



THE
GATEWAY
TO ENGLISH
I. DAVID COHEN



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Revised, 1920



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OCEAN

NOVAYA ZEMLYA

Kara Sea

Cape
LAPLAND
FINLAND
ESTHONIA
LITHUANIA
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RUSSIA
ROUMANIA
BULGARIA
ARMENIA
TURKEY
CYPRUS
CRETE

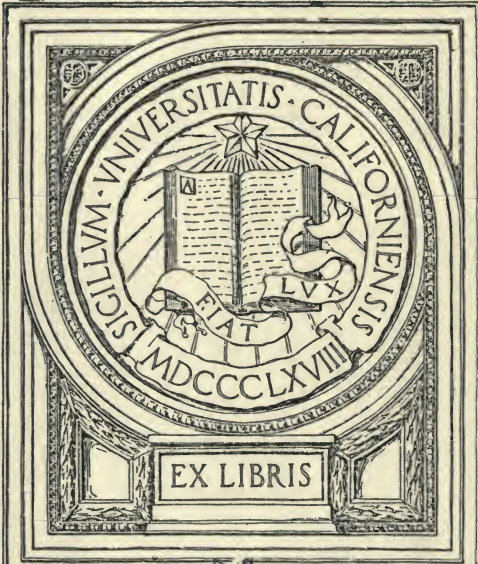
Vasanger Fjord
Kola Bay
Kola
KOLA PENINSULA
White Sea
Archangel
Mezen R.
Dvina R.
Vychegda R.
TUNDRA
URAL MOUNTAINS
Tobolsk
Irbite
Ekaterinburg
Perm
Kama R.
Orenburg
Kazan
Nizhny Novgorod
Volga R.
MOSCOW
Saratov
Voronezh
Orel
Tula
Kursk
Kiev
Khar'kov
Ekaterinoslav
Don R.
Rostov-on-Don
Astrakhan
Volga R.
Ural R.
Caucasus Mts.
Elbruz
Tiflis
Baku
Mt. Ararat
Sea of Azov
Dnieper R.
Dniester R.
Kishinev
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BLACK SEA
CONSTANTINOPLE
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Sea of Marmora
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THE GATEWAY TO ENGLISH



The Statue of Liberty

Brown Bros.

THE GATEWAY TO ENGLISH

A TEXTBOOK IN AMERICANISM

By

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NEW YORK

To My Father

445032

“The immigrant should get as a result of the entire effort of the trained Americanization worker such a fundamental and sympathetic understanding of America that he will necessarily develop a love and loyalty for our country, a desire to remain here, to become an American citizen, and to bear all the citizenship burdens of the Nation in its continuous reconstruction toward a better realization of its democratic ideals.”

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“Education for citizenship means realization of the personality of America. Personality is not a garb or gesture. . . . Neither is it dependent on the accident of birth. A boy born of parents who speak no English may have a more compelling sense of the meaning of America than his schoolmate whose ancestry goes back to the first settlers in Virginia or Massachusetts. By every possible means this sense of the personality of America must be developed if America is to continue to possess any personality worth preserving.”

THE PREFACE

The crisis through which the United States is passing has shown that the peoples who for many years have been pouring into this great melting pot of the nations have not been thoroughly mixed. Too little attention has been given to the strangers who have come to our shores and who would be of us as well as with us.

There is need for a better understanding of the foreigner and his problems. He must learn the language of his adopted country, of course, but that is merely one phase of the great task before us. He must become thoroughly American in word, thought, and deed. He must learn that this country is good enough to fight for and to die for—that it is worth his supreme sacrifice.

In order to attain this aim, the alien must be saturated with the freedom-breathing atmosphere of America, with the history of the great nation which is adopting him, with the ideals of Americans, their manners, customs, and language. He must learn what this country can and will do for him, what rights and privileges he will enjoy under Old Glory as his new flag.

The special task of the teacher and of every Americanization worker is not only to reveal the wonderful advantages of this country, but to impress upon the foreigner the fact that he must pay the price in terms of duties to be rendered. Teaching must lead to action if it is to be of any value. In the case of the Americanization of the foreigner, the teaching must lead him to become a citizen, an active participant in municipal, county, state, and national affairs. Thus far there has been too much talk of rights and too little of duties. Let us change the old order in this respect.

Many communities have already entered upon the Americanization movement with intelligence and zeal. The beginning is good. The recent war has taught us many lessons, and we must heed the writing on the wall. We must be Americans all—a nation of one language and one allegiance.

The writer hopes that in *The Gateway to English* he has suggested a method that will prove successful in solving the problem of Americanizing the foreigner in our midst.

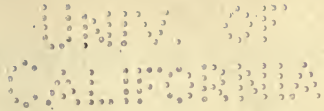
I. DAVID COHEN

New Dorp, Staten Island
New York City

“The immigrant should get a realization of the real meaning of America—of the ideals of her founders, of her traditions, of her standards, of her insitutions, and of her hopes. He should get sane ideas of social and economic adjustments which are truly democratic, and of the best ways for him to help in these adjustments.”



Eugene J. Hall



THE GATEWAY TO ENGLISH

I. TEACHER AND PUPIL

Good evening. What is your name?

My name is Thomas Brown.

Where do you live, Mr. Brown?

I live at number 23 Mulberry Street.

How old are you?

I am twenty years old.

From what country did you come?

I came from Italy. I am an Italian.

What is your business?

I am a barber.

Do you like your work?

Yes, I like it very much.

Very good. Please take a seat.

EXERCISES

1. Copy and learn:

Mister	Mr.	number	no.
Street	St.	twenty	20
one	1	first	1st

2. Copy and read the following; fill the blanks with the right words:

Write your name.

My name is _____.

Write your address.

I live at _____.

Write your age.

I am _____ *years* _____.

Write your nationality.

I am an _____.

Write your business.

I am a _____.

3. Pronounce, copy, and spell:

Abe	ace	lace	cake
ate	race	bake	baby
age	face	make	lady

Abe came late.

II. THE BODY

Where is your head?

This is my head.

Where is your hand?

This is my hand.



Photograph by
Paul Thompson

Where is your foot?

This is my foot.

Where is your leg?

This is my leg.

Where is your knee?

This is my knee.

Show me your arm.

This is my arm.

Show me your shoulder.

This is my shoulder.

Show me your neck.

This is my neck.

Show me your face.

Here is my face.

Show me your nose.

Here is my nose.

Point to his eye.

This is his eye.

Point to his mouth.

This is his mouth.
Point to his lip.
Here is his lip.
Where is his chin?
Here is his chin.
Where is his finger?
Here is his finger.
Show me your ear.
This is my ear.

EXERCISES

1. Use these words in sentences:

head	hand	foot
leg	knees	arm
shoulder	neck	face
nose	eye	mouth
lip	finger	ear

2. Read the lesson, naming the parts of the body and pointing to each in turn.
3. Read and learn to use these words:

This is	Is this
my head	my face
my hand	my nose
my foot	my chin

4. Ask the questions in the lesson, another pupil giving the answers.

5. Pronounce, copy, and spell:

am

at

Anna

ham

hat

hammer

an

flat

apple

can

crack

mattress

Anna has an apple.

III. NUMBERS

How many eyes have you?

I have two eyes.

How many ears have you?

I have two ears.

How many hands have you?

I have two hands.

How many lips have you?

I have two lips.

How many wrists have I?

You have two wrists.

How many knees have I?

You have two knees.

How many faces has he?

He has one face.

How many heads has he?

He has one head.

How many noses has she?

She has one nose.

How many chins has she?

She has one chin.

How many fingers do you see?

I see three fingers.

How many hands do you see?

I see four hands.

How many fingers are there on one hand?

There are five fingers on one hand.

How many fingers are there on two hands?

There are ten fingers on two hands.

There are five fingers on my right hand.

There are ten fingers on both hands.

She has one nose, two eyes, and one mouth.

Count from one to ten.

One, two, three, four, five, six, seven, eight, nine, ten.

EXERCISES

1. Pronounce and learn:

1 one	5 five	9 nine
2 two	6 six	10 ten
3 three	7 seven	11 eleven
4 four	8 eight	12 twelve

2. The following words mean one and more than one thing. Use them in sentences:

hand . . . hands	lip . . . lips
eye eyes	ear . . . ears
finger . . . fingers	face . . . faces
foot feet	tooth . . teeth

3. Read and learn to use these words:

I have	She has
two arms	one face
two hands	one nose
two legs	one mouth
two feet	one chin

4. Read these sentences aloud, and follow the instructions:

Count the objects in the room.

Write the answers to the questions in this lesson.

Ask the questions and let your friend answer them.

Say the numbers from ten to twenty.

5. Pronounce, copy, and spell:

ah	art	part	basket
ask	harm	lard	father
arm	charm	mama	past
arch	farm	papa	last

They run fast.

The father has a basket.

IV. PARTS OF THE BODY

What can you do with your feet?

I can walk with my feet.

I can stand on my feet.

He can run. She can jump. We can skip. They can leap. You can hop.

What can I do with my hands?

I can throw things with my hands.

You can take things with your hands.

He can catch with his hands.

She can hold things with her hands.

What can he do with his eyes?

He can see with his eyes.

She can look at me with her eyes.

What can she do with her ears?

She can hear with her ears.

You can listen to me with your ears.

I eat with my mouth and teeth.

They taste with their tongues.

She smells with her nose.

We talk with our lips.

You write with your fingers.

I speak. You hear. She listens.

We read. They understand.

We read. We write. We talk.

EXERCISES

1. Read these sentences, and follow the instructions:

Ask the questions in the lesson.

Do the acts.

Tell what you are doing.

Let a friend do the acts and tell what he is doing.

Write the answers on paper.

Read aloud what you write.

2. Copy these sentences:

*Eyes have they, but they see not.
They have ears, but they hear not.*

3. Learn these words:

he his

she her or hers

I my or mine

we our or ours

you your or yours

they their or theirs

V. OUR FEET

What can he do with his feet?

He stands on his feet.

Stand on your feet.

See, they stand on their feet.

What can she do?

She walks. She jumps. She hops.

See, they walk. They jump. They
hop. They run.

I run and jump.

I climb up the ladder.

You walk upstairs.

You hop up and climb the ladder.

At ten o'clock walk downstairs. Go home.

Walk slowly. Do not run fast.

Do not run after a trolley car. Wait until the car stops.

Do not jump on a car. Wait until it stops.

EXERCISES

1. Write sentences in which these words are used:

jump	drink	hear	hair
walk	eat	smell	head
climb	taste	see	eye
stop	like	touch	feet

2. Finish these sentences:

The man runs.....

The boy walks.....

The girl waits.....the car.

The woman.....home.

The men climb.....:

They stand..... the car.

The men.....fast.

They.....slowly.

3. Pronounce, copy, and spell:

all	almost	chalk
hall	already	walk
ball	always	talk
call	all right	balk

All the boys were in the hall.

Use the new words in talking and writing. Learn English by speaking and writing it at every opportunity, not only in school, but at home and in the shop.

VI. OUR HANDS

What does she do with her hands?

She stretches her hands.

He catches the ball with his hands.

They throw the balls with their hands.

Take the book.

We take the books in our hands.

Hold your pen.

We hold the pens in our right hands.

Can the girl reach the desk with her hand?

Yes, she can reach the teacher's desk with her left hand.

Which hand is this?

That is your right hand.

What am I doing?

You are writing with your right hand.

He holds the paper with his left hand. Some people write with their left hands.

I hold the spoon in my right hand.

He holds the fork in his left hand.

She holds the knife in her right hand.

Put your left hands on the desks. Tell me what you are doing.

We put our left hands on our desks.

Shake hands.

See the two friends. They shake hands.



Eugene J. Hall

Look at the two men in this picture. What are they doing?

The two men shake hands.

EXERCISES

1. Write sentences with these words used correctly:

hold	stretch	boy	right
grasp	shake	girl	left
catch	throw	teacher	your
reach	write	man	their

2. Copy these sentences in your notebook:

*Actions speak louder than words.
Always do your very best.
Try, try again.*

VII. OUR BODY

Stretch your arm.

He stretches his arm.

Tell me what he is doing.

She stretches her arm.

Turn your head.

I turn my head.

Tell me what you are doing.

We turn our heads. You turn your heads.

Bend to the floor.

We bend to the floor.

Twist your body.

They bend to the floor. They twist their bodies. They turn their bodies to the left. Tell me what you are doing.



Brown Bros.

Tell her what they are doing.

We turn our bodies to the right. He bends to the floor.

See, she stands. She walks to the teacher's desk. She sees the book on the desk. She touches the book with her fingers.

She takes the book in her right hand.
She turns to the right.

Then she turns to the right again.
She walks back to her seat. She puts
the book on her desk. She sits down.

EXERCISES

1. Say and do:

stretch	bend	stand
turn	twist	walk
turn to the right	turn to the left	

2. Use these words in sentences:

I walk	I go	I touch
He walks	She goes	He touches
I stretch		I stand
She stretches		He stands
I twist		I turn
He twists		She turns

3. Pronounce, copy, and spell:

came	fame	mat	sat
name	shame	cat	hat
tame	blame	fat	pat

The cat sat on the mat.

VIII. A MAN AND A WOMAN

What do you see?

I see a picture.



Eugene J Hall

I see a man in the picture.

I see a woman in the picture.

What is on the man's head?

The man has a hat on his head.

He wears a hat.

What is on the woman's head?

The woman has a hat on her head.
She wears a hat.

What is on the man's body?

He wears a coat.

What does the woman wear?

She wears a waist.

She wears a skirt.

The man has two shoes on his feet.

He wears a pair of shoes.

The woman wears a pair of shoes.

What else does the man wear?

What else does the woman wear.

In winter people wear heavy clothes.

In summer people wear light clothes.

Can you tell why?

EXERCISES

1. Write sentences using these words:

man man's

teacher . . teacher's

girl girl's

pupil pupil's

boy boy's

lady lady's

woman . . woman's

Abe Abe's

What does the second word of the pair show?

Notice how the words with (') are used in the lesson.

2. Pronounce, copy, and spell:

ball	tall	harm
hall	fall	charm
call	arm	farm

America calls you to the farm.

IX. I WRITE

Please give me a pen. I wish to write.

I have no pen. I am sorry.

Have you a pen?

Yes, Mr. Brown, here is one.

Thank you.

Do you want this one?

Yes, thank you.

I do not want that pen.

It is not good. The point of the pen is broken. I cannot write with it. Take it back, please.

May I have a good pen, Mr. Rose?
That pen is good. Please give it to me.

Thank you very much. It is a very good pen. I can write with it.



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Do you want paper?

No, thank you, I have paper. I have ink. I have a pen. Now I can write my lesson.

EXERCISES

1. Use these words correctly in sentences:

write

want

give

writes

wants

gives

am

has

do

is

have

does

2. Read the lesson and follow these directions:

Change "pen" to "pencil."

Change "I" to "he," and "me" to "him"; then read it, changing "I" to "she," and "him" to "her."

What other changes did you make in the lesson?

3. Use these words in sentences:

give me

give him

give her

give them

I do

he does

I have

she has

I wish

he wishes

I write

he writes

I am

she is.

I can

she can

4. Copy and learn:

Give me liberty or give me death.

Hats off! The flag goes by.

*Give me liberty or give me death.
Hats off! The flag goes by.*

X. ON THE STREET

Good evening, friend.

Good evening, Mr. Smith. What can I do for you?

Please show me the nearest evening school.



Brown Bros.

Very good. I am going to evening school. I will take you to my school. Come with me. Where do you live?

I live at number 25 Robey Street.
Where do you live?

I live not far from you. I am a
foreigner, too. I come from Russia.
Where do you come from?

I was born in France, but I lived
for twenty years in Italy.

What do you wish to learn?

I am a foreigner. My name is Henry
Smith. I wish to learn English. I
wish to learn to read and write the
English language.

Here is our school. You must come
to school on Monday, Tuesday, Wed-
nesday, and Thursday nights, from
eight o'clock to ten o'clock.

Thank you very much. I hope to
see you again.

EXERCISES

1. Copy these words in a notebook. Write sentences in which they are used.

glad	foreigner	school	Monday
welcome	friend	o'clock	night

2. Use these words and sentences:

foreigner

alien

immigrant

stranger

Good evening. Good night.

How do you do? How are you?

Hello. How do you feel?

What can I do for you?

What do you wish?

What do you want?

3. Finish these sentences:

Show me the _____ school.

I _____ to school.

_____ with me, please.

I am _____.

I was _____ in Norway.

4. Pronounce, copy, and spell:

eve

be

cheap

even

see

seat

evening

she

treat

each

peach

greet

eat

heat

sweet

Sweet land of liberty, of thee I sing.

XI. A LETTER TO MY SISTER IN THE OLD COUNTRY

2120 Euclid Avenue
Detroit, Michigan

Dear Sister,

I want to write you a short letter. My wife and I are in good health. We hope to hear the same from you.

I have a good job. I make twenty dollars a week.

At night I go to school. I am learning to read, write, and speak the English language. My teacher says that when I know more English I shall make more money.

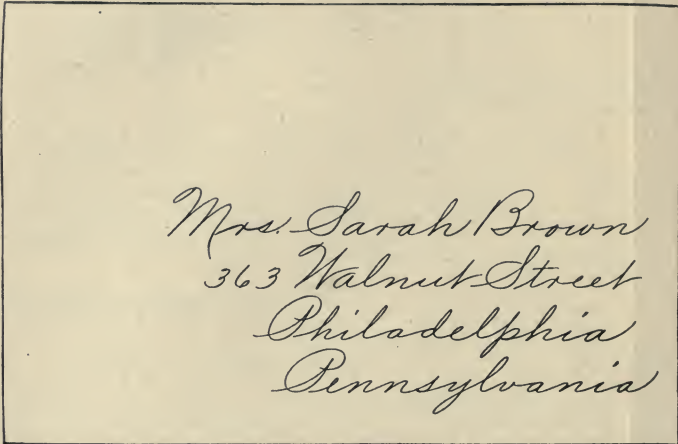
How are your children? Give them my love. Remember me to father and mother and your husband. Write soon.

Your loving brother,
Abraham Black

April 11, 1920.

EXERCISES

1. Think of an address and write it on an envelope as in the example below:



Mrs. Sarah Brown
363 Walnut Street
Philadelphia
Pennsylvania

2. Study the parts of the letter.

Write a letter to a friend. In writing the address, study the placing of the lines. Show where the stamp should be placed.

3. Learn and use these abbreviations in sentences:

Mr.	mister	St.	street
Mrs.	mistress	Ave.	avenue
N.Y.	New York	Ill.	Illinois

XII. PREPOSITIONS

Where is my book?

The book is on the teacher's desk.

Where is the book now?

The book is under your desk.

Put your pen in your pocket.

We put our pens in our pockets.

What are you doing?

We are sitting on chairs.

We are reading from the blackboard.

They are looking at their books.

He is writing on paper.

She sits at her desk.

He stands near his friend.

She sits in front of her cousin.

He sits behind her.

The brother sits in front of his sister.

My uncle sits in the rear of the room.

I live with my mother and father.

We can look through the window.

Walk to the front of the room.

Walk to the rear of the room. Stand

behind her. Come to me. Go away

from me. Go to him. Stand near him.

EXERCISES

1. Learn these prepositions and use them correctly:

in	on	from	under
into	upon	to	over
through	before	near	with
at	behind	between	without
by	beside	among	through

2. Fill the blanks with prepositions:

My sister is.....the room.

The pen is.....the table.

This is a page.....the book.

He comes to school.....me.

3. Write sentences using these words:

in	into	on	upon
to	from	at	with

4. Copy and learn to sing:

THE STAR-SPANGLED BANNER

O say, does that Star-Spangled
Banner yet wave

O'er the land of the free and the
home of the brave?

XIII. PREPOSITIONS (*Continued*)

Where are your shoes?

My shoes are on my feet.

My hat is on my head.

My coat is on my body.

I have five buttons on my vest.

How many buttons have you on your waist?

I have six buttons on my waist and ten buttons on my skirt.

The men and the women are in the room.

There are four drawers in the desk.

Do not throw paper on the floor. Put it in the basket.

Do not throw paper on the street. Put it in the cans at the street corners.

I come to school with my brothers.

My four sisters and two brothers live with me. My mother is not with us. She is with my father.

Who stands near the desk?

Our teacher stands near the desk.

A pupil stands near him.

Do you live near the school?

No, sir, I live far from the school.

Is your factory near your home?

No, sir, my factory is not near my home. It is far from my home.

EXERCISES

1. Fill the blanks with prepositions:

You are sitting.....me.

He is standing.....you.

The ceiling is.....us.

The floor is.....us.

My hand is.....my head.

Take your foot.....the chair.

Write five short sentences using prepositions from the lesson.

2. Use these phrases in sentences:

in this way

to the right

to the window

to the door

to your seat

from side to side

at your side

at the table

with your teeth

toward me

in his right hand

on her feet

into a shop

up the street

between you and me

to the school

3. Pronounce, copy, and spell:

end	bend	trend
egg	beg	get
ever	never	member
ebb	men	tremble
edge	jet	together

Members, get together.

STUDY

WORDS PERTAINING TO THE BODY AND ITS
ACTIONS

Use these words in sentences:

head	chin	bend	run
eyes	cheek	stretch	fold
ears	knees	point	unfold
face	ankle	see	jump
hands	wrist	hear	stoop
trunk	twist	swing	stop
legs	shake	touch	rest
feet	come	feel	breathe
hip	go	hop	stand
arm	show	taste	march
shoulder	turn	leap	upward
neck	place	move	sideward
mouth	raise	skip	one
lips	lift	walk	two

this	now	until	left
that	then	near	weight
here	before	behind	easily
there	after	far	slowly
to	they	next	backward
from	their	together	forward
for	our	sit	between
with	her	downward	among
by	your	right	Americans

XIV. OUR CLASSROOM

We are in a room. The room has four walls. On the walls there are many pictures. Point to them. Count them.

This is the floor of the classroom. That is the ceiling of the room. This is my desk. That is your desk. The teacher's desk is at the front of the room. There are forty-six (46) desks for the pupils. Count them.

Here is my seat. There is her seat. There is his seat. The teacher sits in a chair in the front of the room, at his own desk.

There are books on our desk. On each pupil's desk there is a sheet of paper. Each desk has an inkwell. Each inkwell has ink in it.

At the front of the room we see a blackboard. Some rooms have black-



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boards on the sides and in the rear of the room.

I see two closets in a corner of the room. Let us look into the closets. Can you name the things you see?

EXERCISES

1. Follow these directions:

Point to the things mentioned. Name them. Count them.

Ask the questions, and let your friend answer them.

Write on paper the names of things as you learn them.

2. Study these words and sentences:

teacher	pupil	boy	girl
teacher's	pupil's	boy's	girl's
teachers'	pupils'	boys'	girls'

The teacher's book is on the desk.

The teachers' club held a meeting.

The 's is added to denote ownership by one; the s', to denote ownership by more than one.

PROVERB: God helps those who help themselves.

REVIEW

Read and answer these questions:

What is your name?

What is your address?

What is your age?

From what country did you come?
How long have you been in this country?
Why did you come to this country?

XV. OUR SCHOOL BUILDING

Write the answers to the following questions on paper. Read what you have written.

Where is the school?
When was it built?
How many floors are there?
Of what is the building made?



How many windows do you see?
How many rooms are there?
Where is your room?
Why do you come to school?
Who come here by day?
Why do they come to school?

EXERCISES

1. From dictation write on your papers a description of the school, using not more than four sentences.
2. Walk through the building; then name the objects you saw and tell their use.
3. Say these words and use them in sentences:
school room hall class
window stone seat iron
brick glass desk wood
4. Finish these sentences:

The desk is made of.....

The wall is made of.....

The house is made of.....

