whom* do you see?
10. Is it he who sent the letter?
11. That book is hers.
12. He is taller than *I*, but I am heavier than *he*.
13. He said so *himself*.
14. Look at *those* boys treating *themselves* to sodas.
15. The dog began to wag *its* tail.
16. *Whose* book is this?
17. Give it to *whoever* raises *his* hand.
18. Those *kinds* of apples keep well.
19. This kind of cheese is expensive.
20. Every person has *his* faults.
21. Everybody should control *his* temper.
22. Two *riders* had seen *John's* signal.
23. *It's* a pleasant day, but *it's* a little cool.
24. It's the last day of the month, although it's the first day of the week.
25. Are you the boy whom I saw here last year? Yes, I am he.

Some of the errors in the preceding sentences can be indicated by the reader orally, only if he spells the words in their correct form as

he reads the sentences aloud. This should be done at every reading. Some of the sentences may profitably be used for a written drill; or a list of corrected words may be written against time.

Pages 214-215. The correct words for the fourteen numbered sentences for drill in correct use are: Sentence (1) he, she, I; (2) whom, Whom; (3) he; (4) I, whom; (5) he, who; (6) she, whom; (7) Whom, whom; (8) me; (9) he, we; (10) he, I; (11) she, I; (12) me; (13) he, she; (14) Whom.

Pages 215-216. Section 20 is for the teacher rather than the pupil.

Page 217 begins the third of the four chapters on "Advanced Grammar and Review," the nature and purpose of which is explained under February, which see. Decide which, if any, of the starred sections to teach in this chapter; then, in teaching them, follow the book, which aims to lead the learner along the most profitable path from what he knows to what he is to know. Most teachers will find it simpler, easier, and in every way better to take that path than to blaze an independent one, since the one in the book has been carefully tested and found satisfactory. It is the aim of the book to simplify and facilitate the teacher's work, saving the teacher time, effort, and questions. The teacher is invited to lean on the book, to depend on it, to look to it for suggestions and assistance. Thus assisted and reënforced, the teacher's efforts are as sure as can be to produce the desired educational results.

Pages 217-219. There will be some difference of opinion among teachers as to whether every technicality on these pages should be stressed or taught at all. Of course, the entire section may be omitted; or certain parts may be omitted and others taught. Thus the textbook lends itself to the peculiar needs of any local situation.

Page 220. Suitable adjectives for the slang word *some* in the twenty numbered expressions on this page may be found among the following suggestions, which by no means exhaust the possibilities:

old	exciting	convenient	large
decrepit	fine	generous	comical
brilliant	unusually large	industrious	graceful
swift	bright-colored	delicious	commodious

sweet-singing	bright	powerful	skillful
roomy	attractive	capacious	useful
odd	unusual	entertaining	beautiful
active	slow	remarkable	huge
palatial	ugly	up-to-date	speedy
extraordinary	stylish	becoming	comfortable
shocking	dangerous	big	agreeable
sharp	precocious	friendly	clever
expensive	thrilling	old-fashioned	excellent
economical	fashionable	interesting	pugnacious
stingy	brave	exceptional	awkward
rash	small	winning	elegant
novel	fast	pleasant	

Read, in this connection, what is said under *GN 10*, on pages 44-46 of this manual.

Pages 227-229. The important thing under ordinary conditions is that a pupil know adverbs when he sees them and that he use them correctly when he speaks or writes. To be able to classify adverbs is a secondary matter. In special cases, however, the classification is desired. It is not difficult. It is starred here for the reason that such classification does not belong to the minimum essentials of grammar, since it does not bear directly on the correct use of adverbs.

Pages 232-233. Here we have advanced grammar that is more difficult. Still, the book presents it in a straightforward manner, and the subject can be mastered by any pupil of average intelligence.

