

SELF-HELP  
ENGLISH LESSONS  
BOOK FOUR



WOHLFARTH-  
MAHONEY



LIBRARY

BUREAU OF EDUCATION



LT

PE IIII

W 6

6-1132

1925

BK. 4







NLE  
ed.gov

# Self-Help English Lessons

## Book Four

By Julia Helen Wohlfarth

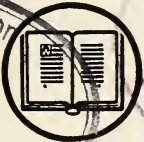
*Formerly Principal of Horace Mann Elementary School  
Teachers College, Columbia University  
Joint Author of "New-World Speller" and  
"Everyday Words"*

and John J. Mahoney

*Professor of Education, Boston University  
Director of Extension Courses for  
Harvard Graduate School of Education  
and Boston University  
Author of "Standards in English"*

NOV - 6 1998

National Institute of Education  
D H E W  
AUG 1 1978  
Educational Research Library



FEB 13 1925  
U. S. BUREAU OF EDUCATION

*Illustrated by  
Frederick Richardson*

Yonkers-on-Hudson, New York  
World Book Company

1925

Call Number

LT

PE

1111

W768

1925

4th

C1

Date

8/1/28

78-

851269

LT  
PE1111  
W768  
1925

# WORLD BOOK COMPANY

THE HOUSE OF APPLIED KNOWLEDGE

Established, 1905, by Caspar W. Hodgson

YONKERS-ON-HUDSON, NEW YORK

2126 PRAIRIE AVENUE, CHICAGO

The outstanding demand of the present era upon the schools is that educational processes be socialized as the most direct means of cultivating a spirit of genuine democracy. Since language is the fundamental social activity, the teaching of English must play an important rôle in realizing the ideal set before the schools. The books of the *Self-Help English Lessons* series represent the response of publishers and authors to the challenge of the times. While in no degree curtailing individual development, they seek to teach language in such a way that its social significance will be more or less consciously realized from the outset, and its relation to good citizenship will become thoroughly established in the higher grades

WMSHEL: 5 BK. ED. IV-1

Copyright 1921, 1925, by World Book Company

Copyright in Great Britain

*All rights reserved*

PRINTED IN U.S.A.

JAN 14 '25

3984863

©CIA814647

T. H. B. 24-25

## FOREWORD

THE title "Self-Help English Lessons" clearly sets forth the general purpose of the series of textbooks of which this is a unit. The books aim to teach children not only to use the English language correctly and effectively, and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims, the books are, as far as is possible, self-teaching. While this quality by no means eliminates the teacher, the books, instead of being tools in her hands, become her allies.

This book occasionally calls for unstudied dictation exercises, and a few other lessons requiring the use of matter that the pupils should not see in advance. In order that this matter may be conveniently at hand, a "Teacher's Supplement" containing it all will be given free of charge to all teachers whose pupils use this book. The supplement is small, and may be pasted into the desk copy of the language book.

Although the three books of the "Self-Help English Lessons" series are self-teaching, the book for teachers entitled "Self-Help Methods of Teaching English" will prove invaluable to experienced and inexperienced teachers alike. The advent of projects, the emphasis now placed on oral composition, and the necessity for training in self-help methods of study have introduced new and perplexing problems that tax the resources of the strongest teacher. "Self-Help Methods of Teaching English" gives a wealth

of practical suggestions for dealing with these and other types of English problems.

Special acknowledgment for invaluable assistance is made to the following teachers: Miss Lillian E. Rogers, Principal of the Friends' West Philadelphia School; Miss Katherine Morse of the New York Training School for Teachers; and Dr. Frank M. McMurry, Professor of Elementary Education at Teachers College, Columbia University.

Grateful acknowledgment is made to the following publishers and authors for permission to use copyright matter: G. P. Putnam's Sons for two selections from "The Letters of Phillips Brooks," and two selections from "Boys of Other Lands," by Bayard Taylor; Harr Wagner Company for "Columbus," by Joaquin Miller; the Century Company for two selections from "The American Boy," by Theodore Roosevelt; A. Wessels for a selection from "Legends of the Iroquois"; Clinton Scollard for "The Sheep in the Sky" and "The Little Brown Wren," from "A Boy's Book of Rhyme"; Denis A. McCarthy for "Pass It Along"; and Professor Robert A. McElroy for "Our New Liberty Bell."

The selections from the works of Henry W. Longfellow and John G. Whittier are used by permission of, and by special arrangement with, Houghton Mifflin Company, the authorized publishers. The Scout Pledge and the Scout Creed are used by permission of The Boy Scouts of America.



# CONTENTS

## BOOK FOUR

A Message to the Pupils . . . . .	PAGE 151
-----------------------------------	-------------

### CHAPTER ONE — LEARNING NEW METHODS OF SELF-HELP

#### SECTION

1. How to Study Independently . . . . .	153
2. Telling Camp Stories — Oral and Written Composition . . . . .	155
3. Book Reports . . . . .	156
4. Sentence Study — Recognizing Groups of Words That Are Not Sentences . . . . .	158
5. Preparing Notebooks . . . . .	160
6. Study of a Story — The Punishment of Echo . . . . .	160
7. Copying and Dictation . . . . .	161
8. Training the Eyes to See Mistakes — Another Kind of Self-Help . . . . .	163
9. Spelling Review . . . . .	163
10. Study of a Poem — Our New Liberty Bell . . . . .	164
11. Conversation Lesson — The American Boy . . . . .	165
12. Study of a Story — The Little Postboy . . . . .	160
13. Training the Ears — Another Kind of Self-Help . . . . .	167
Correct Use of <i>Not</i> Words . . . . .	166
14. Problems — Oral and Written . . . . .	179

### CHAPTER TWO — LEARNING TO WRITE BUSINESS LETTERS

15. Review of Letter Writing . . . . .	172
16. Letter Writing — Interesting Those to Whom the Letter Is Written . . . . .	173
17. Writing a Business Letter . . . . .	176
18. Pronunciation Drill . . . . .	178
19. Daily Drill Exercise — Correct Use of <i>Leave</i> and <i>Let</i> , <i>Bring</i> and <i>Take</i> . . . . .	178
20. Story-Telling — Oral . . . . .	180
21. Written Lesson . . . . .	181
22. Study of a Poem — The Pumpkin . . . . .	181
23. Forming Language Teams . . . . .	182
24. A Story to Reproduce — The Honest Farmer . . . . .	183
25. Writing Stories from Proverbs . . . . .	184

SECTION	PAGE
26. Preparing Correct-Usage Drills . . . . .	185
27. Story-Telling and Describing . . . . .	186
28. Writing a Business Letter . . . . .	189

### CHAPTER THREE — LEARNING HOW WORDS WORK : NOUNS

29. Words as Workers . . . . .	192
30. Language Game — Matching Nouns . . . . .	194
31. Study of a True Story — A Friend in Need . . . . .	194
32. Proper and Common Nouns . . . . .	196
33. Copying and Dictation . . . . .	197
34. Singular and Plural Nouns . . . . .	198
35. The Possessive Forms of Nouns . . . . .	200
36. Conversation Lesson — Politeness . . . . .	200
37. Explaining — Written Composition . . . . .	201
38. Paragraph Study — The Pet of the Camp . . . . .	202
39. Paragraph Study — The Peasants of the Apennines . . . . .	204
40. Correct-Usage Drills . . . . .	205
41. Study of a Poem — Pass It Along . . . . .	206
42. Written Composition . . . . .	207
43. Telling Stories from a Picture . . . . .	208
44. Letter Writing . . . . .	208
45. Dictation Lesson . . . . .	208
46. Language Problems — Oral and Written . . . . .	210

### CHAPTER FOUR — WORDS THAT ACT AS SUBSTITUTES FOR NOUNS

47. Pronouns . . . . .	212
48. Incorrect Use of Pronouns . . . . .	214
49. Errors in Writing Pronouns . . . . .	216
50. Oral and Written Composition . . . . .	217
51. Using a Card Catalogue . . . . .	219
52. Writing a Business Letter . . . . .	220
53. Pronunciation Drills . . . . .	221
54. Study of Two Poems — Selections . . . . .	222
55. Oral Composition . . . . .	223
56. Improving Compositions . . . . .	223
57. Destroying Common Errors . . . . .	224
58. Study of Fables — A Cheerful View of Things and The Boastful Rushlight . . . . .	224

# Contents

vii

SECTION	PAGE
59. Conversation Lesson — Thrift . . . . .	227
60. Copying Lesson . . . . .	228
61. Dictation Lesson . . . . .	229
62. Spelling Lesson — Compound Words . . . . .	229
63. Sentence Study — Combining Short Sentences . . . . .	230
64. Language Problems . . . . .	231
What Can You Do Now? . . . . .	232

## CHAPTER FIVE — WORDS THAT GIVE LIFE TO SENTENCES

65. Verbs . . . . .	234
66. Correct Use of Verbs . . . . .	236
67. Selecting Expressive Verbs . . . . .	238
68. Drill in Selecting Verbs . . . . .	239
69. Word Pictures from the Poets — Short Selections . . . . .	240
70. Study of a Story — How “The Star-Spangled Banner” Came to Be Written . . . . .	241
71. Conversation Lesson — Safety First . . . . .	243
72. Oral Composition — Anecdotes . . . . .	246
73. Pronunciation Drills . . . . .	246
74. Punctuation — Using the Comma to Set Off Words That Explain . . . . .	247
75. Copying and Dictation Lesson . . . . .	248
76. Writing a Business Letter . . . . .	249
77. Conversation Lesson — The Boy Who Recommended Himself . . . . .	250
78. Writing Letters of Application . . . . .	251
79. Spelling Troublesome Verbs . . . . .	252
80. Dictionary Contest . . . . .	252
81. Language Problems — Oral and Written . . . . .	253

## CHAPTER SIX — WORDS THAT PAINT PICTURES

82. Adjectives . . . . .	255
83. Use of <i>A</i> and <i>An</i> . . . . .	257
84. Sentence Study . . . . .	258
85. Selecting Suitable Adjectives . . . . .	259
86. Oral Composition — Making Riddles . . . . .	261
87. Oral and Written Composition in Other Subjects . . . . .	261
88. Study of a Story — King Arthur and His Knights . . . . .	262
89. Modern Knights . . . . .	266
90. The Good-English Knights . . . . .	268

SECTION	PAGE
91. Spelling Review . . . . .	268
92. Oral Composition — Telling Anecdotes . . . . .	270
93. Letter Writing . . . . .	270
94. Explaining How to Do Things . . . . .	271
95. Oral Composition — Explaining How to Play a Game . . . . .	271
96. Preparing a Program . . . . .	272
97. Study of a Story Poem — The Little Brown Wren . . . . .	272
98. Proper Adjectives — Use of Capitals . . . . .	274
99. Dictation Lesson . . . . .	275
100. Using Exact Language . . . . .	275
101. Problems — Oral and Written . . . . .	276
<b>CHAPTER SEVEN — WORDS THAT HELP VERBS</b>	
102. Adverbs . . . . .	278
103. The Correct Use of Adverbs . . . . .	279
104. Common Errors in the Use of Adverbs . . . . .	280
105. Telling Stories from a Picture . . . . .	281
106. Telephoning — Oral and Written Lesson . . . . .	284
107. Conversation Lesson — Daniel Webster's First Case . . . . .	286
108. Conversation Lesson — Some Modern Conveniences . . . . .	287
109. Written Composition . . . . .	288
110. Dictation Lesson . . . . .	289
111. Conversation Lesson — Thrift . . . . .	289
112. Writing a Business Letter . . . . .	290
113. Making Language Problems . . . . .	290
<b>CHAPTER EIGHT — LEARNING SOME LAST THINGS AND TESTING LANGUAGE POWER</b>	
114. Another Part of Speech — Prepositions . . . . .	291
115. Common Mistakes in Using Prepositions . . . . .	293
116. Conjunctions and Interjections . . . . .	295
117. The Kinds of Sentences and Their Subjects and Predicates . . . . .	297
118. What Can You Do Now? . . . . .	299
Books for Summer Reading . . . . .	301
The Star-Spangled Banner . . . . .	303
Salute to the Flag . . . . .	304
The American's Creed . . . . .	304
Review of Books One, Two, and Three . . . . .	305
Index . . . . .	329



# BOOK FOUR

## A MESSAGE TO THE GIRLS AND BOYS

ONE Friday morning long ago, the teacher of a country school in New Hampshire held up a bright new knife before the admiring eyes of his pupils. "On Monday I shall give this knife to the boy who by that time has committed to memory the largest number of verses from the Bible," he said. Every boy in the room wanted the knife. Daniel Webster determined to win it.

On Monday the verses were recited. Some had learned three, some six, and a few even more. Finally it was Daniel's turn, and he recited verse after verse.

"Are you almost through?" interrupted the teacher.

"Oh, no, sir," answered the boy. "I know two chapters more." Daniel had won the knife.

Many years later Daniel Webster became a great lawyer and statesman. When asked how he gained his command of language, he said that it had always been his habit to commit to memory verses from the Bible, speeches, parts of speeches, poems — anything

whose language he admired. The habit gave him a large vocabulary of strong, useful words. As he walked to his business, he would often select two or three words and plan to use them at the first opportunity.

For several years you have been committing to memory both poetry and prose, and last year you selected special words to use. This year you will give much attention to words — to their meanings and to the special work that each does in helping you to express your thoughts. Shall you think sometimes of Daniel Webster and of how he gained his rich stock of words and learned how to use them?

Do you know that you are now at the age when people commit to memory most easily? That is why this is a good year for you to make a special effort to secure a large vocabulary and to use it in a clear, forceful way.

It is a good time also to form the habit of doing thoroughly whatever you do, whether it be work or play. Below is a message from Theodore Roosevelt to all boys. The advice is just as good for girls. Discuss the meaning of the message, and commit it to memory.

In short, in life, as in a football game, the principle to follow is: Hit the line hard; don't foul and don't shirk, but hit the line hard!

*From "The American Boy" by*

THEODORE ROOSEVELT

## CHAPTER ONE

### LEARNING NEW METHODS OF SELF-HELP

#### 1. HOW TO STUDY INDEPENDENTLY

This is a lesson for you to read in class today, and to read often until you form good habits of study.

In the lower grades your teacher studied with you in order that you might *learn how to study*. She will still do this whenever necessary, and she will be ready to help you at all times; but girls and boys of your age should constantly be growing more independent in preparing their language lessons. Reading the directions for study, and trying to understand and follow them, is in itself one of the best language lessons you can possibly have. Learning how to study independently is an important kind of self-help.

In this subject as in all others, review is very important. It should usually be the first step in studying a lesson. Take this first step as suggested below unless your teacher directs you to do otherwise.

#### REVIEWING THE WORK OF LOWER GRADES

For reviewing, use the Index on pages 329-332. See how quickly you can find the following topics in the Index: *Sentence Study, Comma, Punctuation, Letter Writing, Capital letter, Written Work*.

Notice what the new lesson is about, and ask yourself what you already know about the subject. When you have in mind all that you can recall, turn to the

Index and see if you have forgotten anything. For instance, if you are to learn a new use of the comma, find the word "Comma" in the Index. Under the word is a list of uses. Review all that refer to pages coming *before* the one on which your new lesson is, and all that refer to the review sections on pages 305-328. Why shall you not refer to *later* pages except in the case of the review sections at the end of the book?

#### STUDYING THE NEW LESSON

Read the entire lesson and in your mind separate the part which tells you what to do from the part that gives stories or other matter for you to use. *Read* each direction and question carefully, *think* what it means, *plan* what you are to do, *do* it to the best of your ability, and then *test* your work — that is, go over your work to see if you have accomplished what you set out to do. *Read and think, plan, do, test* — these are the steps.

If there is anything you do not understand after careful thought, *do the rest of the work thoroughly* and bring up the troublesome point in class to discuss with your teacher and the other pupils.

Your teacher will study with you until you fully understand what is required. After that, read these directions often, and you will soon form the habit of studying in a way that will help you to master the lesson by the method of self-help.

Give special attention to the kinds of self-help already used : dictionary, notebooks, and bulletin board ; criticism ; and trained eyes and ears.



**2. TELLING CAMP STORIES**

To what organization do the boys in the picture on page 157 belong? What are the boys in the foreground doing? What different things are those in the background doing? Which of these activities have you carried on in the open air?

Each pupil may tell a real or imaginary camp experience. First attempts to build a fire, to signal, to cook, to set up a tent, to sleep on a hard cot, all offer opportunities for telling interesting stories.

In thinking out your story, be sure to review as suggested on page 153 all that you have already been taught about story-telling. When telling your story, decide exactly what point you wish to make, and then let nothing, no matter how interesting it is, divert your attention from the target.

**WRITING THE STORY**

In class, write your camp story. Be sure to give it a good title. Which of the following titles would be the best for a story that told of a potato roast in camp? Give good reasons for discarding two of the titles:

- Camping Out
- Roasting Potatoes in Camp
- Camp Cooking

These stories will be saved as a sample of your best work at the beginning of the year. Later they will be returned to you, so that you may note your progress.

**3. BOOK REPORTS**

At the close of last year you were given a list of books for vacation reading. You surely read some of these books or others just as good.

Today you may report on the most interesting book you read during the summer. Give in one paragraph its title, the author's name, and the names of the principal characters. In a second paragraph tell one anecdote from the story.

Here is a report to start off with:

The most interesting book I read last summer was "Robinson Crusoe" by Daniel Defoe. Robinson Crusoe and his man Friday are the principal characters.

At one time Crusoe built a boat because he wished to leave the island on which he had been shipwrecked. It took him twenty days to cut down a tree and fourteen more to hack off the branches. He spent a month in shaping the boat on the outside and three in scooping out the inside. When it was finished, he had a fine boat and he was very proud of it. But what do you think? The boat was so heavy that he could not get it into the water! This taught Crusoe such a good lesson that the time and hard work were not really wasted.

When the reports have all been given, choose several that made you wish to read the book named.

**SEAT WORK**

Write a similar report of a favorite story in your reader.





**4. SENTENCE STUDY**

Review all that you have learned about sentences, giving special attention to pages 323 and 324.

Read the following sentences. Find a statement, a question, a command, and an exclamation:

April showers bring May flowers.  
Sing softly, children.  
Were you ever in Savannah?  
How brightly the sun shines!

Give the subject and the predicate of the statement. Not only is it important to understand that even the shortest sentence must have a subject and a predicate, but you should also be able to recognize groups of words that are not sentences.

What part of a story need not be a sentence, and why?  
Read the following conversation:

Beth: May I use your fountain pen, mother?  
Mother: Certainly, dear.

Did Beth use a sentence? Did the mother use one in replying? If you had not heard Beth's question, but had overheard the mother's answer, would the answer have meant anything to you? Why was it perfectly clear to Beth? Give the mother's answer in sentence form.

Do you ever have a conversation like the following in your school?

Teacher: What is fifty per cent of thirty-six dollars?  
Pupil: Eighteen dollars.



Teacher: Seventy-five per cent of forty acres?

Pupil: Thirty acres.

Find all groups of words that are not sentences. Is the conversation perfectly clear? Read the conversation, using sentences.

In rapid, familiar conversation and in school drills, it is not necessary always to express thoughts in sentences, because there is no danger of being misunderstood. But *at all other times* use sentences.

#### WRITTEN EXERCISES

1. Answer this question in the most direct way:

What is the purpose of the danger signal at a railroad crossing?

2. Explain clearly the meaning of any two of the following words by using for each a more common word and then telling something about the word. For the first you might say, "A garage is a building in which automobiles are kept."

garage, coward, separator, bungalow, hammer, carpenter

3. Copy the following sentences, and draw a light line under the predicate of each:

A rolling stone gathers no moss.

Luck should be spelled *pluck*.

Down the street came the circus parade.

4. Make sentences of the following groups of words:

I didn't mean to hurt Tom I tripped him for fun.

Firemen are very useful they protect our homes.

5. Combine the following sentences into one that goes directly to the point:

I have an uncle in Ohio. Last Christmas he sent me a book. It was called "Harper's Outdoor Book for Boys."

### 5. PREPARING NOTEBOOKS

Using notebooks was one of last year's self-help methods. Bring the notebooks to class, and explain to the new pupils how they were made and used. You will then prepare new notebooks.

In what way did you find the notebooks most useful last year? Did you discover any use that was not suggested in this book? You may wish to give the notebooks a new title. One class named theirs "First Aid in English." Why was this a good title?

When several titles have been suggested, choose one by vote. With the help of the Index, find the first notebook lesson of last year, review it, and then get your new notebooks ready for use.

### 6. STUDY OF A STORY

#### THE PUNISHMENT OF ECHO

Echo was a beautiful nymph who loved the woods and woodland sports. She was a favorite of Diana, and attended her in the chase.

But Echo had one serious fault. She was fond of talking, and always insisted upon having the last word. One day by her constant chatter she purposely prevented Juno from keeping an appointment. When the goddess realized what Echo had done, she said to the nymph, "You shall

forfeit the full use of the tongue with which you have tricked me. You shall still have the last word, but no power to speak first."

Disappointed and humiliated, Echo went into the woods and lived in caves and among mountain cliffs. Gradually her body faded away, and only her voice remained. With this she still keeps up her habit of having the last word.

GREEK MYTH

Read the story. Who were Diana and Juno? If you cannot discover the meanings of the following words from the way in which they are used, consult the dictionary: *attended*, *insisted*, *humiliated*, *gradually*.

How many paragraphs has the story? How does the introduction help you to understand the remainder of the story? What does the second paragraph tell about? the third?

Three pupils may tell the story, each taking a paragraph. Which pupil talked most naturally — that is, as if telling an original story?

With the help of your teacher select several words that you would find useful at other times than when telling this story. Write them in original sentences in the "Word Study" section of your notebooks.

## 7. COPYING AND DICTATION

### THE BOY AND THE ECHO

A little boy was playing out of doors. For very joy he shouted, "Hurrah! Hurrah!"

"Hurrah!" came an answering voice from the hillside.

"Who are you?" shouted George.

"Who are you?" came back the answer.

"You are a rude, saucy boy!" cried George.

"Rude, saucy boy!" answered the voice.

Then George called the other boy the worst names he could think of. The same names were at once hurled back at him. George ran into the house and told his mother what had happened.

"Have you not often seen your face in the water?" his mother asked. "Today you have heard the echo of your voice from the hills. Had you used pleasant and friendly words, pleasant and friendly words would have come back to you."

Read the story aloud. Try to make the echo sound as if it came from a distance.

What does *rude* mean? *hurled*? Explain the use of all punctuation marks.

You will notice that the words of each speaker form a paragraph. This is not always necessary in a short anecdote, but when there are several remarks made by each speaker, the paragraph arrangement makes it easier to read the story.

Notice the last paragraph of the story. Read the words spoken by the mother. Into how many parts is the quotation divided? How many pairs of quotation marks are needed? For the present do not try to use broken quotations in your original stories, but notice how they are written.

Write from dictation all of "The Boy and the Echo" except the last paragraph, which you may copy. If the story cannot be written and copied in a single period, use both a language and a spelling period for

the exercise. Why is a spelling lesson also a language lesson?

#### 8. ANOTHER KIND OF SELF-HELP—TRAINING THE EYES TO SEE MISTAKES

While you are becoming more independent in studying language lessons, try also to become more independent in criticizing your work. This is another important kind of self-help.

Try not to make mistakes in your written work, but if you make them, you should find them yourself. In order to help you to train your eyes, your teacher will not mark on your papers the mistakes that you should discover without her help. She will make an *x* or some other mark in the margin before the line in which a mistake occurs to indicate that it is your business to find the mistake and correct it.

Copy the following paragraph, correcting all mistakes:

Two weeks after the Battle of Bunker Hill, George Washington took command of the army. He herd of the battle while on his way from philadelphia "How did the Americans act at Bunker Hill" he eagerly asked. "Bravely, was the reply. Then we are safe said Washington

How many mistakes does the paragraph contain? Who found them all? Write the paragraph once more, this time from dictation.

#### 9. SPELLING REVIEW

Review pages 327 and 328, and have a spelling match. Copy into your notebooks all the words you



misspell. Review them every day until you know them thoroughly. Girls and boys of your age should no longer misspell any of these words.

For seat work write original sentences containing the following words: *their, two, here, too, there, whole, know, hear*. It is not necessary to have a sentence for each word.

### 10. STUDY OF A POEM

You have probably all heard of the bell on the old State House at Philadelphia that was rung as a signal that the Declaration of Independence had been signed. On the bell were these words: "Proclaim liberty throughout the land unto all the inhabitants thereof." The bell is still kept in the building, although it can no longer be rung. It is this bell that is referred to in the second stanza of the following poem:

#### OUR NEW LIBERTY BELL

The Liberty Bell is calling  
 From the schoolhouse on the hill.  
 Its mellow notes reëcho  
 From the mountains, cold and still.  
 Through the village streets they travel,  
 As a summons to the free;  
 For the schoolhouse is the cradle  
 Of our country's liberty.

Not on battle field where cannon  
 Pour their shells upon the foe,  
 Can you train the soul of Freedom  
 In the things it ought to know.

That old bell in Philadelphia  
Rang its notes, and then was still!  
But its voice today is speaking  
From the schoolhouse on the hill.