The ceiling is made of.....

Tell your friend what some other things are made of.

5. Pronounce, copy, and spell:

ice	iron	mine	I'll
I'm	nice	idle	hide
life	ride	shine	tried
cried	bride	beside	decide

I'll ride by your side.

XVI. I OPEN THE DOOR

What am I doing?

You sit.

What am I doing now?

You stand.

What am I doing now?

You walk to the front of the room.

Then what do I do?

You go to the door.

Then what do I do?

You stop at the door.

You place your hand on the doorknob.

You turn the doorknob.

You open the door.

You go into the hall.

You come back to the door.

You close the door.

You return to your seat.

You sit down.

EXERCISES

1. Use these words in sentences:

sit	stand	walk	doing
stop	place	come	turn
open	close	go	return

2. Can you tell how you do these things?

I wash my face.

I shine my shoes.

I read a story.

I make tea.

I buy a suit of clothes.

PROVERB: There is a place for everything and everything should be in its place.

3. Can you do this?

Read the lesson, changing "you" to "I."

Read the lesson, changing "you" to "he."

Read the lesson, changing "you" to "she."

Make all the other necessary changes.

4. Say the numbers from one to twelve.

5. Pronounce, copy, and spell:

13 thirteen

18 eighteen

14 fourteen

19 nineteen

15 fifteen

20 twenty

16 sixteen

21 twenty-one

17 seventeen

22 twenty-two

XVII. TWO FRIENDS

Good evening, my friend, how are you?

I'm all right, thank you. How do you feel?

I feel fine, thank you. Where are you going?

I am going to the grocery store.

Are you? I am going to the same place. Let us walk together.

That pleases me. How do you like your evening school?

It is a very good school, I think. The teachers explain things clearly. They are very friendly.

Do I speak English very well?

I think you speak it very well. I wish I could speak English as well as you do.

I can read and write a little, too.

Have you been absent from school?

No, I go to school every evening.

That is a very good thing to do. Here is the grocer's store. Let us go in.

EXERCISES

1. Use other words for "pleases," "explain," "too," "absent," "wish."
2. Tell when the words in the first, third, and fifth lines below are used. Tell when the words in the second, fourth, and sixth lines are used:

is	has	lives
are	have	live
comes		walks
come		walk
goes		speaks
go		speak

He is here. We are here.

She has a book. They have books.

The words in the first, third, and fifth lines, "is," "has," "walks," etc., are in the **singular number**.

The words in the second, fourth, and sixth lines, "are," "have," "walk," etc., are in the **plural number**.

3. Write these sentences from dictation:

Here is my friend.

How are you?

I am all right.

I am going to the store. Will you come with me?

4. Pronounce, copy, and spell:

ill	ink	sin	tricks
if	imp	pin	sticks
in	pill	thin	string
it	fill	knit	spit
is	lifts	chill	little

The little boy lifts the sticks.

XVIII. A POSTAL CARD

45 Salem Street
Boston, Massachusetts

Dear Rose,

Will you not come to see me Thursday evening? School will be closed from Christmas to New Year's. So do come and visit me.

I shall have many things to tell you, if you come.

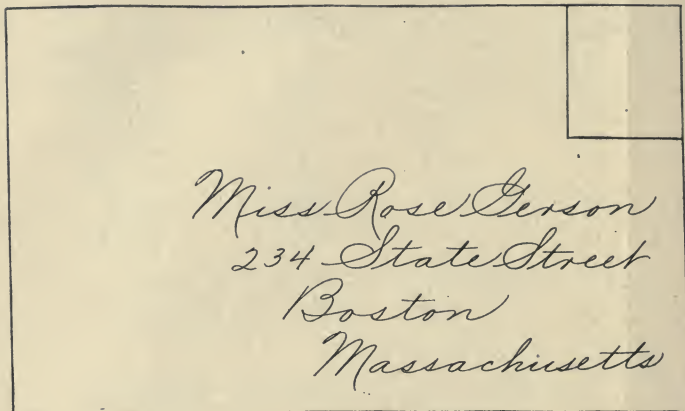
Your devoted friend,

Olga Swenson

December 17, 1919

EXERCISES

1. Think of an address, and write it on an envelope, as below:



Be sure that the address begins about the middle of the card.

Practice writing different addresses.

Write letters to a brother or a cousin.

Write your letters in English.

2. Pronounce, copy, and spell:

bin	tin	thin	visit
pin	chin	thing	twist
sin	shin	swing	twinkle

I love thy rocks and rills,
Thy woods and templed hills.

STUDY

Pronounce and use each word in a sentence:

class	end	large
school	evening	small
teacher	night	thick
building	opens	thin
room	read	hard
window	write	soft
door	speak	rough
seats	learn	smooth
desk	know	good
chair	pen	bad
floor	pencil	one
ceiling	point	two
walls	books	three
blackboard	paper	four
closet	ink	five
pictures	want	six
hall	take	seven
stairs	inkwell	eight
steps	inside	nine
begin	outside	ten
open	morning	eleven
close	afternoon	twelve

XIX. MY HOME

I live in a brick house. It is ten blocks from this school. I must walk about ten minutes to reach my house when I go home from school.

There are four rooms in my apartment. In the kitchen my wife prepares the food. In that



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room there are washtubs, a sink, a gas stove, and an ice box.

We eat in the dining room. There are five chairs, a table, a couch, and a china closet in this room.

In the bedroom we have a bed, a chair, a dresser, and a looking glass.

In the parlor we meet our friends.

I like my apartment. I like my home.

Now tell me about your home.

EXERCISES

1. Use these words in sentences:

kitchen

sink

parlor

washtubs

dining-room

furniture

bedroom

chairs

table

floor

couch

ceiling

closet

roof

apartment

cellar

2. Read these sentences and notice the mark after each. Notice the sentences in the lesson. What mark is after each sentence?

My name is Harry Smith.

Are you going to school?

Joseph, Mary, and Henry bring paper, pencil, and books to school.

3. Read and learn:

Place a period after every statement.

Place a question mark after every question.

The comma is used to separate words in a series.

4. Say the numbers from one to twenty-one. Learn the following new numbers:

22	twenty-two	30	thirty
23	twenty-three	40	forty
24	twenty-four	50	fifty
25	twenty-five	51	fifty-one

5. Learn to sing this song:

HOME, SWEET HOME

'Mid pleasures and palaces though
we may roam,
Be it ever so humble, there's no
place like home;
Home, home, sweet, sweet home!
Be it ever so humble, there's no
place like home.

XX. MY HOME (*Continued*)

In the house where I live there are four floors. Two families live on each floor.

I live in the rear apartment on the second floor. My cousin lives in the front apartment on the fourth floor.

Each apartment has four rooms. The front apartments have bathrooms, but the apartments in the rear have no bathrooms.

The people who live in the rear cannot see the street. The people who live in the front

apartments can see the street. I can look into the yard and see the rear of the house opposite.

Our four rooms are small, but they are clean, light, and airy. There is a window in each room. We have all improvements, hot and cold water, steam heat, and electric lights.



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When I make more money, I shall move into a better apartment.

EXERCISES

1. Use these words:

Use the word "look" in a sentence.

Use the word "like" in a sentence.

Use the word "live" in a sentence.

2. Study these words:

man	fireman	policeman
men	firemen	policemen
gentleman	Englishman	
gentlemen	Englishmen	

What do the words in the first and third lines mean?

What do the words in the second and fourth lines mean?

Give other words like them. Which are in the singular number? In the plural number?

3. Pronounce, copy, and spell:

old	own	vote	stone
oats	home	told	grow
only	coats	cold	scold
over	hold	throats	society

Own your own home.

PROVERB: God bless our home.

XXI. MY DAY AT HOME

I get up at six o'clock in the morning. I wash with soap and water. I brush and comb my hair. I brush my teeth and clean my finger nails.

Then I dress myself. I put on my collar and necktie, my vest and coat. I brush my clothes carefully. Now I am dressed and ready for breakfast.

After breakfast I read a newspaper. Then I go for a walk. Sometimes I visit a friend or stop to talk with the storekeeper. It is a good thing to walk. It keeps us out in the air.

At twelve o'clock I have my dinner. After dinner my wife, my children, and I go for a ride. Sometimes we visit our cousins. Sometimes we go to see my mother-in-law. We may stay there for supper or we may have supper at home.

Then we go to bed very early. I feel that I have had a good day's rest.

Tell me how you spend Sunday at your home.

EXERCISES

1. Use these words in sentences:

get up	put on	breakfast	comb
awake	dress	dinner	brush
wash	clean	supper	toothbrush

2. Say and learn:

Early to bed and early to rise

Makes a man healthy, wealthy, and wise.

—BENJAMIN FRANKLIN

3. Pronounce, copy, and spell:

on	chop	honest	stop
pot	hot	copper	slot
lot	shot	offer	strop
not	cot	trot	knob

The copper pot was not hot.

XXII. OUR FAMILY

In the picture you see a family. The father sits at the head of the table. The mother sits at the opposite end, or the foot of the table.

There are three children, two boys and one girl. The oldest boy is called John. He is seventeen years of age. He works. The younger boy is twelve years old. He goes to the public school.



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His name is Henry. His little sister, Mary, who is eight years old, also attends the public school.

The family is having supper. Do you see the dishes? Can you name them? Can you name the articles of food that are on the table?

There is a platter of meat near the father. John is asking for some bread. Mary is looking for the salt. The mother knows what Mary wants. She will give it to her.

Do you think this is the picture of a happy family? Why do you think so? Tell about your own family.

EXERCISES

1. Tell how the words in the second and fourth lines below differ from the words in the first and third lines. What change is made?

penny	family	story
pennies	families	stories
ferry	baby	lady
ferries	babies	ladies

2. Write from dictation:

My mother is far away. She is in Europe. My wife also is in the old country. When I have enough money, I shall send for my wife and children. Then we shall be a happy family.

3. Write the answers to these questions in your notebook:

How many are there in your family?

Where is your mother?

Are your brothers all here?

Do you live at home or do you board?

Are you married or single?

Is your husband working?

XXIII. I WASH MY FACE

My face is dirty.

I walk to the closet.

I take the basin from the shelf.



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Now I go to the sink.

I place the basin under the faucet.

I turn the handle of the faucet.

Water flows from the faucet into the basin.

Then I dip my hands in the water.

I wet my face with the water.
Bring me a piece of soap.
I dip the soap in the water.
I rub the soap between my hands.
My hands are covered with lather.
I lather my face.
Now I wet my face again and rub harder.
I wash the back of my neck.
I take a towel from the towel rack.
I dry my face and neck with the towel.
Then I wipe my hands.
Now my face is clean.

EXERCISES

1. Find these words in the lesson, then do as they say:

walk	dip	lather
take	wet	wash
cover	bring	dry
turn	rub	wipe

2. Read these lines and do as they say:

Get the objects mentioned in the sentences, or pictures of them.

Read the lesson, changing "I" to "you," then to "he"; "she" to "we."

Make all the other necessary changes in the sentences.

Copy the first ten sentences of the lesson.

Write the last three sentences from dictation.

3. Say and learn:

Keep your body clean and your thoughts will be clean.

PROVERB: Cleanliness is next to godliness.

4. Pronounce, copy, and spell:

son	love	mother
ton	above	brother
come	oven	smother
some	other	another

Brothers, love one another.

XXIV. HOUSE CLEANING

Anna, where are you?

Here I am, madam. What do you wish me to do?

Do you not know that today is Friday? We have many things to do. First, take all the rugs from the floor. They must be cleaned.

What shall I do after that?

Then dust all the furniture and clean the woodwork. When you have finished, come to the kitchen and eat your lunch.

What shall I do after lunch?

Wash the dishes and clean the halls. Sweep the floors in the halls. Then, if you have time, scrub the kitchen floor.

Do I have to sweep the carpet in the parlor today?

No, we have not time today. We shall leave that for another day.

Very well, madam. I shall do all that you



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have told me to do. I shall do it well. You will be satisfied.

EXERCISES

1. The words in each column below have similar meanings. Study and use them in sentences:

wish	clean	lunch	satisfied
want	sweep	luncheon	pleased
desire	scrub	meal	contented

2. The words in each column below have opposite meanings. Study them and use them in sentences:

good	clean	hot	satisfied
bad	dirty	cold	dissatisfied

3. What words in this lesson name things? Write them in a column and learn to spell them.

PROVERB: Never put off till tomorrow what you can do today.

XXV. A POSTAL CARD

*175 Eldridge Street
New York City, October 5, 1920*

*Consolidated Gas Company
New York City*

Gentlemen:

*Please call at this address
to put in a gas meter and furnish
gas for our apartment.*

*I expect to move in on
Wednesday, October 6. My present
address is 74 Second Street.*

*Yours truly,
Antony Carrino*

EXERCISES

1. Write the address. Explain the difference between "Dear Sir" and "Gentlemen." Study the periods and the commas. Where are they used? Why?
2. Say the numbers from one to fifty; from sixty to one hundred.

60 sixty	200 two hundred
70 seventy	300 three hundred
80 eighty	400 four hundred
90 ninety	500 five hundred
100 one hundred	600 six hundred

3. Pronounce, copy, and spell:

bore	shore	afford
more	floor	aboard
sore	store	restore
tore	wore	swore
door	roar	chore

The girl sweeps the floor of the store.

XXVI. I MAIL A LETTER

I write a letter.

I fold the letter.

Then I take an envelope out of my desk.

I place the letter in the envelope.

Now I address the envelope.

In the upper right-hand corner of the envelope

I put a stamp.

Then I moisten the flap of the envelope.
I seal the envelope.



Eugene J. Hall

Now I put on my hat
and coat.

I walk downstairs into
the street.

I look for a mail box.

I see one on the lamp-
post at the street corner.

I go quickly to that
corner.

I lift up the lid of the
mail box.

I push the letter through
the slot.

I drop the lid of the
letter box.

My letter is mailed.

EXERCISES

1. Find these words in the lesson, then do as they say:

write	address	mail	go
fold	put on	walk	lift
take	moisten	look	push
place	seal	see	drop

2. Using "we" and "they" instead of "I," change the sentences of the lesson.

Tell your friend how to mail a letter.

3. From dictation, write in your notebook:

The postage stamp costs two cents.

A postal card costs one cent.

Where is the mail box? I have a letter to mail.

4. Pronounce, copy, and spell:

fool	school	room	coop
tool	shoot	broom	stoop
soon	roof	bloom	swoon
moon	noon	balloon	croon

The rooms in the school are swept with brooms.

XXVII. TELLING TIME

What do you see?

I see the picture of a clock.



There are figures on the face or dial of the clock. The clock has two hands. One hand is short, the other hand is long. The long hand

points out the minutes. It is called the minute hand. The short hand points out the hours. It is called the hour hand.

Now look at the clock in this room. The numbers on it are called Roman numbers. They are:

I, one	V, five	IX, nine
II, two	VI, six	X, ten
III, three	VII, seven	XI, eleven
IV, four	VIII, eight	XII, twelve

Read the numbers on your watch. Look at the picture. What time is it on the clock in the picture? What time is it now? What time is it when you come to school? What time is it when you go home?

At seven o'clock in the morning my friend leaves his house and goes to work. He works from eight until twelve o'clock. From twelve o'clock until a quarter of one he eats lunch. Then he takes a short walk for fifteen minutes.

After lunch he starts work again. He works until the whistle blows. The whistle blows at five minutes of five. Then my friend puts on his coat and is ready to go home.

After supper it is time to go to school.

You see, my friend is a very busy man.

What time do you go to work? When do you return home? Please tell me.

EXERCISES

1. Read and learn:

I walk	we walk
he walks	you walk
she walks	they walk

2. Read and give the answers:

What time do you get up in the morning?

What time do you go to bed at night?

What time do you go to work?

What time do you go to school?

3. Say and learn:

Lo, here hath been dawning another blue day;

Think, wilt thou let it slip useless away?

Let not the minutes slip idly away.

XXVIII. THE DAYS OF THE WEEK

Sunday is the first day of the week.

Monday is the second day of the week.

Tuesday is the third day of the week.

Wednesday is the fourth day of the week.

The fifth day of the week is Thursday.

The sixth day of the week is Friday.

The seventh and last day of the week is Saturday.

We work six days during the week.

We do not work on Sunday. On that day all people should rest. On that day most of the stores are closed.

EXERCISES

1. Write these words in a column and then use them in sentences:

1st	first	7th	seventh
2d	second	8th	eighth
3d	third	9th	ninth
4th	fourth	10th	tenth
5th	fifth	11th	eleventh
6th	sixth	12th	twelfth

2. Read and learn:

Twenty-four (24) hours make one day.

Seven (7) days make one week.

Fifty-two (52) weeks make one year.

There are three hundred sixty-five (365) days in one year.

A leap year has three hundred sixty-six (366) days.

Leap year comes every four years.

3. Write the names and abbreviations of the days of the weeks:

Sun. stands for Sunday.

Mon. stands for Monday.

Tues. stands for Tuesday.

Wed. stands for Wednesday.

Thur. stands for Thursday.

Fri. stands for Friday.

Sat. stands for Saturday.

4. Write from dictation and learn:

Lost yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.

5. Pronounce, copy, and spell:

suit	mule	tune
cue	yule	dune
sue	use	blue

Will you use the blue suit?

The Union, the Union, forever!

XXIX. THE MONTHS OF THE YEAR

Can you name the first month of the year?

January is the first month of the year. It begins the year.

Can you name the second month of the year?

February is the second month of the year. It follows January.

What month follows February?

March is the third month of the year. It follows February.

What month comes after March?

April comes after, or follows, March. It is the fourth month of the year.

Then comes May. It is the next month after April. It is the fifth month of the year.

June is the sixth month. July, August, and September are the seventh, eighth, and ninth months of the year. Then comes October, the tenth month of the year.

November is the eleventh month. It is the month before December. It is next to the last month of the year.

Can you name the last month of the year?

Yes, December is the twelfth and last month. It is the end of the year.

EXERCISES

1. Say and learn these words:

begins	commences	goes before	precedes
ends	closes	comes after	follows

2. Read and copy:

A year has twelve months. Some months have thirty (30) days, others have thirty-one (31) days. February has twenty-eight (28) days, and in a leap year twenty-nine (29) days.

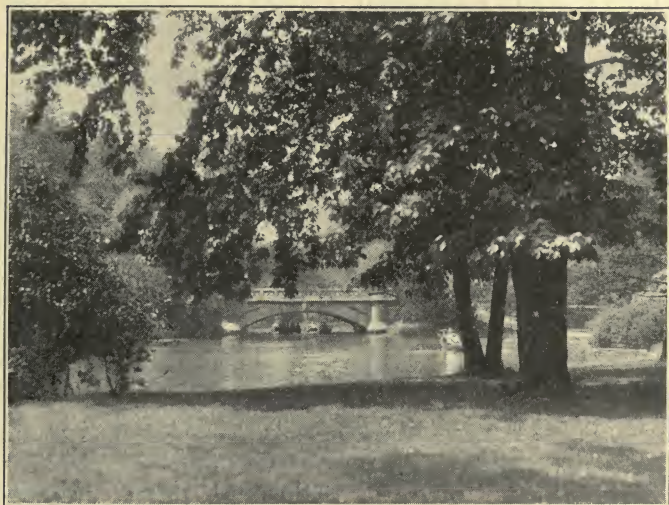
3. This rime will help you to remember the number of days in each month. Learn it:

Thirty days hath September,
April, June, and November;
All the rest have thirty-one,
Excepting February alone,
Which hath but twenty-eight, in fine,
Till leap year gives it twenty-nine.

XXX. THE SEASONS

There are four seasons. They are called spring, summer, autumn, and winter. Each season covers three months.

The spring season begins March twenty-first. March, April, and May are the months of



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springtime. In the spring the trees put forth new leaves, and the flowers appear. It is mild and pleasant during this season.

The summer months are June, July, and August. Summer is the time when people go to the country or to the mountains. It is warm during this season. Sometimes it is very hot.

The autumn, or fall, months are September, October, and November. During the early part of autumn it is still warm. The leaves of the trees begin to change color. They change from green to yellow or red. Later, the leaves fall from the trees. During the last month of this season it is quite cold. The wind blows hard, and people must wear heavier clothes.



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Do you know the names of the winter months? They are December, January, and February. In the wintertime it is very cold. It often snows. There are no leaves on the trees. Boys and girls like to ride on sleighs across the snow. Men and women wear woolen gloves, overcoats, and sometimes boots and earmuffs.

EXERCISES

1. Answer these questions:

Which season do you like best? Why?

Which month do you like best? Why?

Which is the shortest month?

Which months have thirty days? Thirty-one days?

How many days are there in a week? In a year?

2. Tell about the seasons in your old country.

3. Look at pictures of the mountains; of the country. Tell your friend why people go there in the summer time.

4. Pronounce, copy, and spell: . . .

dull	drum	rummage
hull	thrum	rudder
cull	thumb	club
null	plum	shrub

The hull and the rudder of the ship were broken.

XXXI. THE WEATHER

How do you like the weather this evening?

It is very pleasant. It is not cold. It is fair.

Was it clear last night?

No, sir, it was not clear last night. It was cloudy. It looked like rain. The weather was very unpleasant.

Did it rain about ten o'clock at night? Did you think the weather pleasant this morning?

No, sir, it was very disagreeable this morning. It was hot and close. I perspired very much.

Do you think it will rain tomorrow?

No, sir, I do not think it will rain. The stars are out tonight. The stars are shining brightly. The sky seems clear.

When does it snow?

It snows in the wintertime. Sometimes it snows as late as March and April. On many days in January and February the streets are covered with the white snow.

Do you come to school when it rains or snows?

Oh, yes, sir, I am not afraid of the bad weather. I have a raincoat, an umbrella, boots, and gloves. You see, I am well protected against bad weather.

EXERCISES

1. Select words from the lesson and write words of similar meaning, such as:

seems	unpleasant	cloudy	sky
appears	disagreeable	dark	heaven

2. Select words from the lesson and write words of opposite meaning, such as:

day	warm	clear	pleasant
night	cold	cloudy	unpleasant

3. Read the daily weather forecast in the newspapers.
Find out how it is made.
Explain "Fair and Warmer"; "Cloudy; Probably snow"; "Rain or Snow."
4. Study:

I am	We are
Thou art	You are
He, she, or it is	They are



XXXII. MY TRIP TO AMERICA

I came from Europe. My home was in Norway. There I have a father, a mother, two brothers, and three sisters. They may come to America next year.

I left home in July. I bought a steamship ticket to America. I sailed for seven days on the great Atlantic Ocean.

Was the weather pleasant?

Oh, yes, we had pleasant weather on our voyage. I was not seasick at all. The name of our ship was the "America."

How many passengers were there on your ship when you came to this country?



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There were twelve hundred (1,200) men and women on board. Some traveled in the first cabin. Others traveled in the second cabin. I traveled in the steerage.

When you reached this country, did you land at New York City?

No, I landed at Boston. I have friends in that city.

Do you like this country?

Yes, I like this country, the United States, very much. It is a free country. I shall stay here. I will become a citizen as soon as I can. I want to be an American.

Will you ever go back to Norway to see your parents and relatives?

Oh, yes, I may return some day to see the old folks, but I shall surely come back to this country.

EXERCISES

1. In connection with this lesson look at a map of Europe and one of the United States. Point to the places mentioned in the lesson.
2. Read the above lesson. Then give your own experiences. Tell the country from which you came, why you came here, and why you like this country. Describe your life at home.
3. Pronounce, copy, and spell:

urn	curl	curse	unfurl
turn	nurse	surly	spurn
burn	purse	churn	return

Unfurl the starry flag.