Page 233. The time element may be introduced here to advantage, as in every drill the book offers. This need not be explained here, since it has been repeatedly discussed on preceding pages of this manual. The correct words for the fifteen sentences of the present drill are: Sentence (1) any; (2) any; (3) anything; (4) ever; (5) any; (6) any; (7) beautiful; (8) one; (9) sweet; (10) he; (11) stronger, those; (12) that; (13) any; (14) softly, wise; (15) delicious.

If time remains after the April assignment is ended, proceed with May or review such parts of the book as the class needs to review or will specially enjoy reviewing.

May (pages 234-264)

Page 234. A few minutes of well-directed vocal drill every day or every other day is needed to rid pupils' speech of mumbling, nasality, and slovenliness—an important matter, without question. The drills should not be slighted. The same is true of the pronunciation drills, on which the present textbook prides itself, since it offers by far the largest number of frequently mispronounced words yet gathered in a single grammar book. Teachers have noticed also the dictionary practice provided in connection with every pronunciation drill. This should not be omitted; the dictionary habit, like every other habit, can be formed only by doing. It comes with happy practice, and it is a habit that every schoolboy and schoolgirl should have formed before leaving the grammar schools.

Page 235. This exercise and test in the use of capitals and punctuation marks has been preceded by sixteen sets of lessons, exercises, drills, and tests; for Grades Seven and Eight offer not merely an occasional treatment of the mechanics of written composition but, on the contrary, a complete and systematic course on the subject. A full set of rules with examples is to be found in the Appendix, to which the pupil is continually referred.

Pages 237-238. This extended test in applied grammar suggests the probably unnecessary warning to the teacher that *both* elements of the exercise *must* be brought into play at each study of the section; that is, the correction exercise must always be followed by the drill in correct use. The reason for this combination attack—giving the errors *both* barrels of one's educational shotgun—are briefly explained in the Preface to Jeschke, Potter, and Gillet's Grade Eight, which see, as well as in *GN 1*, on pages 5-14 of the present manual, which pages also it may be well for teachers to re-read with care.

The thirty sentences of the present test read as follows when their forty common errors are corrected:

1. Oh, I think that *Japanese* music sounds *beautiful*. (Indicate capital in *Japanese* during reading of this sentence.)

2. He drove along very *carefully* in his new car.
3. I never knew *any* one who laughed so queerly.
4. Hear *those* dogs barking loud.
5. John and James are both strong, but John is the *stronger*.
6. These *sorts* of apples taste very *sweet*.
7. New York is larger than *any other* city in the United States.
8. There *are* some boys who like machinery and tools.
9. There *is* nothing more to be said.
10. He sang *the loudest* of them all.
11. I never told *anybody* what you said.
12. I told nobody *a* thing that you told me.
13. The man acted *strangely* and *oddly*.
14. He appeared strange and odd.
15. "Go slow, buy cheap, sell dear, talk loud" was his practice.
16. He was *exceedingly* annoying but *very* funny.
17. It *almost* took my breath away.
- 18 and 19 are correct or incorrect according to the meaning intended to be conveyed.
20. Though the road is rough, that new *French* car rides *beautifully*. (Indicate capital during reading.)
21. She *surely* looks *well*, and she sings *well*.
22. He arrived *suddenly* and *unexpectedly*.
23. He *surely* can drive a car.
24. He did it *easily*, and he did it *well*.
25. *Those* people *have* no (kind of) business here. (If *kind of* is omitted, as it should be, the exercise contains 41 errors instead of 40.)
26. He is sleeping *soundly* and breathing *softly*.
27. *Surely* you can drive my car, but drive *carefully*.
28. He *almost* fell into the water.
29. I felt *bad* (or *ill*) last night, but I feel pretty *well* now.
30. I haven't had *any* practice in *those* new tricks.

Page 239. Although bright pupils may receive some benefit from looking it over, this section is for the teacher rather than for the pupil.