ROBERT M. MC ELROY

Read the poem and discuss its meaning. Does your school have a bell? Shall you enjoy thinking that its sound is an echo of a liberty bell that rang so many years ago?

### 11. CONVERSATION LESSON

Did you ever think what it means to live in a land of free schools, free speech, freedom to worship as you please, and a free chance to make the most of yourself?

The following paragraph applies to girls as well as to boys. Was Theodore Roosevelt right in thinking that a country that gives so much has a right to expect its girls and boys to grow up to become good citizens?

#### THE AMERICAN BOY

Of course what we have a right to expect of the American boy is that he shall turn out to be a good American man. Now the chances are strong that he won't be much of a man unless he is a good deal of a boy. He must not be a coward or a weakling, a bully, a shirk, or a prig. He must work hard and play hard. He must be clean-minded and clean-lived, and able to hold his own under all circumstances and against all comers. It is only on these conditions that he will grow into the kind of American man of whom America can be really proud.

THEODORE ROOSEVELT

What is a weakling? a shirk? a prig? Talk over with your teacher the meaning of the paragraph, sentence by sentence. Commit to memory either this paragraph or the poem in the last lesson.

## 12. STUDY OF A STORY

### THE LITTLE POSTBOY

Lars was twelve years old, but he appeared to be younger. His face was rosy, his eyes were clear and blue, and his hair was blown back from his face in silky curls. He quickly put on his overcoat of sheepskin, tied the lappets of his fur cap under his chin, and wrapped a thick woolen scarf around his mouth and nose. Only his eyes remained visible. Then his mother took down the mittens of hare-skin from the stove where they had been hung to dry. Lars put them on, took a short leather whip, and was ready.

BOYS OF OTHER LANDS — *Adapted*

Do you see the picture of Lars? Give the meaning of the following words: *appeared*, *lappets*, *visible*, *hareskin*.

What words in the following sentence form a series? How are they set off from each other?

Norway is a land of trees, lakes, farms, and small villages.

Find in the story of Lars a sentence that describes the boy, not by using a series of words, but by using a series of *groups of words*. How are the groups of words set off from each other? Does your voice set them off when you read the paragraph?

Find another sentence containing a series of groups of words. Explain the use of commas in making the thought clear to the reader.

Give orally sentences in which you use a series of groups of words to tell what you plan to do after school today, or what you plan to do on the coming Saturday. Write some of the sentences on the blackboard and punctuate them correctly.

### 13. ANOTHER KIND OF SELF-HELP — TRAINING THE EARS

#### DAILY DRILL EXERCISE

Do you notice errors of speech made by others? Learning to do so is an important kind of self-help. Train your ears so that incorrect speech will sound unpleasant to you.

Follow last year's plan of using five minutes a day for correct-usage drills. In order that you may know what drill is needed in your class, carry out the following plan:

For several weeks keep a record of every English error that you make or that you hear made. Write the incorrect word on a slip of paper and put it into a box prepared for the purpose. Your teacher will help in this work. A little later you will be told just how to plan the drills.

While you are making this collection of errors, use the drill on page 169.







CORRECT USE OF *Not* WORDS

This picture introduces you to the *Not* family. The strangest thing about this queer family is that no two of them can work or play together without getting into trouble. Which members of the family are working or playing alone in the picture? Which two have been playing together? What has happened?

Sometimes children forget these strange habits of the *Not* family and spoil a sentence by trying to use two *not* words in expressing a thought. Look at the following sentence:

I haven't no book.

How many members of the *Not* family are working together in this sentence? One must be driven out, for the sentence is incorrect.

If we drop the *not* from *haven't*, the sentence will read, *I have no book*. This is correct. If we allow the *not* to remain in *haven't*, but drive out *no*, using *any* instead of it, the sentence reads, "*I haven't any book.*" This also is correct.

*Nor* is a cousin of the *Not* family. It is a much more peaceable word than those in the picture, for it works happily with *neither* and sometimes with other *not* words. These sentences are correct:

Neither Mary nor Jennie had a perfect lesson.

I did not hear the concert, nor did I try to do so.

How many of the following sentences are correct? Explain why they are correct. Correct the remaining

sentences. Whenever it is possible to do so, drive out first one *not* word and then the other.

1. I didn't see no birds.
2. Mary didn't do no examples.
3. It is so dark that I can't see nothing.
4. There are no birds in last year's nest.
5. It wasn't neither my fault.
6. There was plenty of cake, but I didn't want any.
7. Mother hasn't any carpet sweeper.
8. No one couldn't see the parade.
9. Neither cotton nor sugar grows in New England.

Write the corrected sentences in your notebook. Use the sentences for the first three minutes of your daily drill period. For the last two minutes, give original sentences containing *did* and *done*.

#### 14. PROBLEMS — ORAL AND WRITTEN

1. Give orally sentences using correctly the following words: *may, can, taught, learned, came, went, gone, have no*.

2. Review Section XIII, page 319. Read once more the paragraph about Washington on page 163. Do the mistakes seem to stand out very plainly? Tell the anecdote, using indirect quotations instead of direct. Which form do you like better, and why?

3. Write the following sentences correctly:

Tom said "that his team was going to win."

All children should learn to swim it is good exercise

Marys hair is as curly as shavings.

4. Last year you were taught to use these kinds of self-help: constant review, notebooks, the dictionary, learning new words, and training the eyes to discover interesting things to talk about. Continue to use them all this year, and in addition those discussed in this chapter: learning to be independent in studying language lessons, learning to be independent in finding and correcting mistakes in written work, and training the ears so that incorrect language will sound very unpleasant to you.

Besides teaching you to use self-help methods, this chapter should also have helped you to discover the weak places in your language work. Strengthening these weak places is an important part of your business.

#### WRITING A NOTE

Write a note to your teacher, telling her what you think you do best in language work and in what ways you will try to improve.

## CHAPTER TWO

### LEARNING TO WRITE BUSINESS LETTERS

#### 15. REVIEW OF LETTER WRITING

Review Letter Writing. When using the Index, pay no attention to the topic "exercises in," for the pages that follow refer to all letter-writing lessons. You should review only the lessons in which a new step in letter writing is taught. Turn to the Index and decide which topics you will review. Do not overlook the lesson in the Review Section.

In class, be ready to go to the blackboard and explain clearly any important matter connected with letter writing that your teacher calls for.

#### DICTATION LESSON

Your teacher will dictate a letter which you have never seen. Avoid mistakes by writing with the greatest care. Should you make a mistake, however, you should find it yourself.

At the last the letter will be written correctly on the blackboard. Compare your letter with the model.

Write in your notebook any words you misspelled. Do you always know whether you can spell a word correctly or not? If you are in doubt, consult a dictionary. If this is not possible at the moment, leave a blank space and write the word afterward. Remember that *avoiding mistakes* is an important part of your work. Why?

## 16. LETTER WRITING

Today you will have one more lesson in writing friendly or social letters, and then you will learn to write business letters.

When you write a letter, are you doing it mainly for your own sake or to afford pleasure to another person? Would it entertain a friend to receive a letter telling about things in which he is not interested? The best letter writers always think of the interests of those to whom they are writing.

Phillips Brooks was a great preacher. While traveling in Europe at one time, he wrote many letters that have been published. To his father, mother, brothers, and adult friends, he wrote charming descriptions of the wonderful things he was seeing. To a little niece he wrote the following letter:

Venice, August 13, 1882

Dear Gertie,

When the little children in Venice want to take a bath, they go down to the front steps of the house and jump off. Yesterday I saw a nurse standing on the front steps holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, the nurse pulled in the string and got her baby home again. Then I met another youngster swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy who was tied to a post up the street, he couldn't, and they had to sing out to one another over the water.

Is not this a queer city? You are always in danger of



running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, and the people, especially the children, are very bright, and gay, and handsome.

Pretty soon now you will go back to Boston. Do go into my house when you get there, and see if the doll and her baby are well and happy (but do not carry them off). Make the music box play a tune, and remember your affectionate uncle,

Phillips

Do you think Gertie was pleased to receive this letter? Why would she not have enjoyed a letter describing the paintings in the art galleries? Your teacher will read you another letter written to Gertie either four years earlier than 1882 or four years later. You may decide when it was written.

The following letter was written by Thomas Hood, an English poet. He and the little girl to whom the letter is written had once rolled down a bank together and landed in a prickly bush. Read the letter and enjoy it as much as May probably did.

17 Elm Tree Road  
St. John's Wood  
Monday, April, 1844

My dear May,

I promised you a letter, and here it is. I was sure to remember it, for you are as hard to forget as you are soft to roll down hill with. What fun it was! only so prickly that I thought I had a porcupine in one pocket and a hedgehog in the other.

Tell Dinnie that Tom has set the trap in the balcony and has caught a cold, and tell Jeanie that Fanny has set her foot in the garden, but it has not come up yet.

Oh, how I wish it were the season when "March winds and April showers bring forth *May* flowers!" Then, of course, you would give me another pretty little nosegay. Besides it is frosty and foggy weather, which I do not like. The other night the cold shriveled me up so, that when I got home I thought I was my own child!

However, I hope we shall have a merry Christmas. I mean to come in my most ticklesome waistcoat, and to laugh till I grow fat, or at least streaky. There will be doings! And then such good things to eat; but pray, pray, pray, mind they don't boil the baby by mistake for a *plump* pudding instead of a *plum* one.

Give my love to every one, from yourself down to Willy, with which and a kiss, I remain, up hill and down dale,

Your affectionate lover,

Thomas Hood

Today you may imagine that you are in some place which you have visited, or about which you know something. You might go to a ball game, to a party, to a museum, or to a park. On the way you might pass an interesting toy shop, see some children playing with a goat cart, or you might ride in a goat cart yourself. Write a short letter to a friend of about your own age, and then write one to a child six or seven years old. Try to interest both children. Use a class period and a study period also, if necessary.

When the letters are read in class, decide from the

nature of each whether it was written to a comrade of the writer's age or to a younger child.

Exchange letters and see if you can find any mistakes overlooked by the writer of the letters you have. Are your eyes becoming well trained?

### 17. WRITING A BUSINESS LETTER

19 Larchmont Avenue  
Philadelphia, Pa.  
May 16, 1922

World Book Company  
Yonkers, New York

Gentlemen:

Please send me a copy of "The White Indian Boy." I am inclosing a postal money order for one dollar and forty cents (\$1.40) in payment.

Very truly yours,  
William B. Sims

Read the letter above. Is it a friendly letter? Was it necessary for the writer of the letter to be acquainted with the members of the World Book Company? Why did he write to them? We call a letter of this sort a *business letter*. Why?

Compare the heading of the business letter with that of a social or friendly letter. Is it written in the same way? Explain all punctuation in the heading.

What part do you find in the business letter that is not used in a friendly letter? The address is written exactly as it will appear on the envelope, except that

on the envelope the name of the state will be on a line by itself. Why?

The word *Company* shows that more than one man is interested in the business. For this reason the salutation is *Gentlemen*. When writing to one man, *Dear Sir* would be used. A business letter to a woman would use the salutation *Dear Madam*. Notice the mark that is used after the salutation. It is called a *colon* and is always used instead of a comma in a business letter. Some people use the colon even in friendly letters, but the comma is more generally used.

Now look at the body of the letter. Was any effort made to write an interesting letter? Why not?

Notice that the letter states the business in the shortest form that is perfectly clear. Why is the amount of the money order sent written in both words and figures?

What is the complimentary close? What mark follows it? Is a comma used in the same way in a friendly letter? Why should the signature be written very plainly?

#### WRITING A CLASS LETTER

Write a class letter in which you order from World Book Company a copy of "Sunshine Lands of Europe." The price of the book is one dollar. Ask for a catalogue giving the titles and prices of other books about foreign lands.

The letter will be written on the blackboard. Give

a reason for every capital letter, for every abbreviation used, and every mark of punctuation. Copy the letter as seat work. Get it *exactly right*.

#### PRACTICE IN WRITING BUSINESS LETTERS

Write a business letter in which you order from a firm that you know something that you would very much like to have. Say everything that is necessary to make your order perfectly clear.

Compare your letter with the model on page 176. When your teacher has approved the letter, copy it into the "Compositions" section of your notebook. Look at it whenever you write a business letter. Write also the address as it would appear on the envelope. See page 322. Do not forget the return address in the upper left corner. This is particularly important in a business letter. Why?

#### 18. PRONUNCIATION DRILL

Review the list of words on page 326. Pronounce each word distinctly, and use it in a sentence.

Copy into your notebook any words that you still mispronounce, and pronounce them correctly over and over again. Select ten of these words to use for the last two minutes of your daily drills.

#### 19. DAILY DRILL EXERCISE

**CORRECT USE OF *Leave* AND *Let*, *Bring* AND *Take***

Are you still collecting the errors that you make yourself or that you hear made? Do not forget this,



for you will in this way find out what correct-usage drills you need.

The words of the following pairs are sometimes confused:

*leave* and *let*  
*bring* and *take*

“Ned,” said Mrs. Osgood one morning, “please bring home your language notebook today.”

“All right, mother,” answered Ned, “but sometimes the teacher does not let us take them home. We leave them for her to examine.”

Notice that Mrs. Osgood asked Ned to *bring* home the notebook. If he did this, he would *take* the notebook from school and *bring* it to his mother. If the teacher *lets* him take it home, he will not *leave* it at school.

Study the story in class until you fully understand the way in which the words are used. Give each other directions such as, “Take this book to the table and leave it there.” The child who performs the act states what he did. “I took the book to the table, and I left it there.” Fill the blanks in the following sentences with *leave*, *let*, *bring*, or *take*:

1. May I — home my reader?
2. Yes, but do not — it at home.
3. Be sure to — it back tomorrow.
4. In that case, I will — you take it home again.
5. Please — this parcel to the post office.
6. — back ten two-cent stamps.

7. Do not — anything delay you.
8. You may — the stamps on my desk.

If these words are not always correctly used in your class, read the sentences in your daily drills for three minutes. For the last two minutes, have the pronunciation drill.

## 20. STORY-TELLING

For three days you may tell short stories in class. Be sure to think in clear sentences, tell facts in their right order, and waste no sentences at the beginning. Get to the point promptly.

First day: Tell an interesting story about something that happened on your first day at school, the first automobile ride you remember, your first music lesson, your first party, or some other *first* experience.

Second day: Tell how to do some kind of work that you do at home, not perhaps because you enjoy the work itself, but because you like to be helpful.

Third day: Tell a story of gathering nuts, helping to harvest vegetables or fruits, helping preserve fruit, or some other autumn activity.

The class will criticize the stories. Find out to what in oral story-telling you need to give most attention. In what respects have you improved since the beginning of the year?

Remember that it is not always the pupil who tells the best story and tells it in the best way who is doing the best work. *Steady improvement is the test of satisfactory work.*

## 21. WRITTEN LESSON

Write a paragraph about some interesting fact you have learned in another class. Do not forget the steps in preparing a lesson: *Read and think, plan, do, test.*

In class, read the paragraphs, and select at least one to be improved.

## 22. STUDY OF POEMS

## THE PUMPKIN

O,— fruit loved of boyhood!— the old days recalling,  
When wood-grapes were purpling and brown nuts were  
falling!

When wild, ugly faces we carved in its skin,  
Glaring out through the dark with a candle within!  
When we laughed round the corn-heap, with hearts all in  
tune,

Our chair a broad pumpkin,— our lantern a moon,  
Telling tales of the fairy who traveled like steam,  
In a pumpkin-shell coach, with two rats for a team!

JOHN G. WHITTIER

Read the stanza. Do you see the pictures of his boyhood days that the poet is recalling? What is meant by *purpling?* *glaring?* Make a sketch of such a jack-o'-lantern as Whittier describes. What fairy story is referred to in the last two lines?

## OCTOBER

My ornaments are fruits; my garments leaves,  
Woven like cloth of gold, and crimson dyed;  
I do not boast the harvesting of sheaves,  
O'er orchards and o'er vineyards I preside.

HENRY W. LONGFELLOW

Read the stanza. Which month is speaking? What colors do you see in the picture? What fruits? What month *does* boast the harvesting of sheaves in your part of the country?

Learn one of these stanzas and write it in your notebook from memory. Do you remember how Daniel Webster gained his large vocabulary — that is, his large stock of words? Tell the story.

#### A HALLOWE'EN PARTY

Plan for a Hallowe'en party in an English period or for Friday afternoon. Each pupil may be prepared to entertain in some way. You might draw on the blackboard a jack-o'-lantern and tell clearly how it was made, tell about some Hallowe'en trick, tell a short fairy story, or make a poster with an appropriate rhyme.

#### 23. FORMING LANGUAGE TEAMS

Should you like to have a little friendly competition among yourselves?

With the help of your teacher, divide the class into teams of six or eight pupils each. The teams should be as evenly matched as possible, and each team should include both boys and girls.

Select team captains by vote. You will naturally select girls and boys who are ready to take the lead in what they undertake.

You will have contests, you will try to help your team to improve very rapidly, and you will find that in helping others in the right way you are helping



yourself also. The team captains will keep the scores, collect the notebooks for the teacher when she wishes them, see that they are distributed again, appoint committees when needed, and do other things that you will discover as time goes on.

Each team should select a name by vote. Here are some, but you will think of others: *The Invincibles*, *The Never-Give-Ups*, *The Over-the-Tops*, *The Busy Bees*.

Discuss the following matters, and plan for doing what is necessary: making badges of different colors for the teams; preparing a place for keeping the scores; and deciding how many points, 100, 200, or 250, the winning team must score. Perhaps you will also wish to decide how often you will elect a new captain, and how the winning team each month shall be rewarded.

#### LANGUAGE GAME — RELAY RACE

Some one may tell how the relay race was played as a language game last year.

Play the game today. Each team will form one of the lines. Decide how many points the winning team shall receive.

### 24. A STORY TO REPRODUCE

#### THE HONEST FARMER

A troop of cavalry once went to a lonely valley to forage. Seeing a small cottage, the Captain knocked at the door. It was opened by an old man leaning on a staff.

"Father," said the Captain, "show me a field where my troops may forage."

Without a word, the old man led the way. They soon

reached a fine field of barley. "This is exactly what we need," exclaimed the Captain.

"Wait a little," said the guide. "Follow me a bit farther."

Half a mile farther on, they reached a second field of barley. The troops alighted, cut the grain, bound it into bundles, and rode off.

Turning to the old man, the Captain said, "You have given yourself and us much needless trouble. The first field was quite as good as this one."

"Yes," replied the old farmer, "but it was not my field."

Read the story silently. What words are used in this story to avoid repeating *old man* too often? What other word is used for barley? Use each of the following words in an original sentence: *cavalry*, *forage*, *alighted*, *needless*. Find a sentence that contains a series of groups of words. Explain the punctuation.

Read the story aloud. Close your books and tell it as well as you possibly can. One pupil from each team may try. Which told the story most naturally? Which used the best language? The winning team scores five points.

Select two words to add to your notebook list. Use each in an original sentence.

Tell the story at home, and be ready at any time to tell it in school.

## 25. WRITING STORIES FROM PROVERBS

What is a fable? Short sayings like the following are called *proverbs*. Like fables, they teach some important lesson.

1. Where there's a will, there's a way.
2. Take care of the pennies, and the dimes will take care of themselves.
3. It is better to feed one cat than many mice.
4. An ounce of prevention is worth a pound of cure.
5. A stitch in time saves nine.

Discuss the meaning of the proverbs. Each pupil may select one and write a story to illustrate it. Here is a story to start off with:

#### WHY GRANDFATHER CHANGED HIS MIND

It is not a pleasant thing to say, but grandfather was rather stingy. Although we were troubled with mice, he would not keep a cat. He was fond of saying, "Cats don't earn their salt."

Since the mice were not molested, they grew very bold. The night before Thanksgiving, they managed for the first time to get into the pantry. By morning only some very mussy-looking crumbs remained to tell of the pies and cakes grandmother had made for our Thanksgiving feast. Then grandfather said, "It is better to feed one cat than many mice."

#### 26. PREPARING CORRECT-USAGE DRILLS

By this time you have probably collected enough English mistakes to indicate which ones should first be attacked, and the box may be opened. Each captain should appoint one teller. The tellers will sort the slips of paper, count the number of times each error was made, and write the result on the blackboard. The errors that occurred most frequently should come first.

Select as many errors from the head of the list as there are teams. Each team captain will be responsible for securing from his team eight good sentences containing the correct form of one of these errors. When the sentences have been approved by the teacher, the best writer in the team having the error most frequently made may write the sentences on the blackboard. The entire class will copy them into the "Correct Usage" section of the notebooks.

Use these sentences in your five-minute drills for a week. At the end of the week copy the second set of sentences in the same way, and use them in the drills. When all have been used, select other errors from the list, and proceed in the same way.

The purpose of these drills is to carry on to a finish the fight against common errors. After a week's drill on any of these sentences, a team should forfeit one or more points whenever one of its members is heard to use the incorrect form.

In a certain school where the children are so happy that they do not realize how hard they are working, particularly good work is rewarded by permission to visit another grade. Unless you think of something you had rather do, perhaps your teacher will allow the team that is not fined in two weeks to make such a visit.

## 27. STORY-TELLING

Many birds winter in Central Park in New York City, and there is a great demand for comfortable





quarters for them. For this reason a troop of girl scouts while in camp one summer made many bird houses. These were given to the park officials, who had them put in the trees. They were immediately occupied.

Study the picture and then do two things: describe it and tell a story about it.

#### DESCRIBING THE PICTURE

The artist had a definite aim in drawing the picture. How did he tell you that the scene represents a park? When you describe the picture, it will not be necessary to say much about the background. Probably all your hearers know what a park is, and when you use the word they will see trees and lawns in their minds.

Describe the scene for which the park furnishes the background. In other words, make a clear word picture of the scene. Use exact language and stick to your point.

#### TELLING STORIES ABOUT THE PICTURE

In telling the story, you will give the meaning of the picture. You will tell not only what you actually see with your eyes, but what you see in your minds.

Think out two class stories. The park official may be the speaker in one, and a girl scout in the other.

In building up these class stories, do not be satisfied until a thought has been expressed in the best words you have at command.

## WRITING STORIES

As seat work, write in your notebook a story told either by the officer or by one of the girls. Use at least one direct quotation. Review page 319.

## CRITICIZING THE STORIES

In class, exchange notebooks. Read the story given to you and ask yourself these questions:

Did the writer stick to the point?

Is the story told in clear sentences?

Are there any unnecessary beginning sentences?

Are there any mistakes in the use of capitals, punctuation marks, indention, margins, and date?

If your book is returned to you with errors marked that you did not discover yourself, give special attention to training your eyes.

Are you remembering to read often the directions for study on page 153? What shall you review in preparing for the next lesson?

## 28. WRITING A BUSINESS LETTER

Our government considers the protection of bird life so important that it has published a pamphlet telling how to make bird houses. You will surely wish to follow the good example set by the girl scouts, and it will therefore be a good plan to send for one of these publications. What kind of letter will it be necessary to write?



The pamphlet is Farm Bulletin No. 609. Its title is "Bird Houses and How to Build Them." No charge is made for it.

You probably know that there are at Washington several departments, each of which takes charge of certain matters. The Department of Agriculture is one of these, and its Division of Publications issues the bird pamphlet.

Here is a letter written to the same department, but for a different publication. You also may wish to send for a catalogue, as there are probably other pamphlets that you would like to secure.

Notice the salutation, "Sirs." This salutation is always used in writing to a government department. In a letter to a government official, the salutation "Sir" is used. The complimentary close "Respectfully" is used in both cases.

1417 Fuller Avenue  
Los Angeles, California  
November 15, 1922

Division of Publications  
Department of Agriculture  
Washington, D.C.

Sirs:

Please send me a copy of Farm Bulletin No. 1019, entitled "Straining Milk." I should like also a copy of your latest catalogue of publications.

Respectfully,

Frank B. Thomas



Use your school address in the heading if mail is delivered at the school. Otherwise, use your home address. One of the best letters will be sent, and the writer will have the pleasure of receiving the reply. How many points should the team to which this pupil belongs receive? How many points for his team should every pupil who had no mistakes receive?

Plan as you did last year for buying stationery and stamps for the real letters you write in school.

What new lesson regarding friendly letters has this chapter taught you? What other kind of letter have you learned to write?

Remember that you have permission to refer to models whenever you write a letter. You should avoid making mistakes by using every help that you have. If you do this, you will form no bad habits which later must be broken. •

## CHAPTER THREE

### LEARNING HOW WORDS WORK: NOUNS

#### 29. WORDS AS WORKERS

Have you ever noticed how carpenters, masons, plumbers, painters, and electricians all help build a house? Each man has his own particular kind of work to do, but the work of several at least is needed to make a complete house.

In very much the same way, different classes of words are needed in building sentences. Each word has its own special work to do, but two or more must work together in expressing a thought.

Give the subject and the predicate of the following sentence:

Many beautiful trees grow in the park.

See how many of the words can be dropped without destroying the subject. Drop *many*. Is what remains a sentence? Prove your answer. Drop *beautiful* and test in the same way. If *trees* were dropped, would the sentence have a subject? Then *trees* must remain.

Think now of the predicate words. If *grow* were dropped, would anything be stated about the trees? Then *grow* also must remain. Drop *in the park*. Does a sentence remain? What is the subject of the sentence? the predicate?