4. Learn to sing this song:

THE RED, WHITE, AND BLUE

O Columbia, the gem of the ocean,
The home of the brave and the free,
The shrine of each patriot's devotion,
A world offers homage to thee.
Thy mandates make heroes assemble,
When Liberty's form stands in view,
Thy banners make tyranny tremble,
When borne by the Red, White, and Blue.

Chorus

When borne by the Red, White, and Blue,
When borne by the Red, White, and Blue,
Thy banners make tyranny tremble,
When borne by the Red, White, and Blue.

XXXIII. COLORS

The paper is white.
The lines on the paper are blue.
The cardboard is red.
My book has a red, white, and blue cover.
His necktie is green.
Your penholder is yellow.
The cover of her notebook is brown.
The ink is black.
My coat is blue, but her waist is pink.

Her hair is dark. She is called a brunette.
That girl's hair is light. She is called a blonde.

Name something that is green.

Name something that is white.

Show us something that is blue.

Point out something that is yellow.

What are the colors of the American flag?
The French flag? The Italian flag? The British flag?
The Belgian flag? The Russian flag?

What are the colors of the rainbow?

Point to some things in this room and tell the color of each.

EXERCISES

1. Say and use these words:

red	green	brown	light
white	gray	black	dark
blue	yellow	pink	colors

2. Things to write:

Write in a column the names of the colors mentioned in this lesson.

After each name write a word that has a similar meaning.

After each name write a word that has an opposite meaning.

Write sentences using the words.

3. Finish these sentences:

The American flag is,, and

The flag of my old country isand

An apple is, but an orange has a
skin.

The color of my hair is, but yours is

4. Say this:

Three cheers for the red, white, and blue.

XXXIV. LOOKING FOR ROOMS

Hello, where are you going, uncle?

I am looking for rooms.

Come along with me, nephew.

There are two families on a floor in my house.
It is called a tenement house. I do not like it.
It is too noisy.

Is your apartment a large one?

No, it is a small apartment. It has four
rooms, but no bathroom. I need another room
and a bathroom.

On what floor are your rooms?

They are on the fourth floor. That is too
high for my wife, as she cannot walk up so many
flights of stairs.

I think I know just what you want. The
apartment house is in a quiet neighborhood.
The rooms are on the second floor. I will take
you there. Come along with me.

Here is the house. Do you see the sign "Rooms to Let"? Let us go inside.

See, here is the kitchen. It is large and light. My aunt will certainly be pleased with it. Look at the bedrooms. Each one has a window. That



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makes the rooms very bright. They are well ventilated. You must have fresh air in your bedrooms. You must keep the windows open when you sleep. The other rooms are sunny and cosy. There are windows in every room. What do you think of it? Do you like the place, uncle?

I like it very much. I must bring your aunt to look at it.

Oh, I am sure she will like it also.

EXERCISES

1. Tell about:

Repairs to be made.

Decorations.

The visit of the aunt.

2. Write from dictation:

Do you know where he lives?

He lives at 28 Lenox Avenue, New York City.

What is your business?

I am a tailor. I make coats, press trousers, and repair clothes for men and women.

3. Pronounce, copy, and spell:

aim

ail

rain

clai'm

sail

train

exclaim

assail

entrain

4. Say and learn:

Sail on, O Ship of State,
Sail on, O Union, strong and great!

XXXV. BUYING FURNITURE

We have four chairs, a couch, and a china closet. Will that be enough for us when we move into our new rooms?

No, we shall need two more chairs.

What else shall we need?

We shall need a bed, a chair for the bedroom, and a chiffonier. I think we ought to get a new table, too, don't you?

Do you know of a good furniture store?



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Yes, there is a good, reliable store on Fourteenth Street, corner of Third Avenue. They sell good furniture. The prices are cheap. I am a regular customer there. They treat me well. Shall I take you to that store?

Yes, I like to deal with honest people. Let us go there now.

I am sorry. I cannot go with you tonight. Will you wait until tomorrow evening? I can go with you then.

4. Study this:

I shall go

You will go

He or she will go

We shall go

You will go

They will go

XXXVI. ADJECTIVES

A boy is little.

A man is tall.

This pencil is long.

That one is short.

His coat is large.

Her hand is small.

This hat is soft.

That one is hard, or stiff.

John's book is thin.

Mary's is thick.

His box is heavy.

Yours is light.

This man's book is flat.

That man's ball is round.

A man's skin is rough.

Is a lady's skin smooth?

This room is thirty feet long.

Margaret's ribbon is short and narrow.

The ceiling of this room is high. It is not low.

The walls of this hall are clean, not dirty.

The top of the desk is flat and smooth.

EXERCISES

1. First name, then describe:

Some object that is flat.

Some object that is round.

Some object that is long.

Some object that is short.

2. Answer these questions:

What is the shape of his hat?

What is the size of his shoe? Your hat?
Her gloves? Your shoe? Your coat? Her
waist? Her skirt?

What is the shape of the earth?

3. Use these words in sentences:

little	tall	large	small
long	short	soft	hard
wide	narrow	high	low
thin	thick	flat	round
heavy	light	rough	smooth

4. Pronounce, copy, and spell:

toy	oil	boil
boy	toil	broil
joy	foil	spoil

The boys' toys were covered with tin foil.

Note the difference between the sound of "oi"
as in "oil" and that of "or" as in "work" or
"ear" as in "heard."

XXXVII. A LETTER OR POST CARD
TO A LANDLORD

274 Scholes St.

Brooklyn, N. Y., Nov. 8, 1921

Mr John Smith

42 West 32d St.

New York City

Dear Sir:

I have asked the janitor to repair the sink and wash tubs in my apartment on the second floor of this house. They are leaking.

Will you please see that he attends to this matter at once? If the sink and wash-tubs are not put in order by next Wednesday, I shall have to move.

Yours respectfully,
Adam Krane

EXERCISES

1. Things to do:

Write your own name and address and the name and address of your landlord.

Suggest other requests to make in letters.

2. These expressions have similar meanings. Use them correctly in sentences:

at once	repair	ask
right away	alter	request
without delay	mend	beg
immediately	put in order	pray for

3. Say and learn:

Jan. stands for January.

Feb. stands for February.

Mar. stands for March.

Apr. is written for April.

Aug. is written for August.

Sept. is written for September.

Oct. is written for October.

Nov. is written for November.

Dec. is written for December.

N. means north, S. means south, W. means west, and E. means east.

4. Pronounce, copy, and spell:

owl	now	brown	browses
fowl	cow	scowl	powder
growl	brow	trousers	chowder

The cows and fowl are now in the brown barn. Can you sing the songs "Home Sweet Home," "The Red, White, and Blue," and "America"?

XXXVIII. OUR FOOD

We eat breakfast early in the morning. Do you know what I have for breakfast?

No. Please tell me what you had for breakfast this morning.

Well, I ate two rolls, a cup of coffee, and two boiled eggs.

What did you have for lunch today?

I had a plate of soup, a piece of meat, a few slices of bread, and a cup of coffee.

That is a heavy meal for the middle of the day. I do not eat so much. I have a light lunch.

Is that so? Tell me what you eat for lunch.

Today I ate a cheese sandwich and drank a glass of milk.

When do you eat dinner?

I have my dinner in the evening. I shall probably have soup, bread and butter, fish or meat, coffee or tea, and cake when I get home tonight. My wife is a very good cook.

I think you are very wise. I shall follow your example.

Some people eat too much. Too much food makes people lazy and stupid. Two meals a

day are enough for most people. What do you think about this?

EXERCISES

1. Write these words and use them in sentences:

rolls	soup	bread	breakfast
coffee	meat	butter	dinner
eggs	fish	cheese	supper

2. Write from dictation:

I eat meat only twice a week.

Too much meat makes a person dull.

It is not good to eat too much.

3. Fill the blanks with the correct word:

has, have, had We . . . a fine dinner yesterday.

eat, eats, ate He . . . fried eggs for breakfast this morning.

drink, drank, drunk The men . . . no wine at the party last night.

4. Answer these questions:

What is today's date? Can you write it?

What day of the week is it?

What is the name of this season?

What is the name of the street on which you live?

PROVERB: We do not live to eat; we eat to live.

XXXIX. HOW WE PREPARE FOOD

Eggs, meat, and soup may be boiled.

Steak, onions, fish, and oysters may be fried.

Beef, chicken, and veal may be roasted.

Fish, poultry, and meat may be broiled.



Brown Bros.

Potatoes, cabbage, and beets may be boiled.

Cakes, bread, pies, and rolls are baked.

Some of our foods must be cooked. Other foods may be eaten raw.

EXERCISES

1. Learn to use these words:

cook

fry

roast

boil

cooked

fried

roasted

boiled

2. Read and follow these instructions:

Name some foods you eat.

Tell how they are prepared.

Tell what you eat for breakfast.

Tell what you eat for dinner.

Tell what you eat for supper.

Tell what you drink.

3. Answer these questions:

What do you drink or eat when you come from school?

What should a worker eat?

Why should he not eat too much?

PROVERB: An apple a day will keep the doctor away.

4. Learn the following song. It is one of the anthems of our beloved country.

AMERICA

BY SAMUEL FRANCIS SMITH

My country, 'tis of thee,

Sweet land of liberty,

Of thee I sing;

Land where my fathers died,

Land of the Pilgrims' pride,

From every mountain side

Let Freedom ring.

My native country, thee,
Land of the noble free,
 Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
 Like that above.

Let music swell the breeze,
And ring from all the trees
 Sweet Freedom's song;
Let mortal tongues awake,
Let all that breathe partake,
Let rocks their silence break,
 The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
 To Thee we sing;
Long may our land be bright
With Freedom's holy light;
Protect us by Thy might,
 Great God, our King.

XL. MAKING TEA

Do you drink anything when you come home
from school?

Yes, I sometimes drink a cup of tea.

Who makes this tea for you?

My sister, Elizabeth, makes this tea for me.

Tell me what she does first.

First, she gets the kettle.

Tell me what else she does.

Then she pours water into the kettle.

She puts the kettle on the gas stove.

She turns on the gas.

Then she strikes a match and lights the gas.

Now she takes some tea leaves. She drops the leaves into a little teapot.

My sister takes the kettle and pours the hot water over the leaves.

The water in the big kettle is boiling.

I lift the kettle from the stove.

My sister is making two cups of tea, one for herself and one for me.

Then she pours the tea from the little teapot into the two cups.

The tea is now ready for us. My sister and I drink the tea. It is very good.

EXERCISES

1. Find these words in the lesson and do as they say:

drink

does

pours

makes

gets

puts

strikes

turns

drops

lights

takes

lift

2. Tell how to do the things mentioned:

Tell how to make coffee. .

Tell how to make lemonade.

3. Fill the blanks with the correct forms:

She.....the tea leaves into the pot.

The girl.....the water into the kettle.

The water on the fire.....

4. Use these forms in sentences:

do

pour

put

is doing

is pouring

is putting

get

drink

make

is getting

is drinking

is making

5. Learn this:

Buy milk by the quart.

Buy oil by the gallon.

Buy potatoes by the pound.

Buy apples by the peck.

Buy cloth by the yard.

XLI. WASHING THE DISHES

Now we are through with our meal. Will you help me wash the dishes, Nellie?

Of course I will, Sadie. You wash them and I will dry them.

That is a good plan. Here is the dish-towel. Please hand me the plates, one at a time.

Have you no hot water? Put the kettle on the stove. You must have hot water to wash dishes well.

Now the plates are all washed. Wipe them carefully, please. Now let me have the saucers.



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There, they are very easy to wash. Now I want the cups, if you please.

Did you clean these handles? They look dirty.

Oh, I forgot to wash them. Give them to me. Thank you.

Here they are. How well we have done our dishes! The plates, spoons, knives, forks, cups, and saucers are all bright and clean.

But we have not finished. We must scour the pots and pans. Then we must brush the crumbs from the tablecloth and clean the kitchen.

When we are done, we shall take a little walk.

EXERCISES

1. Learn and use these words:

plates	forks	scrape
cups	dishes	certainly
saucers	bowls	oblige
pots	wipe	help
pans	dry	easy
spoons	scour	hard
knives	brush	crumbs

2. Write from dictation:

Will you please help me wash the dishes?

Certainly, I shall be glad to help you. Have you a towel? Where are the knives?

Here are the cups and saucers.

You have done well. Thank you very much.

3. Pronounce, copy, and spell:

low	slow	throw
row	blow	know
tow	glow	yellow
show	grow	follow

“Through life and death and round the world,
O Flag, I’ll follow thee.”

STUDY

Pronounce and use each of the following words in a sentence:

mother	parlor	plate	wash
father	dining room	glass	comb
sister	bedroom	pot	brush
brother	bathroom	pan	shirt
uncle	porch	dishes	waist
cousin	chairs	rug	coat
aunt	table	carpet	vest
friend	couch	oilcloth	skirt
guest	rocker	eat	suit
visitor	furniture	drink	cook
stranger	knife	sleep	fry
home	fork	breakfast	roast
house	spoon	dinner	boil
apartment	cup	supper	broil
kitchen	saucer	tea	bake

XLII. IN A RESTAURANT

Good evening, Mr. Bakst; this is fine weather, isn't it?

Good evening, John. Yes, it is splendid weather.

What will you have to eat, sir?

Bring me a menu. I want to see what you have tonight. Is there anything special on the bill of fare?

Here is the bill of fare. We have good veal cutlets. Perhaps you would like roast beef?

No, I am not very hungry this evening. I had a heavy dinner today. I had broiled



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chicken, and I had different kinds of vegetables. I think I shall take two fried eggs and a cup of coffee.

Very good, sir. If there is anything else you want, please call me.

Waiter, this coffee is cold. Please get me some hot coffee.

I am very sorry. I'll bring you hot coffee right away.

Don't be long. I am in a hurry. What is my bill, waiter?

Here is your check. Please pay the cashier as you go out.

Waiter, this is for you.

Thank you, sir. I wish you good evening.

EXERCISES

1. Learn the following expressions. Notice the mark before the last letter in each word. Use the words in sentences:

"Isn't" means "is not."

"It's" means "it is."

"I'm" means "I am."

"I'll" means "I shall" or "I will."

"Here's" stands for "here is."

"There's" stands for "there is."

"Don't" stands for "do not."

"What's" stands for "what is."

This mark (') is called an apostrophe. It stands for a letter or letters that are omitted.

2. Pronounce, copy, and spell:

break	baby	breakable
brave	babble	bootblack
boots	bubble	possible
black	barber	robber

The bootblack blacked boots in the barber shop.



Eugene J. Hall

XLIII. IN A GROCERY STORE

Good morning. Please wait on me. I am in a hurry.

I beg your pardon. I did not mean to keep you waiting. What can I do for you?

Give me a can of salmon and a half pound of butter.

Do you want anything else?

How much is this loaf of bread?

That loaf costs fifteen cents, but we have other loaves that are smaller and cost ten cents. Would you like a small or a large loaf?

Give me a small loaf, please.

Here it is. You see, it is fresh. Is that all?

Yes, that is all for the present. How much do I owe you?

Let me see. One can of salmon costs eighteen cents (18¢). One-half pound of butter, thirty cents (¢30), and one loaf of bread, ten cents (10¢). That makes fifty-eight cents (58¢) altogether.

Here is a dollar bill. Let me have my change, please.

Here is your change, forty-two cents (42¢). Thank you. Come again.

You are welcome. Good day.

EXERCISES

1. Practice making out sales slips and bills.

2. With a friend carry on—

A conversation in a clothing store

A conversation in a barber's shop

A conversation in the butcher's, drug and other stores, a doctor's office, a lawyer's, and the post-office.

3. Study this:

loaf	wife	thief	leaf
loaves	wives	thieves	leaves
shelf	knife	beef	calf
shelves	knives	beeves	calves



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XLIV. IN A FRUIT STORE

What will you have?

I want a head of cabbage, some stalks of celery, and three turnips.

Yes, madam. Do you care for any of these new beets or these carrots?

Yes, let me have a bunch of carrots and ten cents' worth of red beets.

Is that all?

Yes, that will be enough vegetables.

Do you care for any fruit? It is fresh and very fine today.

What have you?

I have oranges, apples, bananas, pears, grapes, and peaches.

Let me have two pounds of grapes and a basket of peaches. How much are bananas?

The bananas are twenty-five cents a dozen. Shall I wrap up a dozen for you?

No, they are too dear. I do not want them. Let me have the bill, please.

Here it is:

BOUGHT OF JOSEPH CARRAGNO
DEALER IN FRUITS AND VEGETABLES

1 head of cabbage.....	\$0.05
3 stalks of celery.....	.12
3 turnips.....	.09
1 bunch of beets.....	.10
1 bunch of carrots.....	.10
2 pounds of grapes.....	.16
1 basket of peaches.....	.30
Total.....	<hr/> \$0.92

EXERCISES

1. Make out these three bills:

A bill for meats sold and delivered.

A bill for groceries sold.

A bill for bread, rolls, and cake delivered.

2. Copy from the lesson the new words. Use them in speaking and writing.

XLV. AT THE LAUNDRY

How long do you wear a shirt?

I wear a shirt about three days.

What do you do when it is soiled?

When the shirt is soiled, I take it off and put on a clean one. I take the soiled shirt and wrap it in a paper. Then I tie the package securely with cord.



Eugene J. Hall

Where do you take the parcel?

I take the parcel to the laundry.

What do you say to the laundryman?

I say to the laundryman, "Please wash this shirt for me. Please give me a ticket for it. When shall I call for it?"

The laundryman answers, "The shirt will be ready next Friday. Here is your ticket. Call in the evening of that day."

Tell me what you see in the laundry.

There are men and women washing collars, cuffs, waists, shirts, handkerchiefs, curtains, tablecloths, and many other things.

Some of the men are washing. Some are ironing or pressing clothes. Some are drying clothes. Others are tying them in parcels, and putting the parcels on the wagons. Then the parcels will be taken to the homes of the customers and delivered.

Can you name some other articles that are washed in a laundry?

EXERCISES

1. Read, then do what you are told to do:

Describe a laundry.

Tell what you say to the laundryman.

Tell what the laundryman says to the customer.

Write out a ticket such as the laundryman should give to you.

2. Write in your notebook from dictation:

I take my soiled linen to the laundry. There the shirts and collars will be washed, starched,

and ironed. Then I shall have clean clothes to wear.

3. Pronounce, copy, and spell:

pail	pencil	expect	strap
pair	picture	expense	creep
parcel	open	operate	rope
postal	inspect	drop	hope

Put a stamp on the picture postal card.

PROVERB: Clothes do not make the man.

XLVI. AT THE BARBER'S

I should like to have a hair-cut and a shave.

Do you wish to have your hair cut short and close?

No, I want it trimmed just a little. I do not want it too short nor too close.

I understand. You would like it in the style shown in this picture.

Yes, that is the style I prefer.

Shall I use a machine or scissors?

Use the scissors by all means.

Look in this mirror. Is this the way you want it?

Take a little more off the back. Cut it a little shorter in front. Now it is exactly as I want it.

Do you wish anything else?

I want a clean shave. The razor hurts a little. What is the trouble? Is it dull?

I will strop it. Just a moment, please. Would you like a hot towel?

Yes. Use the individual cup and brush. It is more sanitary. Do you sterilize your instruments before and after using them?



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Shall I give you a shampoo and a face massage? You will feel fine after your massage. Shall I wet your hair? Shall I use hair tonic?

No, I do not think my hair needs a tonic.

Besides, do you think tonics are really good for the hair?

How much is it? Here's your money. Keep the change for your tip.

Thank you, sir. Good day.

EXERCISES

1. Notice the words that are in black-face type:

I want to go home now.

I wanted to go away last night.

I shall want to know more next week.

2. Learn and use the following in sentences:

NOW—PRESENT TIME

I want

We want

You want

He or she wants

They want

YESTERDAY—PAST TIME

I wanted

We wanted

You wanted

He or she wanted

They wanted

TOMORROW—FUTURE TIME

I shall want

We shall want

You will want

He or she will want

They will want

3. Read and learn:

2 pints make one quart.

4 quarts make one gallon.

4. Pronounce, copy, and spell:

sir	word	heard	learn
stir	work	earn	yearn
fir	worm	earnest	early

I heard the new word and learned it.

XLVII. AT THE JEWELER'S

What time is it? Will you please tell me the time?

Wait, I'll look at my watch. My watch has stopped. I wonder what is the matter with it.

Why don't you take it to the jeweler? He will tell you what is wrong with it and repair it for you.

I think you are right. I shall go to the jeweler's.

Here is the jewelry store.

Can you tell me why my watch has stopped?

Let me see it. I want to examine the works. I think it needs to be cleaned. Can you leave it here for a few days?

If it is necessary, I shall have to do it. How much will you charge to clean the watch?

I charge one dollar and fifty cents (\$1.50) to clean it. I may find that a spring is broken, or that the balance wheel needs to be repaired. I shall do the job as cheaply as I can.

When shall I call for it?

You may call next Wednesday. The watch will be ready for you at that time.

What a fine store you have! You have a good stock of diamonds, rings, pins, gold and silver watches, pearls, and other precious gems, have you not?

Yes, I carry a large stock of beautiful rubies, emeralds, clocks, and gold chains. Can I sell you anything?

Let me have an alarm clock.

Thank you. Call again.

EXERCISES

1. Fill in the blanks with the correct words:

I take the watch to the jeweler..... repaired.

How much will it cost.....the watch?

I shall have.....the watch here.....

.....

My watch is made of.....

Tell what you see in a.....store.

Tell how the jeweler.....a watch.

XLVIII. AT A MOVING-PICTURE SHOW

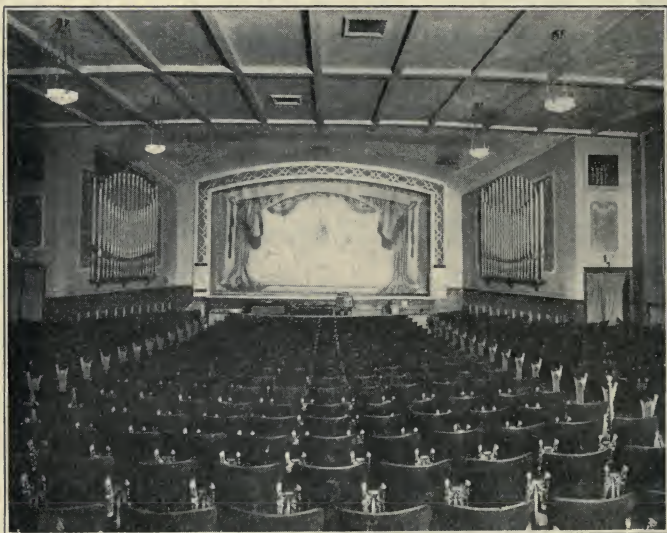
How many tickets do you wish?

What is the name of the picture you are showing tonight?

We are showing a feature play in six parts. It is called "Uncle Tom's Cabin." It is a very fine reel.

I like that. Let me have two tickets, please. Fifty cents. We charge twenty-five cents for admission on the nights we show a feature play. Here is your change. Thank you.

This way in. Drop your ticket into the box. The usher will show you to your seats.



Eugene J Hall

Usher, have you two seats in the middle section, not far front? I do not like these seats.

Yes, follow me. There are two seats next to that lady with the blue waist.

Excuse me, madam, may I pass?

Did you get a program? Ask the usher for one. I see all the people around us have programs.

Usher, you did not give me a program. May I have one?

Well, did you like that picture? I thought it was fine, but I like a comic reel better. I do not like sad plays, do you? I go to the theater to be amused and entertained. I like to go home feeling that I have had a good time.

EXERCISES

1. Study the following notices. Can you read them? What do they mean?

One minute, please. Next picture will be shown immediately.

Intermission.

Special features shown Friday night.

Matinee 2:15 P. M. Evening performance 7:00 to 11:00 P. M.

Children under 16 not admitted unless accompanied by their guardians.