Page 240 begins the fourth and last of the four chapters devoted to "Advanced Grammar and Review." It is by far the most difficult of those four chapters. It presents such topics as *mood*, *participles*, *gerunds*, and *infinitives*. These are starred topics, for the reason given in this manual on pages 102-103; but in schools where it has been

decided that they form part of the work in eighth-grade English, the treatment in the textbook will be found to be unusually teachable and interesting. Dry as these grammar topics seem to some persons to be, they are actually of absorbing interest when studied in the right way; and in Jeschke, Potter, and Gillet's Grade Eight even the child's enjoyment of humor is utilized in this study.

Notice that the definitions that form part of the "review and test" sections are followed by page references, in order that both pupils and teachers may turn, when necessary, to the original developments. For the intention is that these sections shall be anything rather than the usual perfunctory grammar reviews. Instead, the purpose is to offer them as brief reviews *that shall test the pupil's need of more thoroughgoing reviews*. And all teachers will agree in this, whether they agree in their wish to teach all of the starred advanced grammar or only a part of it or none of it, that *essential grammar must be mastered*. There are no two opinions about that. Hence the test reviews of this textbook. They are the teacher's and the pupil's opportunity. In this connection it should be remarked that definitions should be understood rather than memorized. They are printed in heavy black type in the book to emphasize the fact that their meaning must be made clear to the child. That done, they need not be memorized.

Page 252. Utilize time-record motivation, as explained earlier in this manual, whenever pupils express a desire to have themselves timed as they read and, reading, correct the sentences in drills for correct use. The correct words for the present drill are the following: Sentence (1) saw; (2) were; (3) gone; (4) Were; (5) did, done; (6) brought; (7) rung; (8) drunk; (9) come; (10) Were, at; (11) sung; (12) Sit, were; (13) broadcast; (14) written, did; (15) hanged, seen, written; (16) brought; (17) taken; (18) eaten; (19) ought not; (20) seen, done.

Page 260. If you teach participles, begin with the present participle, as the textbook does, and follow the procedure of the book closely, which will bear careful study. Stress the correct-use sections on pages 262-263.

June (pages 264-278)

This month's work includes, if starred topics form part of the course, the interesting and difficult topics, gerunds and infinitives. They are not so difficult, however, that they cannot be taught to the average eighth-grade pupil, if they are properly presented. The problem is how to do this. Here the book aims to come to the busy teacher's and the inexperienced teacher's assistance. The advice is to teach these subjects as they are taught in the book, stressing correct use and, where possible, permitting the fun factor to play a part (see pages 267-268).

The correct words for the drill on page 266 are: Sentence (1) his; (2) our; (3) my; (4) pipe's; (5) man's; (6) his; (7) their; (8) your; (9) girls' (during reading indicate the position of each apostrophe); (10) teacher's (during reading indicate the position of each apostrophe).

Page 268. The "catch" is, of course, sentence 8.

Pages 275-276. The fifteen sentences read as follows when their twenty-four errors have been eliminated:

1. I was there, and I *saw* what they *did*.
2. Some day we *shall* no longer be young.
3. Neither of those two foolish boys *likes* history.
4. He *doesn't* know any better.
5. Every rat and mouse *was* ordered to be killed.
6. Has John *come* home yet and *drunk* his medicine?
7. He *has gone* out again.
8. I *saw* by the papers that the airships *were* seen yesterday.
9. *As we were* eating our lunch, the horse kept up a steady trot to town.
10. Help! I *shall* drown! *Will* no one help me?
11. *Sit* here, my friend, or *lie* on this lounge.
12. Will you *teach* me how you *did* the trick?
13. If I *were* you, I should *telephone* rather than *télegraph*.
14. This husky boy was *brought up* on a farm.
15. If it *were* I, I should not have *gone* in that rain.

Pages 276-277. These grammar examinations are of the formal sort rather than the vital. For the distinction see the Index of Jeschke,

Potter, and Gillet's Grade Eight, under "Review." They are of value as indicating the kind of questions the pupil will be asked to answer. The questions here given should be answered correctly without difficulty by every pupil finishing the eighth grade.