Unless we think, we have nothing to say. But when we think, we must think *about* something. And

if we wish to talk or write about these things, they must have names. These names are called *nouns*. What is the noun in the sentence *Trees grow?*

You have seen that every sentence must have at least one word in the subject and one in the predicate. The predicate word that cannot be spared is called a *verb*. You will study verbs later.

You will be interested in learning how many kinds of word-workers there are. Here is a sentence that contains them all:

Hark! the lark flies gayly over the meadow and sings his merry song.

Write this sentence in your notebooks, and as you learn what kind of work each word does, underline the word and put the initial of its name over it.

Find all the nouns in the sentence — that is, find all the names of things. Underline them and put an *n* over each. As you learn what work the other words do, you will mark them in turn.

Turn back to page 183 and find all the nouns in the first two paragraphs of "The Honest Farmer."

A noun is the name of anything that we can think or speak about.

#### SEAT WORK

For seat work, make a list of all the nouns in your last notebook composition. Use three of the nouns in short sentences. Underline the predicate of each sentence.

**30. LANGUAGE GAME****MATCHING NOUNS**

Combine teams to make two. The first child on one side names a noun and the first on the opposite side immediately gives another noun for what was mentioned. For instance, if *chair* is given, the response would be *furniture*; for *George Washington, President*; for *kite, toy*; for *dress, clothing*; and so on.

After responding, the first pupil on the second side names another object, the second child on the first team responds, and so on. If a pupil fails to respond, or is not ready with a noun, he goes to his seat and his team is fined one point.

The interest of the game depends on having in mind plenty of things that are not too common. It is allowable to have a list prepared before the game, if you simply peep at it occasionally.

Play the game rapidly. One pupil will keep the score.

**31. STUDY OF A TRUE STORY****A FRIEND IN NEED**

An American soldier in France was digging in the soft earth where a rain of shells had destroyed the trench. The boy's face was cut and bleeding. His hands and arms were caked with mud, and one eye was nearly closed.

"Get back to the dugout!" shouted an officer, as he seized the soldier by the shoulder.

"I can't leave my pal," said the soldier. "He's buried where the trench caved in." Then he wrenched himself free, and again began to dig with frantic haste.



"You can't get him out; get under cover and save your own life," ordered the officer.

But the boy would not go. "I can't leave him," he repeated doggedly.

Not long after, he drew his friend, still living, from under the earth that had covered him, and fell unconscious at his side. Later, both soldiers managed to crawl to the dugout.

The next day, in the hospital, a nurse asked the rescued man about the battle in which he had been wounded. But he could recall little about the awful conflict. He remembered only that when he recovered consciousness, his friend was beside him.

"My pal stuck by me," he whispered feebly. "That's the kind of bunkie to have!"

*Adapted from a newspaper story*

Read the story. What do the following words mean: *wrenched, frantic, doggedly, rescued, conflict, recovered consciousness?*

Tell the story in class, and then tell it at home. Perhaps your teacher will allow you for a few mornings to tell true hero stories at opening exercises.

#### SEAT WORK

Make a list of ten nouns from the story in the last lesson. Copy one sentence containing an undivided quotation. Copy one containing a divided quotation. Make a list of all contractions, and write after each the words for which it stands. Copy a sentence containing a noun that denotes possession.

Write in your notebook original sentences containing the words *frantic, rescued, recovered*.

## WHY IT IS NECESSARY TO STUDY NOUNS

You are studying nouns only to help you to avoid mistakes in using them. The common mistakes are concerned with the use of capitals and with spelling. For this reason they occur in written work rather than in oral.

For a week your language periods will be used to teach you to write nouns correctly. During that time your teacher will give special attention to your oral language in all other subjects. You will criticize the recitations of your classmates just as you are in the habit of criticizing their work in language periods.

At the end of the week your teacher will tell you if your improvement in language is satisfactory. If it is, you will earn five points for your team.

## 32. PROPER AND COMMON NOUNS

Turn to Section VII, page 316, and find the rules for using capitals when writing nouns. These nouns are written with capitals because they are the names of particular persons or things.

You and your classmates are all *pupils*. We call *pupils* a *common noun* because it is a name that belongs to you all. Your own particular name is a *proper noun*.

Give the common noun for each of the following groups of proper nouns:

1. Chicago, Philadelphia, Savannah, Richmond.
2. John, Frank, Will, Roger.
3. Mary, Edith, Dorothy, Elizabeth.

4. Sunday, Monday, Tuesday.
5. January, July, December.
6. Connecticut, Delaware, Colorado, Texas.

A common noun is a name that applies to a group or class of persons or things.

A proper noun is a name that applies to a particular person, place, or thing.

Make one rule for the use of capitals that will take the place of all the rules you selected at the beginning of this lesson.

#### OTHER PROPER NOUNS

Other proper nouns are as follows:

The names of members of political parties; as, Republican, Democrat.

The names of religious bodies; as, Congregational, Methodist, Catholic.

The names of particular buildings; as, Court House, Independence Hall, Metropolitan Museum.

### 33. COPYING AND DICTATION

Review Abbreviations. Study the following paragraph carefully. Copy it accurately, and be prepared to give a reason for the use of every capital and mark of punctuation. Explain the abbreviations.

Your teacher will then dictate a similar paragraph that you have not seen.

Dr. Smith, father, and I left New York on Wednesday, June 25, at 10 a.m. We reached Chicago on Thursday at 2 p.m. After driving about the city, we went to the University of Chicago to see Prof. E. I. White. He took us to

Hull House. Were you ever there? We met Miss Jane Addams, visited the gymnasium, and saw many foreign children having a glorious time. In the evening we dined with Mr. and Mrs. Trask. Early on the following morning we took a Santa Fé train for the Pacific Coast.

### 34. SINGULAR AND PLURAL NOUNS

Read these words: *One doll, five dolls*. How many forms of the word *doll* are used? Which form means only one? Which form means more than one? The form meaning one is said to be in the *singular number*, and that meaning more than one in the *plural number*. How was the plural form of *doll* made?

If all nouns added an *s* to the singular number to form the plural number, there would be little trouble. But as many nouns form their plurals in irregular ways, you will here have a spelling lesson.

#### SPELLING LESSON

The plural nouns most often misspelled belong to three groups:

##### 1. Nouns ending in *y*.

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
chimney	chimneys	lady	ladies
valley	valleys	city	cities
turkey	turkeys	country	countries
monkey	monkeys	berry	berries

Tell exactly what changes were made in forming the plurals of the second group. Is the *y* in the singular form preceded by a vowel or by a consonant?

Nouns ending in *y* after a consonant change *y* to *i* and add *es*. Nouns ending in *y* after a vowel add *s*.

2. Nouns ending in *f* or *fe*.

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
leaf	leaves	knife	knives
loaf	loaves	wife	wives
thief	thieves	life	lives
shelf	shelves	gulf	gulfs
calf	calves	hoof	hoofs
half	halves	roof	roofs

Tell exactly what change was made in each singular noun to form the plural. There is no reliable rule for forming these plurals.

3. Nouns ending in *o*.

Here again there is no reliable rule. The most common words add *es* to form the plural. It may help you to remember that the words in this lesson which add only *s* all suggest music.

<i>Sing.</i>	<i>Plur.</i>	<i>Sing.</i>	<i>Plur.</i>
hero	heroes	zero	zeroes
tomato	tomatoes	piano	pianos
potato	potatoes	solo	solos
cargo	cargoes	alto	altos
echo	echoes	soprano	sopranos

Learn to spell all the words in this lesson. Write in your notebooks any that you think may give you special trouble, and master them once for all.



**35. THE POSSESSIVE FORMS OF NOUNS**

Explain the use of the apostrophe in the following sentences:

Father's automobile stood at the curb.  
The boy's hat was blown off.

If the wind had taken off the hats of several boys, you would write the sentence in this way:

The boys' hats were blown off.

You are speaking of several boys, and would therefore use the word *boys*. Since there already is an *s* at the end of the word, it is not necessary to add another. Suppose that the hats of several men had blown off. *Men* means more than one, although it does not end in *s*. Therefore both the apostrophe and *s* are added:

The men's hats were blown off.

These are the rules:

**An apostrophe and *s* are added to singular nouns and to plural nouns not ending in *s* to denote possession.**

**An apostrophe is added to plural nouns ending in *s* to denote possession.**

Use the possessive forms of the following nouns in written sentences: *children, moon, ladies, lady, Dick, hens, hen, girls*.

**36. CONVERSATION LESSON****POLITENESS**

The Olympic games referred to in the following anecdote were contests of skill held in the olden times at Olympia in Greece.

In far-away Greece, an old man once went to see the Olympic games. Not able to find a vacant seat, he wandered on and on. No one paid the slightest attention to him until he reached the place where the Spartans were sitting. All the boys and young men immediately leaped to their feet and offered their seats to the aged stranger. Thereupon the people far and near clapped their hands. The old man said sadly, "The Greeks all know what is good, but only the Spartans practice it."

Do you see the picture clearly? Tell the story, using the words of the book instead of those in italics: *empty* seats, *walked* on and on, *jumped* to their feet, *old* stranger, only the Spartans *do* it.

Discuss with your teacher the many ways in which girls and boys, whether at home, at school, in public places, or on the street, can show respect to those who are older.

Write in your notebooks original sentences containing these words: *vacant*, *leaped*, *practice*. Underline the subject of each.

### 37. WRITTEN COMPOSITION

Write a paragraph explaining clearly one of the following:

How ice is cut and stored.

How to sweep a room.

How to dust a room.

How to pack apples for shipping.

How the dampers of a stove work.

Why postage stamps are used.

Why a return address is written on an envelope.

Answer these questions after each composition is read:

Did the writer use clear sentences?

Did he give the steps in their right order?

Did he stick to the point?

Did he use exact language?

Was the explanation perfectly clear?

For seat work, exchange compositions and see if you can find any mistakes that the writer overlooked. Mark all the nouns in the composition by placing an *n* over them.

### 38. STUDY OF A STORY

#### THE PET OF THE CAMP

Billy was the pet of the camp. The first time I saw him, he was eating his breakfast out of a trough made of a sardine box. Though a month old, he was only seven inches high, but very chubby. He was covered with a thick coat of reddish bristles which were so long on his shoulders that they resembled a mane. Billy's grunt was like the bass note of an accordion. Taken all in all, he was the drollest pig I ever saw.

Billy was allowed to go wherever he pleased, but his own special quarters were in a soap box. A swinging door kept out the cold and allowed him to go in and out at pleasure.

Every morning the officer of the day would call at Billy's house and inquire, "Billy, have you had your rations this morning?" And Billy's invariable response would be, "OO-we!" which is pretty good French for "Yes."

When going his rounds at midnight, the officer would tap on Billy's box. A melodious grunt immediately responded,

as if saying "All's well!" Then the officer would say to his sergeant, "Billy is snug in his quarters; I wish I were in mine."

*Selected*

Read the story. Do you see the pet clearly in your mind? Describe him from memory. What word gives the first hint that the pet was a pig?

Describe the pig's house. Tell the story of his morning response to the officer of the day. Who can give the French word for "Yes"? Does it resemble "OO-ee"? Describe the exchange of greetings at midnight.

Name all the nouns in the first paragraph. Give another word or expression for the following: *resembled*, *drollest*, *inquire*, *rations*, *melodious*, *responded*. Select several words to add to your vocabulary. Write them in the "Word Study" section of your notebooks, using each in an original sentence.

PARAGRAPH STUDY

How many paragraphs does the story of "The Pet of the Camp" contain? What does the first tell about? the second? the third? the fourth? Did the author put into each paragraph all that he had to say about a certain part of the story?

When he was planning his story, he decided what he would tell about first, what next, what next, and what last of all. Probably he jotted down topics like the following to guide him:



Description of Billy

Billy's house

The morning exchange of greetings

The midnight exchange of greetings

This outline, as it is called, determined how many paragraphs he should use. He had a story to tell, and every sentence in the story was to be related to every other sentence. But the sentences that were *most closely* related to each other were put into separate paragraphs. Each paragraph is like a family living in an apartment. The entire story is like a number of families all related to each other, but each living in its own apartment under a single roof.

Four pupils may tell the story once more, each taking one topic of the outline.

### 39. PARAGRAPH STUDY

The peasants of the Apennines are herdsmen rather than farmers. Although they cultivate a little corn, most of their meal for man and beast is obtained from the chestnut trees which stand thick along the hillsides.

Chestnut gathering is the real harvest of the mountaineer, and it is a busy time. About the middle of October, old and young troop off to the woods, where the glossy brown nuts are falling before the autumn winds. The woods ring with jokes and laughter as the nimble fingers fill the big sacks.

At night the tired but still merry harvesters slowly wind their way down the slopes to their homes. Every house has its drying room, where the chestnuts are heaped on a wooden framework over a wood fire. Here they remain for

three days and nights. At the end of that time, the outer husks are as black as coal, but the kernels are sweet and white and hard.

When the nuts have been husked, the kernels are ground in a mill, and the meal is packed away in a massive press. In a short time it becomes almost as hard as stone, and on baking day the housewife chops off with a hatchet the portion she needs.

*Selected*

Read the selection. Suggest appropriate titles for it.

How many paragraphs are there? Make an outline, stating the topic of each paragraph. Read the outlines, and select one of the best to write on the blackboard. Using this as a guide, four pupils may recite from the topics, each taking one.

Your teacher will assign two or three short paragraphs from your geography for seat work. Study them as you studied this lesson, and in your geography period be ready to recite from your topics. Use your own words, but remember always to select from the book a few words which you have not been accustomed to use.

How does preparing an outline of a lesson help you to understand the lesson? How does the outline help you in reciting?

**40. CORRECT-USAGE DRILLS**

You are, of course, keeping up your daily five-minute drills. Continue to use for the first three minutes the sentences prepared by the different teams. For two

minutes each day, review the drills of last year. How shall you find them?

Use one of these drills for three or four days and then take the next one. Follow this plan until you have reviewed them all.

You should also use the "Correct Usage" section of your notebooks for fighting your own bad habits of speech. Select three mistakes that you sometimes make and write for each five sentences containing the correct form. Read these sentences over and over again.

Are you remembering to fine the teams whose members are heard to use incorrect words that you have been trying to banish?

#### 41. STUDY OF A POEM

##### PASS IT ALONG!

Have you had a good word from another good fellow?

Then pass it along!

If you keep it concealed 'twill get faded and yellow,

So pass it along.

If another one says "Merry Christmas" to you,

To another your own "Merry Christmas" is due,

And the Christmas good wish may go all the town through,

If you pass it along!

Have you heard a good thing about some one or other?

Then pass it along!

If it adds to the fame of a sister or brother,

Just pass it along!

Don't you keep under cover the good that you hear,

Bring it out where 'twill add to the sum of good cheer,—  
And especially so at this time of the year,  
    You should pass it along!

Does this message of mine thrill you even a trifle?

    Then pass it along!

'Twould be wrong any urging of Christmas to stifle,  
    So pass it along!

As I send it, 'tis feeble enough I admit,

But each heart that is reached will enrich it a bit,

'Twill get something from each both of worth and of wit,  
    As you pass it along!

DENIS A. MC CARTHY

Read the poem silently. What do the following words mean: *concealed, trifle, urging, stifle, admit*? If you cannot get the meaning from the way in which the words are used, consult the dictionary.

Now read the poem aloud in such a way that your voice will help bring out its meaning.

What do you like about the poem? Shall you try to pass along some "good word" that you have received?

#### 42. WRITTEN COMPOSITION

Select one of the following topics and write an interesting story about it. Have a point and stick to it. Use one paragraph only.

The First Christmas I Remember

Hanging Up My Stocking at Christmas

How I Found Out Who Santa Claus Was



Trimming a Christmas Tree  
The Community Christmas Tree  
Getting a Tree in the Woods

#### 43. TELLING STORIES FROM A PICTURE

Read the picture on the opposite page and find the story it tells. Tell a class story about it. You may plan for three short paragraphs. The first might tell how you learned about the aged people's need, the second how you planned the Christmas surprise for them, and the third how you carried out your plan. There are other ways, however, of telling the story, and you may choose one for yourselves.

Write on the blackboard the three topics you select for your outline. Three children may tell the story, each giving one paragraph. Several sets of pupils may follow, each set trying to make the story more interesting.

#### 44. LETTER WRITING

Write letters to the absent children. They will be interested in hearing about your Christmas program, or about interesting things you have done at school in connection with any of your lessons. If amusing things have happened, be sure to include those.

#### 45. DICTATION LESSON

The morning of December 25, 1920, was crisp and clear. The choir of St. Andrew's Church sang carols under our windows. Their sweet voices in the open air made silvery



music. I shall never hear "Holy Night" sung without thinking of that Christmas day.

After the paragraph has been dictated, make an *n* over every noun. When in doubt, ask yourself these questions: Is this the name of something I can think and speak about? Can I state something about it?

#### 46. LANGUAGE PROBLEMS

##### ORAL

1. Give the subjects and the predicates of the following sentences, and then select the nouns:

Our flag has thirteen stripes.

Christmas is the merriest holiday of the year.

Into the valley of death rode the six hundred.

2. Explain the use of all capitals and punctuation marks in the following paragraph:

"Yes, we were warm friends," said Whittier of Longfellow. "He was a delightful man and a great poet. Hawthorne, Emerson, Longfellow, and I were always friends. There were no jealousies among us. Each took pride in the work and success of the others."

##### WRITTEN

1. Select and write correctly the groups of words that are not sentences:

The steamer plowed its way through heavy seas.

Boys and girls thronged the streets they were on their way to school.

I cannot sit on that bench it is too high.



2. Write the plural form of *city*, *potato*, *knife*, *piano*, *chimney*, *house*, *hoof*.

3. Write sentences containing the possessive form of *boys*, *children*, *uncle*. Underline the predicate of each.

4. There are eight mistakes in the following paragraph. Find them all and write the paragraph correctly:

Dr Blue lives next door to us he is very jolly. He is to old-fashioned to drive an automobile. When his horses hear a machine coming, they toss there heads. I think they want to say "you are very smart, aren't you"

Each pupil who has perfect written work should receive several points for his team. How many?

In what ways have you improved since the beginning of the year?



## CHAPTER FOUR

### WORDS THAT ACT AS SUBSTITUTES FOR NOUNS

#### 47. PRONOUNS

When for any reason your teacher is absent from school, another teacher takes her place. Have you ever heard this teacher called a *substitute*? A substitute is a person who takes the place of another person.

Today you will learn about words that act as substitutes for other words. Read the following paragraph and you will easily discover why it is a good plan sometimes to use substitutes for certain words:

Bob ran pell-mell down the street. Bob dropped Bob's books and the wind took off Bob's hat. Bob met Ned, and Bob and Ned chased the hat. Bob and Ned sprinted for a block, and finally Bob and Ned cornered the whirling headgear.

What is the trouble with the paragraph? Read it in an improved form. What words did you use to avoid repeating *Bob*, *Ned*, and *Bob and Ned*? Words that are substitutes for nouns are called *pronouns*, because it is their special business to take the place of nouns.

*Pronoun* means *for a noun*.

Pronouns are troublesome words because they have so many different forms. Fill the blanks in the following paragraph with pronouns you may use instead of your name in speaking of yourself, or of yourself and

some other person. The first pronoun will be *I*.  
Make a list of the pronouns.

Every evening — go to the train to meet — father.  
He often brings — something from the city. — walk  
home together. Mother sometimes comes to meet —.

How many different pronouns are on your list?  
Follow the same plan with the following paragraphs:

Prince was a fox terrier. — looked gentle, but there  
was mischief in — eye. Other small dogs sometimes  
attacked —, but — soon surrendered. — ears were  
sure to be bitten, and nothing could induce — to renew  
the combat.

One day Nellie's mother said to —, "Will — please  
bring home — books tonight?" Nellie answered that  
— would surely bring —. Then — kissed each  
other, and Nellie started for school.

The rose was beautiful. — spread — perfume  
through the house.

How many different pronouns have you on your  
entire list? There are a few others, but you will study  
them later. Find all the nouns in the last two exercises.

**A pronoun is a word that takes the place of a noun.**

Find the pronoun in your notebook sentence:

Hark! The bobolink flies gayly over the meadow and  
sings his merry song.

You have already marked the nouns. What are  
they? Now underline the pronoun and put a *p* over it.

## 48. INCORRECT USE OF PRONOUNS

You are studying pronouns now principally to avoid using wrong forms. Here are two mistakes often made in using pronouns:

1. *I* and *me* are often confused. Review Rule 14, page 311. Give sentences using *I* and *me* correctly.

2. *He* and *him* are not always rightly used. When the words are used by themselves, there is little trouble. But when used with nouns or other pronouns, there is confusion.

You would say:

I saw *him* near the cotton field.

Therefore you would say:

I saw *Frank* and *him* near the cotton field.

You would say:

*He* was watching the pickers at their work

Therefore you would say:

*Frank* and *he* were watching the pickers at their work.

Make sentences of the same kind showing how *she* and *her* would be used.

Which of the following sentences are correct? Prove your answer. Correct the others. Each sentence refers to two persons. Think what pronouns would be used if speaking of them separately, and use the same pronouns when speaking of both together.

1. Him and me were playing ball.
2. Mother gave the silk to Bess and I.
3. Bess and me were delighted to get it.
4. Give the ball to him and Frank.
5. This plant is for you and she.
6. You and she are to work all morning.
7. Please get tickets for mother and I.

Review No. 23, page 313.

These skates are mine. Father gave them to me.

What noun do you find in the first sentence? What word takes its place in the second sentence? Then *them* is a pronoun. Why? Sometimes *them* is used with a noun, as in this sentence: "Them books are my brother's." *Those* should have been used instead of *them*. *Them* takes the place of a noun; it is never used with a noun.

Read the following sentences rapidly, using *them* or *those* wherever there is a blank space:

1. "See — huge snowflakes!" cried Mary.
2. I have been watching — for a long time.
3. — apples are delicious.
4. Father bought — in Vermont.
5. Who dropped — papers on the floor?
6. Please pick — up.
7. — pads are too dear.
8. Are — pads in the window any cheaper?

You are, of course, keeping up your daily drills. Find out what mistakes in the use of pronouns are made in your class, write sentences using the pronouns correctly, and read the sentences every day. Each



pupil should also write in the "Correct Usage" section of his notebook sentences containing the pronouns that he uses incorrectly. *Make it your business to correct pronoun errors!* Never omit the five-minute drills.

#### 49. ERRORS IN WRITING PRONOUNS

The mistakes in the use of pronouns that you have been studying occur in both oral and written language. Besides these, there is a special kind of mistake that some children make when writing, because they confuse words that sound alike.

You're sure to bump your head unless you stoop.

What two words in this sentence sound alike? Which is simply a pronoun? Which is a contraction of a pronoun and another word?

It's time for the baby to have its bath.

What two words in this sentence sound alike? Which is a contraction of the pronoun *it* and the word *is*? Which is simply a pronoun? Notice that although the pronoun *its* denotes possession, it has no apostrophe. An apostrophe is never used with a pronoun to denote possession. Why is the apostrophe used in the contraction *it's*?

There are no birds in last year's nest.

The birds are now in their southern homes.

They're coming back next spring.

Read the three underlined words. Do they sound alike? You should no longer make mistakes in using

*there* and *their*. Which is a pronoun? What pronoun do you find in the word *they're*? What other word was combined with it?

There is one rule only that will help you to avoid the kind of mistakes you have been considering: **THINK!**

Give original sentences containing the following words: *it's, they're, your, their, you're, its*.

#### SEAT WORK

Make a list of the pronouns in the story of "The Pet of the Camp," page 202.

Write sentences using correctly *she and I, her and him, you and I, you and me, May and she, John and him, them*.

#### 50. ORAL AND WRITTEN COMPOSITION

For three days you may use your language periods for short oral compositions. Perhaps your teacher will use for this work a little time at opening exercises, so that each pupil may speak every day.

*First day:* In what are you interested? Thomas Edison is reported to have said that unless girls and boys become deeply interested in some particular subject between the ages of twelve and sixteen, they are not likely ever to be so deeply interested in any one thing that they will win great success in life. Even if this is not true of all girls and boys, it is undoubtedly true of many. In what was Edison interested as a boy? Think of the one thing in which you are most

interested, and tell something about it that will interest your classmates.

#### SEAT WORK

Write in your notebooks the story you told in class. You may be interested in noting what the seat work is to be for the second day.

*Second day:* Give an incident from some book you have read outside of school since Christmas.