2. Study these verbs; use them correctly in sentences:

ring	ringing	rang	have rung
spring	springing	sprang	have sprung
drink	drinking	drank	have drunk
sing	singing	sang	have sung

3. Read these signs:

SMOKING ON THREE REAR SEATS

KEEP OFF

HAVE YOUR FARE READY

PAY AS YOU ENTER

ENTER HERE

NO SPITTING HERE

DO NOT EXPECTORATE

LEAVE BY THE FRONT DOOR

PASSENGERS NOT ALLOWED TO RIDE ON THE
PLATFORMS

FIRE ALARM

EXIT

XLIX. IN THE INTELLIGENCE OFFICE

What is your name?

My name is.....

Where do you live?

I live at.....,.....City.

What is your age?.....

Position applied for.....

Wages expected

Where did you work last?

Name of employer

Place of business or residence.....

References

This is what an application for employment looks like. Fill it out carefully in your best handwriting. What position do you want? What wages do you expect?



If you have worked before, you are experienced. If you have never worked at the trade or business, you are inexperienced.

Do you know what sort of people are wanted for good positions?

People want honest girls. They want girls who are industrious. They want girls who like to work and will work hard.

You must be careful. Do not make mistakes. Do not do things hurriedly, but be quick in whatever you do.

Be careful of your appearance. Your hair, neck, ears, face, and finger nails should be perfectly clean. Dress neatly. Be clean. Brush your clothes.

Be cheerful. People will like you if you have a happy smile.

EXERCISES

1. Tell how these things may be done:

How to keep clean.

How to take care of the hands, the teeth, the feet.

2. Use these words in sentences:

honest	business	cheerful
willing	appearance	happy
industrious	position	experienced

3. Write from dictation:

He who is careful in little things will be careful in the big things of life.

4. Pronounce, copy, and spell:

desk	drive	address	second
deep	wider	landlord	brand
dumb	louder	gold	added

After he had addressed the postal card, he mailed it.

L. TAKING A WALK

Let us take a walk. Is not this a wide street? There are many people on the street. Where are they all going?

Some are going to the stores to buy things. Some are going to the theaters or moving-



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picture houses. Some are going on errands or to their places of business. Others are just walking for pleasure, as you and I are.

There are many stores on this street. We see grocery stores, butcher shops, bakeries,

ice-cream parlors, and bootblack shops. It is a very busy street.

Do you see the crowd on the corner? There is some trouble. Shall we cross the street and see what is the matter?

It is an accident. A man is lying on the ground. His face is covered with blood. A policeman is writing in a little book. An ambulance is standing near by. A doctor is bending over the injured man.

Poor man! He has been run over by a car. He did not look before he crossed the street. He was careless. I hope he is not badly hurt.

It is getting late. Let us return home. I am glad you could take a walk with me. Good night.

EXERCISES

1. Use these words in sentences:

accident	careless	getting	trouble
crowd	hurt	standing	matter

2. Pronounce, copy, and spell:

tailor	tear	letter	loft
taken	treat	late	front
team	twelve	matter	suit
tenant	twist	soft	want

I live in the United States of America.

PROVERB: Look before you leap.

LI. A NOTE

44 Spring Street
San Francisco, California

Dear Teacher,

I cannot attend school because I am working late every evening. I am working overtime.

I hope to return to school Monday evening. Please excuse my absence.

Your faithful pupil,
Charles Hansen

January 15, 1921

EXERCISES

1. Read the following, then do as you are told:

Write a note to your teacher. Tell her that you will be absent from school on Wednesday evening. Explain that you must visit a sick friend.

Address the envelope and place a two-cent stamp on the envelope.

If a letter is printed and unsealed, place a one-cent stamp on it.

2. Copy and learn:

“St.” stands for “street.”

“Ave.” stands for “avenue.”

“Pl.” stands for “place.”

“Rd.” stands for “road.”

“N. Y.” stands for “New York.”

“Ill.” stands for “Illinois.”

“Mass.” stands for “Massachusetts.”

“Pa.” stands for “Pennsylvania.”

“Calif.” stands for “California.”

3. Pronounce, copy, and spell:

rest rests

wrist wrists

vest vests

guest guests

4. Read and explain these signs:

TABLES RESERVED FOR LADIES

NOT RESPONSIBLE FOR HATS AND COATS

POST NO BILLS

TURN TO THE RIGHT

HANDS OFF

NOT OPEN TO THE PUBLIC

RETURN IN 20 MINUTES

CLOSED ON SATURDAY AT NOON

STANDING ROOM ONLY

LII. HOW TO GET TO A PLACE

Will you please tell me how to get to Broadway and Fourteenth Street? I am a stranger in New York.

Walk three blocks to your left. Then turn to the right. Walk two blocks. You will see the car tracks. That street is Broadway. Follow the car tracks. Look at the signs on the street corners. Read the names of the streets. Walk up Broadway. You will see a sign "14th Street." That is the place you are looking for.

EXERCISES

1. Read the following, then do the things you are told to do:

Tell a stranger how to go to the city hall.

Tell how to reach this school from your house.

Tell how to reach your shop from this school.



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Tell how to get to a park from your house.
Tell how to go to the library from your house.

2. Use these words correctly in sentences:

write wrote written
speak spoke spoken
strike struck struck

3. Write from dictation, and then learn:

A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.

A word fitly spoken is like apples of gold in pictures of silver.

—THE BIBLE

STUDY

Pronounce and use each word in a sentence:

car	engine	station	sign
train	motorman	avenue	city
elevator	stop	gas	place
automobile	ship	rails	ferry
aeroplane	whistle	conductor	trip
subway	street	express	trolley
tube	fare	distance	steam
tunnel	boat	passenger	railroad
bridge	ticket	next	tracks
change	money	depot	engineer
surface	passage	ride	local
electric	transfer	sail	guard
aboard	pay	fly	bell

LIII. A VISIT

My friend Peter Stone is ill. He has a bad cold. I am going to visit him. Will you come with me?

Where does he live? Is it far from here?

He lives at number 234 Madison Street. It is not far. Will you come?

Yes, I will go with you.

Here is the house. He lives on the third floor. Let us go up stairs.

Good evening, Peter. This is my friend Mr. Harris. How are you feeling?

I am glad to make your acquaintance, Mr. Harris. I am not feeling well. I am suffering with a bad cold. The doctor thinks I have grip.

I have brought some fruit for you. Will you have some? Shall I make tea for you? I think a cup of hot tea will do you good.

You are a good friend. I do not know what I should do without you.

What did the doctor say?

He said that I must stay home from work for a whole week. If I rest during the week, he thinks I shall be able to go back to work next Thursday.

That is good advice. I hope you will do as the doctor says. Then you will be better soon.

It is getting late. We must go. Good night.
Good night. Thank you both for coming to
see me.

EXERCISES

1. Study these sentences and explain the words in black-face type:

My watch is **good**.

Hers is **better**.

His is the **best**.

This pen is **bad**.

That one is **worse**.

Yours is the **worst**.

James has **much** money.

Hyman has **more**.

Tony has the **most**.

2. Read and learn the following comparisons, then use the words in sentences:

good

bad

much

better

worse

more

best

worst

most

little

far

near

less

farther

nearer

least

farthest

nearest

3. Write from dictation:

Be busy all the time. Work and you will be happy. Let your time always be occupied in doing something good.

4. Learn this:

True worth is in being, not seeming,
In doing each day that goes by
Some little good—not in dreaming
Of great things to do by and by.

—ALICE CARY

LIV. SIGNS ON THE CARS

HAVE YOUR FARE READY

LEAVE BY THE FRONT DOOR

PAY AS YOU ENTER

WATCH YOUR STEP

ENTER BY THE REAR DOOR

STANDING ROOM ONLY

STEP LIVELY NO TRANSFERS CAR FULL

EXIT BRIDGE ENTRANCE

NO SMOKING MOVE FORWARD DEPOT

WAIT UNTIL THE CAR STOPS

UP-TOWN DOWN-TOWN SUBWAY

FERRY VIA CANAL ST. STATION ONLY

SMOKING ON THE FOUR REAR SEATS ONLY

DO NOT LEAN OUT OF THE WINDOWS

DO NOT TALK TO THE MOTORMAN

KEEP YOUR ARMS AND HEADS INSIDE

PLEASE KEEP YOUR FEET OFF THE SEATS

TO THE
BEACH

NO PASSENGERS

THIS WAY
OUT

SPITTING ON
THIS FLOOR
IS AGAINST
THE LAW

EXERCISES

1. Study the signs. Discuss their meaning, and the **necessity** for having such signs. Discuss also the need for good conduct in public places.
2. Pronounce, copy, and spell:

well

awake

sew

wait

waist

know

wish

swell

blow

will

switch


know

We waited until we saw you throw it.

3. Write from dictation:

Ruth said to Naomi, "Whither thou goest, I will go; . . . thy people shall be my people, and thy God my God."

LV. FAMILIAR SIGNS

TO LET	NO PEDDLERS OR BEGGARS
FOR RENT	USE THE OTHER DOOR 
FOR SALE	NO LOITERING
WANTED	CAR AHEAD
FOR HIRE	KEEP OUT
NO ADMISSION	FOR EMPLOYEES ONLY
NOT RUNNING	OUT OF ORDER

EXERCISES

1. Use each one of these words correctly in sentences:

bring . . . brought	fight . . . fought
catch . . . caught	seek . . . sought
teach . . . taught	think . . . thought

2. Write from dictation:

They **bring** their books to school.

We **brought** our lunches yesterday.

She **will bring** her coat tomorrow.

3. Write a letter, using the following suggestions:

Write a letter to your brother or sister, telling what your business is, for whom you are working, and how your family is getting along.

4. Study these **conclusions** and choose one for your letter:

Your brother,

Yours lovingly,

Your affectionate brother,

Yours devotedly,

5. Pronounce, copy, and spell:

who	whose	where	which
whom	whistle	why	while
	whether	what	
	wherever	wheel	

“Where is my whistle? Who has it?” she asked.

PROVERB: If at first you don't succeed, try, try, again.

6. Read the following familiar expressions, tell exactly what they mean, and use them in speaking:

Hello!	Please direct me
How do you do?	Good-by
How do you feel?	Farewell
How are you?	Good day
This is my friend	Good evening
I want you to meet Mr. Jones	Delighted Charmed
Permit me to intro- duce my cousin	I am glad to know you Please
Excuse me	Thank you
Pardon me	You are welcome
All aboard	I am much obliged
Step lively	All right
Watch your step	At home
Can you tell me?	Long ago
Please show me the way	What is your address Which car must I take?

LVI. MY BUSINESS

I am a tailor. I work in a clothing shop. I help make coats. Do you want to know what my work is? I will tell you.

First I cut the cloth. Then I baste it. It is then placed on a sewing machine. I sew it.



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In the place where I work, there are many workmen. One man sews the coat sleeves. Another sews the collars on the coats. A third workman makes the pockets for the coats.

There are girls working in the shop, too. They finish the coats. They make the button-holes and sew the buttons on the coats.

When the coats are finished, they are taken to the pressers, who make very neat creases in the coats. The coats are then ready to be sold to those who will wear them.

You see, each person has his own work to do. Would you like to be a tailor?

EXERCISES

(In this and several other lessons, trades and occupations will be discussed.)

1. Tell about your own business, using this outline:

What I do

Steps in the process of my work

Number of people employed in my shop or store

How the workmen are treated

Wages

My ambitions

2. Select the most important words in this lesson. Write sentences of your own, using the words correctly.

3. Write in a list all the words below that refer to people; to production; to establishments; to employment:

workmen

produces

business

man

individual

occupation

makes

toilers

job

laborers

factory

place

manufactures

shop

position

person

plant

situation

employees

trade

finishes

4. Pronounce, copy, and spell:

very	veil	evening	believe
vest	ever	event	receive
vote	even	leave	wives

Every evening I wear my veil.

LVII. THE PRESSER

I am a presser. I press coats, trousers, and vests. Sometimes I press waists and skirts.



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I use a flatiron. The iron is very heavy. It weighs about eight pounds. I put it on a hot stove. Some stoves are heated by coal,

some by gas, and some by electricity. The stove I use is heated by electricity.

When the iron is hot, I hold it close to my face. If it is too hot, I may burn the cloth. If it is too cold, it will not make good creases. If the iron is too hot, I dip it into a pail of water. If it is not hot enough, I put it back on the fire.

Now, I place the iron on the stand. I cover the waist or the coat with a cloth, so that the iron will not burn it. Then I wet the cloth with a sponge. I take the iron and run it carefully over the cloth. To make a fine crease I must bear down heavily on the iron.

Would you like to be a presser?

EXERCISES

1. Read, then follow the suggestions:

Make all the movements described in the lesson.

Ask others to tell what you are doing.

Write sentences describing what you are doing.

2. Read these sentences and note where pronouns take the place of nouns:

Anna came to school. Anna went home.
Anna ate Anna's dinner.

Anna came to school. **She** went home.
She ate **her** dinner.

3. Study these personal pronouns and decline them:

I	he	it	our
you	she	we	they

A pronoun is substituted for a noun to avoid repetition in the sentence.

4. Pronounce, copy, and spell:

waver	came	sum	fine
favor	game	some	wine
flavor	blame	thumb	vine

PROVERB: Speech is silver; silence is golden.



ERIC W. FROE.

LVIII. OCCUPATIONS

What does the printer do? Name the tools he uses. Would you like to be a printer?

What does the painter do? Name the colors of the paints. Name some oils that he uses. Would you like to be a painter?

What does the carpenter do? Name the tools he uses. Tell how they are used, and what is done with them.



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What does the glazier do? Name the materials he uses.

What does the shoemaker do? Name some of the tools he uses. Name the materials he uses.

Name other occupations. Tell what tools are used in each. What is your trade?

EXERCISES

1. Complete these statements:

I am employed as a.....

I make.....and.....

There are.....workmen in my.....

My employer's name is.....

I earn.....dollars a.....

I am paid on.....

2. Use these words correctly in sentences:

not seen no here cent to

knot scene know hear sent too

scent two

3. Pronounce, copy, and spell:

three thing birthday sixth

thirty throw thought seventh

thirteen through fourth cloth

think threw month breath

He was thirty years old on the third of the month.

NOTE. Show the position of the tongue, teeth, and lips in saying *th*.

4. Tell what you know about the business or occupation of each person mentioned in the list:

The storekeeper

The shipbuilder

The blacksmith

The machinist

The soldier

The peddler

The sailor

The milliner

LIX. THE BUILDERS

Look at the pictures. How many men do you see? What are they doing?

One man is mixing the mortar. The mortar is in a mortar bed. Another man is bringing up bricks. He is a hodcarrier.

Do you see the man who is watching the workers? He is the foreman. Do you know what a foreman does?

See the men who are laying the bricks. They are called bricklayers, or masons. After they have finished their part of the work, the carpenters will come and work on the inside of the building.



Eugene J. Hall

Then the plasterers will finish the ceilings and the walls. The plumbers will lay the

pipes for water and gas. Electricians will wire the building for electric lights. Steam



Eugene J. Hall

fitters will come and put in the radiators and the boiler for the heat.

The man who is looking at the plans is called an architect. The man who hires him is the builder or contractor.

EXERCISES

1. Answer these questions:

What is your business?

How many hours do you work?

How much do you earn?

Where do you work?

What do you do?

Do you like your trade?

2. Read these sentences, then do the things mentioned:
Describe a picture that hangs in your room.
Describe the building of a ship, a house, or
a bridge.
Describe the building of an aeroplane.
PROVERB: Rome was not built in one day.

LX. APPLYING FOR A POSITION

423 EAST 93D STREET, NEW YORK CITY
May 26, 1920

Messrs. Gimbel Brothers
Broadway and 34th St.
New York City

GENTLEMEN:

Having read your advertisement in this morning's *Herald*, I am applying for the position of salesgirl.

I am eighteen years old. I have been in this country ten years. I am at present attending Evening School Number 84, Manhattan Borough, and can read, write, and speak English **fluently**. Inclosed you will find a letter of recommendation from my teacher and one from the principal of the school.

As to character and ability, I refer you to Mr. Benjamin Brown, 236 Monroe Street, for whom

I worked five years. I am willing, industrious, and honest.

Hoping to receive a favorable reply, I am

Yours respectfully,

HELEN WHITMAN

EXERCISES

1. Changing the conclusion, the salutation, the heading:

Write the letters of recommendation mentioned in the above application.

Address the envelope.

Write the answer that you expect.

2. Use other words and expressions for those in different type in the above letter.

3. Pronounce, copy, and spell:

this	those	weather	clothe
these	other	gather	soothe
they	garden	with	smooth

They gathered roses in the garden.

LXI. CHOOSING A CAREER

Are you pleased with your work, or are you dissatisfied? If you are married and have any children, are you helping them to choose a career wisely? There are several points that you should consider if you wish to select a calling or to advise your children to do so.

1. Do you look at the clothes which are worn by the worker? Some machinists who wear flannel shirts earn more money and are more respected than clerks and others who wear white collars, starched shirts, and white cuffs.

2. Do you look for easy work? That occupation is best for you in which you are happy. If the work pleases you, it will be easy for you. Often that which appears simple is really very difficult.

3. What do you like to do best? There is always something that one can do especially well. Find out what your aptitude is, and follow it.

4. Have you any physical weakness? Some occupations require very good hearing, as that of the telephone operator. If you cannot hear well, do not think of choosing that calling. Others demand very good eyesight, as that of the jeweler. Do not choose a calling in which you have little chance to succeed.

5. What are the risks in the occupation you follow? Is it dangerous to health, like that of the miner? Is it perilous, like that of the bridge-builder or of the aviator? Persons who work at machines, and who must watch the small parts of these machines or very small

articles very closely, may soon find that their eyesight is failing. Do not sacrifice your health.

6. What opportunities for advancement are there in your business? If you attend evening



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school, if you learn the English language, and if you study the details of your trade, will you be promoted to a higher position? Will your wages be increased?

7. Do you consider money the most important thing in life? There are many things you cannot buy with money. It is better to work in a healthful place at a pleasant occupation for less money than in a poorly lighted and badly

ventilated factory at an occupation that you dislike for more money.

8. Specialize! Study your occupation until you know all that you can learn about it. This is an age and a nation of specialists. There is always room at the top for a good man. Choose your career wisely and then decide to rise in it.

EXERCISES

1. For study and discussion:

Find the meaning of the difficult words by referring to the context.

Read from Gowin and Wheatley's "Occupations."

Discuss the occupation in which you are engaged.

2. Study and use these words in sentences:

occupation	aid	calling
work	help	profession
business	assist	career
pursuit	employment	trade

3. Learn this until you can say it without the book:

If there is something that you can do better than your fellow man, even if you live in a little hut out in the woods, the world will find you out and make a beaten track to your door.—THOREAU.

PROVERB: Blessed is he who sings at his work.

LXII. AT THE UNION

Have you heard the saying, "In union there is strength"? Many working people belong to unions. The union is an organization of persons working at a certain trade or industry who have come together in order to secure better and more healthful working conditions, higher wages, and shorter hours for the toilers.

Do you belong to a union?

I do.

What is the name of your union?

Mine is called the United Garment Workers of America. We meet in a large hall on the second and fourth Thursdays of each month. Would you like to hear how our meetings are conducted? Listen, and I will tell you.

Our president opens the meeting. Then we listen to the reading of the secretary's minutes, the reports of special and standing committees, and the reports of our officers. After that the president says, "Is there any unfinished business?" This is the time to take up any matters that were not finished at the last meeting.

Next comes new business. Any member may rise to make a motion. He may say, "Mr. Chairman, I propose that the sum of two hundred fifty dollars (\$250) be set aside for the relief of orphans."

Another may make this motion: "I move that we invite our assemblyman to be present at our next meeting to tell us about the eight-hour law."

The president or the chairman then puts the motion. He says, "It is regularly moved and seconded that the sum of two hundred fifty dollars be set aside for the relief of orphans. Are you ready for the question? All those in favor, say 'Aye.' All opposed, say 'No.' The motion is carried unanimously." If it is not carried, he declares the motion to be lost.

Do your best to make the meeting short and interesting. A long meeting with many discussions drives the members away.

ORGANIZATIONS AND CLUBS

NAMES OF UNIONS

United Garment Workers of America

Carpenters' Union

United Brotherhood of Metal Workers

Federation of Labor

Amalgamated Iron Workers

NAMES OF FRATERNAL ORDERS

Loyal Order of the Moose

Royal Arcanum

Odd Fellows

Young Men's Benevolent Society

NAMES OF SETTLEMENTS AND SOCIAL CLUBS

University Settlement
Young Men's Christian Association
Young Men's Hebrew Association
Young Women's Christian Association
Young Women's Hebrew Association
Knights of Columbus

NAMES OF CHARITABLE ORGANIZATIONS

Mutual Relief Association
The Lend-a-Hand Club
The Sunshine Club
Salvation Army
United Hebrew Charities
Department of Public Welfare
Federation of Charities
Social Service
Immediate Relief Association

EXERCISES

1. Answer these questions:

Do you belong to any of the organizations or clubs named?

Can you find the names of those you know in the telephone directory?

What do you know about any of the organizations or clubs mentioned above?

PROVERBS: United we stand, divided we fall.

In union there is strength.

A house divided against itself cannot stand.

LXIII. I BUY A SUIT

My coat is torn.

My trousers are too short for me.

I need a new suit of clothes.

I walk into a clothing store.

I say to the salesman, "I want to buy a suit."

He says, "What style would you like?"



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I say, "Show me a good style in black."

Then the salesman takes my measure.

"You wear size thirty-six," he tells me.

He shows me a black suit.

I try on the coat.

It is too large. It does not fit.

I try on another coat. It fits just right.

I try on the vest. It fits me.

Then I put on the trousers. They are too long.

They must be made shorter.

I say to the salesman, "How much does this suit cost?"

"It is thirty dollars," he answers.

"Here are thirty dollars. Send the suit to my home please."

"All right. Please write your name and address on this slip of paper."

"Please let me have a receipt for the money."

"Here is your receipt. Thank you. Call again."

A RECEIPT

August 27, 1919

Received of Mr. Stephen Anthony the sum of thirty dollars in payment for a black suit of clothes, size 36.

BROWNING, KING & Co.
per JOHN HARRIS, salesman

\$30.00

EXERCISES

1. Use these words in sentences:

torn	buy	measure	address
need	would	cost	receipt

2. Answer these questions and copy the answers in your notebook:

Do you know the size of your hat? Shoes?

What is the size of your collar? Shirt?

How are you measured for a suit of clothes?

What size glove do you wear? Waist?

Skirt?

3. Pronounce, copy, and spell:

tailor	tear	letter	front
taken	treat	matter	suit
team	twelve	soft	style
tenant	twist	loft	want

The tailor made three suits from twelve yards of cloth.

LXIV. MY PERSONAL EXPENSES

Do you know, my friend, how much I spend? I earn twenty dollars (\$20) per week. I pay eight dollars (\$8) for my board and lodging each week. My carfare costs ten cents each working day. That makes sixty cents (60¢) each week.

I spend twenty cents (20¢) daily for lunch. That makes one dollar twenty cents (\$1.20) more

each week. My laundry costs me fifty cents (50¢). For newspapers and moving-picture shows I spend twenty-six cents (26¢) a week.

I have other expenses, a dollar more. Now, how much do I spend each week? How much can I save? How much do you save and spend?

EXERCISES

1. Read, then discuss:

The high cost of living.

Why I should save.

How much I should spend.

2. **United States Money:**

There are five cents in a nickel. 5¢

There are ten cents in a dime. 10¢

Ten dimes make one dollar. \$1.00

One hundred cents make one dollar.

3. **Ways to save money:**

Buying Thrift and War Savings Stamps.