It is suggested that pupils be advised not to sell the present textbook when they have finished the course in English but to keep it at home for ready reference whenever questions arise, as is often the case, regarding correct use in English.

STANDARDS OF ATTAINMENT FOR SEPTEMBER-JUNE

Grammar. Pupils should be able now to identify in sentences (or to make sentences using) nouns—common and proper—as subject, direct or indirect object of verb, object of preposition, or possessive. They should be able to spell correctly all plurals. They should know in the same way the various kinds of pronouns—personal, interrogative, relative, adjective. They should be able to use adjectives—descriptive and limiting—in all degrees of comparison, as modifiers and as predicate words. They should point out and use adverbs of time, place, manner, and degree in the three degrees of comparison. They should identify transitive, intransitive, and linking verbs as to person, number, tense, and voice. The meaning and use of principal parts should be clear to pupils, as well as the meaning and use of the helping verbs, including *shall* and *will*. Pupils should distinguish between the different possible uses of the same word (for instance, as preposition and as adverb), and between the use of prepositions and conjunctions. They should classify conjunctions as coördinate and subordinate, understanding their use in compound and complex sentences. How much more they should know of technical grammar depends obviously on how much more they have been taught.

Composition. Pupils should be able to write examples of common forms of composition: friendly letters, business letters, invitations,—formal and informal,—description, narration, exposition, argumentation, dramatization. Condensation of statement acquired in writing telegrams and advertisements should have curbed the use of unneces-

sary words; exercises in newspaper reporting should have helped to secure interest and conciseness. The range of subjects for the various forms of writing (such as letters of complaint and sympathy, historical narration, explanations of the microscope, motor truck, etc.) and the use of various projects (class magazine, school garden, Arbor Day), with the appreciative study of poems, should have given pupils a large working vocabulary and a feeling for the choice of words. The exercises in connection with adjectives, adverbs, verbs, and compound and complex sentences should have given flexibility and variety to the sentence structure. Practice in speaking from their own outlines should have given pupils ease in correct speaking and in clear thinking while on their feet.

Punctuation, Capitalization, Paragraphing. Pupils should use with approximate correctness all the ordinary marks of punctuation, should capitalize correctly, and should paragraph with few mistakes.

Voice, Manner, Pronunciation, Enunciation. The vocal drills should have given the pupils full, rounded tones, and should have overcome all defects in pronunciation and in enunciation, except those due to mental or physical causes. The manner of speaking should now be pleasant and courteous, sincere and straightforward. The intonation should be pleasant, and the bearing confident. The pronunciation of words should be neither too fast nor too slow; and the enunciation should be so clear as to be at all times distinctly understood.

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 Eight. 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, 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 ; 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.

TIME STANDARDS

(Read carefully the preceding explanations.)

Pages 1-3, A, 35", B, 35", C, 35"; pages 30-31, 75"; pages 35-36, 70"; page 45, 30"; page 46, 35"; page 49, 30"; page 53, 30"; page 59, 35"; pages 66-67, 45"; page 72, 50"; page 78, 25"; page 79, 60"; pages 81-82, 55"; page 82, 60"; page 84, 30"; page 90, 45"; page 94, 30"; pages 95-96, 45"; page 97, 35"; page 98, 40"; page 99, 75"; page 103, 45"; page 104, 30"; pages 112-113, 50"; pages 113-114, 75"; pages 127-128, 60"; page 132, 25"; page 135, 40"; page 136, 30"; pages 140-141, 135"; page 147, 30"; page 148, 40"; page 177, 50"; pages 213-214, 75"; pages 214-215, 35"; page 220, 40"; pages 233-234, 30"; pages 237-238, 90"; pages 252-253, 45"; page 266, 25"; pages 275-276, 50".