#### SEAT WORK

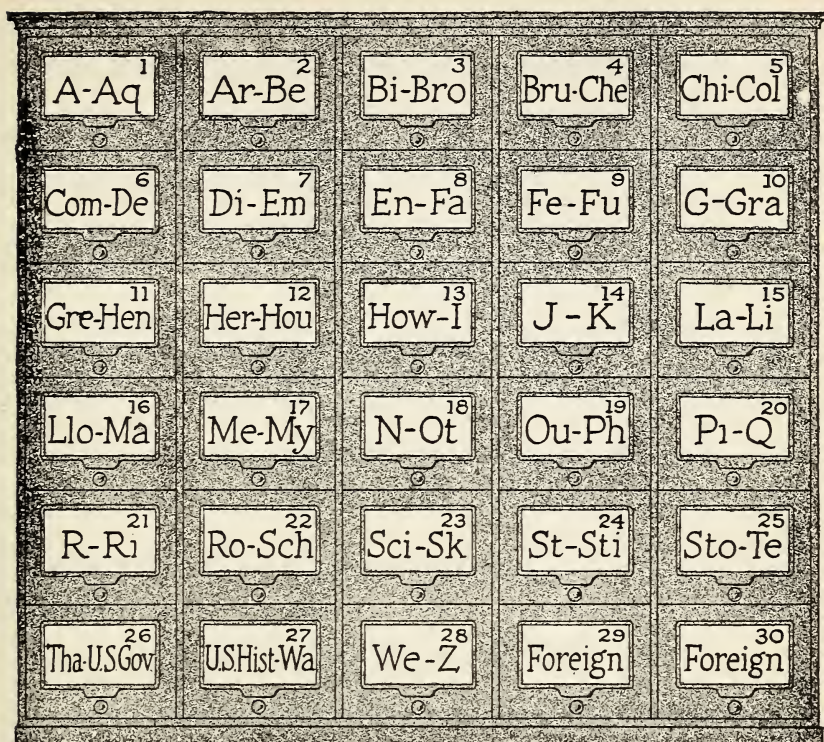
Exchange notebooks with pupils of other teams. Read the paragraphs written during the last study period, and underline any mistakes you find. Do not correct them. Each team will be fined one point for any mistake found in the story of one of its members, and an additional point if the mistake is concerned with pronouns.

Each team captain will look over the books of his team and decide how many points must be deducted from the team score. In case of disagreement, refer the matter to the teacher.

*Third day:* Tell an anecdote connected with the history of the part of the country in which you live.

In what ways have you improved in oral composition? Do you now always talk in clear sentences? Do you stick to the point? Do you sometimes use words that you have written in the "Word Study" section of your notebooks?





## 51. USING A CARD CATALOGUE

If you are deeply interested in some subject, you will wish to learn more about it. You can often gain information by finding the right books.

In learning to use a dictionary, you have also learned to use other reference books. If you have a public library, find out where the "Cyclopedia of Common Things," "The Book of Knowledge," and other books of the sort are kept.

In order that you may find books on the subject in which you are interested, learn to use the card cata-



logue at the library. The illustration on the previous page shows the case in which is kept the card catalogue of the children's books in a large city library. Notice that the drawers are numbered. In which drawer would you look for electricity? When you have found the *electricity* cards, ask the librarian how the cards help you to find the books themselves.

Discuss with your teacher other ways of using a card catalogue. In which drawer would you find the name of each author given on page 302? In which drawer would you find the title of each book? When a title begins with *A* or *The*, think of the next word when hunting for the card.

## 52. WRITING A BUSINESS LETTER

Are you remembering to study your lessons in an independent way? Read very often the directions on pages 153 and 154.

Using the Index, review all that you have learned about writing business letters. Tell clearly in what ways a business letter differs from a social letter.

Imagine that Christmas brought you money to subscribe for a magazine. Why will you not send the money itself to the publisher of the magazine? Who will bring a money order to school and explain how it is used?

Here is a letter subscribing to "The Youth's Companion":

36 Orchard Street  
New Haven, Conn.  
January 3, 1922

The Perry Mason Company  
Commonwealth Ave. and St. Paul St.  
Boston, Massachusetts

Gentlemen:

Please send me "The Youth's Companion" for a year, beginning with the January number. I am inclosing a money order for two dollars and fifty cents (\$2.50) in payment.

Very truly yours,  
Richard Webster

Order one of the following magazines, or any other that you know about:

"St. Nicholas," published by The Century Company, 353 Fourth Ave., New York City. Price, four dollars a year.

"The American Boy," published by The Sprague Publishing Company, Detroit, Michigan. Price, two dollars and fifty cents a year.

Be sure that your letter is *perfect* in every way.

Ask your parents to allow you to write simple business letters for them.

### 53. PRONUNCIATION DRILLS

With the help of the Index, find the pronunciation lists in the Review Section. Make a list of those still mispronounced in your class. Repeat these

words singly and in sentences in the last two minutes of your daily drills.

#### 54. STUDY OF TWO POEMS

You all know the story of that first voyage across the Atlantic, when the sailors became discouraged but Columbus himself did not lose hope.

Today your teacher will read you a poem called "Columbus." You will easily catch the spirit of the poem. The last two lines are as follows:

He gained a world; he gave that world  
Its grandest lesson: "On, sail on!"

JOAQUIN MILLER

You will enjoy recalling these lines whenever you think of what Columbus accomplished, and perhaps they will help you sometime when you are trying to perform a hard task.

Read the following stanza:

It was a noble Roman  
In Rome's imperial day,  
Who heard a coward croaker,  
Before the castle say,  
"They're safe in such a fortress;  
There is no way to shake it!"  
"On — on," exclaimed the hero,  
"I'll find a way or make it!"

JOHN G. SAXE

*Rome's imperial day* refers to the time when Rome was the center of a mighty empire. What does *coward*

*croaker* mean? Read the words spoken by the croaker. What was the hero's answer? Why do you think the castle was taken?

Commit both selections to memory before your next lesson.

#### SEAT WORK

Using the Index, find the directions for copying and review them. Copy the selections in your last lesson, and bring your papers to class. Explain the use of all capitals, apostrophes, and quotation marks. Name all nouns; all pronouns.

#### 55. ORAL COMPOSITION

Tell stories of men or women that you have known or read about whose motto might have been "I'll find a way or make it!" or "On, sail on!" Decide what point you wish to make, and never lose sight of it. Plunge at once into your story unless an introduction is needed to make your classmates understand it.

#### 56. IMPROVING COMPOSITIONS

Your teacher will today return to you the composition on camp life that you wrote at the beginning of the year. Rewrite it, improving it as much as you can. Be sure to date the second composition.

In class, exchange compositions. Read the two that you receive, and be ready to report clearly on the



improvement made by the writer. Suggest further improvement, if possible.

### 57. DESTROYING COMMON ERRORS

The Iroquois believed that quarrels were spirits of evil that could be overcome by burying them. It was the custom, therefore, for each party to a dispute to talk into a hole in the ground whatever he had to say. The earth was then returned to the hole and firmly stamped down. The men believed that the quarrel would forever remain buried unless some one dug it up and thus set free the evil spirit.

*Adapted from "Legends of the Iroquois"*

The children in the picture on the opposite page have not quarreled, but they have decided that bad habits of speech should be forever destroyed.

Which of the incorrect expressions they are burying are still heard in your class? Give the correct forms, and use them in sentences. Write on slips of paper any errors that you should get rid of once for all, and plan how they may be buried or otherwise destroyed. Appoint a committee to plan for the event.

How many points should a team be fined if one of its members uses an expression you have tried to destroy?

### 58. FABLES TO STUDY

#### A CHEERFUL VIEW OF THINGS

"How dismal you look!" said a bucket to his companion, as they were going to the well.

"Ah!" replied the other bucket, "I was reflecting on the



uselessness of being filled. Let us go ever so full, we always come back empty."

"Dear me!" said the first bucket. "Now, I enjoy the thought that however empty we come, we always go away full. Only look at it in that light, and you'll be as cheerful as I am."

Read the fable. Discover the meaning of *dismal* and *reflecting* from the way in which they are used. Give another word for each.

What lesson does this fable teach? Did you ever write a fable? Try to write one that teaches the same lesson as "A Cheerful View of Things."

#### THE BOASTFUL RUSHLIGHT

A rushlight fell in love with its own brilliance. "My light is stronger than that of the sun, the moon, and the stars," it boasted.

Hardly had it ceased speaking when a puff of wind blew out its light. "Cease your boasting," said the owner as he relighted it. "Be content to shine in silence. Who was ever seen to relight the sun, the moon, and the stars?"

A rush is a plant whose stem contains a soft pith. This pith was formerly mixed with grease and shaped to form candles, known as rushlights.

Read the fable, letting your voice show how the owner felt when he relighted the candle.

Learn one of the fables, holding rather closely to the words of the book. Be ready to tell it at any time.

Find all pronouns in the first fable and all nouns in the second. Explain why *its* in the second selection does not contain an apostrophe.

59. CONVERSATION LESSON

THRIFT

Here are thrift messages by three former Presidents of the United States. Read them and discuss their meaning.

Economy makes happy homes and sound nations.

GEORGE WASHINGTON

Teach economy. This is one of the first and highest virtues. It begins with saving money.

ABRAHAM LINCOLN

The little savings bank in the home means almost more for the future of the children of a family than all the advice in the world. It gives them the right start.

WILLIAM MC KINLEY

Which quotation asserts in another way that thrift helps make good citizens? Which one gives a hint that thrift does not *end* with saving money? How may thrift be illustrated by the way in which money is spent?

For seat work, write one of the selections from memory.

THRIFT PROBLEMS

Think about these problems, and be prepared to state your answer clearly:

1. Two young men once saved five hundred dollars each. The first put his money into a savings bank and left it there. The second spent a year at a business college, paying with



the money he had saved. Was the second man less thrifty than the first? Was he necessarily more thrifty?

2. Two farmers saved a few hundred dollars each. Both owned poor land. The following spring, one man spent his entire savings for fertilizer. His crops nearly doubled in size. The other man disliked taking his money from the bank, and his crops were poor. Which was the more thrifty man, and why?

## 60. COPYING LESSON

### THE BEST HAMMERS IN THE UNITED STATES

"I have made hammers for twenty-eight years," remarked a prominent manufacturer to a friend.

"Well, then," replied his friend, "you're surely making a pretty good hammer by this time."

"No, sir," was the answer. "I never made a pretty good hammer. I have always made the best hammer in the United States."

Study and copy the selection above. Explain the punctuation of the divided quotations. Make a *p* over all pronouns. Explain *you're*. What mark is used in *twenty-eight*? What other use of the hyphen have you learned? A word made by joining two other words is called a *compound word*. Some compound words do not require a hyphen, as *necktie*, *notebook*, *bedroom*, etc. The hyphen must always be used in writing numbers like *twenty-eight*.

On the blackboard write in words the numbers 36, 87, 92.

**A hyphen separates the parts of some compound words.**

## 61. DICTATION LESSON

Several children may write on the blackboard as the story of the hammers is dictated. When all have finished, criticize and correct the blackboard work.

## 62. SPELLING LESSON

## COMPOUND WORDS

Compound words are formed by joining two shorter words. In some cases they are combined into a solid word, as in *whichever*; in other cases they are joined with a hyphen, as in *tittle-page*.

Most compound words are written solid. The hyphen should be avoided whenever possible.

airship	childlike	necktie	schooltime
anybody	classroom	nobody	something
anyway	downstairs	northeast	somewhere
anywhere	everything	northwest	southeast
armchair	farmhouse	notebook	textbook
bedroom	grasshopper	sailboat	upstairs
butterfly	halfway	schoolbook	whenever
calfskin	meantime	schoolhouse	whoever

The hyphen is always used in the following words:

school-teacher	self-respect
school-teaching	up-to-date

Sometimes two words are wrongly written as a compound word, either solid or with the hyphen. The following groups of words should not be compounded:

dining room	school children	sea level
sitting room	school district	any one
sleeping room	all right	every one
school days	car fare	some one

Learn to spell all these words. Review also the words on pages 327 and 328. Then have a spelling match between the teams. How many points shall the winning team receive? Try to make *your* team the winning team.

### 63. SENTENCE STUDY

Review all you have learned about sentence building.

You have been taught to use short sentences in the main. It often happens, however, that two or more thoughts are so closely related that they should be expressed in a single sentence.

Read the following paragraphs:

The beaver never mislays his tools. His chisels he keeps in his mouth. They are always ready to use. He cuts twigs and trees with them. With his sharp claws he digs tunnels and trenches. His broad, flat tail has a double use. It serves as a hammer in building. In swimming, it serves as a rudder.

The beaver never mislays his tools. His chisels he keeps in his mouth, where they are always ready for cutting twigs and trees. With his sharp claws he digs tunnels and trenches. His broad, flat tail serves as a hammer in building and as a rudder in swimming.

Find the places where sentences were joined. In each case try to show that the thoughts that were

combined into a single sentence really belonged together.

Read the paragraphs once more and decide which is the more pleasing. Why? Hereafter when writing compositions, try to express in one sentence thoughts that are so closely related that they should not be separated.

Rewrite the following paragraph, combining thoughts whenever it seems best to do so:

Cop was a fine watch-dog. That was why we named him "Cop." Father said he slept with one eye open. I think he kept them both open. He had very sharp ears, too. He could hear the slightest noise. The sliding of a rug would waken him. The ticking of a watch would waken him, too. Father was once offered three hundred dollars for him. He did not accept the offer. Cop was worth more than that to us.

Read your paragraphs in class and discover who did the best work.

Look over the compositions in your notebook, and rewrite one that could be improved by combining short sentences.

Are you remembering the daily drills?

#### 64. PROBLEMS

Use two study periods for this exercise if necessary.

1. Correct all errors in the following sentences:

Try our home-made candies. There fine!

We had a visitor this morning his name is Mr. Gardner.

Haven't you no dictionary in your room?



2. Write sentences containing the following words: *their, your, you're, its, it's*.

3. Copy the following sentences, and punctuate them correctly:

Where are you going my pretty maid asked the stranger.  
I'm going a-milking sir she said.

4. Copy the following sentence twice. In the first, write *horses* in such a way that it will refer to one horse only. In the second, make it refer to more than one horse.

The horses hoofs struck sparks from the pavement.

5. Write in sentences the plural forms of *lady, country, monkey, knife, shelf, tomato*.

Draw a light line under the subject of each statement that you have written. Make a small *n* over all nouns and a small *p* over all pronouns.

#### WHAT CAN YOU DO NOW?

Each pupil should answer these questions:

Can you stand before your class and tell an interesting anecdote, explain how to make something, or report something you have learned by using your eyes or by reading? Do you use clear sentences, exact language, and stick to the point?

Have you overcome some of your bad speech habits? Are your ears trained so that the common errors sound unpleasant to you?

Can you write an interesting paragraph that is correct as to the use of capitals, spelling, punctuation, and arrangement on paper?

Can you write correctly a social letter that will interest the person to whom it is written? Can you get the form exactly right?

Can you write a simple business letter, state the business in the most direct way, and make no mistake of any sort?

Does the improvement in your oral and written language show in all other school lessons and also outside of school?

## CHAPTER FIVE

### WORDS THAT GIVE LIFE TO SENTENCES

#### 65. VERBS

What is the smallest number of words that can form a statement? Some time ago you proved that the words below form a sentence. Prove it again.

Trees grow.

In a composition about trees, this sentence might have been used:

They grow.

What part of speech is *trees*? What part of speech is *they*? No matter how many words the subject of a sentence may contain, the principal word is usually either a noun or a pronoun. This principal word is called the *simple subject*. Name the simple and the complete subjects of the following sentences:

1. The huge, bird-like aeroplane rose swiftly.
2. Many useful fruits grow in our country.
3. Away flew the birds!
4. The loaded sleigh sped over the bridge.
5. A thrifty man saves time, money, and health.

To find the verb in each of these sentences, ask yourself these questions: What is the complete predicate? What word in the predicate states something about the simple subject? In the first sentence, you see at once that *aeroplane* is the simple subject and that *rose* states what the aeroplane did. Then *rose* is the predicate verb.

Find in the same way the predicate verb of the other sentences.

In all the sentences you have been studying, the verb tells what the simple subject does; that is, the verb is an action word. But not all verbs express action.

Iron is heavy.

What is the predicate of this sentence? the subject? What word in the predicate tells you that you are to connect the idea *heavy* with the word *iron*? Then *is* is a verb because it states, even though it does not express action.

Find the verbs in the following sentences. None of them express action.

Roses are my favorite flowers.

The children seem very happy this morning.

I am twelve years old today.

Grandfather's clock has a cheerful face.

Now find in your notebook the sentence that contains all the parts of speech.

Hark! the bobolink flies gayly over the meadow and sings his merry song.

What are the nouns? What is the pronoun? How many things are stated about the bobolink? There will be a verb for each fact that is stated. Find the verbs. Draw a line under each, and make a small *v* over it.

**A verb is a word that tells or states something.**



## TESTING SENTENCES

Turn in your notebooks to a composition written early in the year. Read it in class, sentence by sentence. All may help decide if the words read form a sentence. Test by proving that the sentence has a subject and a predicate. For the present use only statements in this practice. If you find a group of words without a verb, change it into a sentence. How?

For seat work, select from compositions in your notebooks five statements and copy them. Draw a line under the subject, and a double line under the predicate verb. Mark with the proper initials all nouns, pronouns, and verbs.

## 66. CORRECT USE OF VERBS

Some verbs are troublesome because they have different forms for singular and plural subjects. Which word of each of the following pairs would you use with a subject that named *one* person or thing? Which would you use with a subject that named more than one person or thing?

is, are

was, were

has, have

Give sentences containing the above verbs that are used with subjects in the singular number; with subjects in the plural number.

Are these words still misused in your class? If they are, wage war against the bad habits and conquer them. A pupil of your age should never make mistakes in the use of these verbs.

#### REVIEW OF COMMON VERB ERRORS

Turn to Section III, page 308, and with the help of your teacher select all exercises from the section that are concerned with verbs. Write the verbs on the blackboard. With the help of the Index, find the drills in this book relating to verbs, and add them to the list.

Go over the list carefully, and decide which verbs are no longer misused by your class. Cross them out.

Your teacher will divide the remaining verbs among the teams. At the end of a week each team will give to the teacher a list of eight good sentences for each verb assigned to the team.

Give special attention to the forms that need the helping verbs *has, have, was, were*, etc. Two verbs used together are called a *verb phrase*. *Had gone, was given, have eaten, were done*, are verb phrases.

Your teacher will dictate these sentences, one set at a time. Keep the papers in your language books, and use the sentences in your five-minute drills for several days. The second set of sentences will then be dictated, and so on until all have been reviewed.

Each pupil should also write in his notebook sentences containing the correct forms that he specially needs to practice.

## 67. SELECTING EXPRESSIVE VERBS

You now probably know enough about verbs to realize that the verb gives the sentence its life. But some verbs have more life than others of the same meaning. This is illustrated in the following paragraph taken from a sixth-grade girl's composition. In the opening paragraph, she related that with a cousin she had taken a "joy ride" in her uncle's automobile. They lost control of the machine near a lake.

It was glorious for a while, but I soon grew uneasy and then frightened. By this time we had reached the park. To my horror I saw the lake straight ahead. My cousin vainly tried to stop the car. I cried out to her, but did not finish my sentence, because at that moment a man on a bicycle dashed up. It was Uncle John. He gasped a few words to my cousin, and the car came to a stop.

What verb tells how Uncle John approached on his bicycle? Would the verb *rode* have answered as well? Explain your answer.

What verb tells how Uncle John spoke? Would *said* have answered as well? Explain your answer.

Notice that the verbs *dashed* and *gasped* not only tell what Uncle John *did*, but they also show *how he felt*. That is why they give more life to the sentences than *rode* and *said* would give. Words of this sort are said to be *expressive*, because they tell so much.

## WRITTEN COMPOSITION

Write a letter describing some real or imaginary adventure, and give special attention to using expressive

verbs. Read the letters in class, and see if your classmates can suggest more expressive verbs than those you used.

**68. DRILL IN SELECTING VERBS**

On the dam stood Pau-Puk-Keewis;  
O'er his ankles flowed the streamlet,  
Spouted through the chinks below him,  
Dashed upon the stones beneath him,  
Spread serene and calm before him.

Read the stanza. What part of the picture does the first line give? What do the next four lines describe? What verbs in these lines show how the stream moved? Do the verbs that the poet selected help you to see how the stream flowed?

Which sentence of each of the following pairs of sentences contains the more expressive verb? Explain your answer.

1. The fish swam through the water.  
The fish darted through the water.
2. Up into the air soared the eagle.  
Up into the air flew the eagle.
3. The people crowded the public square.  
The people swarmed in the public square.
4. The dandelion seeds float on the breeze.  
The dandelion seeds fly in the breeze.
5. The swan swims over the lake.  
The swan glides over the lake.



When quoting what people say, it is easy to overwork the verb *said*. What verbs in the following selection are used to avoid repeating *said*?

"I am the prince's godmother," said the old woman in gray.

"You!" cried the elegant lady nurse.

"You!" repeated all the gentlemen in waiting.

"You!" echoed the heralds and pages.

*Adapted from "The Little Lame Prince"*

## 69. WORD PICTURES FROM THE POETS

### THE SHEEP IN THE SKY

Across the sky, as white as snow,  
See how the flocks of cloud-sheep go!  
Who is it drives them? Whither are  
They bent that race so fast and far?

It is the wind that shepherds them;  
In meads beyond the sky's blue hem  
He pastures them, and there in peace  
He shears and scatters wide their fleece.

CLINTON SCOLLARD

Read the poem silently. To what are the clouds compared? Who is the shepherd? What does he do with the fleece of his sheep?

What word does the poet use for *going*? for *takes care of*? for *meadows*?

Have you ever seen the fleece dropping from the sheared flock? How did it look? Tell what you like about the poem.

Out of the bosom of the air,  
Out of the cloud folds of her garments shaken,  
Over the woodlands brown and bare,  
Over the harvest fields forsaken,  
Silent, and soft, and slow,  
Descends the snow.

HENRY W. LONGFELLOW

In what way is this stanza like "The Sheep in the Sky"? In what important way does the picture differ?

Read the stanza, and let your voice help show how the snow fell. Sketch the picture on the blackboard.

She was as lovely a pleasure boat  
As ever fairy had paddled in,  
For she glowed with purple paint without,  
And shone with silvery pearl within.

JOSEPH RODMAN DRAKE

This is a picture of a different kind. It describes a fairy's boat made of a purple mussel shell. What verb tells how the outside of the boat looked? the inside?

Learn one of the selections in this lesson, and write it from memory in your notebook.

## 70. STUDY OF A STORY

On pages 303-304 are the words of "The Star-Spangled Banner." Learn them and sing them often. Learn also "The American's Creed" on page 304.

### HOW "THE STAR-SPANGLED BANNER" CAME TO BE WRITTEN

During the War of 1812, Francis S. Key, a young Washington lawyer, went aboard a British vessel with a flag of truce, to secure the release of a friend who had been cap-

tured. But the British admiral clapped Key into the same prison ship with his friend, saying that there was important business on hand and it must not be reported.

Now the business that the British had on hand was the capture of Baltimore. Judge Nicholson, Key's brother-in-law, was an officer at Fort McHenry, that protected the city, and Key was forced to watch the attack with no chance to help his friends in the city, or even to warn them.

From Tuesday morning until midnight on Wednesday the British fired on the fort. Poor young Key, pacing the deck of his prison ship, could see little that was going on. The shells flew and the bombs burst. Was the fort answering? Was it being injured? Then came silence. Had the enemy given up? Had the fort fallen? Then came cheers and more firing.

The gray light of Thursday morning crept slowly over the bay. Everything would be plain if Key could only see the fort. If its flag was gone, it had surrendered. If the flag still waved, the city was safe. The big ships around him were a blur in the mist. Vapor and smoke hung over the fort. A breeze floated by, and there was a break in the mist! The flag was still there!

Penned up on the prison ship, Key had no way to express the feeling inspired by that glimpse of his country's flag. But great thoughts were stirring in his mind, and some of them he jotted down on an envelope. Before sailing away, the British admiral put Key and his friend on shore. Key immediately took paper and wrote his poem. That is how "The Star-Spangled Banner" came to be written.

*Abridged from "The Star-Spangled Banner,"  
in the Newark Public Library Pamphlet*

Read the story. How many paragraphs does it contain? Write on the blackboard a topic for each

paragraph. Different children may tell the story, each giving one paragraph. Give particular attention to the verbs. Use some of the verbs of the book unless you can think of more expressive ones that have the same meaning.

Are you studying your geography and history lessons by paragraphs whenever it is possible? How does the habit help you in learning your lesson? in reciting the lesson?