Depositing money with the postal savings bank at the post office; at the bank.

Buying Liberty bonds.

4. Write from dictation:

The penny is made of copper.

The five-cent piece is made of nickel.

The dime, the quarter, and the half-dollar are made of silver.

PROVERB: A bird in the hand is worth two in the bush.



Eugene J. Hall

LXV. AT THE BANK

You should try to save your money. Take it to the savings bank. You should not be afraid to deposit your money in a good savings bank.

Say to the clerk at the little window with the sign "Receiving Teller," "I want to open a savings account. Here are five dollars (\$5.00)."

He will answer, "Please write your name in this book."

Then you will sign your name in the large depositors' book, and will hand the clerk the five dollars. He will hand you a small bank book, which you must keep. In this book he will write how much money you have deposited

in the bank. Every time you wish to deposit money, you must bring your bank book.

When you want to take out or draw money from your account, you must also bring your bank book. You must go to the little window with the sign "Paying Teller."

Say to the clerk, "I wish to draw ten dollars (\$10.00)."

He will hand you a slip of paper and ask you to place your signature on it. Then he will look into the depositors' book to see whether the two signatures are the same. If they are, he will hand you the money.

It is wise to save as much money as you can.

EXERCISES

1. Copy and learn how to make out this slip:

San Francisco, Calif.
January 11, 1914
Golden Gate Savings Bank.
Please let bearer have
twenty dollars and charge
the same to bank account
number 3361.
\$20.00 *Meyer Spiegel*

2. Practice making out deposit slips and checks. Obtain from the post office various forms, especially those used for securing a money order. Learn how to fill out these forms.

PROVERBS: A penny saved is a penny earned.
Waste not, want not.



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LXVI. OVER THE TELEPHONE

Hello, Central, give me Spring 1250.

Hello, is this Spring 1250? Is Mr. Jackson there? This is Mr. Black talking. I should like to speak to him. Will you call him to the telephone, please.

Mr. Jackson, my employer would like to know if you can come to work tomorrow morning. One of the men became ill and had to go home. I told Mr. Green, my foreman, about you. He said that if you come, you will surely be employed.

One moment, please, I cannot hear you. There is a noise on the wire. Would you mind repeating what you said?

Now I can hear you clearly. Talk a little louder, please.

How much wages will you get? The man who went home was earning twenty-five dollars a week. Come down and see the foreman. Come early, about seven o'clock. I think that you can make satisfactory arrangements.

All right. I shall wait for you in front of the shop.

How is your wife? That's good. Are your children in good health? I am very glad to hear that.

Good-by.

EXERCISES

1. Things to do:

Discuss the proper way of conducting a telephone conversation.

Give Mr. Jackson's replies.

Hold other conversations over the wire.

Do you know how to telephone?

2. Find these words in the lesson. Have a telephone conversation in which you use all of these words:

number	early	repeat
telephone	workman	louder
arrangements	tomorrow	clearly
central	today	employer
foreman	wages	good-by

3. Punctuate these sentences correctly:

I want to go he said

Will you call me I asked

What is the number please she asked

4. Study equivalents for these expressions in the lesson:

became ill.....felt sick.....felt unwell

foreman..man in charge...superintendent

very suddenly.....all at once.....right away.

5. Fill the blanks with the right word:

.....Central, give me.....

I.....like to.....Mr. O'Brien.

This is.....on the telephone.

The telephone is a.....invention.

.....you come tomorrow?.....I wait for
you?

6. Pronounce, copy, and spell:

grown	blown	stone	thrown
groan	flown	shown	moan

Flag of the free, fairest to see,

Float ever proudly from mountain to shore.

LXVII. HOW TO KEEP HEALTHY

Did you ever watch an engineer? First he looks over his engine very carefully. He wants to find out if any part of the machinery is weak. Perhaps a part is missing. The cog of a wheel may be worn off. The spoke of a wheel may be missing or broken. A lever may become loose. A pin or a screw or a nut may have fallen out of its proper place.

Very often the parts of the machine need oiling. The engine will not run smoothly unless it is constantly oiled. So the engineer gets his oil can and oils all the rusty parts.

Your body is a wonderful machine. It has a great many parts. You must be as careful with your body as the engineer is with his machine. You must keep it in good condition. You must watch it closely to see that every part, every muscle, every bone, is in good working condition and is doing its duty well.

Suppose your machine, your body, were to break down and refuse to do its work—what would you do? Should you wait for that time? How can you take care of your body now, while it is in perfect health?

First: Go to bed early in the evening.

Second: Rise early in the morning. The morning hours are precious.

Third: Eat good food. Eat fresh eggs. Drink pure water and pure milk. Whatever you eat should be clean, fresh, and wholesome.

Fourth: Do not eat too much. Do not drink too much. Be temperate.

Fifth: Get as much fresh air as you can. Keep the windows of your rooms wide open, by day as well as by night. Fresh air never harmed anybody.

Sixth: Be out in the sunshine as much as possible.

Seventh: Exercise. Keep your muscles and nerves in good condition. Use your arms and legs. If you work with your hands, try to do something that will make you use your feet. Walk to your work. Walk home from your work. Walk to school. Walking is the best kind of exercise, and the cheapest.

Eighth: Whenever you do not feel well, see a doctor. Do not wait until you are very sick. If you cannot pay a doctor, go to the free dispensaries or health stations. The hospital is the best place for sick people.

EXERCISES

1. Read the following sentences then do these things:

Repeat the foregoing health rules without looking at the book.

Construct sentences in which "or," "nor," and "but" are used.

Use "who," "which," "what," and "that" in sentences.

NOTE. Buy a dictionary and look up the meaning of every word that you do not know. The use of the dictionary is a fine habit to develop.

2. Pronounce, copy, and spell:

brown	bowels	fowl	vowel
down	towel	howl	scowl

And crown thy good with brotherhood
From sea to shining sea.

LXVIII. HOW TO KEEP CLEAN

Everybody likes a clean person. To be clean means to have a clean face, a clean head, clean teeth, clean ears, clean finger-nails, and a clean body.

To cleanse your face, wash it in the morning and in the evening. Use hot water and soap. Dry your face thoroughly. To cleanse your head, use a good soap or a shampoo liquid. For your hair, use a good brush and a fine comb. Comb your hair and brush it every time you wash your face. This should be done at least twice a day.

People who are clean are very particular about their finger-nails. Use a toothpick or

any other small piece of wood and clean under the finger-nails until you can see the pink skin. With scissors or a nail file, carefully



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trim your nails once a week. Try to keep your finger-nails looking clean.

Whenever you wash your face, be sure to wash behind your ears, and the back of the neck. Be careful also to see that the inside of the ears is clean.

It is a good thing to take a bath every morning. This will not only keep you clean, but

it will refresh you. You will feel better able to work. It will make you feel brighter and look brighter.

EXERCISES

1. Topics to discuss:

Ways of cleaning other parts of the body.

Ways of keeping clean as found in hygiene books.

2. Learn these words pronounced alike but of different spelling and meaning:

piece	tail	earn
peace	tale	urn
steak	meat	see
stake	meet	sea

3. Pronounce, copy, and spell:

width	strength
breadth	wrong
close	judged
clothes	tongue
cleanse	changed
length	column

The length and width of the column have been changed.

4. Learn this:

A sound mind must have a sound body.

LXIX. YOUR DAILY PROGRAM

Rise promptly.

Take breathing and setting-up exercises.



Wash the hands with warm water and soap, using a hand-brush. Wash the face, neck, and chest with cold water.

Clean the finger nails.

Clean the teeth. Brush the gums and the whole mouth and rinse the mouth. Drink a glass of water.

Inspect your clothes as to cleanliness.

Eat slowly at breakfast, and chew well.

Wash your hands after eating breakfast.

Prepare for work. Are your clothes, tools, and other necessities in order?

Walk to work if it is not too far.

If you stand, keep a correct standing posture. If you sit, have a comfortable chair. Do not stand or sit too long.

When you feel tired, change your position from sitting to standing. Take a short walk during the rest period.

Open your windows. Get plenty of air and sunlight while you are at work.

Breathe deeply in the open air. Fill your lungs with pure air.

Drink water during the morning, at lunch, and during the afternoon.

Eat a light lunch. Eat slowly. Chew your food. Take plenty of bread and butter, crackers and milk, or good eggs.

Wash before and after eating each meal.

Take a long walk after work. Walk home.

During your leisure read a good newspaper or an interesting book. Go to an instructive lecture or see a good moving picture or play performed by good actors.

EXERCISES

1. Read and learn:

first 1st

second 2d

third 3d

fourth 4th

fifth	5th	thirteenth	13th
sixth	6th	fourteenth	14th
seventh	7th	fifteenth	15th
eighth	8th	sixteenth	16th
ninth	9th	seventeenth	17th
tenth	10th	eighteenth	18th
eleventh	11th	nineteenth	19th
twelfth	12th	twentieth	20th

PROVERBS: Order is Heaven's first law.

Take care of the little things, and the big ones will take care of themselves.

LXX. SAFETY FIRST

The city in which you live is a large city. Much business is carried on. People ride on surface cars, on elevated roads, or in subways. In the streets there are many carriages, automobiles, and wagons. Heavy motor trucks carry great loads.

Other people are walking to and fro. Do you wonder that there are many accidents daily? Some people are run over by the cars. Some are thrown down by careless drivers. Others are hurt seriously by falling boxes or cases.

"Look out! Be careful! Watch your step!" You hear these cries wherever you go. "Take

care! Danger! Safety first!" You see these signs in many places.

Here are a few simple rules. Follow them and you may be kept from personal harm or bodily injury:

1. Do not cross the street in the middle of the block.

2. Cross only at corners.

3. Look to the right and to the left before you cross the street.



Eugene J. Hall

4. At crowded street corners wait until the policeman gives you the signal to cross. He is there to help you.

5. Do not attempt to board a car while it is moving. Wait until it stops.

6. Do not get off a car until it has stopped.

7. Do not get on a car that is overcrowded. Wait for the next one.

8. Watch where you are going. Look out for holes and other openings.

9. At railroad crossings, stop, look, and listen for the train.

10. Do not rush. Take your time.

Remember that your life and safety should always come first.

EXERCISES

1. Study these words:

safe safety

crowd crowded

body bodily

danger dangerous

sign signal

person personal

cross crossing

care careful

busy business

watch watchful

2. Pronounce, copy, and spell:

ring

rang

swing

longing

sing

sting

spring

clinging

thing

cling

gang

swinging

song

clang

gong

singing

hang

strong

going

hanging

The singer sang a sweet song.

Ring, oh, ring for Liberty!

LXXI. FIRE PREVENTION

Do you know how many buildings are destroyed by fire every year? Do you know how many lives are lost each year because of



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fires? Many of these fires are due to carelessness. If people were more careful, there would not be so much damage through fire.

How can fires be prevented? Here are a few of the things you should do in order to prevent fires:

First: Use safety matches only. These are matches that will not light unless you strike them against the side of the box that contains them.

Second: Never allow children to handle matches.

Third: After a match has been used, be sure to put it carefully into a receptacle provided for that special purpose.

Fourth: Do not throw away any match until you have carefully extinguished the flame.

Fifth: Do not throw away lighted cigarettes.

Sixth: Do not smoke in factories, shops, or stores.

Seventh: Do not go near paints, barrels of oil, or other inflammable material with a light, pipe, or cigarette.

Eighth: Do not look for leaks in gas pipes with a lighted match.

Ninth: Do not block fire-escapes with rubbish. Do not keep anything on the fire escape. It may cost you your life.

Tenth: Do not store rubbish, paper, old clothes, or any other articles that take fire easily, in cellars, near stairways, or behind the stairs.

Eleventh: In case of fire, do not lose your head. SEND IN A FIRE ALARM IMMEDIATELY.

Twelfth: KEEP COOL. More lives are lost through panic and fright than through fire.

Thirteenth: When you see a fire anywhere, do not shout. You may frighten other people. Instead, notify the nearest policeman, or fireman, or send in the fire alarm yourself.

Fourteenth: Find out and remember where the nearest fire alarm box is.

EXERCISES

1. Read, then do these things:

Learn how to send in an alarm.

Explain the fire signal devices used in the school.

Explain why the fire drill is necessary and how it should be conducted.

Tell of some great fires you have seen or read about. What were the losses?

LXXII. RULES OF CONDUCT

Be polite. Show consideration for other people. Show respect to all, young and old. Here are some rules which you should observe if you would have good manners:

1. Do not talk when another person is talking. If you must interrupt, say "Excuse me."

2. Do not pass in front of another person. When you must do so, say "Excuse me."

3. Do not sit when your elders or superiors are standing.

4. If you are seated and an old or weak person comes into the room, offer your seat.

5. When you meet a lady or superior, lift your hat.

6. When with a lady, walk at her right.

7. When you are walking, keep to the right.

8. If you are in company and receive a letter, do not read it until you are alone. If it is necessary to read it, say "With your permission" or "Pardon me."

9. If another is reading in your presence, do not look at the book or letter unless you are requested to do so.

10. It is a good thing not to speak until you are spoken to.

11. Do not say "I am certain," or "I know," but say "I think," or "Unless I am mistaken."

12. Do not argue. It is sometimes a very good thing to keep your opinion to yourself, even when you know that you are right.

13. Be careful of your manners at the table. Ask for what you want. Do not stretch your arm in front of another's face. Do not leave the table before the others do.

14. Men should not smoke in the presence of ladies.

15. Men usually take off their hats in public buildings.

EXERCISES

1. For study and discussion:

Discuss the reasons for these rules.

Read Washington's *Rules of Conduct*.

Read excerpts from Benjamin Franklin's *Autobiography*. Read also Thomas Jefferson's *Ten Rules of Good Conduct*.

2. Learn these words ending in "er" and "or:"

I

baker

singer

player

lawyer

preacher

minister

teacher

butcher

farmer

II

actor

doctor

professor

confessor

protector

conductor

cantor

victor

educator

3. Answer the following questions about the above words:

What syllable is alike in all the words in the first column? In the second column?

What do the words mean?

What do "er" and "or" mean?

LXXIII. THE NEWSPAPER

Do you read the newspapers? An American newspaper tells you many things. It contains much interesting news. It tells what is going on in the world.

Do you want to know what happened in Russia or Italy? Read the newspaper. Do you want to know what happened in Norway or Sweden? Read the newspaper.

There are stories in the newspaper. You can read some very good short stories and interesting articles. You can learn many things besides the news by reading the daily newspapers.

Do you ever read the advertisements in the newspapers? Do you want to know where you can get bargains? Do you want to buy a new dress or some trimmings cheap? Read the advertisements of the department stores in the newspapers. Would you like to go to a special sale? Read about it in the advertising columns of the newspapers.

Get the habit of reading the news daily. Form a newspaper club in your class. Buy the paper every day.

EXERCISES

1. How to use a newspaper:

Examine a newspaper after you have read the lesson.

Read the newspaper.

Suggest other things you may find in the newspaper.

Set aside a period every evening for the reading of a newspaper.

2. Read the following, then discuss the topics mentioned:

The value of reading newspapers; what is found in them; how they are published; the advertisements; the use of newspapers.

3. Fill the blanks with the proper words:

I read a story.

I saw an advertisement.

The newspaper by all.

LXXIV. THE LIBRARY

Have you joined the public library?

Yesterday we read about the value of the newspaper. Today we shall read about the library. In your city there are many libraries. You can borrow books from these libraries without cost to you.

Go to the nearest branch library. Take out a card. Become a member of the library. Then you may take out a book and keep it two weeks. In some libraries you may borrow two books or more at the same time.

The library is open in the evening as well as

in the daytime. If you wish, you may sit in the reading room and read there. You may have a book, a magazine, or a newspaper.

Read the rules of the library. You must not keep books longer than two weeks. Some



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other reader may want the book. Be careful. Do not mark or mutilate it. Keep it clean.

You ought to be able to read a book of easy stories now. You know enough English for that.

What kind of books do you like to read? How many English books have you read?

EXERCISES

1. Read the following and then discuss:

Tell how you may join the public library.

The rules of the library.

Why the reading of books should be free.

The circulation of books.

How to take out a book.

What books to read.

Ask some one to make up a list of ten good books for you to read.

2. Read and learn the following:

FUTURE TIME

I **shall** read

We **shall** read

You **will** read

You **will** read

He **will** read

They **will** read

3. Fill the blanks with the correct words:

Tomorrow I.....go to the.....and I.....
borrow a book.

.....you come to the....with me?

Next Monday they.....to the library
.....read a book.

LXXV. THE SOCIAL HOUR

Last night I visited a settlement and was very much pleased with what I saw there. In one room I saw many young men and young women

reading. This room is called the library. The students were all deeply interested and did not take their eyes off the books.

Not far away, in a large assembly hall, I saw a sight which was entirely different from this. Many boys and girls were dancing. There was an upright piano in a corner of the hall. One girl was playing on this, while close beside her was a violinist. The dancers also were absorbed in what they were doing. From time to time the musicians would stop playing. Then all the dancers would stop and applaud until the pianist and the violinist played an encore. All seemed very happy. Anyone could see that they were enjoying themselves.

One young man went up to a very pretty young woman and asked, "May I have the next dance with you?" She answered, "Certainly, Mr. Johnson." When they had finished dancing, he said to her, "Thank you, I enjoyed that dance very much."

After this I went to the gymnasium. Men were running races, jumping over leather horses, or exercising in other ways. In one part of the gymnasium a game of basket-ball was being played. It would take too long to tell you how many different things I saw and how many different games were being played.

Here is something that will take you two minutes to do. Do it now. Then go home; try to do it in the morning, just as soon as you awake; again about ten o'clock; then at two o'clock; and again before you go to bed. It will help to keep you strong and healthy.

THE TWO-MINUTE SETTING-UP DRILL

Open all windows in the room.

Face the windows.

Place the hands on the hips.

Breathe deeply four times.

Bend forward and touch floor with tips of fingers; stretch arms up over head as high as you can; keep knees straight. Place arms at side. Do this four times.

Hands behind backs.

Bend knees, keep the trunk erect, straighten up. Do this four times.

Breathe deeply four times.

LXXVI. THE SOCIAL HOUR (*Continued*)

From the gymnasium we went to the club rooms. Here is a list of clubs that were holding meetings:

The Literary Club

The Debating Society

The Civic League

The Thrift Circle
The Chamber of Commerce
The Self-governing Club
The City History Club
The Travelers
The Science Club
The Chess Club.
The Arts and Crafts
The Red Cross Auxiliary
Household Arts
The Walking Club
The Progress League
The Patriots
The Athletic Club
The Students
The Young Americans

EXERCISES

1. Answer these questions:

Can you tell what each club did?

Does the name tell you something of what the club does?

To what clubs do you belong?

Do you think a club is a good thing?

What reasons can you give for joining a club?

PROVERBS: The more the merrier.

Birds of a feather flock together.

STUDY

Pronounce each word and use it in a sentence:

business	hire	easy
trade	work	pleasant
occupation	toil	new
position	labor	old
tailor	finish	young
presser	manufacture	pay
operator	factory	money
peddler	shop	rich
carpenter	sell	poor
builder	buy	careful
printer	clock	careless
painter	time	accident
dressmaker	leave	hurt
milliner	make	sick
conductor	sweep	healthy
motorman	sew	clean
engineer	busy	manners
doctor	foreman	obey
lawyer	manager	plan
minister	employer	respect

LXXVII: AMERICAN GAMES

Have you ever seen a game of baseball?

Baseball is called a national game. Do you know why?

It takes nine men to make up one team, and two teams are needed to play the game. In



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playing the game, a ball, a bat, a catcher's glove, and a mask are used. Tell what is done with each of these articles.

Another interesting game is basket-ball. While the game of baseball is played out of doors, basket-ball is usually played indoors. That is why baseball is a good summer game, while basket-ball is played during the autumn and winter. For basket-ball, a different kind of ball is used, and the ball must be thrown into a basket or goal. How many players must there be? What are the rules of the game?

Football also is played in the fall and winter. It may be played out of doors or in the gymnasium. The team is made up of eleven players. They try to kick the ball into the goal. It is a very exciting game.

Other popular American sports are golf, tennis, and croquet. All of these games help to



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develop a strong body. Playing out of doors is a most healthful form of exercise.

EXERCISES

1. Study this drill in English expressions:

A crowd of people	A flight of stairs
A bevy of girls	A flock of geese
A herd of cattle	A troop of soldiers
A swarm of bees	An army of soldiers

2. Pronounce, copy, and spell:

mingle . . . mingling	single . . . singling
spangle . . . spangled	dangle . . . dangled
mangle . . . mangled	jingle . . . jingling

The jingle of bells mingled with other sounds.

LXXVIII. THE FOX AND THE GRAPES

One day a fox was passing a grapevine. He saw some fine grapes hanging high. He was hun-



Mary L. Spoor

gry. He wished to eat some. He jumped up, but could not reach the grapes. They were too high. Then he jumped again. Still he could not reach the grapes. He jumped and jumped, but could not get them.

At last he said, "I do not want the grapes. They are sour."

EXERCISES

1. Review:

Tell this story in your own words. In doing so, use other words to take the place of some of those used in the lesson; e. g. "leaped" for "jumped," "wanted" for "wished," "ripe" for "fine," "get," for eat.

2. Fill the blanks with the proper words:

The fox.....grapes.

He was....

He.....to eat them.

He....and....but....not....them.

Then the fox said, "....."

3. Use these words correctly in sentences:

take	get	kill	leave
keep	obtain	murder	depart
receive	secure	slay	forsake
accept	procure	assassinate	abandon



Milo Winter

LXXIX. THE WOLF AND THE LAMB

One fine day a wolf saw a little lamb lapping up water from a brook. The wolf felt very hungry, and the little lamb looked very fat.

So the wolf said to the lamb, "Little lamb, why are you making my water muddy?"

"I am not making your water muddy," replied the meek lamb. "How can I make the water muddy, when it flows from you to me, not from me to you?"

The wolf, who had already made up his mind to eat the lamb, did not listen to this argument.

“Be that as it may,” he answered, “a year ago you called me names.”

“Oh, sir,” cried the lamb, “a year ago I was not born!”

“Well, if it was not you, it must have been your father!” shouted the angry wolf. Then he fell upon the lamb and devoured him.

EXERCISES

1. Supply the missing words:

The lamb.....the water.

The wolf looked at the lamb.....

The wolf said, “.....”

The....lamb answered, “.....”

2. Construct sentences using these words:

flows	wolf	river	muddy
water	lamb	sprang	born

3. Pronounce, copy, and spell:

bastes	pastes	lists	whisps
tastes	masts	pests	lisps
wastes	lasts	wasps	lapses

She pastes the labels on the waists.

LXXX. THE TWO FOOLISH GOATS

Two goats once tried to cross a bridge. The goats were at opposite ends of the bridge.



Milo Winter

They both started across the bridge. They got along very well until they came to the middle of it. Then the trouble began.

Neither goat would make way for the other. At first they stood still. Then they butted each other with their horns.

So they continued to quarrel obstinately until both goats fell into the water and were drowned.

EXERCISES

1. Things to do:

Write the fable from dictation.

Tell it in your own words.

Write it from memory.

Select the new words and tell their meaning.

Use these new words in sentences.

Tell the moral of this fable.

2. Construct sentences using these words:

cross	fell	quarrel	stood
bridge	trouble	drowned	started

3. Pronounce, copy, and spell:

ought	aught	naughty
fought	naught	haughty
brought	taught	slaughter
thought	caught	daughter

The teacher wrought a great change in the thoughts of the haughty daughter.

4. Learn this table:

AVOIRDUPOIS WEIGHT

16 ounces make one pound.

100 pounds make one hundredweight.

2,000 pounds make one ton.

20 hundredweight make one ton.

5. Answer these questions:

What do you buy by the ounce?

What do you buy by the pound?

What do you buy by the ton?

LXXXI. THE WIND AND THE SUN

“Come, let us see who is the stronger,” said the Wind to the Sun.

“Very well,” answered the Sun. “There goes a man. Let us see who can make him take off his coat—you or I.”

“Agreed!” cried the Wind.

Then the wind tried his strength. He blew an icy blast. It became very cold. The man wrapped his overcoat tightly around him and went on his way. The Wind blew and blew, but the harder he blew, the closer the man wrapped his overcoat about him.

At last the Wind said, “I cannot make him take off his overcoat. If I cannot succeed, surely you will not be able to do it.”

The Sun smiled and said nothing. He beamed warmly upon the man. His rays shone brightly. It became very warm.

The man said, “How warm it has become!”

Then he unbuttoned his coat and took it off.

EXERCISES

1. Do the following:

Find the moral of the story and tell it in your own words.

Tell at least one instance where this held true in your life.

2. Construct sentences using the following words:

Sun	brightly	take off	man
Wind	blast	said	smiled

3. Repeat these sentences:

It was not **I**. It must have been **he**.

My friend John, his brother, and **I** went to the park.

4. Pronounce, copy, and spell:

west	thistle	this	mother
vest	whistle	these	brother
best	sixth	those	father
past	fifth	them	nothing
fast	ship	then	something
guest	thin	there	month

5. Learn this:

AMERICA, THE BEAUTIFUL

America! America!

God shed his grace on thee

And crown thy good with brotherhood

From sea to shining sea.

PROVERB: The pen is mightier than the sword.

LXXXII. WOLF! WOLF!

One fine morning a boy was tending a flock of sheep. He thought he would have some fun with the other shepherds.

So he shouted very loudly, "Wolf! Wolf! The wolf is coming!"

The other shepherds hurried to help him, but they saw no wolf. The boy laughed and thought it was a good joke.

A week later the boy shouted again, "Wolf! Wolf! Help! The wolf is here!"

Again all the shepherds came running to his assistance, but again there was no wolf. The boy laughed more heartily than before. "I fooled you," he said.

The shepherds warned him not to play any more pranks.

A few weeks later, the wolf really came. This time, the boy, in his fright, shouted in earnest, "Help! Help! The wolf is here!"

But the shepherds laughed and said, "He is fooling us again. We will not go."

The wolf devoured many sheep. The boy saw that he should have told the truth. The shepherds did not believe him even when he told the truth.

EXERCISES

1. Construct sentences using these words:

boy	sheep	fool
help	joke	old men
flock	wolf	shepherd

2. Write from dictation:

The man, the woman, and the child were afraid.

The girl or the boy is not going to the museum.
England expects every man to do his duty.

PROVERBS: A liar is not believed even when
he tells the truth.

He who laughs last laughs best.

LXXXIII. THE BUNDLE OF STICKS

Once there was an old man who had seven sons. The sons were always quarreling.

When the old man lay on his deathbed, he called his sons to him and said, "Bring me seven sticks."

They brought him the seven sticks. To each son in turn he gave a stick, saying, "Break it."

Then each son broke his stick.

"That is easy," they said.

The old man commanded his oldest son to bring him seven more sticks. This was done.

"Now," said the father, "tie these sticks into a bundle."

The sons tied the sticks into a bundle.

"Here, break the sticks," the old man commanded.

Each son tried in turn, but could not break the bundle of sticks.

The old man said to them, "You are like this bundle of sticks when you are at peace. You are like the single sticks when you quarrel."

Then the brothers understood.

EXERCISES

1. Study words that begin with **dis**:

dislike **discharge** **dismiss** **distrust**
displace **discord** **disbelieve** **disband**

PROVERBS: In union there is strength.

United we stand, divided we fall.

LXXXIV. THE MAN, HIS SON, AND THE DONKEY

On a certain **road** in Italy a man set out with his son and a donkey. Before long the old man grew **tired**. So he turned to his son, saying, "I will sit on the donkey's back and you shall drive me."

The son agreed to this. They had not gone far when a **traveler** met them.

"Shame, old man!" he cried. "Why do you sit on the back of the donkey and let the young fellow walk? Get down and let your young son ride."

So the old man did as the traveler suggested. He got off the donkey and let the youngster ride.



Milo Winter

They rode a little distance, when another **wayfarer** noticed them.

“Shame on you, youngster,” he shouted **indig-**
nantly, “to let your old father walk when you
ride!”

So the old man got up in front of his son, and
both rode on.

They rode in **peace** for some time. Then a
third person appeared.

“What!” he exclaimed. “Do you two people
let a **weary** animal carry you when you are
strong and able to walk?”

The old man and his son **dismounted** and
walked the rest of the way.

EXERCISES

1. How to use new words:

Use the words of the fable printed in black-face type in sentences.

If you do not understand these words, read the rest of the story and then come back to the words.

If there is still a word that you do not know, look up the meaning in your dictionary.

2. Copy this in your notebook:

If to do were as easy as to know what were good to do, then chapels had been churches and poor men's cottages princes' palaces.

—SHAKESPEARE

3. Use correctly:

in, into	on, upon	by, at
to, from	by, with	off, from

LXXXV. THE LION AND THE MOUSE

Once upon a time a lion was sleeping. Suddenly he awoke. A little Mouse had run across his paw. The Lion was very angry.

"How dare you disturb my sleep?" he cried. "I have half a mind to kill you."

"Do not kill me, kind sir," begged the little Mouse. "It was only an accident. I did not mean to disturb your slumber. Let me go and

I will remember the favor. I will do you a good turn some day."

"How can you, a weak little animal, do me a good turn?" asked the Lion. "I am so strong and big. That is a very good joke."

The Lion laughed, "Ha! Ha!"

"Please spare my life," pleaded the Mouse. He begged so hard that the Lion let him go.

Many days went by. The Lion had forgotten all about the Mouse.

One day some hunters came. They followed the Lion. They trapped the king of beasts with a strong net.

The Lion struggled and struggled. He tried with all his might to get out. He did not succeed. He was a prisoner.

Very soon he heard a sound. Some one was gnawing at the net. Slowly and surely the net was giving way. It was the little Mouse, who had heard the terrible roars of the captured Lion. He had come running to help the Lion who had spared his life.

The Mouse gnawed and gnawed. The ropes became weaker and weaker. At last the Lion was free. He jumped for joy.

"Ah, my friend," he said to the Mouse, "what a fool I was to be so proud of my strength. You have been a friend, indeed."

EXERCISES

1. Supply the missing words:

The lion awoke because a little mouse.....
.....across his paw.

He ran to help the lion who.....his life.
He.....his dinner when I went to see
him.

No one.....the news before I came.

LXXXVI. OUR HOLIDAYS

Can you tell me the names of the American holidays?

The American holidays are Independence Day, Labor Day, Columbus Day, Election Day, Thanksgiving Day, Christmas, New Year's, Washington's Birthday, Lincoln's Birthday, and Memorial or Decoration Day.

Why are these holidays celebrated, and when do they occur?

On July the fourth, 1776, the Declaration of Independence was signed in Philadelphia. The Liberty Bell rang out and proclaimed freedom unto all the inhabitants of the land. The United States no longer belonged to England, but had become a free country. The Fourth of July is therefore an American holiday and is called Independence Day. On that day people assemble in parks and in other public

places, make patriotic speeches, and sometimes shoot off fireworks.

The first Monday in September is called Labor Day. It is the workingman's holiday. Laborers



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stop work on that day. The banks are closed. There are many large parades through the streets.

On October 12, 1492, Christopher Columbus first saw the American land which he called the New World or the West Indies. In New York state this day is a legal holiday. It is called Columbus Day.

The first Tuesday after the first Monday in November is Election Day. On that day it is

the duty of all good and intelligent citizens to go to the polls and cast their votes for good officials who will help to make the American government the best and the strongest on earth.

EXERCISES

1. Answer these questions on paper:

What is a legal holiday?

Name the holidays.

Tell why they are celebrated. When? How?

2. Read the following. Form adjectives from the nouns. Form nouns from the adjectives.

America	English	national	beautiful
Germany	Spanish	racial	wonderful
Russia	Danish	facial	doubtful

3. How would you form adjectives from the following words?

Canada	Italy	Norway	Spain
Mexico	France	Sweden	China
Europe	Belgium	Switzerland	Asia

4. Pronounce, copy, and spell:

weigh	so	vain
obey	sew	vein
stay	slow	vane
pay	though	straight

Weigh every word you say.

LXXXVII. OUR HOLIDAYS (*Continued*)

Each year the President of the United States **issues a proclamation** and declares that the last Thursday in November shall be known as Thanksgiving Day. All Americans gather in their churches and give thanks to God for all the good things that they have received during the year. Schools, banks, and all other **public institutions** are closed. Is not this a beautiful custom?

Christmas falls on the twenty-fifth day of December in each year.

The first day of January is the beginning of a new year. It is therefore called New Year's Day. What do people do on that day?

On the twelfth day of February, 1809, Abraham Lincoln, the sixteenth president of our country, was born. Because he was a great and good man, we celebrate Lincoln's Birthday.

On the twenty-second of February, 1732, George Washington, our first and greatest president, was born. Washington's Birthday is **celebrated** each year on that date.

Memorial or Decoration Day **falls** on the thirtieth day of May in each year. It is a day **set aside** by the Americans for decorating the graves of the soldiers who fought to save our country in the great Civil War.

EXERCISES

1. Explain the words and phrases printed in black-face type, and all other new words.
2. Review the ordinal adjectives with their abbreviations:

first	1st	ninth	9th
second	2d	tenth	10th
third	3d	eleventh	11th
fourth	4th	twelfth	12th
fifth	5th	thirteenth	13th
sixth	6th	fourteenth	14th
seventh	7th	fifteenth	15th
eighth	8th	sixteenth	16th

3. Punctuation:

John, the grocer, was here.

Mrs. Smith, the doctor's wife, came to see me.

Are you going to see Mary, the printer's daughter?

One use of the comma is to set off nouns and phrases in apposition. See examples of this use in the lesson.

4. Write from dictation selected parts of the lessons on holidays.
5. Talk to your friends about one of these subjects:

The care of our city streets

The industries of our country

The rise of political parties

Our holidays

LXXXVIII. GEORGE WASHINGTON

George Washington was the first President of the United States. He was born in the **colony** of Virginia on February 22, 1732. When he was about eleven years old, his father died:

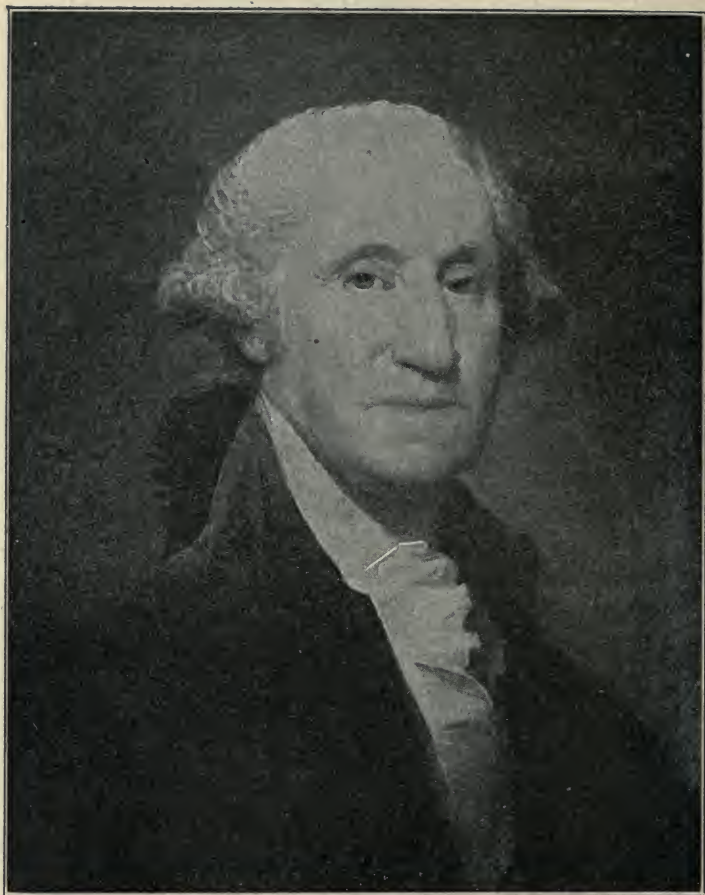
George always had wanted to go to sea, but when he grew up he became a **surveyor**. A surveyor measures lands. It was therefore necessary for George to make long trips into the **wilderness**.

In this way he came to know the country very well. When war broke out between England and France he was sent on an **important** errand by the governor of Virginia.

Washington was a brave soldier. When the war between the colonies and England began, he was made **commander-in-chief** of the army. It was largely through his good management, his bravery, and his wisdom that the war was won by the colonists and that they **gained** their independence.

After the war he **was elected** the first President of the **new** republic. He served two terms as President. He died at Mount Vernon, in Virginia, in 1799. His death **was mourned** by all.

He was the "Father of our Country." He was first in war, first in peace, and first in the hearts of his countrymen.



George Washington

EXERCISES

1. Learn the meaning of the words in black-face type.
2. Construct sentences using these words:

president	measures	management
country	acquainted	bravery
surveyor	gained	wisdom

3. Write a short account of the life of Washington.
4. Learn to use these words in conversation and writing:

proclamation	custom	presents
announcement	habit	gifts
declaration	fashion	tokens

5. Copy and learn:

Lives of great men all remind us,
We can make our lives sublime,
And, departing, leave behind us
Footprints in the sands of time.

—HENRY W. LONGFELLOW

LXXXIX. ABRAHAM LINCOLN

Abraham Lincoln was the sixteenth President of the United States. He was born in Kentucky on February 12, 1809. His parents were very poor.

While he was a little boy he had a very hard time to obtain an education. He wrote out his arithmetic and other lessons on a wooden shovel by candle light. He would walk ten miles to borrow a book.

At first he was a clerk in a grocery store. Then he slowly educated himself until he became a lawyer. He was so honest he was called "Honest Abe."

The people learned that they could trust him, so they elected him as their representative and sent him to Congress.

When the Civil War broke out Lincoln was President. He freed the slaves. By his wisdom and good judgment the Union was saved.

After the war, while Lincoln was attending a play, an actor leaped behind him and shot him. On April 14, 1865, he died.

Lincoln was a great and good man. He is called the "Savior of our Country."

EXERCISES

1. Write sentences using these words:

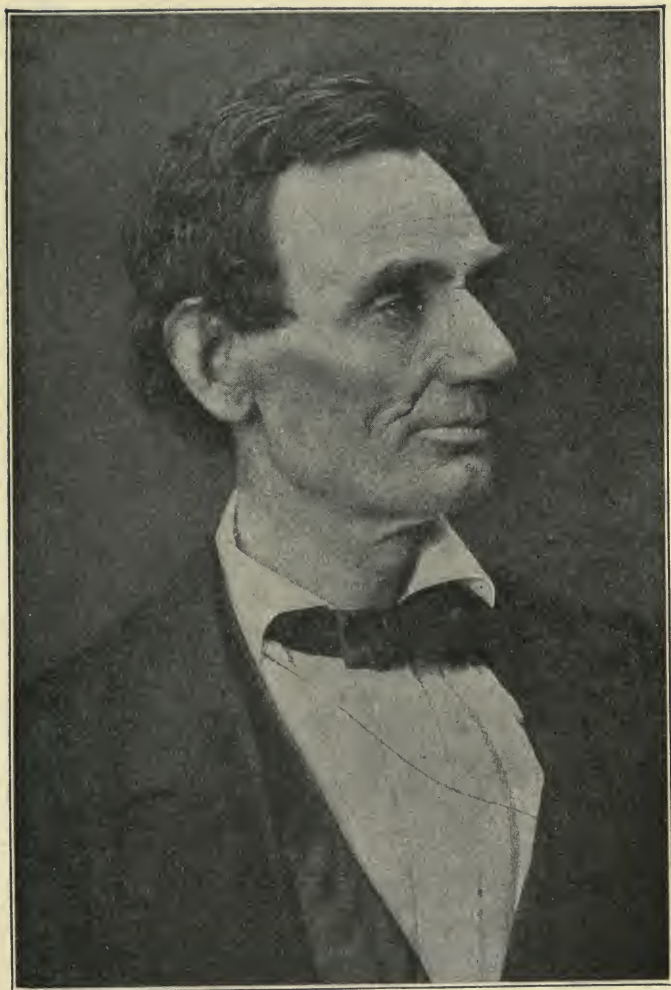
Kentucky	candle	lawyer
parents	education	clerk

2. Write a short account of the life of Lincoln.

3. Learn the following quotations:

"With malice toward none, with charity for all, with firmness in the right as God gives us to see the right."

"That government of the people, for the people, and by the people shall not perish from this earth."—ABRAHAM LINCOLN.



Photograph by Alexander Heeler, 1860

ABRAHAM LINCOLN



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XC. OUR FLAG

Our flag has thirteen stripes and forty-eight stars. The stripes are red and white. The stars are white on a blue field in the upper left-hand corner of the flag.

The thirteen stripes stand for the thirteen original colonies. The forty-eight stars represent the forty-eight states that make up the United States. Every time a new state is added to the Union, another star is added to the flag. Why is not another stripe added?

Who made the first American flag? Who gave the flag its colors?

What are the colors of the Russian flag? Of the French flag? Of the English flag? Of

the Italian flag? Of the Swedish and Norwegian flags?

Our flag is sometimes called Old Glory, or the Red, White, and Blue.

Respect the flag! Honor it! Salute it! Take your hat off to it as it passes by!

Be ready to fight for it! It stands for liberty, justice, and equality.

Die for it, if necessary.

EXERCISES

1. Memorize this salute to the flag:

PLEDGE OF ALLEGIANCE

I pledge allegiance to my flag and to the republic for which it stands; one nation indivisible, with liberty and justice for all.

2. Answer these questions:

Who made the first American flag?

When and where was it made?

How many stars and stripes were there?

How many stars and stripes are there now?

3. Learn this until you can say it without the book:

There are many flags in many lands;

There are flags of every hue;

But there is no flag, however grand,

Like our own Red, White, and Blue.

4. Sing these songs and learn other songs of our country. See "America," on page 86, and the "Red, White, and Blue," on page 72.

FLAG OF THE FREE

Flag of the free, fairest to see,
Borne through the strife and the
thunders of war;
Banner so bright, with starry light,
Float ever proudly from mountain to
shore.
Emblem of Freedom, hope to the slave,
Spread thy fair folds but to shield
and to save,
While through the sky loud rings the cry,
Union and Liberty! one ever more!

THE STAR-SPANGLED BANNER

O 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 through
the perilous fight,
O'er the ramparts we watched, were so gal-
lantly streaming;
And the rockets' red glare, the bombs bursting
in air,
Gave proof through the night that our flag was
still there;

O say, does that Star-spangled Banner yet wave
O'er the land of the free and the home of the
brave?

—FRANCIS SCOTT KEY

XCI. THE LETTER CARRIER

When does the letter carrier come to your house? Does he bring you letters or do you have to go to the post office to get your mail?



Eugene J. Hall

Who takes your letters to the post office?
How many times a day do you get your mail?
Is the mail delivered on Sundays?

Do not forget to put a stamp on every envelope. Place a two-cent stamp on every letter

in the upper right-hand corner of the envelope. If the letter weighs more than two ounces, place more stamps on the envelope. Place a one-cent stamp on a picture postal card or on a letter that has only printed matter inside and is open.

Who gets this money? Is this much money for taking care of your letters and seeing that they get to the right place? Does the government make a profit?

Letter carriers sometimes have heavy loads, especially around the holidays, Christmas, New Year's, and Easter. How can you make their bags lighter? What should you do to help?

The fireman, the street cleaner, and the policemen are paid by your city or town. They are city employees. The letter carrier is paid by the United States government. He is a government or federal employee.

Who is at the head of the post-office department in your city? In your state? In the United States? How are postmasters appointed? How are letter carriers appointed? Is the pay good? Would you like to be a letter carrier?

EXERCISES

1. Questions to answer:

Talk to your letter carrier. Ask him what he does.

What does he do for you?

How is he appointed?

Who is at the head of the post office in your city?

How are you as an individual and as a member of society benefited by the letter carrier?

What duties do you owe in return in order to increase the efficiency of public servants?

2. Construct sentences using these words:

send	letter	father
put	stamp	envelope
appoint	letter box	address

3. Insert the words omitted:

The.....brings.....for....:

Who.....the.....for.....work?

XCII. THE POLICEMAN

Did you see a policeman this evening, John?

Yes, he was standing in front of the school. He was there to protect us. He also protects our homes and property.

What else does the policeman do?

He arrests thieves, burglars, murderers, and others who break the laws. He sees that the peace is not disturbed.

How is the policeman dressed?

He wears a blue uniform with brass buttons. Sometimes he has a club and a revolver.

Who pays the policeman? Do you know that in New York City it cost twenty million dollars (\$20,000,000) last year to keep up the police department?

What can you do to help the police department?

I think that a policeman is a brave man. He stays at his post, rain or shine, snow or hail, in hot or cold weather.



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EXERCISES

1. Write sentences using these words. Then tell a story using as many of the words as you can.

policeman

arrest

brave

brass buttons

protect

laws

officer

property

peace

uniform

post

burglar

2. Tell what you think of the policeman's work.
3. When are the words in column I used? In column II?

I

policeman's
 fireman's
 Englishman's
 gentleman's
 letter carrier's
 cleaner's
 clerk's
 baker's

II

policemen's
 firemen's
 Englishmen's
 gentlemen's
 letter carriers'
 cleaners'
 clerks'
 bakers'

XCIII. THE STREET CLEANER

When I go to work, I see a street cleaner. He is dressed in a white uniform. He has a brush, a shovel, and a can.

With the brush or a broom he sweeps the streets. With the shovel he takes up, or collects, the mud and the dirt. He throws the dirt into the can.

Would you like to be a street cleaner? Do you think his work is pleasant? Do you think it is healthful work? Why?

We must have street cleaners to keep the city free from mud, dust, and dirt. If every person would throw paper, rubbish, garbage, and ashes into the proper cans or barrels, we should not need many street cleaners.

Who pays the street cleaners? What can you do to make their work lighter and easier? How



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many street cleaners are there in your city? How are they dressed?

EXERCISES

1. Write sentences using these words:

street	paper	clean	throw
city	keep	dirty	sweep

Tell what you think of the street cleaner and his work.

Tell how your street is cleaned.

2. Use these words correctly in sentences:

PAST TENSE

Singular Number

I was

Thou wast

He was

Plural Number

We were

You were

They were

XCIV. THE FIREMAN

Did you ever watch a fireman at a fire? He is a very brave man. In winter or in summer,



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in the early morning hours or in the middle of the night, he is always ready to **fight** a fire.

What does the fireman wear? What sort of hat has he? What does he wear over his clothes when he goes to a fire? Why? Where does the fireman sleep? Why? **Describe** a fire house or station.

Who pays the fireman? Are these men city or **government** employees? How much does a fireman get as pay? Is that much money for this kind of work?

How can you become a fireman? Would you like to be one? Who is at the head of each fire house? Who is at the head of the fire **department** in your city? How many firemen are there in your city?

The fireman's work is very **difficult** and **dangerous**. He must be ready to go at a **minute's notice**. He has little time for sleep. He must often fight his way through smoke and flames to rescue people.

Many a person's life has been saved by the **heroism** of the firemen. In the city of New York alone, millions of dollars' worth of property is saved **annually** from **destruction** through the **courage** of the firemen. This is also true of other large cities.

Do you know how a great many fires start? State some rules that you think every person should observe in order to **prevent** fires.

EXERCISES

1. Things to do:

Read again the lesson on fire prevention, page 159.