## 71. CONVERSATION LESSON

### SAFETY FIRST

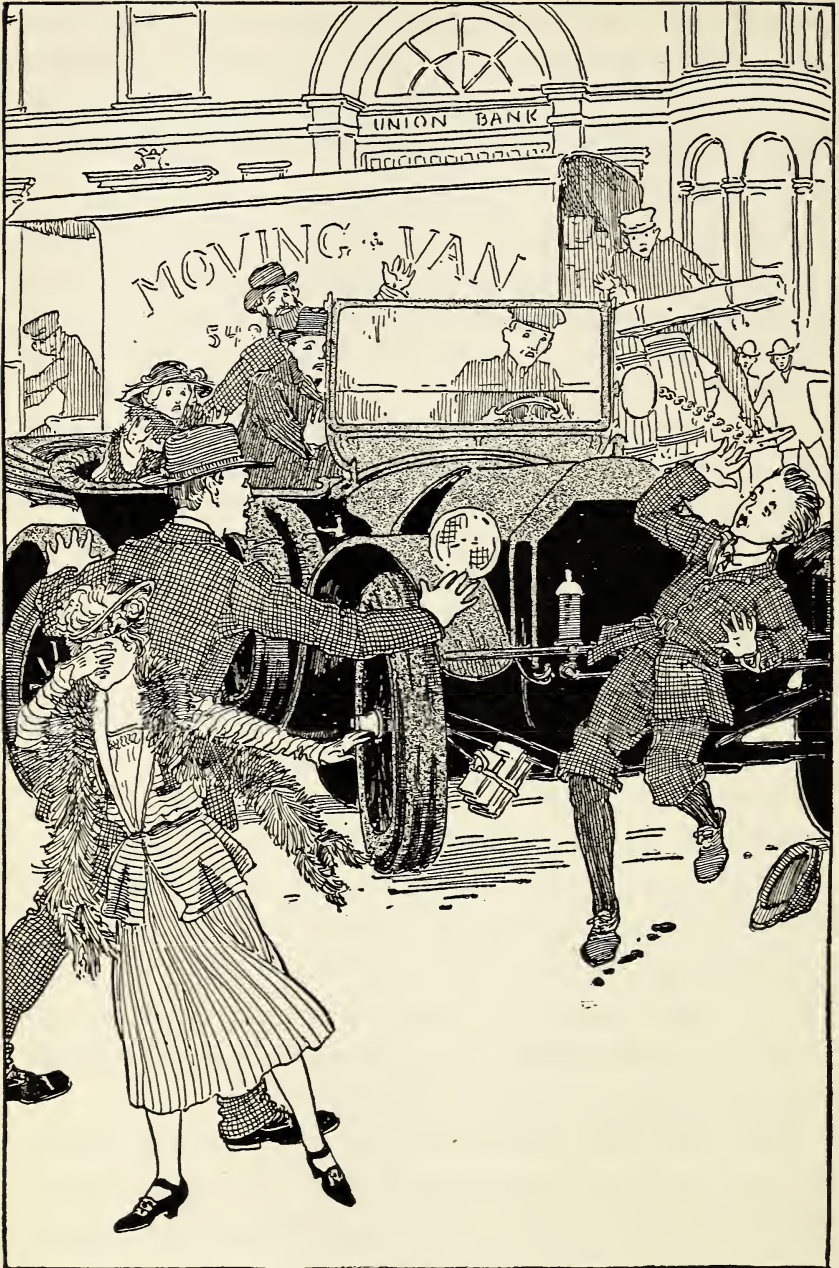
Some people waste money. What do they waste when they do not take proper care of their teeth, or of other parts of the body? What did the boy in the picture on the next page just avoid wasting?

It was this boy's good fortune that the automobile stopped in time. Does this always happen?

During the World War, more than fifty thousand American soldiers were killed or died of their wounds. During the same period of time, more than one hundred twenty-six thousand men, women, and children were killed in our country by accidents. Many of these deaths were due to carelessness. What unnecessary accidents have occurred in your neighborhood? How might they have been prevented?

Each team may find the answer to one of the following questions, and each member of the team may be responsible for giving a certain part of the report.





When reporting, stand in front of the class, use black-board sketches if they will help, or act out any suggestion that you can make clearer in that way. The questions of course refer to the place in which you live, and are concerned with preventing the waste of either health or life.

What is done to protect the water supply?

How are the streets kept clean?

What is done to prevent accidents at railroad crossings?

What is done to prevent street accidents near school-houses?

How are fire drills conducted at school?

How can older boys and girls help take care of the younger children on the street?

Perhaps your teacher will allow some of the pupils who give very good reports to visit other grades and repeat their talks.

#### WRITING A THRIFT BOOK

Probably some pupils have improved more rapidly than others. If this is the case, with the help of your teacher start new teams, making them as evenly matched as is possible. Elect captains.

The first work of the new teams will be writing a thrift book. One team might write about saving and spending money; another about thrift in saving health; and still another about safety first. Use pictures if you can get them, tell anecdotes, and make the compositions as interesting as possible. They should be one-paragraph compositions, and each pupil should

write at least two for the book. A week or two may be taken for the work.

Each captain should select one other pupil to help him look over all the compositions before they are given to the teacher. They should mark mistakes, but not correct them. The compositions should then be corrected by the writers, and handed in only when all have done their best. Remember to give to the teacher the *first* compositions as well as the corrected ones.

Your teacher will report which team handed in the largest number of good *first* compositions. Decide how many points the winning team should have.

The compositions will be fastened together to make a book. Write a note to your drawing teacher, asking her to help you make a pretty cover for the book.

What pleasant things can be done with the book when it is finished?

## 72. ORAL COMPOSITION

For three days you may tell short stories about experiences of your own, anecdotes that you have heard, or incidents from a book you have read. Each pupil should speak each day, if possible. In any case each pupil should think out three stories. Give particular attention to using expressive verbs.

## 73. PRONUNCIATION DRILLS

You have had drills on the words that are most commonly mispronounced in all parts of the country.



From now on give special attention to words mispronounced in your class.

Set aside a part of the blackboard for a language bulletin board. The teams may take turns in writing on the bulletin board words mispronounced in any recitations or on the playground. Arrange the words in the form of a ladder. When there are six or eight words on the ladder, practice going up and down for a minute at the beginning of the language lessons.

Start another list when you feel that you have mastered the first one.

Write in your notebook the words that trouble you. Read them over and over until you pronounce them correctly without stopping to think. This is an important kind of self-help.

#### 74. A NEW USE OF THE COMMA

In the story of "The Star-Spangled Banner" occurs this sentence:

Judge Nicholson, Key's brother-in-law, was an officer in the fort that protected the city.

Read the sentence aloud, omitting the words *Key's brother-in-law*. Is the sentence complete without these words? Why, then, were they used?

Read the sentence once more very naturally. Does the voice show that these words were put in to explain who Judge Nicholson was? How does the book show the same fact?

Make a statement about each of the following per-



sons, explaining who he or she was, just as the sentence studied explains who Judge Nicholson was:

Robert Fulton, George Washington, Stonewall Jackson, Florence Nightingale, Henry W. Longfellow, Christopher Columbus, Benedict Arnold, Eli Whitney.

Listen carefully and notice if the speaker's voice helped you to understand the sentences. Write the sentences on the blackboard.

Words used to explain a person or thing mentioned are set off from the rest of the sentence by one or two commas.

#### SEAT WORK

Copy these sentences and punctuate them correctly:

1. Iron the most useful metal is also the most abundant.
2. February the shortest month of the year has come.
3. Samuel Sands an office boy printed the first copy of "The Star-Spangled Banner."
4. Bessie my oldest sister is in the eighth grade.
5. Did you see Rollo the fireman's pet dog?

#### 75. COPYING AND DICTATION LESSON

As soon as Francis Scott Key had finished writing "The Star-Spangled Banner," he took it to the office of "The American," a Baltimore newspaper. The printers had all gone to the defense of the city. Samuel Sands, a boy of twelve, was alone in the office.

But young Sands proved that he could do a man's job when it was necessary. He set the type and worked the press without any help. That very night the song was sung in a public gathering. Its echoes are still heard throughout our country.

Find two places where explaining words are set off by commas. Give reasons for all capitals. Find a noun that denotes possession. Notice the spelling of *its*. Use *it's* and *its* in original sentences.

Copy the selection, and in class write it from dictation.

## 76. WRITING A BUSINESS LETTER

What lessons shall you review before studying this lesson?

Read and study the following letter:

67 Livingston Avenue  
Yonkers, New York  
November 25, 1922

The Western Union Telegraph Company  
Yonkers, New York

Gentlemen:

School closes on June 24, and I should like to secure a position as messenger boy. I have a bicycle and know the city well. If you decide to give me a trial, I will try to do my best.

I refer you by permission to Miss Alice Douglas, Principal of School No. 9.

Respectfully yours,  
James O. Felton

Why did the writer speak of his bicycle and of his knowledge of the city? Why did he select the complimentary close, "Respectfully yours"?

Write a business letter applying for summer work.

Remember that the person to whom you apply will wish to know what your qualifications are for the particular kind of work he has to give.

#### ANSWERING THE LETTERS

In class exchange letters, and reply to the one you have. If you are pleased with the applicant's letter, you may wish to ask for an interview before deciding to employ him. If the letter is carelessly written or contains mistakes, you will probably not care to employ the applicant. In that case politely explain your reasons for not replying favorably.

#### 77. CONVERSATION LESSON

##### THE BOY WHO RECOMMENDED HIMSELF

A gentleman advertised for a boy to assist him in his office. Nearly fifty applicants presented themselves to him. He selected one, and dismissed the rest.

"I should like to know," said a friend, "on what ground you selected that boy. He had not a single recommendation."

"You are mistaken," said the gentleman; "he had a great many. He wiped his feet when he came in, and closed the door after him, showing that he was careful. He gave his seat instantly to that lame old man, showing that he was kind and thoughtful. He took off his cap when he came in, and answered my questions promptly, showing that he was polite and gentlemanly. He picked up the book which I had purposely laid on the floor, and replaced it upon the table, showing that he was orderly. He waited

quietly for his turn, instead of pushing and crowding. When I talked to him, I noticed that his clothing was tidy, his hair was neatly brushed, and his finger nails were clean. Do you not call these things letters of recommendation? I do."

*Selected*

Read the selection. Discuss the value of the recommendations offered by the boy who secured the position.

Find in the third paragraph all verbs that tell what the boy did.

**78. WRITING LETTERS OF APPLICATION**

The captain of each team may imagine that he is a business man, and advertise for an assistant. The advertisements should appeal to girls as well as to boys. You may use a newspaper advertisement as a model if you wish to do so.

The advertisements will be written on the blackboard, if there is sufficient space. If not, they may be written on paper and passed about among the members of the teams concerned.

Each pupil may answer the advertisement of his team captain. The letters will be read by the team captains, and one applicant accepted by each. In class the captains may read the letters of the successful applicants, and several of the others. Discuss the letters, and state clearly why certain ones were better than others.

Improve one of the letters.



**79. SPELLING VERBS**

In written work, give special attention to the spelling of verbs that change their forms.

Make a rule for changing the forms of verbs ending in *y* after studying the following examples: *try, tries, tried, trying; obey, obeys, obeyed, obeying*. Spell the *es, ed, and ing* forms of the following verbs: *reply, destroy, cry, apply*.

What change is made in the short form of the verbs in the first group before adding *ing*? What change is made in the short forms of the second group before adding *ing*? Learn to spell all the words.

give	giving	run	running
love	loving	begin	beginning
have	having	spin	spinning
come	coming	chop	chopping
hope	hoping	hop	hopping

Review all spelling lists you have had, including the nouns on pages 198 and 199. Then have a spelling match.

Are you using the dictionary constantly? Remember that this is one of the most important self-help methods.

**80. DICTIONARY CONTEST**

Your teacher will write on the blackboard ten verbs from a certain page of your reader. Find the verbs, notice how they are used, and then look them up in your dictionaries. Select the definition that best fits

the sentence in which the verb is used. Write on a slip of paper the words and the definitions you select.

At the end of fifteen minutes your teacher will signal you to stop. Decide which definition is best in each case. Those who chose the best definition in any case may make an *x* beside it to indicate that a point has been scored for their teams. The pupil who looked up the largest number of words, and had the largest number of "best" definitions, scores ten additional points for his team.

### 81. PROBLEMS

Use two periods for these problems, if necessary.

1. Explain every capital and punctuation mark used in the following conversation, and then write it from memory:

After signing the Declaration of Independence, John Hancock said, "We must all hang together."

"Yes, or we shall all hang separately," answered Benjamin Franklin.

Write the conversation in dialogue form. Write it again, this time using indirect quotations.

2. Use the proper form — *to*, *too*, or *two* — where there are blanks in the following sentence:

— dollars is — much — pay for that knife.

3. Correct the following sentences if they need it. Review the lessons that teach the correct forms, or the correct punctuation.

1. I haven't no paints and brushes.
2. Wood is more useful then clay.
3. Will you leave me take home my notebook?
4. Iron copper tin and lead are all useful metals.
5. Thomas Edison a great inventor is sometimes called a magician.
6. You should of tried harder.

4. Use correctly in original sentences the following words: *its, it's, they're, their, you're*.

5. There are three kinds of people in the world — the *wills*, the *won'ts*, and the *can'ts*. The first accomplish everything, the second oppose everything, and the third fail in everything.

WILLIAM T. ELLIS

Read the paragraph. What verb tells what the *wills* do? the *won'ts*? the *can'ts*? Use each of the verbs in an original sentence that will clearly show the meaning of the verb.

Copy the paragraph, and mark with the proper initials all nouns, pronouns, and verbs.

## CHAPTER SIX

### WORDS THAT PAINT PICTURES

#### 82. ADJECTIVES

The world is full of things that we speak and write about. What are the names of these things called?

It is impossible to write or talk about these things, unless we tell or state something. What are the words that state called? What name is given to the words used to avoid repeating nouns too frequently?

It is plain that nouns, pronouns, and verbs are absolutely necessary if we are to make word pictures. Let us see if any other words are necessary to make the pictures clear.

A car tore down the avenue.

A red car tore down the avenue.

What word in the second sentence is not in the first? How did the addition of this word affect the picture?

If an artist were telling the story, he would use red paint. The speaker uses the *word* red, and the listener sees a car of this color in his mind. The words that are used to help the reader or listener to see things clearly by describing them, are called *adjectives*.

On a rainy day in March, a lad, all wet and muddy, came along the street. He had a fine, oval face; thoughtful eyes; and red, half-open lips that displayed fine, pearly teeth.

Select the adjectives that describe the following: *a day in March; the lad's condition; his face; his eyes; his lips; his teeth.*



Find all the adjectives that describe in the following selection, and tell what each describes:

#### THE ERUPTION OF THE GEYSER

We rode slowly over the grassy plain. In the distance the white steam of the geyser could occasionally be seen. As we approached the gray cone, a violent thumping began under our feet.

"He is going to spout!" shouted the guide. Scarcely had he spoken, when the basin boiled over. There was a sudden, terrible jar, and a pillar of water shot a hundred feet into the air. It sparkled like liquid gold in the low, pale sunshine. It rose again and again until the underground force had spent itself, and then settled back into the basin. All was over.

"BOYS OF OTHER LANDS"—*Adapted*

The adjectives that help paint pictures *describe*, but there are other adjectives that simply point out the nouns, or number them. They are so closely joined to the nouns or to the adjectives that describe them, that you see at once that they are servants of the nouns. Some of these adjectives are never used except when joined to a noun. Find the adjectives that do not describe in the following groups of words: *a dollar, an apple, the books, three cents, this knife, that peach.*

This peach is ripe. It is delicious.

What adjective in the first sentence describes *peach*? For what noun does *it* in the second sentence stand? What adjective describes *it*?

Because the addition of an adjective changes or

modifies the meaning of a noun or pronoun, we use the word *modify* to tell what work an adjective does.

**An adjective is a word that modifies the meaning of a noun or pronoun.**

Take now your notebook sentence:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Which words are nouns? Which word is a pronoun? Which words are verbs? Find all the adjectives, whether they describe or do not. Underline them and put an *a* over each.

### 83. USE OF *A* AND *AN*

We say *a table*, but *an orange*. Does *table* begin with a vowel or a consonant? With which does *orange* begin?

*A* is used before a consonant sound and *an* before a vowel sound. Read rapidly the following expressions:

a blue bird	an apple
a hammer	an only child
a green parrot	an automobile
a large book	an innocent man
a private park	an inch
a loyal friend	an eagle's claws
a patriot	an Indian

Are you remembering to follow the directions for study on pages 153 and 154? Look ahead each day, and prepare your lesson.

**84. SENTENCE STUDY**

Review thoroughly Section XVI, page 323.

What two parts must even the shortest sentence have? Today we will discover if every group of words containing a subject and a predicate is a sentence.

These words appeared in a boy's composition:

When I heard the fire alarm.

Drop the word *when*, and study the remaining words. What is stated? About whom is the statement made? The group of words has a subject and a predicate. Does it sound finished? Then it is a sentence.

Now add *when* once more:

When I heard the fire alarm.

The subject and the predicate remain, but do they completely express a thought? Do you not feel like asking, "What happened when you heard the fire alarm?"

The sentence may be finished in two ways:

When I heard the fire alarm, I ran to the window.

I ran to the window when I heard the fire alarm.

Read the sentences aloud, and see if your voice helps you explain why a comma is used in the first form and not in the second. You do not need to state a rule. Remember that the comma is often used to help the reader just as the voice helps the listener. If the voice makes a break in a long sentence, the comma is often

used to make a break at the same place in the written sentence.

Select the sentences from the following groups of words. Make sentences of the others. Which ones that are not sentences have a subject and a predicate?

1. I tried very hard.
2. Although I tried very hard.
3. Before the bell rang.
4. Now that spring has come, I shall start my garden.
5. When my garden is started.
6. After the parade had passed.
7. Last year I raised potatoes and onions.
8. Under the big apple tree.
9. We all love our principal he is so fair.

Look over the compositions in your notebook and see if you can find any groups of words that are not sentences. Write the corrected forms on paper.

In all your language work, *think of your sentences!*

### 85. SELECTING SUITABLE ADJECTIVES

There are thousands of adjectives in our language, but a few are made to do most of the required work. Three of these overworked adjectives are *awful*, *funny*, and *nice*.

*Awful* means *frightful*, *horrible*, *terrific*, *alarming*, *shocking*. A little boy said, "My spelling is awful." Did he say exactly what he meant? What adjectives might be used to describe poor spelling, poor writing, or poor reading?



It is a good plan to avoid *awful* altogether. Whenever you find yourself using the word, try to find another adjective to take its place.

A boy said, "I met a funny old man." He did not mean that there was anything *amusing* about the man. What *did* he mean? Would *queer* or *odd* or *strange* have expressed his thought better? What things may correctly be described as *funny*?

A girl said, "I had such a nice time at the party. The refreshments were nice, and we played such nice games."

Which of the following adjectives might she have used to describe the good time she had? the refreshments? the games? Suggest other appropriate ones.

*exciting, pleasant, delicious, good, interesting, dainty, delightful, lively.*

Whenever you write or speak, choose adjectives that help express your thoughts in an *exact* way. Use no adjectives unless they are needed.

#### SEAT WORK

Copy the following paragraph, and put an *a* over every adjective:

The broad, fertile fields were to be seen no more. Here were wild stretches of bare, rocky land half covered with low bushes and strewn with broken boulders; rugged hills with deep valleys between; mad little streams rushing down to join the great river. Through the open window came the wild, sweet breath of the sea.

Copy from a composition in your notebook several sentences containing adjectives. If possible, write above each adjective a better one.

## 86. ORAL COMPOSITION

### MAKING RIDDLES

Imagine that you are a native of another country, an animal, some person you admire, a tree, or a fruit. Make a riddle describing yourself. Use exact language. Give special attention to your adjectives.

Read the riddles in class, and try to guess those of the other pupils. Name expressive adjectives that were used. Which riddles helped you to see very clearly what was described?

Ask your teacher to say "Good" after each riddle that she considers satisfactory for a pupil of this grade. The team captains should keep account of the "Goods" in their teams, and score a point for each.

## 87. ORAL AND WRITTEN COMPOSITION

You have learned that you have language lessons only to enable you to use good English at other times. For two weeks your teacher will give special attention to your English in other subjects.

For two days make problems in arithmetic, and tell very clearly how they are solved. Use exact language.

Then for several days each pupil may give a short paragraph on some geography subject that he is inter-

ested in. Do not give facts that are given in your textbooks.

Follow the same plan for several days in history or nature study. Give special attention to the adjectives and the verbs that you select.

Write in your notebooks at least three times within the two weeks paragraphs similar to those given orally in class. Think out your paragraph very carefully before you begin to write.

When you correct it, remember to think of but one matter at a time. Look it over separately for sentences, arrangement, punctuation, capitals, and spelling.

After the first paragraph has been written, the notebooks may be given to the teacher, provided the members of the team feel satisfied that each pupil has done his best. If there is any careless work, it should be done over before the notebook is handed in. Follow the same plan with the second and third paragraphs.

## 88. STUDY OF A STORY

### KING ARTHUR AND HIS KNIGHTS

Among the greatest treasures of the English language are the legends of King Arthur and his Knights of the Round Table.

Arthur was the son of the King of England. In his infancy, Merlin, a great magician, feared that he might be slain by enemies of the King, and therefore gave him into the keeping of Sir Ector, who did not know that he was bringing up the King's son. In fact,

Arthur himself supposed that Sir Ector was his father.

When Arthur had grown into a fine, noble boy, Merlin felt that the time had come for him to ascend the throne left vacant by the death of his father. He therefore urged the Archbishop of Canterbury to summon all the nobles and gentlemen of arms to come to London on Christmas Day. When they reached the church, they found in the churchyard a large, square stone supporting an anvil of steel. The point of a sword stuck in the anvil. On the sword were these words:

Whoso pulleth this sword out of this stone and anvil is the rightful King of all England.

All who wished to be King tried to pull out the sword, but without success. It was therefore decided to have a tournament on New Year's Day, and give another opportunity to those who were ambitious to ascend the throne.

#### HOW ARTHUR WAS CROWNED KING

On New Year's Day, after church, the Barons rode to the field, some to joust and some to tourney. It so happened that Sir Ector came also to London to the tournament. With him rode Sir Kay, his son, and young Arthur, Sir Kay's foster brother.

As they rode, Sir Kay found that he had no sword, for he had left it at his father's lodging. He begged young Arthur to go and fetch it for him.

"That will I do gladly," said Arthur, and he rode rapidly away.



But when he reached the house, he found no one at home to give him the sword, for every one had gone to the jousting. Then Arthur was disappointed and said to himself, "I will ride to the churchyard, and take the sword that sticketh in the stone. My brother, Sir Kay, shall not be without a sword this day."

When he came to the churchyard, he alighted, tied his horse to the stile, and went to the stone. The knights set to guard it had all gone away to the tournament, and Arthur was alone. Seizing the sword by the handle, he lightly pulled it out of the stone. Then he rode on his way till he came to Sir Kay, to whom he delivered the sword.

When Sir Kay saw it, he knew well that it was the sword of the stone. He rode to his father, Sir Ector, and said, "Sir, here is the sword of the stone. Wherefore I must be King of the land."

When Sir Ector saw the sword, he came to the church and made Sir Kay swear truly how he came by the sword.

"By my brother Arthur," said Sir Kay, "for he brought it to me."

"How did you get this sword?" said Sir Ector to Arthur. And the boy told him.

"Now," said Sir Ector, "I understand you must be King of the land."

"Wherefore I," said Arthur, "and for what cause?"

"Sir," said Sir Ector, "because God will have it so. Never man could draw out the sword but he that is the rightful King. Now let me see if you can put the sword where it was and pull it out once more."

"There is no difficulty in doing that," said Arthur. And he put the sword back into the stone.

Then Sir Ector tried to pull out the sword and failed. Sir Kay also pulled with all his might, but it did not move.

"Now you shall try," said Sir Ector to Arthur.

"I will," replied Arthur, and pulled the sword out easily. At this Sir Ector and Sir Kay knelt down on the ground before him.

"Alas," said Arthur, "mine own dear father and brother, why do you kneel to me?"

"Nay, nay, my lord Arthur, it is not so," said Sir Ector. "I was never your father nor of your blood." Then Sir Ector told him all. And when Arthur learned that Sir Ector was not his father, he was sorely grieved.

"Will you be my good gracious lord, when you are King?" asked Sir Ector.

"You are the one to whom I owe most, and my good mother, your wife. If ever it be God's will that I be King, you shall desire of me what I shall do, and I shall not fail you."

"Sir," said Sir Ector, "I will ask no more than that you make my son, your foster brother, Sir Kay, seneschal of all your lands."

"That shall be done," said Arthur, "and by my faith no man but he shall have that office while he and I live."

On Twelfth Day the Barons came to the churchyard so that all who wished might try to draw out the sword. But not one could take it out but Arthur. So they agreed to make trial once more at Candlemas.

And when Candlemas came and Arthur alone of all the throng could pull out the sword, they put it off until Easter. And at Easter they put it off until Pentecost. When this great day came, all manner of men once more made the attempt, but no one could prevail but Arthur. Before all the Lords and Commons he pulled out the sword, and then they cried together:

"We will have Arthur for our King! It is the will of God, and whoever opposeth him shall be slain."

Then they all knelt, both rich and poor, and besought

Arthur's pardon, because they had delayed so long. And Arthur forgave them, and took the sword to the altar, where he was made a knight.

After that, he was crowned, and swore to the Lords and Commons that he would be a true King, and to govern them with true justice from thenceforth all the days of his life.

Read the story. What unfamiliar words do you find? *Joust* and *tourney* and *tournament* were all names for the contests, usually on horseback, held in those far-away times.

You may use the story "How Arthur Was Crowned King" in at least two of these ways:

1. Dramatize it, dividing it into scenes.
2. Divide the story into parts, each team taking one or more parts, and tell it in relay as a class exercise.
3. Write a paragraph about Arthur's first attempt to draw out the sword, or about his coronation.
4. Find out all you can about a tournament, and explain it clearly.

## 89. MODERN KNIGHTS

Arthur never forgot the promises made at his coronation, and he became a great and a good King. He gathered about himself a company of brave young followers known as the "Knights of the Round Table."

For centuries knighthood flourished. When a young man was knighted, he took the following oath:

I will be faithful to God and loyal to the king. I will reverence all women. I will ever protect the poor and helpless. I will never engage in unholy wars. I will never

seek to exalt myself to the injury of others. I will speak the truth and deal justly with all men.

Discuss the meaning of this oath so that you will understand the true spirit of knighthood.

Read the Boy Scout's pledge and compare it with the Knight's Oath:

On my honor I will do my best:

1. To do my duty to God and my country, and to obey the scout law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight.

Are boys who take this pledge and keep it, whether they are scouts or not, worthy to be called "modern knights"? Why?

Here is the scout law:

A scout is trustworthy.

A scout is loyal.

A scout is helpful.

A scout is friendly.

A scout is courteous.

A scout is kind.

A scout is obedient.

A scout is cheerful.

A scout is thrifty.

A scout is brave.

A scout is clean.

A scout is reverent.

Discuss in class any of these adjectives whose meaning is not perfectly clear.

Each pupil may select one of the adjectives, and



show how a girl or boy whom it describes would be a good girl or boy in the home and at school, and would make a good citizen.

Recite once more Theodore Roosevelt's paragraph on "The American Boy," page 165.

### 90. THE GOOD-ENGLISH KNIGHTS

The picture on the opposite page shows a number of Good-English Knights who have gone forth to drive their enemies from Good-English Land. These knights have all taken the following pledge:

I pledge myself to overcome my bad-English habits.

Which knight of each pair has proved victorious? Call them by the names on their plumes.

For a few days use in your five-minute drills sentences containing the names of the victorious knights. Each pupil may have ready a sentence for each name.

Will you also be Good-English Knights? Be sure to keep up the drills on whatever error is giving you trouble. Knights never give up!

### 91. SPELLING REVIEW

Review the following words, making sure of them:

certain	several	shelves	hoping
describe	seized	knives	hopping
hurried	tried	countries	believe
separate	cities	beginning	which
surprised	necessary	running	receive
whether	pianos	studies	coming



Review also all words in your notebook lists, and any other common words that you consider hard.

Fill the blank spaces in the following sentences with one of these words: *their, there, to, two, too, right, write, threw, through*

The boys — — balls — the window.

— are no rewards in life for an idler.

My aim is always — be —.

Franklin bought — buns with his last money.

To — — well is impossible.

Use these words in sentences: *its, it's, theirs, there's, you're, your, they're*.

## 92. ORAL COMPOSITION — TELLING ANECDOTES

Tell an anecdote of a kind deed done for some one in trouble by you or by some other person. Take as your subject one of the following:

A Generous Act

Playing Fairy Godmother

A Friend in Need

The Time I Forgot Myself

How I Spent a Quarter

## 93. LETTER WRITING

Imagine that you accidentally broke the glass in a store window with your ball. As it happened after business hours, you wrote a letter of explanation to the proprietor of the store. Think of all the things it would be necessary to say in order really to straighten out matters.

Read the letters in class, and decide who wrote the most courteous and satisfactory note.

As a class exercise, write the letter that the store-keeper might have sent in reply to one of the letters that was very good.

#### NOTEBOOK WORK

Write in your notebooks five adjectives that you might use in describing George Washington, Robert E. Lee, Benjamin Franklin, or any other great American you select. Look in your histories or in your dictionaries if you wish to do so. The definition of one adjective will often suggest another. Use the adjectives in sentences.

#### 94. EXPLAINING HOW TO DO THINGS

Your teacher will read once only a short description of the way in which wild elephants are caught. As soon as she has finished, without asking any questions, write the description in your notebooks, making a diagram to illustrate exactly how the animals are captured.

#### 95. ORAL COMPOSITION

Be prepared to tell clearly how a game is played, or to give the directions for playing it to a group of children. Use exact language, and think out each step carefully. If the pupils are unable to follow one of your directions, make it clear before going farther.



**96. PREPARING A PROGRAM**

With as little assistance from your teacher as is possible, plan for a patriotic entertainment.

Each team captain may appoint a member of the invitation, the program, and the reception committees. When the programs and invitations have been prepared, each member of the class may make one copy of each.

Turn to the foot of page 322 for suggestions regarding the form of the invitations.

Try to think not simply of what you would most enjoy doing, but of what would give most pleasure to your guests. Do you think they would enjoy seeing you dramatize a historical story?

It will be a good plan for each pupil to give his captain a list of suggestions. These may be passed on to the program committee. Who will make the posters?

**97. STUDY OF A STORY POEM****THE LITTLE BROWN WREN**

There's a little brown wren that has built in our tree,  
And she's scarcely as big as a big bumble-bee;  
She has hollowed a house in the heart of a limb,  
And made the walls tidy, and made the floor trim  
With the down of the crow's-foot, with tow, and with straw,  
The coziest dwelling that ever you saw.

This little brown wren has the brightest of eyes,  
And a foot of a very diminutive size;  
Her tail is as trig as the sail of a ship;

She's demure, though she walks with a hop and a skip;  
And her voice — but a flute were more fit than a pen  
To tell of the voice of the little brown wren.

One morning Sir Sparrow came sauntering by,  
And cast on the wren's house an envious eye;  
With a strut of bravado and toss of his head,  
"I'll put in my claim here," the bold fellow said;  
So straightway he mounted on impudent wing,  
And entered the door without pausing to ring.

An instant — and swiftly that feathery knight,  
All tousled and tumbled, in terror took flight,  
While there by the door on her favorite perch,  
As neat as a lady just starting for church,  
With this song on her lips, "*He will not call again  
Unless he is asked,*" sat the little brown wren.

CLINTON SCOLLARD

Read the poem silently. If you cannot discover the meaning of *diminutive* from the way in which it is used, consult the dictionary. What other unfamiliar words do you find in the second stanza? Tell what they mean. Explain the two lines relating to the wren's voice. Some one may show how Sir Sparrow *sauntered* by, strutting and tossing his head. What two other names are given to the sparrow? What adjectives in the last stanza describe the condition of Sir Sparrow after his call? Which line describes the wren after the encounter? How do these descriptions give a clue to what happened in the house?

Read the poem aloud. Do you like it?

## TELLING THE STORY

The stanzas of a poem do not always correspond with the paragraphs of prose. How is it with this poem?

Tell the story from the following outline, using some of the expressive verbs and adjectives of the poem:

1. The Wren's House
2. The Wren's Appearance and Song
3. The Sparrow's Attack
4. The Wren's Victory

## SEAT WORK

Find in your geographies adjectives that describe countries, people, customs, occupations, or productions. Select at least five that you should use in your recitations. Write them in sentences in your notebooks.

## 98. PROPER ADJECTIVES

America is a vast, rich country. It is the pride of the American people.

Find the proper noun in the first sentence. What adjective in the second sentence was formed from this noun?

From *France* we get the adjective *French*. What adjectives can be formed from *England*, *Italy*, *China*, *Scotland*, *Russia*, *Germany*, *Mexico*? Use each in a sentence.

As the nouns are proper nouns, the adjectives formed from them are called *proper adjectives*.

**Proper adjectives begin with capital letters.**

### 99. DICTATION LESSON

An American merchant living in Persia sent for a workman to gild some frames that had become shabby. The Persian craftsman came, set a price, and began his task.

After a while the American entered the room and said, "My good man, you are taking more pains than is necessary. I am hardly paying you for so much labor."

The Persian replied in a dignified manner, "Sir, I do not work for money alone. I love my work."

Find a sentence that contains a series of groups of words. Explain the use of the commas. Why is a comma used after *Sir*?

The word *American* occurs twice. In one case it is a noun; in the other it is an adjective. Find the noun and the adjective, and prove that you are right. Do the same thing with the word *Persian*.

Find one place where the word *work* is a noun, and another where it is a verb. Prove that you are right.

Explain the punctuation of the divided quotation. Study the selection thoroughly, and be ready to write it from dictation. Go over your work carefully, and find any mistakes you may have made. *There should be no mistakes.*

### 100. USING EXACT ADJECTIVES

Read the following sentences, and find the adjectives that do not give exact information. Find the adjectives that give clear pictures. Which sentence of each pair do you prefer, and why?



My new dress is lovely.

My new dress is made of blue silk and is trimmed with white lace.

Yesterday I saw a bird with a pretty breast.

Yesterday I saw a bird with a bright yellow breast.

George Washington was a fearless soldier and a wise President.

George Washington was a fine man.

### 101. PROBLEMS—ORAL AND WRITTEN

1. Give at least six adjectives that may be used in describing the weather; four that describe climate; four that describe the character of a good citizen.

2. Use correctly in oral sentences *they're, it's, taught, my sister and me, my brother and I*.

3. Change the following direct quotations to indirect:

“Who broke my skates?” asked Frank.

“I broke them accidentally,” replied his brother.

4. Use in sentences: *Dr., p.m., Mr., Ave., No.*

5. Correct all mistakes in the following sentences. This will be a test of your power to see mistakes quickly.

1. Longfellow one of our greatest poets wrote “The Village Blacksmith.”

2. My sister Fannie is older than I am she is in the eighth grade.

3. Last summer I raised onions beets lettuce and potatoes.

4. The grocer asked me “how much I made on my garden.”

5. Before father came home.

## CHAPTER SEVEN

### WORDS THAT HELP VERBS

#### 102. ADVERBS

In the last chapter you found that nouns, pronouns, and verbs alone cannot make the best word pictures. What class of words help the nouns and pronouns? Today you will study another class of words.

Write the following sentence on the blackboard:

My sturdy little pony runs swiftly.

Draw one line under the complete subject. What is the simple subject? What work does it do in the sentence? What is the predicate verb? What is its work? Find a pronoun and tell what work it does. Find two adjectives and tell how they help you to see the pony. Mark the noun, pronoun, verb, and adjectives with the proper initials.

What one word remains? Discover what work it does in the sentence. Since it tells how the pony runs, it modifies *runs*, and is an *adverb*.

What is the predicate verb in each of the following sentences? Find an adverb that modifies each verb. Tell exactly how the adverb helps the verb. For the first sentence, for instance, you would say, "*Rained* is the predicate verb. *Yesterday* is an adverb, because it shows *when* it rained."

1. Yesterday it rained.
2. The clumsy cart creaked noisily.

3. Did the children speak distinctly?
4. I am going now.
5. Here are the books.
6. The oxen pulled slowly and steadily.
7. We shall all go to the picnic tomorrow.
8. The sun shines brightly.

Now turn to your notebook sentence:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

What parts of speech have you already marked? Find a word that modifies one of the verbs. What part of speech is this word? In marking the adverb, use *ad* instead of *a*. Why?

Mother gave me a very juicy pear.  
The boys played too roughly.

In the first sentence, what adjective modifies *pear*? What work does *very* do? Because it shows how juicy the pear is, it modifies *juicy*, and is an adverb. It is a part of the work of adverbs to modify adjectives as well as verbs.

What adverb modifies *played* in the second sentence? In other words, what word shows how the boys played? What word shows how roughly they played? Because *too* modifies *roughly*, which is an adverb, *too* also is an adverb. It is part of the work of an adverb to modify other adverbs as well as verbs and adjectives.

**An adverb is a word that modifies a verb, an adjective, or another adverb.**

Copy the following sentences. Draw one line under the simple subject, and two under the predicate verb. Label all adverbs, and be prepared to give in class all nouns, pronouns, and adjectives.

1. The breaking waves dashed high.
2. Now has come our merriest holiday.
3. The little birds sang joyfully.
4. The mocking bird imitates exactly the songs of other birds.
5. He had a very large nose, slightly brass-colored.
6. His coat was too long for comfort.
7. As nobody came to the door, I knocked again.
8. The mills of the gods grind slowly.
9. They grind exceedingly fine.
10. The brook goes on forever.
11. The leaves waved lazily in the breeze.

### 103. THE CORRECT USE OF ADVERBS

The most common mistakes in the use of adverbs result from confusing them with the adjectives from which they are formed.

A quick stroke felled the sapling.

The train dashed quickly over the prairies.

What work does *quick* do? What work does *quickly* do? Which is an adjective? Why? Which is an adverb? Why?

Sometimes children say, "I did it quick." Explain why this is incorrect. Use in each of the following sentences one of the words that follow it, and prove to your



classmates that your choice is correct. State whether the word selected is an adjective or an adverb.

1. The sled darted — down the hill. (swift, swiftly)
2. A — breeze fanned our faces. (lazy, lazily)
3. The breeze blew — over the water. (light, lightly)
4. Abraham Lincoln did his work —. (cheerful, cheerfully)
5. An energetic boy moves —. (quick, quickly)
6. A — heart doeth good like a medicine. (merry, merrily)
7. The bird sang —. (merry, merrily)

What two letters do you often find at the end of an adverb? Study the following sentence and discover whether it is safe to say that a word ending in *ly* is always an adverb. What word ends in *ly*? What part of speech is it? Prove your answer.

Friendly people always make friends.

There is no substitute for *thinking*. The only way to discover to what part of speech a word belongs is to find out what work it does in the sentence in which it occurs.

#### 104. COMMON ERRORS IN THE USE OF ADVERBS

##### *Awfully*

Some time ago you learned that the adjective *awful* is overworked. The adverb *awfully* also is overworked. Have you ever heard these expressions: *awfully sweet*, *awfully tired*, *awfully dull*? What adverbs might have been used instead of *awfully*?

The safest plan is to avoid the word altogether.

*Good AND Well*

Did you ever hear any one say, "He did his work good"?

*Good* may be used to describe things. We speak of *good manners, good books, good children, good food*. But we should not say that we *work good* or *write good* or *sing good*. We work, write, and sing *well*.

*Good* and *well* are correctly used in the following sentence:

A good citizen serves his country well.

What word does *good* modify? What part of speech is it? What does *well* modify? What part of speech is *well*?

Use *good* and *well* as required in the following sentences:

1. The letter brought us — news.
2. We were — pleased with our trip.
3. The pupils all recited —.
4. A — name is better than riches.
5. Tell the story as — as you can.

If *good* and *well* are incorrectly used in your class, prepare a list of sentences containing the words, and use them several days in your five-minute drills.

**105. TELLING STORIES FROM A PICTURE**

Read the picture on the following page. Are the boys working or playing? Try to explain clearly the difference.





Imagine that you are one of the boys. What different kinds of fun might you have in a tree house? Should you use it as a fort, as a clubhouse, as a quiet place for reading and games, or in some other way?

Choose a sport that will make an interesting story and tell about it. This will be team work. Your teacher, or a pupil who writes well, will write the story on the blackboard as you build it sentence by sentence.

Read the entire story and see if it can be improved.

#### EXPANDING A STORY

Here is a boy's story about a tree house:

#### OUR TREE HOUSE

Early in May some of us boys built a hut in a live-oak tree. It was hard work, but we liked that. Besides building the hut, we skinned our hands, hammered our thumbs, and had a lot of fun. When the hut was finished, we gave it to the girls. They used it for a doll house until July. Then one night a heavy wind storm made junk of it.

What did the writer of the story tell about in the first three sentences? What do the next two sentences tell about? What does the last sentence tell about?

*To expand* means *to make larger or longer*. Expand the story by giving a paragraph to each of the following topics:

How we built the hut.

How it was used.

How it was destroyed.



A boy may give the first paragraph, a girl the second, and either a boy or a girl the third. Each story-teller should stick to the point of his paragraph.

#### LETTER WRITING

When the boys who built the tree house had finished it, they sent the following letter to a club to which their sisters belonged:

Live-Oak Cabin  
May 15, 1922

Dear Sunshine Club,

Live-Oak Cabin is finished at last. The roof leaks and the floor is shaky, but it is perfectly safe. Should you like it for a doll house? We'll be glad to give it to you if you care to have it. Please decide as soon as possible.

Your true friends,

The Tree Dwellers

Discuss in class the pleasant things that would naturally be said in replying to this letter. Both girls and boys may consider themselves members of the Sunshine Club. Accept or decline the offer as you choose.

#### READING THE LETTERS

In class read some of the letters that accept the boys' gift, and some that decline it. Select the best letter of each kind. Select also one letter of each group to be improved by the class.

#### 106. ORAL LESSON — TELEPHONING

Some one may explain very clearly the correct method of using a telephone. Bring a telephone

directory to the class, if possible, and refer to it if everything is not made perfectly plain. You will find at the beginning of the book directions for using the instrument.

One pupil may be the operator at "Central," and two others may have a conversation by telephone. Discuss meeting on Saturday morning to go to the woods together, to go fishing, to play circus, or to make dolls' clothes.

Several groups of children may telephone. Which had the most interesting conversation? Which talked most naturally?

#### WRITING CONVERSATIONS

Review thoroughly page 319.

Write in dialogue form a telephone conversation between a customer and a grocer; a boy and the ticket agent at a station; a girl and her music teacher; two boys who are planning to surprise a third boy; or two girls, one of whom has just received a new watch as a birthday gift.

Have at least three remarks on each side, and sometimes use the name of the person who is being spoken to. How is the name of the person spoken to set off from the rest of the sentence? How are *yes*, and *no* meaning the opposite of *yes*, set off from the rest of the sentence?

In class exchange papers, and criticize them. Tell both what is good and what might be improved. If you find any mistakes in spelling, punctuation, or the

use of capitals, make an *x* in the margin beside the line in which the mistake occurs. Return the papers to the owners to be corrected, if necessary.

Be sure to fine the teams any of whose members did not find all of their own mistakes. The eyes should by this time be well trained.

### 107. CONVERSATION LESSON

#### DANIEL WEBSTER'S FIRST CASE

Daniel Webster's father was a farmer, and the woodchucks often did considerable damage to his growing vegetables. Daniel and his brother Ezekiel therefore determined to set a trap and catch the little marauders.

One morning they found a woodchuck in the trap and Ezekiel wished to kill it at once. But when Daniel saw the poor little creature trembling with fright, he insisted that it should be released. As the boys could not agree, they referred the matter to their father.

Now Mr. Webster was a wise man, and instead of deciding the question suggested that the boys be the lawyers in the case and he himself be the judge.

Ezekiel spoke first. He argued so cleverly for killing the woodchuck that his father was very proud of him.

Then came Daniel's turn. Keeping his eye on the poor captive, he pleaded eloquently for its life. When he had finished, Mr. Webster exclaimed hastily, "Zeke, Zeke, let that woodchuck go!"

Read the story. Discuss in class the burrowing habits of woodchucks and their raids on gardens.

Select a judge from each team, and divide the remainder of the class into two teams, each having a

leader. The leader of one team may argue for killing the woodchuck and the other for its release. When a leader has finished, the other members of the group may add anything they wish to what was said. When both sides have been heard, the judges may give their decision.

Your teacher will then tell you some of the arguments used by Ezekiel and Daniel, in order that you may compare them with those given by your teams. Do you think Mr. Webster judged wisely? Why? Do you agree with the verdict of your own judges? If not, state your reasons fully and clearly.

#### ARGUING A QUESTION

Select judges and form teams as in your last lesson. Argue one of the following questions, or some other in which you are interested:

Should there be "Keep Off the Grass" signs in public parks?

Is a policeman more useful than a teacher?

Should people who have no children help support the schools?

### 108. CONVERSATION LESSON

#### SOME MODERN CONVENIENCES

Have you ever thought how many blessings have been brought into your life by steam and electricity, and by clever inventions of all sorts? If you have not, open your eyes today and try really to see the wonderful things that are going on all about you.



As team work, make a blackboard list of modern conveniences that were not known when your grandparents were young. Think of things used in the house, in the fields, in stores and offices, in going from place to place, and in communicating between places.

When the list is finished, each pupil may select the five that he considers the most important. Compare lists, and if you disagree and cannot convince each other, select five by vote.

### 109. WRITTEN COMPOSITION

Each team may select one of the modern conveniences chosen by vote, and prepare a book to leave for next year's class. Each member of the team should write at least two short compositions. Decide what topics should be included, and divide the topics among the members of the team.

If the subject were methods of lighting, for instance, you should lead up to the modern method of lighting by electricity by describing the lighting methods of the past. One pupil might tell about the candles invented by King Alfred, another about candle-making in the homes of long ago, another about kerosene lamps, another about lighting with gas. Other pupils might visit the electric-power houses, and learn something about the way in which the electric power is generated; another might tell how the power is distributed by means of wires. The lighting of homes, of public buildings, and of city streets are all important topics. Perhaps some pupils

can describe the huge electric signs used in large cities. Some one might tell how Benjamin Franklin discovered that lightning is a flash of electric light. Other topics will occur to wide-awake boys and girls.

Take several weeks for making these books. Get all the information you can by using your eyes, by talking with older people, and by using the library. Illustrate the books with pictures, if possible.

When the compositions are ready, appoint a committee to arrange them in the best possible order. Plan also for an appropriate cover for the book.

#### 110. DICTATION LESSON

Your teacher will dictate a paragraph that you have never seen. Review thoroughly the rules for the use of capitals, commas, apostrophes, and the question mark. If you still make mistakes in spelling common words, review the lists on pages 327 and 328.

#### 111. CONVERSATION LESSON

##### THRIFT

Did you ever have a school garden? If you have none now, how might you start one? It is possible to have school gardens even in large cities. The pupils of a certain school in a Western city in a single year earned one hundred and forty dollars by selling vege-

tables. The money was spent in buying books for the library and pictures for the classrooms.

Discuss how school gardens might be laid out. Draw a diagram on the blackboard. What vegetables would prove most profitable in your part of the country?

Why is raising vegetables as good a sign of thrift as is saving money?

### 112. WRITING A BUSINESS LETTER

Our government has issued a pamphlet called "The School Garden." It is known as Farmers' Bulletin No. 218, and can be obtained from the Bureau of Plant Industry, Department of Agriculture, Washington, D. C.

Review what you learned on page 190 about writing to a department of the government, and then write for a copy of the pamphlet. Shall you ask for a list of other pamphlets that relate to gardening?

A perfectly written letter may be sent. Who will have the pleasure of receiving the answer?

It will be perfectly right for any of you to ask for a copy of this pamphlet if you care to have one of your own. Why should you not send for it unless you intend to use the information it contains?

### 113. MAKING LANGUAGE PROBLEMS

Look over all the language problems you have had. Make three problems that are perfectly fair, but that may puzzle pupils who are not good thinkers.

Your teacher will select six of the best for you to solve.

## CHAPTER EIGHT

### LEARNING SOME LAST THINGS AND TESTING LANGUAGE POWER

You have now nearly finished the work of the year, but there are still a few matters to consider. You will then answer a list of "Can you?" questions, not by "Yes" or "No," but by doing something that will prove what you can or cannot do.

#### 114. ANOTHER PART OF SPEECH — PREPOSITIONS

My book lies here.

My book lies on the table.

What word in the first sentence tells where the book lies? What part of speech is this word? What words in the second sentence tell where the book lies? Could the word *on* alone give the information? What words must be used with *on*? The words *on the table* are called a *phrase*, because they work so closely together that they cannot be separated. What name have you given to verbs that have two parts that work together?

The principal word of the phrase *on the table* is *table*, because it shows in a general way where the book lies. But the book might lie *under* the table. The word *on*, therefore, shows exactly where the book is with reference to, or in relation to, the table.

Come to me.

What phrase in this sentence tells *where* to come? What is the principal word of the phrase in this case?





What part of speech is it? What word introduces the phrase to show where you are to come with reference to *me*? The sentence might have read "Come *with* me," or "Come *after* me."

The words that introduce the phrases you have been studying are called *prepositions*. What is the preposition in these phrases: *beyond the fence*, *beside the piano*, *through the window*?

Look at the picture on page 292, and give sentences that will show where the sprite is with reference to the mushroom. The first sentence will be, "The sprite is on the mushroom." Use *before*, *behind*, and the other prepositions that are needed.

Over the river and through the wood,  
To grandfather's house we go.

Find in this quotation three phrases that show *where*, and give the preposition and the principal word of each phrase.

Prepositions sometimes introduce phrases that show *when* or *how*, and sometimes they introduce phrases that do the work of adjectives instead of adverbs. But since all the common mistakes in using prepositions are made in connection with phrases that show *where*, it is not necessary to study the others now.

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Find the preposition in your notebook sentence, and mark it as you did the other words. Tell once more what work is done by all the words that are underlined. How many words remain?

A preposition introduces a phrase, and shows the relation between the principal word in the phrase and some other word mentioned in the sentence.

## 115. COMMON MISTAKES IN USING PREPOSITIONS

### *In AND Into*

The ball is in the box.

I put the ball into the box.

In the first sentence the ball is at rest in the box. The second sentence refers to the ball's journey before coming to rest.

*Between AND Among*

The church stood between two houses.

A rose grew among a host of lilies.

What phrase in the first sentence shows where the church stood? How many houses are mentioned? What is the preposition? Are two lilies, or more than two, mentioned in the second sentence? What preposition is used?

*Between* shows position with reference to two things; *among* shows position with reference to more than two things.

*At AND To*

Sometimes children say, "I left my books to home." This is not correct. They should say, "I left my books at home."