Visit a fire house. Tell what you see.

Ask questions of the firemen.

Explain the meaning of the words printed in black-face type.

2. How do these words differ in spelling? In meaning?

Use the words "to," "two," and "too" correctly in sentences:

I walked **to** school.

I have **two** books.

That is **too** much for me.

Use the words "there" and "their" correctly:

There he goes.

The man lives **there**.

I saw his coat **there** on the table.

They wear **their** overcoats.

Have you seen **their** gloves?

Their muffs were on **their** dressers.

XCV. NEW YORK CITY

New York City is the largest city in the United States. It is the second largest city in the world. It has a population of more than 5,000,000 people.

New York City is made up of five boroughs. They are the Borough of Manhattan, the Borough of Brooklyn, the Borough of the Bronx, the Borough of Queens, and the Borough of Richmond. Point to them on a map. Which is the largest? Which is the smallest? In which borough do the largest number of people live? Name some points of interest and tell in which borough they are situated.

The Borough of Manhattan is on an island. On the north is the Harlem River. You must cross the Harlem River to go to the Bronx. On the east is the East River. You must cross the East River to go to Brooklyn. On the south is New York Bay. You must sail across New York Bay to reach Staten Island or the Borough of Richmond. On the west is the Hudson River. On the other side of the Hudson River are Jersey City, Weehawken, Hoboken, and Fort Lee.

There are four bridges across the East River. They connect the Boroughs of Manhattan and Brooklyn. They are called the Brooklyn Bridge, the Williamsburg Bridge, the Manhattan Bridge, and the Blackwell's Island or Fifty-ninth Street Bridge. There are no bridges across the Hudson River or across the bay. Can you tell why? Ferries sail across these waters. Who owns and operates these ferries?

One may travel in New York City in cars, on elevated roads, in the subway, or by boat. Who built the subway? When? Why? Who owns it?

There are beautiful parks in New York City. Name several of them and tell where they are.



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Tell how you would reach a park from your home. What are the parks for? Help to keep them clean.

Name some of the most important buildings in your city; the museums; the theaters; other points of interest. Where are they? How would you reach them? Point out these places on a map.

EXERCISES

1. Things to do:

Give the answers to the questions in the lesson.

Buy a map of your city. If you do not live in New York City, study your own city in the same manner.

2. Memorize this oath:

OATH OF LOYALTY TO MY CITY

I will be faithful to my city in thought, word, and deed. I will defend its fair name at all times. I will do all in my power to make my city the best, the cleanest, the foremost city in the world.

Be proud of your city!

Do your best to make your city proud of you!

XCVI. THE UNITED STATES

The United States of America is made up of forty-eight **states** and two **territories**. On the north of the **United States** is the Dominion of Canada. On the west is the Pacific Ocean. Mexico and the Gulf of Mexico are on the south. The Atlantic Ocean is on the east.

The United States is about one thousand six hundred (1,600) miles from north to south. It is two thousand eight hundred (2,800) miles

from east to west. It takes about four days in a very fast train to go from **New York City** to **San Francisco**.

The place where Congress meets is Washington, in the District of Columbia. This city is called the **capital** of the United States. Here the President lives in the White House. The Supreme Court of the United States meets in Washington, also.

Each state has its own capital, where the **legislature** meets and the **governor** resides.

EXERCISES

1. Use the words in black-face type in sentences.
2. Answer these questions:

Can you locate on the map of the United States the places mentioned in the lesson?

Do you know the names of the important American railroads?

How long does it take to go to Chicago from New York? To Boston? To San Francisco? To Philadelphia?

3. Learn about adjective modifiers, adjective phrases, and adjective clauses. Read lesson XXXVI, page 79, again.
The **bad** boy stayed at home.
The boy **who was bad** stayed at home.
The boy **with bad manners** stayed at home.

4. Construct sentences, using correctly:

“Don’t” and “doesn’t”

“Am not” and “is not”

“Shall” and “will,” “should” and “would”

5. Pronounce, copy, and spell:

quite went whistle will

quiet wait white wheel

PROVERB: Where there’s a will there’s a way.

XCVII. THE STATES AND CITIES

The forty-eight states of the United States, their capitals and abbreviations in accordance with the United States Postal Guide are:

NEW ENGLAND STATES

State	Capital	Largest City	Abbreviation
Maine	Augusta	Portland	Maine
New Hampshire	Concord	Manchester	N. H.
Vermont	Montpelier	Burlington	Vt.
Massachusetts	Boston	Boston	Mass.
Rhode Island	Providence	Providence	R. I.
Connecticut	Hartford	New Haven	Conn.

MIDDLE ATLANTIC STATES

New York	Albany	New York	N. Y.
New Jersey	Trenton	Newark	N. J.
Pennsylvania	Harrisburg	Philadelphia	Pa.
Delaware	Dover	Wilmington	Del.
Maryland	Annapolis	Baltimore	Md.
Virginia	Richmond	Richmond	Va.
West Virginia	Charleston	Wheeling	W. Va.

SOUTHERN STATES

State	Capital	Largest City	Abbreviation
North Carolina	Raleigh	Wilmington	N. C.
South Carolina	Columbia	Charleston	S. C.
Georgia	Atlanta	Atlanta	Ga.
Alabama	Montgomery	Birmingham	Ala.
Mississippi	Jackson	Meridian	Miss.
Louisiana	Baton Rouge	New Orleans	La.
Florida	Tallahassee	Jacksonville	Fla.
Arkansas	Little Rock	Little Rock	Ark.
Tennessee	Nashville	Memphis	Tenn.
Texas	Austin	San Antonio	Tex.
Oklahoma	Oklahoma City	Oklahoma City	Okla.

CENTRAL STATES

Wisconsin	Madison	Milwaukee	Wis.
Michigan	Lansing	Detroit	Mich.
Illinois	Springfield	Chicago	Ill.
Indiana	Indianapolis	Indianapolis	Ind.
Ohio	Columbus	Cleveland	Ohio
Kentucky	Frankfort	Louisville	Ky.
Missouri	Jefferson City	St. Louis	Mo.
Kansas	Topeka	Kansas City	Kans.
Nebraska	Lincoln	Omaha	Nebr.
Iowa	Des Moines	Des Moines	Iowa
Minnesota	St. Paul	Minneapolis	Minn.
North Dakota	Bismark	Fargo	N. Dak.
South Dakota	Pierre	Sioux Falls	S. Dak.

WESTERN STATES

California	Sacramento	San Francisco	Calif.
Nevada	Carson City	Carson City	Nev.

WESTERN STATES (*Continued*)

State	Capital	Largest City	Abbreviation
Utah	Salt Lake City	Salt Lake City	Utah
Colorado	Denver	Denver	Colo.
Washington	Olympia	Seattle	Wash.
Oregon	Salem	Portland	Oregon
Idaho	Boise	Boise	Idaho
Montana	Helena	Butte	Mont.
Wyoming	Cheyenne	Sheridan	Wyo.
Arizona	Phoenix	Phoenix	Ariz.
New Mexico	Santa Fe	Albuquerque	N. Mex.

EXERCISES

1. Use the map of the United States:

Locate your state; your state capital; your city; the capital of the United States; the Atlantic Ocean; the Pacific Ocean.

XCVIII. HOW OUR CITY IS GOVERNED

Who is at the head of our city government?

The mayor is the chief officer of the city.

Who is the mayor of this city? (Give exact name of the present mayor.)

What other officers are there and what are their duties? (Give their names and explain their duties.)

Name some departments of city government.

Some departments of the city government are: Department of Health; Department of

Education; Department of Gas, Electricity, and Water Supply; Department of Bridges; Department of Docks and Ferries; Department of Highways; Police and Fire Departments. What are they in your city?

Who make the ordinances or city laws?

The ordinances are made by the Board of Aldermen. Who make ordinances in your city?

How are these aldermen elected and what are their duties?

The aldermen are elected one from each district of the city.

They meet in the City Hall. Measures are brought up before the Board of Aldermen, discussed, and voted upon. If they are passed, they are sent to the mayor for his approval. If he signs them, they become laws.

What is the city charter?

The city has a charter which contains the laws by which the affairs of the city are managed.

Name the duties of some of the city departments.

The Department of Health looks after the health of the people.

The Fire Department prevents waste and loss by fire.

The Police Department protects our lives and property.

EXERCISES

1. Answer these questions:

What do you know about the machinery of city government?

Where is your city? What is its name?

2. Tell a stranger how to find:

The City Hall

The Board of Education

The Board of Health

3. What laws has your city passed:

To protect your property?

To protect your health?

XCIX. HOW OUR COUNTY IS GOVERNED

What is a county?

The state is divided into different sections. Each section has its own officers to look after its affairs. Such a section is called a county.

Who are the county officers?

The sheriff of the county makes arrests. The district attorney prosecutes criminals in the county courts.

The prisoners are taken to the county jail.

Some other county officials are the county clerk and the registrar.

What is the county seat?

The county seat is the place where the county officers transact their business.

In what county do you live?

Name your county seat. •

Name your county officers.

EXERCISES

1. Answer these questions:

In what county do you live? In what part of the state is it?

2. Find the exact meaning of these words in your dictionary and use them in sentences:

begin	commence	start	enter upon
finish	end	conclude	complete

3. Learn to use correctly:

who	which	what
who for persons only,	which for persons or things	

C. HOW OUR STATE IS GOVERNED

Who is at the head of the state government?

The governor is the highest officer in the state.

What is the name of your governor?

Our governor's name is

What is the term of the governor of New York?

The governor of New York is elected for two years.

State the duties of the governor.

The governor is at the head of the executive department of the state. He must see that all the laws or statutes are carried out. He is also the commander of the state militia. He has the right to pardon criminals.

Name some other state officers.

Other state officers are the lieutenant-governor, secretary of state, attorney-general, and treasurer.

How are the laws made for your state?

There are two lawmaking or legislative bodies. They are called the assembly and the senate.

The assembly is made up of members elected from different districts of the state. These men are called assemblymen. They are elected for a term of one year. Is this done in your state?

The state senate is composed of men who are elected by the people for a term of two years. They are called senators.

The assembly and the senate are called the legislature.

The legislature meets in the capital of the state.

What is your state capital?

The capital of my state is.....

What is meant by "veto"?

If the governor does not desire a bill to become a law, he writes the word "Veto" across the face of the bill.

EXERCISES

1. Read, then do these things:

Write a letter to a friend in your old country, telling him how our country is governed.

Learn the names of your mayor, your governor, and the President.

Read further on these topics.

Visit the courts, the public offices, and the city hall in your city.

Review these lessons frequently to make certain that you understand and remember what you read.

NOTE. Answer the questions of the lesson in complete statements.

CI. HOW THE UNITED STATES IS GOVERNED

Who makes the laws for the people of this country?

The laws of our country are made by the **Senate** and the **House of Representatives**—the Congress.

Where does Congress meet?

Congress meets in Washington, District of Columbia (D. C.), in the **Capitol**.



How many senators are there?

There are two senators from each state. As there are now forty-eight (48) states, there are ninety-six (96) senators.

Name the two senators from your state.

They are.....and.....

How are senators elected?

Name the **qualifications** for becoming a senator.

What is the term of a senator?

How many representatives are there?

There is one representative for every 225,000 people. As there are more than 100,000,000 people in the United States, you see that the House of Representatives is a much larger body than the Senate.

NOTE. The answers to the questions will be found in the Constitution of the United States. Read it.

EXERCISES

1. Read, then discuss:

Some local civic question
A new law or ordinance
Elections (when they occur)

2. Read, then do these things:

Copy and learn the new words in the lesson.
Give the meaning of the new words.
Use them in sentences.

3. Study the declension of the pronoun:

	Singular Number	Plural Number
First person,	I	we
Second person,	my or mine	our or ours
Third person,	me	us

4. Use the correct form of the pronoun in these sentences:

Between you and.....I think it is true.
Who is it? It is.....
He knew it was.....

CII. THE PRESIDENT

Do you know the name of the President of the United States?

.....is President of the United States.

How long is the **term** of the President?

The President is elected for a term of four years. He may be **reelected** for a second term. No President of the United States has ever been elected for a third term.

How is the President elected?

The President is elected by the people of the United States in the following manner:

On the first Tuesday after the first Monday in November, the people vote for **electors**. These electors meet in Washington and **cast their votes** for the President. This body of electors is called the **Electoral College**. Each state has a certain number of electors, according to the **population** of the state.

Who may become President?

No person except a natural-born citizen shall be eligible to the office of President; neither shall any person be **eligible** to that office who shall not have attained to the age of thirty-five years, and been fourteen years a **resident** of the United States.

What are the duties of the President?

He must see that all the laws are carried out, or enforced. He is at the head of the **executive** department of our government.

He is **commander-in-chief** of the army and the navy.

He has the power to pardon criminals.

Every year he sends a message to Congress recommending matters for their consideration.

By and with the advice and **consent** of the Senate, he has the power to make treaties, appoint **ambassadors** and other officers.

NOTE. Read the Constitution of the United States for these and other answers.

EXERCISES

1. Write a short paragraph about each of these:

How the mayor is elected.

How the governor is elected

How the President is elected

2. Answer these questions:

Have you seen men vote? What do they do?

Can anyone see how you are voting? Is this wise? Why?

Did you vote in the country from which you came?

3. Explain the new words.

4. Write from dictation:

There are times when words seem empty and only action seems great. Such a time has come, and in the providence of God, America will once more have an opportunity to show to the world that she was born to serve mankind.

—WOODROW WILSON

CIII. HOW OUR LAWS ARE MADE

How is a law made?

First a **bill** is **introduced** either in the House of Representatives or in the Senate. It is discussed by the senators or the representatives. Then it is voted upon. If a majority, or more than half, of the members present vote for the bill, it is **passed**, and is sent to the other House.

Here it is discussed again, and again it is voted upon. If a majority in this house vote for it, it is passed and sent to the President.

If the President signs the bill, it becomes a law. If he does not sign or **veto** it within ten days, it becomes a law. If he does not wish the bill to become a law, he vetoes the bill.

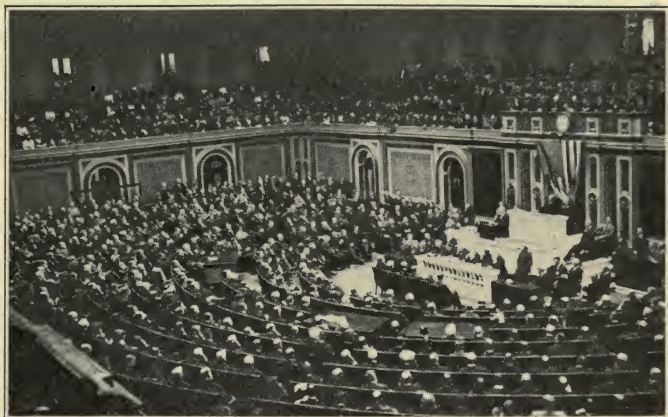
What is meant by the President's veto?

Veto means "**I forbid.**" It is a word written by the President across the bill to show that he is opposed to it and does not wish it to become a law.

Sometimes the President also states why he vetoes the bill and why he thinks it is not a good bill.

Can the bill become a law after the President has vetoed it?

Yes, a bill may become a law after the President has vetoed it. After the veto, it is returned



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to the House. If it receives a vote of two-thirds of the members in both Senate and House of Representatives, it becomes a law without the President's **signature**, or over his veto.

EXERCISES

1. Discuss laws, using the following plan:

Tell how laws are made in your union or lodge.

Tell how a city ordinance is passed.

Tell how a state law is made.

Name some laws that have been enacted recently, and talk about them.

2. Explain and use the new words.

CIV. OUR COURTS

If a man disobeys, or **violates**, the law, what may be done to him?

He may be arrested by a policeman and taken to the court.

Can you tell me the names of the courts?

Yes. First, there is the **municipal court**. If a man **owes** me money and does not pay it, I may take out a **summons** against him and **sue** him for the money in the municipal court. There is a **judge** who hears both sides of the case and **decides** who is right. The man who sues for the money is called the **plaintiff**. The man who is sued is called the **defendant**.

The plaintiff and the defendant bring their **witnesses** to court. There is a **trial**. Sometimes there are twelve men who are called **jury-men**. They **determine** the facts. The judge decides the law.

Poor people do not need to **employ** a lawyer. The judge will give them a lawyer free. They

do not have to pay for a summons. There is no **expense** for them at all.

What are some of the other courts?

The **magistrate's court** tries people who **disturb the peace** and break the laws in other ways; for example, by stealing, **assault**, and **battery**.



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Such people are arrested, taken to the station house, and then brought before the **magistrate**. Then there is a **county court**, where **civil** and **criminal** cases are tried. The supreme court is a higher court, and a court of appeals is the highest court in New York state. When a man loses his case in one court, he may appeal it to

a higher one. What higher courts are there in your state?

For deciding disputes between people who live in different states, there are **federal courts**. The highest court in the United States is the **Supreme Court**. In this court there are seven justices. They meet in Washington, D. C., and decide cases that relate to the Constitution of the United States. The Constitution is the highest, or **supreme**, law of the land.

EXERCISES

1. Tell what courts are near your home.
2. Study words, such as those in black-face type in the lesson, using the following plan:
Select the new words in the lesson.
Copy them.
Find their meaning in a dictionary.
Use them in spelling and writing.

CV. THE DISCOVERY OF AMERICA

About the year 1492 Europe **traded** very much with a country called India. Point to this country on the map. It took many days to reach India. The great question was, "How can India be reached in a much shorter way?"

Christopher Columbus was an Italian sailor. He **believed** that the earth was round like a ball.

He believed that he could reach India by a shorter way, by sailing **westward**. He wanted to get a few ships and **sailors** and sail across the ocean to **prove** this. Who would help him with money and ships?

Columbus traveled from one country to another; from Italy, his **native** country, to France, to Spain, to Portugal. The kings would not listen to his story. They did not believe it. They believed the earth was flat.

At last the queen of Spain, Isabella, was very kind to him. She gave him money, ships, and sailors, and Columbus set sail on his **voyage of discovery**. For many, many weeks, his three little ships, the Pinta, the Niña, and the Santa Maria, were on the wide Atlantic Ocean. There was water everywhere, but no land was in **sight**.

At last the sailors became frightened. They said, "We knew the earth was not round. It is flat. Turn the ships back and let us go home."

But Columbus would not give up hope. He said, "Let us sail **farther**. We shall soon sight land."

The sailors waited a few days longer. Then, seeing no land, they were going to throw Columbus **overboard**.

On October 12, 1492, there were signs of land. Soon an island was sighted. This was named

by them San Salvador. Then the happy sailors saw red men, whom they called **Indians**, because they thought that they had discovered India.



The Landing of Columbus

EXERCISES

1. Read, then do these things:

Tell the story of Columbus' later life.

Trace the voyages of Columbus on a map.

Discuss the Indians, their customs and life.

2. Write a paragraph in answer to each of these questions:

Was Columbus a brave man?

What happened during his voyage?

How did Columbus die? Where?

3. Read and discuss:

Some interesting stories are told about Columbus. You may find them in any history. Look for them, and read them aloud to a friend; for instance, Columbus and the egg; how Columbus acted when his sailors mutinied.

On page 232 is a fine picture of "The Landing of Columbus." You may find a copy of the painting in your city museum or art gallery. You may enjoy taking a friend to see it.

CVI. EARLY AMERICAN SETTLEMENTS

After Columbus' voyages of discovery, other people came to America. There were English, French, Spanish, and Dutch **explorers** who discovered and explored new **regions** in America. Then came people to **settle** the country and live here.

The first **permanent** English colony settled here was in Virginia. It was settled in the year 1607 by Englishmen who came here to look for gold.

In 1620 the **Pilgrims** came to America. They sailed from Europe in a ship called the "Mayflower." They landed at Plymouth Rock. This is in the state of Massachusetts. The Puritans also settled in Massachusetts. The

Pilgrims and the Puritans came to this country from Europe to find **freedom** in **religious** matters.



Courtesy of the Old Colony Trust Co., Boston

The Landing of the Pilgrims

In 1609 Henry Hudson sailed up the river that is now called by his name. Hudson was an Englishman, but he sailed from Holland. That is why the Dutch settled in the regions along the Hudson River. They called their colonies New Netherlands, and named their settlements New Amsterdam and Fort Orange. In 1664 there was a war between the Dutch and the English. The English **captured** New Netherlands and changed the name to New York. New Amsterdam was called New York City, and Fort Orange was named Albany.

◆ William Penn was a **Quaker**. He received a large **tract** of land in America from the king of England. The Quakers came to America and settled on the land, calling it Penn's woods, or Pennsylvania.

The early American settlers had very hard times here. They had to work hard. Their **crops** did not always grow well. The Indians were sometimes **cruel** to them.

EXERCISES

1. Review:

Name the thirteen original colonies.

Point out the colonies on a map.

Tell how and why each of the colonies was settled.

Tell how many states there are now.

2. You will find in any good history an interesting account of how the United States has grown. Read it.

3. Tell what happened in America in these years:

1492

1609

1620

1607

1619

1664

CVII. THE REVOLUTIONARY WAR

The thirteen original colonies were the beginning of this great nation. Can you name them? Can you point to them on the map? To what country did they all belong?

For many years England **taxed** these colonies, but the colonists were not allowed to send representatives or delegates to England to help make the laws. The Americans called this "**taxation without representation.**"

At last the American colonists said, "We wish to have a voice in making our own laws. We must have representation in the English House of Commons."

So they went to war with their mother country, England. This war is called the War



Signing of the Declaration of Independence

of the Revolution. It began in the year 1775. In the year 1776 the Americans **issued** their famous Declaration of Independence. This was

a document which stated or declared that the colonies no longer belonged to England, but were now a free and independent nation. This new nation was called THE UNITED STATES OF AMERICA.

The Revolution lasted eight years. The Americans were victorious and this country became a **republic**.

EXERCISES

1. Write the answers to these questions in complete statements:

What were the names of the thirteen original colonies?

What were the events that led up to the Revolutionary War?

Where is England?

Why did the American colonists go to war?

What was this war called? Why?

When did the war commence? When did it end?

What is the Declaration of Independence?

When and where was it signed? By whom?

What was the result of the war?

Why was this an important war for you?

2. For study and discussion:

Read about the French and Indian War and other early colonial wars.

3. Tell what happened on these dates:

October 12, 1492

July 4, 1776

February 22, 1732

February 12, 1809

April 17, 1775

April 6, 1917

CVIII. THE CIVIL WAR

In the year 1619 a ship brought to America a load or **cargo** of **negroes**. These negroes were black people who had been brought here by Dutch traders from Africa against their will to become slaves.

They could work in hot **climates**, so they were sold to the **planters** in the southern states as slaves. Name these states.

The people of the northern states thought that all people should be free and that there ought to be no slaves. "All men are born free and equal," they **declared**. So there was a strong **feeling** against slavery.

As time went on this feeling **grew**. Who became President in 1861? What happened then in the **southern** states? What war broke out? Why was it called **Civil**? What happened in 1863? In 1865? During the war the slaves were made free. The **Union** was saved. That is why Abraham Lincoln is called the **savior** of his country.

EXERCISES

1. Copy and learn to spell the words in black-face type.
2. Answer these questions:

When were slaves first brought to this country?

From what country did these slaves come?

Name the southern states.

Why did they need slaves?

What did the people of the North believe?

Why did the slave states wish to secede in 1861? Did they secede?

What happened after that?

3. Copy and use these words in sentences:

negro	motto	buffalo
negroes	mottoes	buffaloes
tomato	potato	mosquito
tomatoes	potatoes	mosquitoes

How do the words in lines 2 and 4 differ from those in lines 1 and 3?

What other words are formed in the same way?