In each of the following sentences, use one of the prepositions that follow it:

1. The bird flew — its nest. (in, into)
2. The hunters trapped a bear — its cave. (in, into)
3. — the dry leaves, I found many chestnuts. (among, between)
4. Please do not leave your pencils — home. (at, to)
5. A fertile plain stretches — the mountains and the sea. (among, between)
6. We have few idle minutes — school. (at, to)
7. Suddenly the kingfisher dived — the water. (in, into)

8. I put my papers — my desk. (in, into)
9. Yesterday I stayed — home. (at, to)
10. The child was lost — the circus tents. (among, between)

SPELLING *Through* CORRECTLY

The boy threw the ball through the window.

What words sound alike in this sentence? What part of speech is the first of the words? the second? Be careful not to confuse the verb *threw* with the preposition *through* when you write either. Give five sentences in which you use *through* and five in which you use *threw*. Write some of the sentences on the blackboard.

**116. CONJUNCTIONS AND INTERJECTIONS**

The lily fades and the roses wither.

Mary and Nellie are sisters.

I should like to swim, but I am afraid to try.

The clock stopped because I did not wind it.

What two short sentences were joined to form the first of the sentences above? What word joins them? What word joins the names of the girls mentioned in the second sentence? What word joins the parts of the third sentence? What word joins the parts of the fourth sentence?

These words are used for the purpose of joining words or parts of sentences. They are called *conjunctions*.

A conjunction is a word that joins words or the parts of a sentence.



The principal error you are likely to make in the use of conjunctions is to use too many *ands* and *buts*. Later you will learn some very important lessons about choosing the best conjunctions, but for the present watch *and* and *but*!

Turn now to the sentence in your notebooks which contains all the parts of speech:

Hark! the bobolink flies gayly over the meadow and sings his merry song.

Which of the two remaining words is a conjunction? Prove your answer.

And now but one word remains, "Hark!" Would the sense of the sentence be destroyed by omitting this word? The author used it to arouse a feeling of expectation in the reader.

What feeling is expressed by the words in the following sentences that are used as "Hark!" is used?

Hurrah! vacation has come.

Alas! my pet squirrel is dead.

Oh, oh! the bees have stung me.

Words that work as these do in sentences are called *interjections*.

**An interjection is a word that expresses strong feeling.**

Have you ever heard a girl or a boy say "Gee!" to express surprise or some other feeling? Avoid this slang interjection, and avoid also the frequent use of "Listen!" or "Say!" at the beginning of your sentences.

And now you are ready to cross out the last word of your notebook sentence. Mark it in the usual way. How many parts of speech did you find?

These eight parts of speech — nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections — do the world's work of expressing thoughts in language.

### 117. THE KINDS OF SENTENCES AND THEIR SUBJECTS AND PREDICATES

You should now fully understand the subject and the predicate of a statement. The other kinds of sentences also have these parts.

What is your brother doing?

Keep off the grass.

How brightly the sun shines!

Read the question. About whom is the question asked? Then *your brother* is the subject. What is the predicate?

You can more easily find the subject and the predicate of a question if you change the question to a statement; as, for instance, "Your brother is doing what." But it is not necessary to do this if you *think*. Find what is asked, and then find about *whom* or about *what* it is asked.

Now read the command. Can you find a subject? The sentence might read, "You keep off the grass," but expressing the *you* makes a very awkward sen-

tence, and the word is therefore omitted. The subject of a command is said to be *you* understood.

Read the exclamation. About what is the exclamation made? What exclamation is made about *the sun*? Give the subject and the predicate of the sentence.

Give the subjects and the predicates of the following sentences, after telling what kind of sentence each is. Give also the part of speech of each word, and tell what work it does in the sentence.

1. "Hello!" shouted Tom.
2. "Hello!" answered Ned.
3. The frightened pony dashed into the crowd.
4. Will finally caught it.
5. Read very slowly and distinctly.
6. How fiercely the wind blows!
7. Where are you going?
8. Do not waste your money.

You have learned simple names for the four kinds of sentences: *statement, question, command, exclamation*. The following names also are used for them, particularly in books:

- Statement — Declarative Sentence.
- Question — Interrogative Sentence.
- Command — Imperative Sentence.
- Exclamation — Exclamatory Sentence.

Learn these new names, so that you will understand what they mean when you find them in books.

118. WHAT CAN YOU DO NOW?

1. *Can you stand before your class and give a short talk, using clear sentences and exact, well-chosen words?*

Be prepared to tell an interesting experience, explain clearly how to play a game or how to make something, or tell about something you have learned by using your eyes, using your ears, or by reading.

2. *Can you use the helps that the book gives you—the Index, the Directions for Study, and the explanations of new facts to be learned? Have you formed the dictionary habit?*

Select from any part of this book a lesson teaching some new point, and explain how you would study the lesson.

3. *Can you speak without using some of the incorrect forms of speech you formerly used?*

Tell what bad habits you have overcome. How did you do it?

4. *Can you write a paragraph correctly and place it well on paper?*

Write a paragraph on some subject that you select yourself. Give it a good title, tell the story in an interesting way, and have no mistakes in spelling, punctuation, or arrangement.

5. *Can you write a social letter that will interest the person to whom it is written, that is correct in every way, and that contains no unnecessary sentences at the beginning or end?*

Write a letter to a friend of about your own age,



telling about the success of your school team or about some subject you choose yourself.

6. *Can you write a simple business letter, getting the form exactly right, and stating your business in the simplest, most direct way?*

Order a base ball and bat, a book, or a game.

7. *Can you find all mistakes in your written work?*

Exchange the business letters. Mark any mistakes you find in the letter that has come to you. If you overlooked any mistakes in your own letter, you will have found the answer to the question.

8. *Can you use better English than last year in all school subjects and also outside of school?*

Your teacher will help you to answer this question. Give your own opinion first.

9. *Can you always distinguish between a sentence and a group of words that do not form a sentence?*

Change to sentences any of the following groups of words that are not sentences:

Robert E. Lee was a gentleman he was brave and true.

"The Star-Spangled Banner" was written by Francis S.

Key.

When the sailors heard the wind.

Honesty is the best policy.

10. *Can you use the library and consult reference books in getting information about things in which you are interested?*

Give the class information you obtained by using reference books. Tell how you used the books.



### BOOKS FOR SUMMER READING

Oh for a book and a shady nook,  
Either in-a-door or out,  
With the green leaves whispering overhead,  
Or the street cries all about.  
Where I may read all at my ease,  
Both of the new and old,  
For a jolly good book whereon to look,  
Is better to me than gold.

OLD ENGLISH SONG

On the following page is a list of good books for vacation reading. Will you try to read at least two of these or two other good books during the vacation?  
And now a happy summer to you all!

- A WONDER BOOK. *Hawthorne.*  
 BETTY LEICESTER. *Jewett.*  
 BIOGRAPHY OF A GRIZZLY. *Seton.*  
 BIOGRAPHY OF A PRAIRIE GIRL. *Gates.*  
 BOOK OF THE OCEAN. *Ingersoll.*  
 BOY LIFE ON THE PRAIRIE. *Garland.*  
 BOYS OF OTHER COUNTRIES. *Taylor.*  
 BOOK OF ELECTRICITY FOR YOUNG PEOPLE. *Jenks.*  
 EMMY LOU. *Martin.*  
 GRANDFATHER'S CHAIR. *Hawthorne.*  
 HERO TALES FROM AMERICAN HISTORY. *Lodge and  
Roosevelt.*  
 HOOSIER SCHOOL BOY. *Eggleston.*  
 JAN OF THE WINDMILL. *Ewing.*  
 JIM DAVIS. *Masefield.*  
 JUNGLE BOOK. *Kipling.*  
 JUST-SO STORIES. *Kipling.*  
 LITTLE WOMEN. *Alcott.*  
 LOST IN THE JUNGLE. *Du Chaillu.*  
 MASTER SKYLARK. *Bennett.*  
 MEN OF IRON. *Pyle.*  
 MERRYLIPS. *Dix.*  
 MISS MUFFET'S CHRISTMAS PARTY. *Crothers.*  
 OTTO OF THE SILVER HAND. *Pyle.*  
 PENROD. *Tarkington.*  
 REBECCA OF SUNNYBROOK FARM. *Wiggin.*  
 STORIES FROM NORTHERN MYTHS. *Baker.*  
 THE STORY OF A BAD BOY. *Aldrich.*  
 THE BOYS' LIFE OF THEODORE ROOSEVELT. *Hagedorn.*  
 TRAINING OF WILD ANIMALS. *Bostock.*  
 TOBY TYLER. *Otis.*  
 WIGWAM EVENINGS. *Eastman.*  
 WILDERNESS WAYS. *Long.*

**THE STAR-SPANGLED BANNER**

Oh, say, can you see, by the dawn's early light,  
What so proudly we hailed at the twilight's last gleaming?  
Whose broad stripes and bright stars, thro' the perilous fight,  
O'er the ramparts we watched were so gallantly streaming;  
And the rockets' red glare, the bombs bursting in air,  
Gave proof thro' the night that our flag was still there.  
Oh, say, does that Star-Spangled Banner yet wave  
O'er the land of the free and the home of the brave?

On that shore dimly seen thro' the mists of the deep,  
Where the foe's haughty host in dread silence reposes,  
What is that which the breeze, o'er the towering steep,  
As it fitfully blows, now conceals, now discloses?  
Now it catches the gleam of the morning's first beam,  
In full glory reflected, now shines on the stream;  
'Tis the Star-Spangled Banner; oh, long may it wave  
O'er the land of the free and the home of the brave!



Oh, thus be it ever, when freemen shall stand  
Between their loved homes and the war's desolation,  
Blest with victory and peace, may the heaven-rescued land  
Praise the Power that hath made and preserved us a nation!  
Then conquer we must, when our cause it is just,  
And this be our motto, "In God is our trust!"  
And the Star-Spangled Banner in triumph shall wave  
O'er the land of the free and the home of the brave!

FRANCIS SCOTT KEY

### A SALUTE TO THE FLAG

I pledge allegiance to the flag of the United States and to the Republic for which it stands—one nation, indivisible, with liberty and justice for all.

### THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies.

WILLIAM TYLER PAGE

# REVIEW OF "SELF-HELP ENGLISH LESSONS, BOOKS ONE, TWO, AND THREE"

## CONTENTS

SECTION	PAGE
Introduction . . . . .	306
I. Oral Composition	
Early Steps . . . . .	307
Later Steps . . . . .	307
II. Paragraph Study . . . . .	308
III. Correct Usage . . . . .	308
IV. Written Work — Arrangement on Paper . . . . .	314
V. Copying . . . . .	314
VI. Writing from Dictation . . . . .	315
VII. Use of Capitals . . . . .	316
VIII. Use of the Period . . . . .	317
IX. Use of the Question Mark . . . . .	317
X. Use of the Exclamation Mark . . . . .	317
XI. Use of the Comma . . . . .	317
XII. Use of the Apostrophe . . . . .	318
XIII. Use of Quotation Marks . . . . .	319
XIV. Use of the Hyphen . . . . .	320
XV. Letter Writing	
Social Letters . . . . .	320
Invitations . . . . .	322
XVI. Sentence Study . . . . .	323
XVII. A Common Mistake in Using Sentences . . . . .	324
XVIII. Contractions . . . . .	324
XIX. Abbreviations . . . . .	324
XX. Correct Pronunciation . . . . .	326
XXI. Spelling	
Words Commonly Misspelled . . . . .	327
Homonyms . . . . .	328



## REVIEW OF "SELF-HELP ENGLISH LESSONS, BOOKS ONE, TWO, AND THREE"

### INTRODUCTION

This chapter will help you to review some things you learned in lower grades. It would have taken too much space to review all the reasons for the rules, but remember that everything you do in speaking or in writing helps the listener or the reader. The question "Why?" should constantly be kept in mind and answered. The reasons are very important.

*You have not thoroughly reviewed a point until you have clearly explained it.*

## I. ORAL COMPOSITION

### *Early Steps*

In the lower grades you were taught to do the following things. Give a good reason for each :

1. Choose an interesting story to tell.
2. Tell it in short, clear sentences.
3. Let your voice help by showing where a sentence ends and by pronouncing your words very distinctly.
4. Tell facts in their right order.
5. Avoid beginning too many sentences with the same word.
6. Choose a beginning sentence that will make the listeners eager to hear the rest of the story.
7. Give the story a good title. The title need not be a sentence; it may simply name what the composition is about, just as the words "Orange Marmalade" on a fruit jar tell what the jar contains.

### *Later Steps*

1. Stick to the point. Decide exactly what *one* point you wish to make perfectly clear to the listeners, and then *stick to the point*. Put nothing into your composition that will not help the listeners to see exactly what you wish them to see.

2. In telling anecdotes, use direct quotations when relating conversation.

3. Use exact language. This means to choose words that will help the listeners to see clear pictures in their minds.

4. Avoid useless sentences at the beginning and at the end of your compositions. Plunge at once into your story and when it is told, *stop!*



## II. PARAGRAPH STUDY

1. When studying a story or other matter of more than one paragraph, notice what each paragraph is about. That is, get the point of each paragraph, and stick to it when telling the story. An outline, or a list of topics, — one for each paragraph, — will help you. How will this paragraph study be of use to you in preparing history, geography, and other lessons? How will it help you in reciting?

In preparing your original compositions, make an outline whenever you are to have more than one paragraph. Read what is said about paragraphing in Section XVI.

## III. CORRECT USAGE

In the lower grades you were drilled on the correct use of the words in this section. If any of them still trouble you, study the sentences showing the correct use of the words, make more sentences of the same kind, and repeat these sentences over and over again until you use the correct form naturally.

1. *Ate, eaten.* *Ate* never requires helping verbs like *was* and *were*. When used as a predicate verb, *eaten* always requires a helping verb.

2. *Am not, aren't, isn't.* *Ain't* is often incorrectly used for these words. *There is no such word.*

I am not going to the picnic.

We aren't planning to play the story.

Isn't it time for the spring flowers?

3. *Began and begun.* *Began* never needs a helping verb. *Begun* always needs a helping verb.

I began to read when I was very young.

The work was begun on time.

4. *Blew, grew, knew, threw.* We say *blow, grow, know,* and *throw.* There are no such words as *blowed, growed, knowed, throwed.* The correct forms are *blew, grew, knew, threw.*

Who blew the largest bubble?

The weeds grew faster than the flowers.

I knew my lessons perfectly.

Frank threw the ball over the house.

5. *Broke and broken.* *Broke* never needs a helping verb. When used as a predicate verb, *broken* always needs a helping verb.

Frank broke his new knife.

He has broken several since his birthday.

6. *Brought.* Sometimes children use the word *brung* for *brought.* There is no such word. *Brought* is the correct form.

Father brought me a new book from the city.

What have you brought to the picnic?

7. *Came and come.* *Come* sometimes needs helping verbs like *has, have, had.* *Came* never needs a helping verb.

Who came to the door?

The grocer came.

He had come for orders.

8. *Did and done.* *Done* as a predicate verb always needs a helping verb like *has* or *have.* *Did* never needs a helping verb.

I did my examples yesterday.

I have done them all.

9. *Don't* and *doesn't*. *Don't* is a contraction of *do not*. *Doesn't* is a contraction of *does not*.

It doesn't pay to be careless.

We don't often see the northern lights.

I do not	You do not	They do not	We do not
I don't	You don't	They don't	We don't
They do not	He does not	She does not	It does not
They don't	He doesn't	She doesn't	It doesn't

10. *Drank* and *drunk*. *Drank* needs no helping verb. Used as a predicate verb, *drunk* always needs a helping verb.

Who drank the milk?

Ned has drunk it all.

11. *Give*, *gave*, *given*. As a predicate verb, *given* always needs a helping verb like *has*, *have*, or *was*. *Gave* never needs a helping verb. Never use *give* for *gave*.

Will you please give me a ride?

Who gave you your bicycle?

Father gave it to me at Christmas.

I have given my old one to Ned.

12. *Hasn't any*, *haven't any*, *has no*, *have no*. The incorrect forms *ain't got no*, *haven't got no*, and *hasn't no* are often used instead of the correct forms. These expressions must be weeded out of the English language. Help by weeding them out of your speech.

Mother has no time to visit.

Mother hasn't any time to visit.

I haven't any pet.

I have no pet.

I have no	We haven't any	She hasn't any
You have no	They haven't any	He has no

13. *Have* with *could*, *would*, *should*, and *might*. It is never right to say *could of gone*, *would of gone*, etc. *Have* should be used in such expressions instead of *of*.

You should have told the truth.

We might have lost our way.

14. *I*, *me*. Whenever it is correct to use *I* alone, use *I* when speaking of another person also. The same thing is true of *me*.

I was watching the aëroplane.

Mother and I were watching the aëroplane.

Uncle Tom sent me a book.

Uncle Tom sent mother and me a book.

*He* and *him* and *she* and *her* follow the same rules. Give sentences containing these words.

15. *I*, *he*, *we*, etc., after *It is* or *It was*. The wrong forms *me*, *her*, *him*, *us*, etc., are sometimes used after *It is* or *It was*.

It was I who rang the bell.

It is she who takes care of the flowers.

16. *Is* and *are*. *Is* is used in speaking of one person and thing. *Are* is used in speaking of more than one person or thing.

The sun is shining brightly.

The clouds are flitting across the sky.



*Are* is always used with the word *you*, whether *you* means one person or more than one.

You are writing very neatly, Mary.  
You are all writing neatly, girls.

17. *May* and *can*. *You may go* means that you have permission to go. *You can go* means that you are able to go.

May I ride the black mare?  
I think I can manage her.  
Can you swim across the pond?  
I think I can.  
I'll ask Mother if I may try.  
You may climb the tree if you can.

18. *Ought* and *ought not*. These should be used instead of *had ought* and *hadn't ought*.

We ought to honor the flag.  
Children ought not to neglect their teeth.

19. *Rang* and *rung*. *Rang* never needs a helping verb like *has*, *have*, or *was*. *Rung* always needs a helping verb when used as a predicate verb.

Who rang the bell?  
I rang it.  
Ned has rung it, too.

20. *Run* and *ran*. *Run* sometimes needs a helping verb and sometimes it does not. *Ran* never needs a helping verb.

Last Saturday I ran a mile.  
I have run all the way to school.  
The boys ran a race.  
They ran very swiftly.

21. *Sang* and *sung*. *Sang* never needs a helping verb. As a predicate verb, *sung* always needs a helping verb like *has* or *were*.

Mother sang to the baby.  
She has sung him to sleep.  
We all sang "America."

22. *Saw* and *seen*. *Saw* never needs a helping verb. When used as a predicate verb, *seen* always needs a helping verb like *has*, *have*, or *was*.

I saw a curious sight.  
I have seen many curious sights.

23. *Teach* and *learn*. You *learn* to do a thing yourself. Some other person *teaches* you to do a thing.

Aunt May is teaching me to knit.  
She says I am learning rapidly.

24. *Them*. *Them* is a pronoun. It takes the place of a noun, but it is never joined to a noun. It is sometimes incorrectly used for the adjective *those*.

Those books are mine.  
Give them to me.  
Please let me take those pencils.  
Please let me take them.

25. *Then* and *than*. *Then* is often incorrectly used instead of *than* when persons or objects are compared.

Health is better than wealth.  
It is warmer than it was yesterday.

26. *Was* and *were*. *Was* is used in speaking of one person or thing. *Were* is used in speaking of more than one

person or thing. *Were* is always used with the word *you*, whether one person or more than one is being spoken to.

The spider was spinning his web.

The spiders were trying to catch a fly.

You were the champion player, Ned.

You were doing good work, girls.

27. *Went* and *gone*. *Went* never needs a helping verb. As a predicate verb, *gone* always needs a helping verb like *has* or *have*.

The boys went to the ball game.

The boys have gone to the ball game.

#### IV. WRITTEN WORK

##### ARRANGEMENT ON PAPER

1. *Margins*. Just as a printed page has margins, a written page also should have them. Why? The right margin may not be so regular as the others, but it should always be wide enough to help make a frame for the written part of the page.

2. *Sentences that are not related*. Sentences that do not belong together are written one below the other, each beginning on a new line.

3. *Paragraphs*. Sentences that help each other tell a story are written in the form of a paragraph. The first line of a paragraph is indented. Why?

#### V. COPYING

Before copying a sentence, study it as follows :

1. Read the sentence and make sure of its meaning.
2. Answer the following questions :

With what kind of letter does the sentence begin?

What work does the sentence do — that is, is it a statement, a question, a command, or an exclamation?

What mark is used at the end?

3. Give a reason for all other capitals and punctuation marks.
4. Study the spelling of words you do not know.
5. Read the entire sentence once more.

After this study, write the sentence without looking again at the book.

Before copying a paragraph, study each sentence, and be sure to indent the first line.

## VI. WRITING FROM DICTATION

1. *Studied dictation.* Notice if the sentences are written separately or as a paragraph, and give a reason for the arrangement.

Study the lesson as if it were to be copied. When your teacher has dictated a sentence, say it to yourself before beginning to write it. Try to do this without moving your lips. Try to see in your mind how the sentence looks when written. Then write it without hesitation.

When you have finished, look over your work carefully, and correct neatly any mistake you may have made.

2. *Unstudied dictation.* Your teacher will first read the entire lesson so that you may decide whether the sentences are to be written separately or as a paragraph. She will then read the sentences one by one. Before beginning to write a sentence, think whether it is a telling sentence or a question. Decide also what words should begin with capital letters and what punctuation marks should be used.

Say the sentence to yourself, and then write it. Look over your work for mistakes.



## VII. USE OF CAPITALS

1. Every sentence begins with a capital letter.

Our first President was George Washington.  
Do you know any stories about his boyhood?

2. Every part of a person's name begins with a capital letter.

Henry Wadsworth Longfellow, John Greenleaf Whittier

3. Capitals are always used in writing initials.

Robert E. Lee, R. L. Stevenson

4. The names of places begin with capital letters.

New York, Austin, Savannah River, Mount Washington

5. The names of the days of the week, the months of the year, and holidays begin with capital letters.

Tuesday, February, Christmas, Hallowe'en

6. The word *I* is always written as a capital.

Father and I went to the circus.

7. Every line of poetry begins with a capital letter.

Said the Table to the Chair,  
"You can hardly be aware  
How I suffer from the heat  
And from chilblains on my feet."

8. The abbreviations *Mr.* and *Mrs.* and the word *Miss* always begin with capital letters.

Mr. and Mrs. Bee called on Miss Clover.

9. The first word, the last word, and all other important words of titles begin with capital letters.

A Race on the Ice

### VIII. USE OF THE PERIOD

1. A period is used at the end of every statement.

The elephant uprooted the tree with his trunk.

Close the door softly.

2. A period is used after initials.

Thomas A. Edison, T. A. Edison, T. A. E.

3. A period is used after every abbreviation.

Mr., Dec., Mon., St., Ave. See Section XXX, page 302.

### IX. USE OF THE QUESTION MARK

The question mark is used after every sentence that asks a question.

How does the Eskimo travel across the ice fields?

### X. USE OF THE EXCLAMATION MARK

The exclamation mark is used after a word or sentence that expresses strong or sudden feeling.

Hark! I hear the distant roar of the ocean.

Run for your life!

### XI. USE OF THE COMMA

1. The comma is used for setting off the parts of a letter, as shown in the following model.

25 Highland Ave.

Los Angeles, Cal.

May 5, 1923

Dear Mother,

We reached California yesterday and are glad the long trip is over. I shall write you at length as soon as we have unpacked our trunks. Three cheers for the Land of Sunshine!

Your loving son,

Hal

2. Words forming a series, and groups of words forming a series, are set off from each other by commas.

A scout is trustworthy, loyal, friendly, obedient, and thrifty.  
Lars put on his overcoat, seized his mittens, and hurried out.

3. The name of the person spoken to is set off from the rest of the sentence by one or more commas.

Come and see this queer insect, Ned.  
Come, Ned, and see this queer insect.

4. The word *yes*, and the word *no* meaning the opposite of *yes*, are set off from the rest of the sentence by a comma.

Yes, I shall surely meet you.  
No, I can't go with you.

5. A direct quotation is usually set off from the rest of the sentence by one or two commas.

Francis Scott Key said to himself, "Does the flag still wave over Fort McHenry?"

"The flag still waves," said Francis Scott Key, "and Baltimore is safe."

## XII. USE OF THE APOSTROPHE

In writing, the apostrophe is made as follows: Mary's.

1. The apostrophe is used in place of the letter or letters omitted in forming contractions.

Isn't, I'll, doesn't, shouldn't

2. An apostrophe and *s* are added to singular nouns to denote possession. As a rule, the name of the thing owned immediately follows the word that denotes possession.

Frank's boat was well ahead in the race.  
The wind blew off the men's hats.

### XIII. USE OF QUOTATION MARKS

When a speaker tells what another person has said, he is using a quotation. A direct quotation is one that uses the exact words of the person quoted.

The giant said, "I smell fresh meat."

An indirect quotation is one that does not use the exact words of the person quoted.

The giant said that he smelled fresh meat.

1. When titles of books, poems, or pictures are mentioned in their exact form in a sentence, they are inclosed in quotation marks.

My favorite book is "Adventures of Pinocchio."

2. The words of a direct quotation are always inclosed in quotation marks. If the quotation is divided, two sets of quotation marks are necessary.

Patrick Henry exclaimed, "Give me liberty or give me death!"

"Give me liberty," exclaimed Patrick Henry, "or give me death!"

When a direct quotation is written, three things are done to make it very plain that a person's exact words are being given :

The quotation is separated from the rest of the sentence, usually by one or two commas.

The quotation begins with a capital letter.

The quotation is inclosed in quotation marks.

The three rules apply whether the quotation comes at the beginning of the sentence, at the end, or in the middle.

"My broth is too cold," said the father bear.

The father bear said, "My broth is too cold."

"My broth," said the father bear, "is too cold."



## XIV. USE OF THE HYPHEN

1. A hyphen is used at the end of a line when one or more syllables of a word are carried over to the following line.

## XV. LETTER WRITING

## SOCIAL LETTERS

In the lower grades you were taught to write stories of only one paragraph. In this paragraph you told all that you had to say about your subject. Stories often contain more than one paragraph, but the entire story is about the same subject.

Letters are somewhat different from other compositions. When we write to a friend, we may tell about a journey, our Christmas presents, and good times we are having, all in the same letter. When we do this, we use a separate paragraph for each subject.

For a model of a one-paragraph letter, see Section XII, page 285.

155 Broadway  
New York City  
February 20, 1923

Dear Frank,

Aunt Mary joins me in wishing you many happy returns of your birthday. What an old man you are getting to be! How does it feel to be twelve years old?

I am sending you today by express a birthday gift that I hope you will enjoy. Don't let it jump out of the crate. Such a time as I had catching it! It ran around in circles until it became dizzy. I was dizzy, too, but managed to catch it at last. Then it winked its nose as if to say, "Wasn't that a fine race?"

Affectionately yours,  
Uncle Arthur

Letter writing is the most important writing you do. It is the only kind of writing that most people find it necessary to practice. For this reason you should get the form *exactly right*. There is no excuse for failure to do this.

The following skeleton letter gives the names of the various parts of a letter.

(*Heading*)

19 Larchmont Avenue  
Philadelphia, Pa.  
May 16, 1923

(*Salutation*)

Dear Elizabeth,

.....  
.....  
..... (Body) .....  
.....  
.....  
.....

(*Complimentary close*)

Your sincere friend,

(*Signature*)

Frances E. Wheeler

Here are some forms commonly used in writing social letters:

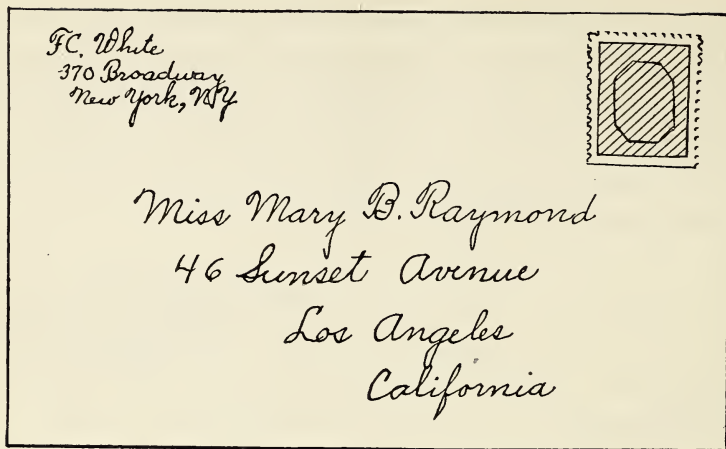
*Salutation*

Dear Friend,  
My dear Friend,  
Dear Tom,

*Complimentary close*

Your true friend,  
Your sincere friend,  
Sincerely your friend,

The following model shows you how an envelope should be addressed. Why is the name of the state written in full? Why is it written on a line by itself?



When writing social letters, avoid useless sentences at the beginning and end.

Read the following letter body, omitting all useless sentences :

I thought I would write you a letter. Last Saturday I went fishing in Bonner's Creek. I did not catch anything, but a little boy across the Creek filled his basket. The fish did not seem to care for my flies. The next time I go fishing I shall use worms. Now I must close.

After making the necessary corrections, write the letter in full. Use your own heading and sign your own name. Cut out a piece of paper the size of an envelope and direct it. Compare your work carefully with the models.

#### INVITATIONS

An invitation to a friend may be written in precisely the same form as any other note or letter. The following form is useful when sending out invitations to many people :

The pupils of the fifth grade of the Lincoln School cordially invite you to attend their Christmas entertainment on Friday afternoon, December 17, at two o'clock.

December the fifteenth

## XVI. SENTENCE STUDY

A sentence is a group of words that completely expresses one or more thoughts.

Some sentences state facts, others ask questions, others give commands, and still others express a thought with sudden or strong feeling. Each class of sentences has therefore its special use, and each has its special name.

1. A statement tells a fact.
2. A question asks for information.
3. A command gives an order.
4. An exclamation expresses strong feeling.

A statement must name something, and it must also tell something about the thing named. For this reason, even the shortest statement has two parts.

The subject of a statement is the part about which something is stated.

The predicate of a statement is the part that tells or states something about the subject.

Imagine that you have a black pony and you wish to tell a friend how he runs. Your subject would be *my black pony*, because that is what you are going to speak about. Then you would add the predicate *runs swiftly*. What is the entire statement?



## XVII. A COMMON MISTAKE IN USING SENTENCES

You are studying sentences only to help you to use them correctly. Sometimes children express two thoughts in one sentence, but do not join the parts to form a single sentence.

I practice an hour a day I do not enjoy it.

What two thoughts are expressed in the above sentence? Express each in a separate sentence. How many periods have you used? If the speaker had tied the two parts of the sentence together, the sentence would have been correct.

I practice two hours a day, but I do not enjoy it.

## XVIII. CONTRACTIONS

In conversation and in writing letters to close friends, we sometimes use short forms called *contractions*. Certain letters are omitted and the apostrophe takes their place.

The most commonly used contractions are *can't*, *don't*, *doesn't*, *isn't*, *aren't*, *I'll*, *you'll*, *couldn't*, *wouldn't*. What letter or letters were omitted in each case?

*Won't* means *will not*. It is not formed in the usual way.

## XIX. ABBREVIATIONS

Abbreviations are short forms used only in writing. No change is made in the pronunciation of the words, but they are written in a shortened form to save space and time.

What mark is used after every abbreviation in the list? The period must never be omitted. Which words are never written in full?

Mister, Mr.	Wednesday, Wed.	April, Apr.
Missis, Mrs.	Thursday, Th.	August, Aug.
Street, St.	Friday, Fri.	September, Sept.
Avenue, Ave.	Saturday, Sat.	October, Oct.
Sunday, Sun.	January, Jan.	November, Nov.
Monday, Mon.	February, Feb.	December, Dec.
Tuesday, Tues.	March, Mar.	

Doctor, Dr.	Forenoon, a. m. or A. M.
Reverend, Rev.	Afternoon, p. m. or P. M.
General, Gen.	Post Office, P. O.
Captain, Capt.	Number, No.
Professor, Prof.	Rural Free Delivery, R. F. D.

It is not considered polite to use the abbreviations of General, Captain, and Professor, in writing to persons having those titles.

The following letter shows how some of the abbreviations in the second list are used. Tell what each stands for, and use it in an original written sentence.

R. F. D. Route No. 4  
Clinton, Conn.  
May 10, 1923

Dear Frank,

Such a busy day as I had yesterday! I took the 8 a. m. train for New York, met Father at Dr. Sweet's office, and went down town with him. Father helped me to make out a P. O. money order to send to World Book Company for a copy of "Insect Adventures." After that we called on General E. B. White and a few more of Father's friends. We returned to Clinton on the 5 p. m. train.

Sincerely your friend,  
Tom

## XX. CORRECT PRONUNCIATION

The following words and phrases should be reviewed until they are correctly pronounced without hesitation both alone and in sentences. Do not spend your time on those that give you no trouble. Devote all your effort to overcoming your own bad pronunciation habits.

across	governor	running	victory
Arctic	handkerchief	saucy	was
arithmetic	height	shut	what
asked	history	since	wheat
because	hold	singing	wheel
been	hollow	slipped	when
borrow	hundred	stopped	where
burst	jumping	strength	which
can	just	swallow	while
catch	kept	surprise	whip
children	kettle	than	whisper
clothes	laughed	thick	white
doing	length	thirsty	whittle
drowned	library	three	why
envelope	making	told	window
evening	mellow	toward	yellow
factory	memory		
February	off	ate an apple	
fellow	often	could have	
follow	once	give me	
for	perhaps	good and bad	
forehead	picture	let me	
from	playing	might have	
geography	pretty	should have	
get	pudding	used to	
going	pumpkin	would have	
government	reading	yes, sir	

XXI. SPELLING

The following words are often misspelled. Make sure of them all.

accept	collar	forty	minute
ache	color	fourth	money
across	coming	friend	much
afraid	cough	getting	necessary
again	could	goes	ninety
against	country	gone	ninth
almost	cousin	grammar	none
altogether	cried	guess	oblige
always	cries	half	often
among	December	Hallowe'en	once
answer	describe	having	people
answered	difference	heard	perhaps
any	different	height	picture
anybody	divide	hoarse	pleasant
asked	doctor	honest	please
aunt	does	hoping	quiet
autumn	doesn't	hopping	quite
beautiful	dollars	hurried	raise
because	done	instead	ready
beginning	don't	isn't	really
believe	early	January	receive
birthday	easier	just	replied
built	easily	laid	running
burst	easy	library	said
business	either	loose	says
busy	enough	lose	season
can't	every	lost	seems
catch	except	loving	seized
certain	farther	making	sentence
choose	father	many	separate
Christmas	February	meant	several

severe	surprised	trouble	whether
shining	taking	true	which
shoes	tear	truly	who
since	Thanksgiving	Tuesday	whom
sincere	they	until	whose
sincerely	though	useful	woman
some	thought	using	women
stopped	tired	very	won't
stories	tonight	wear	writing
straight	toward	weather	written
such	traveled	Wednesday	wrong
sugar	traveling	were	wrote
sure	tried	where	yours

The italicized homonyms should be studied for both spelling and use :

all <i>right</i>	<i>dear</i> friend	the <i>right</i> hand
<i>ate</i> an apple	<i>eight</i> cents	a rough <i>road</i>
<i>been</i> trying	<i>hear</i> a noise	<i>rode</i> a horse
an <i>hour</i> ago	come <i>here</i>	<i>threw</i> the ball
<i>our</i> knives	<i>here</i> are	<i>through</i> the air
<i>knew</i> the rules	can't <i>write</i>	<i>too</i> large
<i>their</i> books	a <i>new</i> house	<i>two</i> cents
<i>there</i> are	<i>know</i> our lessons	used <i>to</i> play
over <i>there</i>	<i>led</i> the march	last <i>week</i>
<i>blew</i> a bubble	a <i>piece</i> of meat	<i>weak</i> lungs
a <i>blue</i> dress	eat <i>meat</i>	the <i>whole</i> orange
<i>break</i> a window	<i>meet</i> a friend	made of <i>wood</i>
<i>buy</i> a pencil	<i>read</i> yesterday	<i>would</i> have gone



# INDEX

This index includes the topics reviewed from Books One, Two, and Three. For convenience, these topics are placed first, and are preceded by the letter *R*.

- Abbreviations: *R* 324. 197, 276.
- Addresses, how written, *R* 316. 176.
- Adjectives: the work they do, 255; adjectives that describe, 256; that do not describe, 256; *a* and *an*, use of, 257; selecting suitable adjectives, 259, 261, 271, 274, 276; overworked adjectives, 259; drill in use of, 267, 279; proper, 274, 275; use of exact, 275; distinguished from adverbs, 279.
- Adverbs: the work they do, 277; correct use of, 279; distinguished from adjectives, 279; common errors in using, 280.
- Apostrophe:  
*R* in contractions, 318, to denote possession, 318.  
in contractions, 216.  
to denote possession, 200.
- Books for summer reading, 301.
- Bulletin board, use of, 247.
- Capital letter, use of:  
*R* to begin a sentence; every part of a person's name; the names of places, days of the week, months; holidays; every line of poetry; some abbreviations; and important words of titles; for initials, and the word *I*, 316.  
to begin proper nouns, 197.  
proper adjectives, 274, 275.
- Card catalogue: use of, 219.
- Comma, use of:  
*R* to set off the parts of a date, an address, the salutation and the complimentary close of a letter, 317.  
to set off the name of person spoken to, 232, 285, 320.  
to set off words of a series, 166, 316.  
words that explain, 247.  
words *yes* and *no*, 285, 320.
- Complimentary close. See Letter Writing.
- Compound words:  
how written, 228.  
spelling of, 229, 230, 252.
- Conjunctions:  
the work they do, 295.  
avoiding too frequent use of *and* and *but*, 296.
- Contents of a book:  
making for notebooks, 160.
- Conversation Lessons: 165, 200, 227, 243, 250, 285, 286, 287, 289.
- Copying:  
*R* learning how to copy, 314.  
exercises in: 161, 163, 197, 223, 228, 248, 260.
- Correct usage:  
*R* use of *am not*, *aren't*, *isn't*; *ate*, *eaten*; *blew*, *grew*, *knew*, *threw*; *began*, *begun*; *broke*, *broken*; *brought*; *came*, *come*; *did*, *done*; *don't*, *doesn't*; *drank*, *drunk*; *give*, *gave*, *given*; *hasn't any*, *haven't any*; *have* with *could*, *would*, *should*, *might*; *he*, *him*; *I*, *me*; *is*, *are*; *may*, *can*; *ought*, *ought not*; *rang*, *rung*; *run*, *ran*; *sang*, *sung*; *saw*, *seen*; *teach*, *learn*; *those*, *them*; *then*, *than*; *was*, *were*; *went*, *gone*, 306-311.  
use of:  
*at*, *to*, 297.

Correct usage — *Continued*

*between, among*, 294.  
*bring, take*, 178.  
*good, well*, 281.  
*I, he, we*, etc., after *It is*, 130.  
*in, into*, 293.  
*leave, let*, 178.  
*not* words, 169.

Drills, additional, 205, 224, 268.  
 prepared by pupils, 185.

## Dictation lessons :

*R* how to prepare for, 315.  
 studied, 161, 208, 229, 248, 275.  
 unstudied, 172, 197, 289.

## Dictionary :

use of, for meanings, 207, 252.

## Dramatization :

How Arthur Was Crowned King,  
 266.

Exclamation mark: *R* 317. 122.

## Games :

Dictionary Contest, 252  
 Matching Nouns, 194.  
 Relay Race, 183.

Hyphen: *R* use of, 320.

to divide word at end of line, re-  
 viewed, 228.  
 separate parts of compound  
 words, 228.

Index, use of, 153, 154, 160, 172.

## Interjections :

the work they do, 296.  
 avoiding certain ones, 296.

Language lessons, their relation to  
 other school subjects, 196, 243,  
 271, 274.

## Letter Writing :

*R* 320-322. Model of one-para-  
 graph letter, 317; letter of  
 several paragraphs, 320; ad-  
 dress on envelope, 322.

## Kinds of letters :

Business, form of, 176.

types of :

ordering goods, 176,  
 178, 290.  
 subscribing for mag-  
 azines, 220, 221.  
 applying for posi-  
 tion, 249, 250, 251.  
 answering applica-  
 tion, 250.  
 explaining an acci-  
 dent, 270.  
 answering explana-  
 tion, 271.

Invitation for general use, 272.

Social :

consider interests of persons  
 written to, 173.

Parts of letters: heading, saluta-  
 tion or greeting, body, compli-  
 mentary close, signature, 321.

Exercises in letter writing: 171,  
 173-176, 177, 178, 189, 208,  
 and throughout the book.

Memory, committing to, 152, 166,  
 182, 227, 241, 253.

## Notebooks :

making, 160.  
 use of, 160, 161, 172, 178, 184, 186,  
 and throughout the book.

Nouns: the work they do, 193;  
 proper and common, 196, 197;  
 singular and plural forms, 198,  
 211, 232; spelling irregular  
 plurals, 198, 199; possessive forms,  
 200, 211; drill exercises, 195, 202,  
 210, 223, 254, 257, 279.

## Oral work, types of :

composition, telling stories, 155,  
 156, 180, 186, 188, 208, and  
 throughout the book.

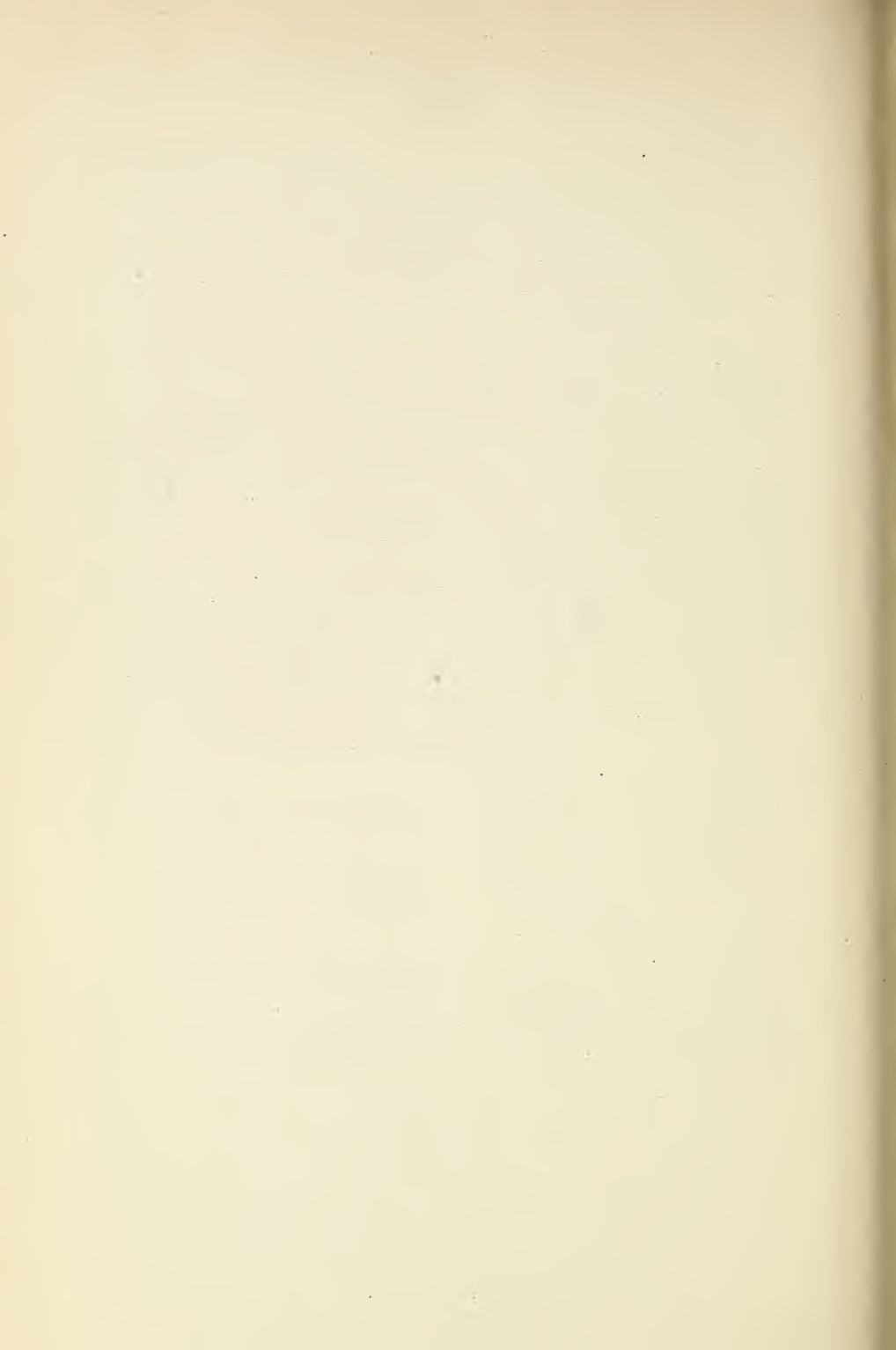
- Oral Work — *Continued*  
 describing, 188, 261.  
 explaining, 139, 271.  
 trying to convince, arguing, 287.  
 reproduction, 160, 183, 194,  
 202, 205, 226, 241, 266.  
*See also* Conversation Lessons,  
 Games, Dramatization, Poems,  
 Stories, Sentence Study.  
 Lessons in oral composition: *R*  
 how to tell stories, 307.  
 Learning to talk from outlines,  
 204; to increase stock of  
 words, *see* Word Study.  
 Outlines. *See under* Paragraph  
 Study.
- Paragraph Study:  
*R* what a paragraph is, 308; para-  
 graphs in letters, 320.  
 from outlines, 204, 208, 242, 274,  
 283.  
 lessons in, 161, 162, 203, 208, 242.  
 relation to other school subjects,  
 205, 243.  
 Parts of speech, list of, 297.  
*See* Nouns, Pronouns, Verbs, etc.  
 Period, use of:  
*R* at end of statement, for initials,  
 in abbreviations, etc., 317.  
 Phrase, verb, 237.  
 introduced by preposition, 293.  
 Poems:  
 Little Brown Wren, The, 272.  
 Our New Liberty Bell, 164.  
 Pass It Along, 206.  
 Pumpkin, The, 181.  
 Sheep in the Sky, The, 240.  
 Short selections, 181, 222, 241.  
 Star-Spangled Banner, The, 303-  
 304.  
 Propositions:  
 the work they do, 291.  
 correct use, of, 293.
- Problems, oral and written, 170, 171,  
 210, 211, 231, 232, 253, 254, 276,  
 277, 290.
- Projects:  
 Forming language teams, 182.  
 Hallowe'en party, 182.  
 Keeping a bulletin board, 247.  
 Making a thrift book, 245.  
 team books, 288.  
 Preparing programs, 145, 272.
- Pronouns, the work they do, 212;  
 making lists of, 213; incorrect use  
 of, 214; errors in writing, 216;  
 exercises in, 217, 223, 228, 232,  
 254, 257, 279.
- Pronunciation drills, *R* 326. 178, 246.
- Proverbs, writing stories from, 185.
- Punctuation. *See* Comma, Period,  
 etc.
- Question marks, *R* 317.
- Quotation marks, use of:  
*R* in writing titles, 319; in writing  
 quotations, 320.  
 Use taught in connection with  
 writing quotations.
- Quotations, *R* 319.  
 divided, observed, 162, 275; not  
 used in original work.  
 exercises in explaining and writing,  
 170, 189, 210, 253, 276.
- Self-Help, Methods of, using note-  
 books, 160; studying independ-  
 ently, 153; training eyes to see  
 mistakes in written work, 163;  
 training the ears to become sensi-  
 tive to mistakes, 167; using a  
 library, 219.
- Sentence Study:  
 answering questions in the most  
 direct way, 159.  
 kinds of sentences, statement,  
 question, command or request,

Sentence Study — *Continued*

- exclamation, 323; new names for, declarative, interrogative, imperative, exclamatory, 298.  
 parts of statements, subject and predicate, 323.  
 simple subject, 278.  
 predicate verb, 278.  
 subject and predicate of questions, commands, and exclamations, 297, 298.  
 combining short sentences, 160, 230.  
 groups of words that are not sentences, 158, 258.  
 drill exercises: 159, 192, 193, 201, 210, 211, 234, 236, 253, 254, 277, 279, 298.  
 Spelling: *R* 327-328. 163, 198, 199, 229, 252, 268, 295.  
 Stories and other prose for study:  
   American Boy, The, 165.  
   American's Creed, The, 304.  
   Boastful Rushlight, The, 226.  
   Boy and the Echo, The, 161.  
   Boy Who Recommended Himself, The, 250.  
   Cheerful View of Things, A, 224.  
   Chestnut Harvest in the Apennines, The, 204.  
   Daniel Webster's First Case, 286.  
   Eruption of the Geyser, The, 256.  
   Friend in Need, A, 194.  
   Honest Farmer, The, 183.  
   How Arthur Was Crowned King, 263.  
   How "The Star-Spangled Banner" Came to be Written, 241.  
   Letter of Phillips Brooks, 173.  
   Letter of Thomas Hood, 174.  
   Little Post Boy, The, 166.  
   Pet of the Camp, The, 202.  
   Punishment of Echo, The, 160.  
   Short selections, 152, 227.  
   Spartan Politeness, 201.  
 Telephoning, 284.  
 Titles of address. *See* Abbreviations.  
 Titles of stories: *R* 307, 316. 155, 160, 205.  
 Verbs: the work they do, 234; action verbs, 235; non-action verbs, 235; correct use of, 236; common errors in use reviewed, 237; selecting expressive verbs, 238, 239, 243, 246; other words for *said*, 240; spelling *ed* and *ing* forms, 252; drills, 254, 257, 279.  
 Voice, 166, 247, 258.  
 Word Study: 161, 166, 184, 192, 195, 203, 207, 273. *See also under* Adjectives, selecting suitable; *under* Verbs, selecting expressive.  
 Written Work:  
   Composition: story-telling and miscellaneous.  
     *R* arrangement on paper, 314, and throughout the book.  
     describing, 188, 259, 261.  
     explaining, 201, 271.  
   *See also* Copying, Dictation, Letter Writing.











B. g. E.

FE 7 1895