4. Use these words in sentences. Notice how the words in the lower line are formed.

north	south	east	west
northern	southern	eastern	western

5. Tell what happened in these years:

1619	1776	1863
1775	1861	1865

CIX. THE WORLD WAR

On April 6, 1917, this country was forced to enter into a great war. England, France, Russia, Belgium, Serbia, and other countries had been **forced** into war with Germany, and since August, 1914, had been **engaged** in a **terrible** struggle, the like of which had never been known in the **history** of the world.

Although, from the very beginning, the German government had **committed** many great wrongs and had **violated international** law, **invading** Belgium against the law of nations, **torpedoing** unarmed **neutral** merchant vessels without warning, and spreading harmful **propaganda** through neutral countries, our country was very patient and long-suffering. At length, however, it became evident that German agents here were **plotting** against our government, destroying our industries, and **corrupting** our people. German submarines sank American passenger vessels, murdered men, women, and children who were on board, and made the seas **unsafe** for travel.

It appeared that the aim of the German government was to **conquer** the world. On April 2, 1917, President Woodrow Wilson delivered a **message** in Congress, in which he said, "The right is more **precious** than peace, and we shall

fight for the things which we have carried nearest our hearts—for **democracy**, for the right of those who **submit** to **authority** to have a voice in their own governments, for the rights and **liberties** of small nations.

“God helping her, she can do no other.”

Accordingly, Congress, four days later, declared that the acts of Germany against the United States **constituted** a state of war. Thus we became one of the Allies and prepared to fight the Central Powers, “to make the world safe for democracy.”

EXERCISES

1. Find the meaning of the words in black-face type in the lesson, and use the words in sentences.

2. Discuss these topics:

What is democracy?

What is autocracy?

What rights do you enjoy in this country?

CX. THE WORLD WAR (*Continued*)

Within a short time preparations were begun for giving aid to the Allies. Many **missions** were received in this country, from Belgium, Russia, France, England, Italy, and other countries. Some of the world's greatest men came here to discuss plans for **carrying on** the war: Balfour from Great Britain, and Joffre from

France. Our government likewise sent missions abroad, and a plan of action was agreed upon.

From a **peaceful** nation we became a great war power. We raised a wonderful army through **conscription** and sent our soldiers and sailors to France. This army and our Allies had to be fed, so all the people at home had to save food. Wheat was saved and shipped to our army in France, which was under the command of General John Pershing. The army had to be clothed and **equipped**. Vast stores of supplies and **munitions** had to be purchased, and the expenses of the war had to be met. This meant that **billions** of dollars had to be raised through taxation, **liberty loans**, and **war savings stamps**. Red Cross nurses had to be sent **overseas**, with doctors and other workers, to take care of the **wounded** and dying on the fields of battle. The whole nation set to work with a will to win the war and secure peace for the world.

Many ships had to be built. **Aeroplanes** had to be produced in large **quantities**. Rifles, cannon, and other articles necessary for war had to be manufactured on a large scale. It was necessary, therefore, to have an army of skilled workmen at home, to back up our boys in the **trenches**.

All this was done within a very short time. Was not this a wonderful record of **achievement**? Soon the million and more American soldiers in France began to show what they were made of. Brave boys, they were not



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afraid to **sacrifice** their lives for the country that had given them life, liberty, and happiness.

EXERCISES

1. Find the meaning of the words in black-face type in the lesson, and use the words in sentences.

2. Answer these questions:

Who were the Allies?

Against whom were they fighting?

How did we raise an army?

3. Discuss these subjects:

Food Conservation

Liberty Bonds

Thrift

The Red Cross

CXI. THE CONSTITUTION

In the year 1776 the United States became a free and independent country. It no longer belonged to England. The thirteen colonies were now states. All this was set forth in the Declaration of Independence, which was **adopted** on July 4, 1776.

In the year 1783 the Revolutionary War ended. It was now necessary to draw up laws for the new country. A set of new laws was **accordingly** drawn up. These laws were known as **Articles of Confederation**. In a short time, however, these Articles were found too **weak** for the government of the country.

Delegates from each of the states were sent to draw up a new **constitution**. This Constitution was adopted by the new states in the year 1789. It was found good. It is still the supreme law of the land.

The Constitution lays down many laws for the government of the country. It tells how the states must be governed. It also states the powers and duties of the President, of representatives, of senators, and of other officers of the government. The Constitution also states how laws are to be made.

Every citizen should read the Constitution of the United States.

PREAMBLE TO THE CONSTITUTION

We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

EXERCISES

1. Review:

Tell when the colonies became free states.

Tell how the country was governed before the Constitution was adopted.

Tell why the Constitution was necessary.

Tell when the Constitution was adopted.

2. Learn the Preamble until you can say it without looking at the book.

CXII. OATH OF ALLEGIANCE

I do hereby declare, on oath, that I **absolutely** and entirely **renounce** and **abjure** all allegiance and **fidelity** to any foreign prince, **potentate**, state or sovereignty, and particularly to....., the.....of....., of whom I have heretofore been a **subject**;



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that I will support and defend the Constitution and laws of the United States of America against all **enemies, foreign and domestic**; and that I will bear true **faith** and allegiance to the same, so help me God.

EXERCISES

1. This oath must be sworn to before you can become a citizen. Study the oath in this way:

Learn to repeat the oath.

Fill the blanks in the Oath of Allegiance with the right words.

2. Answer these questions:

Of what country do you wish to become a citizen?

What is another word that has the same meaning as "renounce"? As "abjure"?

To what country do you renounce allegiance?

What is the meaning of "allegiance"?

What is another word that has the same meaning as "absolutely"? As "entirely"?

What word is the opposite of "foreign"?

Can you give the meaning of this oath in your own words?

What must a good citizen of this country do?

What must a good citizen of this country not do?

CXIII. THIS GREAT COUNTRY OF OURS

This is a great country to which you have come. It **extends** from Canada on the north to Mexico on the south. How many miles is that? From the Atlantic Ocean on the east



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it stretches to the Pacific on the west. From New York City to San Francisco it covers more than 3,000 miles. How long would it take you to travel that **distance** by train?

There are great rivers, great **lakes**, high mountains, good farm lands, **fertile plains** and **valleys**. Almost every kind of fruit and grain is found in large quantities, from apples to bananas, and from wheat to rice. There are great factories and **mills** which

manufacture everything you need. Large stores sell everything you wish to buy.

Why do you stay in the **crowded** cities where the cost of living is so high? There are many thousands like you in the big cities who are struggling hard to earn a living. There are



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many thousands like you, **immigrants, newcomers** in this country, who are living in comfort on their **prosperous** farms and **extensive** ranches in the South and West. Go to the country. Do not stay in the city. Go west. Go south. There is plenty of room for all who wish to work. There is plenty of money to

be made. You cannot get it or find it in the crowded streets of the city.

In the United States there is no fixed state **religion**. The state has no right to tell you what religion you shall have, what God you shall **worship**. You have come to a country where you may worship as you please, provided you respect and obey the laws.

You have the right of free speech. The press is free. Here you need not be afraid that you may be put in prison for saying something against the head of the government or for **criticizing** the laws and the lawmakers. Liberty and freedom, however, do not mean that you can do everything you wish. You know that certain laws are necessary to protect your life and property. Laws are necessary to insure liberty and happiness to all. You must keep the law. You must help to make those laws. You must help to enforce those laws. This is a republic. In a republic each man counts. All the people are expected to have a voice in the government and to make this country an **excellent** place in which to live. Will you do your share?

Anarchists, people who do not believe in any form of government, and all others who believe in the **destruction** of law and order are **undesirable** in this country.

The courts are open to all, rich and poor. The judges are fair. This is a country where right rules. You need not be afraid of the law. The policeman is your friend. The judge listens to both sides of your case. You cannot **bribe** him. Honest treatment is given to all.

You expect a great deal from this country. You expect to live peacefully and happily. You expect to carry on your business undisturbed. You expect to be free from **persecution**. You will find all this possible here. What will you do in return for all this?

As soon as you have learned to speak English, as soon as you understand the customs of this country, and just as soon as you have lived here long enough, you must become a citizen. Write out your **declaration of intention** now. Become an American citizen and help to make this the best, the most **prosperous** country, "the land of the free and the home of the brave."

EXERCISES

1. Study new words after the following plan:

Make a list of the new words in the reading lesson.

Look for the meaning in your dictionary and substitute other words for them.

Use the new words in speaking and writing.

2. Say these words slowly and clearly:

so	slow	own
tow	show	grown
low	mow	snow
blow	go	alone

Blow, bugle, blow!

CXIV. HOW TO BECOME A CITIZEN

All those who are eighteen years of age and over may file a **declaration of intention** at any time after their **arrival** in the United States. This is done in the office of the clerk of the county in which you live.

Two years after you have filed your declaration of intention, you may file your **petition for naturalization**.

When you file your petition for naturalization you must appear in court with two witnesses who know you well. You must answer certain questions put to you by the judge. If you satisfy the judge as to your qualifications, you will be granted a **certificate** of naturalization.

You will then become a citizen of the United States and will be expected to take an interest in the affairs of the government and to vote for good, honest **officials**.

EXERCISES

1. To request a booklet on "How to Become a Citizen":

Write a letter to your county clerk, asking him to send you a booklet containing instructions on "How to Become a Citizen."

If you live near the county clerk or a justice of the peace, go to see him.

2. Study of adverbs:

I walk **quickly**.

She speaks **slowly**.

The girl does things **quietly**.

They dance **gracefully**.

3. What do the new words in the lesson mean?
To what word in the sentence do they belong?
How do they end?

4. Pronounce, copy, and spell:

be	free	meet
tree	sleep	sleet
she	street	mean
he	heat	bean
me	beat	clean
ye	treat	between
we	meat	seem
see	seat	team

Firm, united let us be,
Rallying round our liberty.

FACTS FOR DECLARATION OF INTENTION

U. S. DEPARTMENT OF LABOR

NATURALIZATION SERVICE

NOTE. — If the applicant landed on or after June 29, 1906, his declaration should not be filed until the name of the vessel is definitely given (or the name of the railroad and border port in the United States through which the alien entered), as well as the date of arrival.

TO THE APPLICANT. — The fee of one dollar must be paid to the clerk of the court before he commences to fill out the declaration of intention. No fee is chargeable for this blank.

My name is _____ *Age :* _____ *years.*
(Alien should state here his true, original, and correct name in full.) (Give age at last birthday.)

Also known as _____
(If alien has used any other name in this country, that name should be shown on line immediately above.)

Occupation : _____

Color : _____ *Complexion :* _____

Height : _____ *feet* _____ *inches.* *Weight :* _____ *pounds.*

Color of hair : _____ *Color of eyes :* _____

Other visible distinctive marks : _____
(If no visible distinctive marks, so state.)

Where born : _____ , _____
(City or town.) (Country.)

Date of birth : _____ , _____ , _____
(Month,) (Day.) (Year.)


Present residence : _____ , _____ , _____
(Number and street.) (City or town.) (State, Territory, or District.)

Emigrated from : _____ , _____
(Place where alien got on ship or train to come to the United States.) (Country.)

Name of vessel : _____
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Last place of foreign residence : _____ , _____
(City or town.) (Country.)

I am now a subject of and intend to renounce allegiance to

 *See note.* _____
(Name and title of sovereign, and country of which alien is now a subject.)

NOTE. — If alien is a citizen of a foreign Republic, he should fill in the following line in lieu of the above, writing the name of the Republic only.

I am now a citizen of and intend to renounce allegiance to the Republic of _____

Port of arrival : _____ , _____
(City or town) (State or Territory.)

Date of arrival in United States : _____ , _____ , _____
(Month.) (Day.) (Year.)

(If petitioner has heretofore made application for citizenship, the facts required should be fully stated in the following blanks:)

*I previously petitioned for citizenship to the ----- Court,
at -----, on the ----- day of
(City or town.) (State, Territory, or District.)
-----, 1, which was denied for the following reason:*

The cause of such denial has since been cured or removed.

Give names, occupations, and residence addresses of two witnesses, citizens of the United States, who have known you for at least five years, last past, as a resident of the State in which petition is made, who will make affidavit that you are a person of good moral character, that you are qualified in every way to be admitted a citizen of the United States, and who will appear with you before the clerk when petition is filed and also be present at the hearing of the petition by the court.

If you have resided in the State in which petition is made for at least one year, last past, but less than five years, the two witnesses must verify the entire period of residence within said State, and the remaining portion of the five years' residence *in some other State* must be established at the hearing by the testimony of the same or other witnesses appearing in person, or by depositions taken under section 10 of the naturalization act of June 29, 1906. The required form for notice to take depositions may be obtained from the clerk of court when petition is filed.

(Name.) (Occupation.) (Residence address.)

(Name.) (Occupation.) (Residence address.)

Names of witnesses who will be substituted by me if those appearing with me at the time of filing my petition for naturalization are unable to appear at the time of the hearing —

(Name.) (Occupation.) (Residence address.)

(Name.) (Occupation.) (Residence address.)

Each of the above-named witnesses has known me at least ----- years.

I herewith present my Declaration of Intention to become a citizen of the United States.

FACTS FOR PETITION FOR NATURALIZATION

Department of Labor NATURALIZATION SERVICE

(Give here name used in Declaration of Intention.)

1. My place of residence is _____,
(No. and name of street.) (City, county, state.)
2. My present occupation is _____
3. I was born on the ___ day of _____, 18___, at _____
(City.) (Country.)
and my last foreign residence was _____
(City.) (Country.)
4. I emigrated to the United States from _____,
(Port of embarkation.) (Country.)
on or about _____ day of _____, 19___, and I arrived at
the port of _____,
(Port of arrival.) (State.)
on the _____
day of _____, 19___, on the vessel _____
by first cabin _____, second cabin _____, steerage _____
at which time my height was _____ feet _____ inches;
complexion, _____; color of hair, _____; color of eyes, _____,
occupation, _____; destined to _____,
(City.) (State.)
and accompanied by _____
5. I declared my intention to become a citizen of the United States
on the _____ day of _____, 19___, at _____
(Location of Court.)
in the _____ court of _____

6. I am _____ married. My ^{wife's} husband's name ^{was} is _____

He ^{was} born in _____, _____ and is now deceased
She ^(City or town.) ^(Country.) now resides at

_____, _____ I have _____ child _____,
^(City or town.) ^(Country.)

whose name, date and place of birth, and place of residence are as follows:

_____, born _____ day of _____, 1____, at _____; resides at _____

_____, born _____ day of _____, 1____, at _____; resides at _____

_____, born _____ day of _____, 1____, at _____; resides at _____

7. I now owe allegiance to _____, _____
^(Name.) ^(Title.)

8. I am able to speak the English language.

9. I have resided continuously in the United States since the _____ day of _____, 19____, and in the state of _____ since the _____ day of _____, 19____

10. Have _____ heretofore made petition for United States citizenship.

I previously petitioned for citizenship to the _____ court, at _____, _____ on the _____
^(City or town.) ^(State.)

day of _____, 19____, which was denied for the following reason: _____

The cause of such denial has since been cured or removed.

(Sign name in full.)

CXV. IN THE TRAINING CAMP

Tap, tap, tap! Listen to the sound of the hammers! A large number of carpenters are **constructing** buildings and shelters. They must work fast, for the **cantonment** must be finished in a very short while.

Left, right! Left, right! Left, right! Listen to the sound of the marching soldiers! Here they come—thousands of brave young men in



Brown Bros.

their fine new **uniforms**. They have been **conscripted** to fight for their country, to protect you and me from the enemy, and to make the world a safe place in which to live.

Are these men **downhearted**? No! They are happy to do their duty. They are proud that

they are strong and healthy enough to be selected to serve their country in time of need.

Click, click, click! Listen to the sound of **triggers!** The soldiers are practicing with their guns. They are working hard to become good **marksmen.** They will be sure to give a good account of themselves in the **trenches** and at the front.

These strong young men are America's first line of defense. They will keep the **invader** from our shores. **All honor to them!**

EXERCISES

1. Learn the meaning of the words in black-face type in the lesson.
2. Pronounce, copy, and spell:

well	when	wake	would
wait	what	walk	why
waist	while	wine	won
wish	west	which	work
wash	where	wail	word

3. Find the meaning of each group of words, then use them correctly in sentences:

land	selected	downhearted
country	chosen	disheartened
nation	conscripted	discouraged

CXVI. A SOLDIER'S LETTER

CAMP UPTON, YAPHANK, L. I.

October 12, 1917

DEAR UNCLE:

I am only a **private** in the ranks, but I feel like a **general**. I am having the best time of my life here in camp.

Every day we take long marches across the country. This gives us the **opportunity** to be out in the open, to get lots of fresh air, and that, you know, makes us strong and healthy. We have plenty of other forms of **exercise**, swimming, rowing, tennis, football, and baseball. I like target **practice**, for that teaches me how to shoot **straight**, and this, you know, is the most important business of a soldier. There is not a dull moment here.

The food we eat is **excellent**. We get all we want. We have milk, eggs, soup, meat, bread, butter, and coffee, all of the very best quality. I have gained five pounds during my month in camp.

I am glad that I was **selected** to serve my country. If it is good **enough** for me to live in and to work in, it is good enough to fight for.

You ought to see me in my new uniform. When are you coming? I shall be glad to show you around the **cantonment**.

Write soon. Please send me a good book or a **magazine** to read.

Your **affectionate** nephew,

ALLEN

EXERCISES

1. Read, then do the following:

Ask questions to bring out what the letter tells.

Answer the questions, using complete statements.

After reading and discussing the letter, imagine that you are at a cantonment and write a similar letter.

Learn the spelling of the words in black-face type.

ARMY TERMS

soldier
infantry
cavalry
artillery
private
corporal
sergeant
lieutenant
captain
colonel

general
commander-
in-chief
company
regiment
brigade
battalion
gun
bayonet
cannon

NAVY TERMS

sailor
marine
transport
man-of-war
cruiser
destroyer
submarine
aeroplane
battleship
pilot

commodore
admiral
periscope
torpedo
cutlass
turret
rifle
deck
berth
port

The Army and Navy forever.

CXVII. THE RED CROSS

Many soldiers are wounded in battle. Who looks after these wounded men?

There are many **unselfish** women who go to the front and **offer their services** as nurses.



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They are called Red Cross nurses. Is it not beautiful and noble for these women to offer themselves for this **mission of mercy**?

Many a man, wounded in battle, is nursed back to health by these **faithful** nurses. He is given the best medical treatment, and, if necessary, is sent to a hospital.

The wounded soldiers are very anxious to get better quickly, for they wish to return to the scene of **warfare** as soon as they can.

EXERCISES

1. Answer the questions in the lesson, being careful to use complete sentences.

2. Explain and discuss:

The origin and history of the Red Cross.

The meaning and origin of the Red Cross symbol.

Read a short account of the activities of Florence Nightingale; of Clara Barton.

Mention some of the acts of mercy of the Red Cross during the World War.

Tell how you can help the Red Cross.

The quality of mercy is not strained. . . . It is twice blest: It blesseth him that gives and him that takes.

CXVIII. PEACE AND WAR

The United States is a peace-loving country. It is today the strongest, the richest, the best governed country in the world. The people elect their own officers and govern themselves. Therefore this country is called a republic, or a **democracy**. A country in which the people do not rule, but in which a king,

emperor, or sultan has the absolute power, is called an **autocracy**.

This country has not had many wars. More than one hundred and twenty-five years ago, in 1775, a war began between the United States and England because this country objected to taxation without representation. As a result of that war, we became a free and independent nation.

Twenty-nine years after the end of that war—the Revolution, as it was called—another war was fought to protect the lives and property of Americans on the high seas and to keep the seas free for all people. This was called the War of 1812.

In 1861 the great Civil War broke out. The northern states waged war against the southern states to preserve the Union. Under the wise **leadership** of Abraham Lincoln the Union was saved.

In 1917 the United States was forced to enter the greatest of all wars, the World War. Once more, as President Woodrow Wilson declared, we fought “to make the world safe for democracy.”

Are not these great and lofty **ideals** to fight for? Are you not proud that you live in such a wonderful country? Let us all be ready, when

the summons comes, to devote "our lives, our fortunes, and our sacred honor" to our country.

EXERCISES

1. Copy and use these words in sentences:

democracy republic president allies
autocracy empire emperor enemies

2. Write from dictation:

The state exists to protect the rights of man. All governments derive their just powers from the consent of the governed. Might does not make right, but right must gain might to survive.

—HENRY VAN DYKE

3. Learn the meaning of the words in black-face type.

4. Learn the following:

FROM "THE BUILDING OF THE SHIP"

Thou, too, sail on, O Ship of State!
Sail on, O UNION, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat

Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee!

—HENRY W. LONGFELLOW



AMERICANIZING THE FOREIGNER

SUGGESTIONS FOR TEACHERS

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 T. PAGE

THE PLEDGE OF ALLEGIANCE

I pledge allegiance to my flag and to the republic for which it stands; one nation indivisible, with liberty and justice for all.

OATH OF LOYALTY TO THE CITY

I will be faithful to my city in word, thought, and deed. I will defend its fair name at all times. I will do all in my power to make my city the best, the cleanest, the foremost city in the world.

PART I. THE PROBLEM OF AMERICANIZATION

INTRODUCTORY

“Who are the native Americans?” cries one of our prominent legislators during a discussion of an immigration bill. And he adds, “I am proud of my country. I love this country. I believe that it will continue to grow stronger and stronger; that we will continue to live under the Constitution which guarantees property, life, and freedom in religious opinion.”

Americanization, a great problem. A recent national census shows that during the past twenty years more than a million immigrants a year have come to these shores. The United States has probably more than four million inhabitants who cannot speak the language of the land. A moment's reflection will prove the potential danger of a people within our gates, alien in sentiment, ideals, and language. It needed not the great war in which we were recently engaged to arouse a growing conviction that thousands of men born in this country were unable clearly to understand enough English to carry out the commands of their officers, although they were subject to the call of the colors.

“It was realized that we must have only one flag, and that the American flag; only one language, and that the English language, the language of the Declaration of Independence, Washington's Farewell Address, Lincoln's

Gettysburg Speech and second inaugural; but one loyalty, that to the United States," Theodore Roosevelt once said in an address to munition workers.

One language needed—English. One common language will enable us to portray the real purposes and ideals of our democracy, will prove to the alien that he is regarded as a part of the commonwealth, to whom we extend our protection and from whom we naturally expect support even to the extent of going to war in defense of national principles. In times of peace it will allay industrial dissatisfaction and unrest, will prevent misunderstandings, and will ameliorate conditions.

At all times, indeed, the immigration problem has presented many phases for study, but now, during a period of stress and strain, a vigorous new interest has been born and an energetic attempt is being made to solve the problem. How far must it be definitely taken up? How far may it be left to itself and to the natural effect of mere American residence and intercourse? How can present methods and plans be improved?

What must be done. It is but natural that beginnings should have been made in several large cities which are said to contain more foreigners of certain races than the capitals of the countries from which these foreigners have come. In the greatest city on this continent a progressive superintendent¹ and a director² are already coördinating many different activities for the Americanization of the foreigners. If, for many years, the foreigners have refused to come to the schools, the schools, like Mahomet,

¹Dr. William L. Ettinger, city superintendent of schools, New York City.

²Morris E. Siegel, director of evening and continuation schools, New York City.

must go to the foreigners, enter their lives, sympathize with them, rejoice with them, encourage them—in a word, make them feel less like strangers in a strange land, and more like welcome additions to a large union of people. We would have them say with Ruth, “Whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God.”

In the Americanization process there are included many forms of activities and service designed to make the foreigner, not a temporary sojourner in the land, but a willing and intelligent member of a great democracy. In word, thought, and deed he must be made an American. To this end there should be coöperation with schools, libraries, settlements, churches, social agencies, and city departments, associations of employers and employees, local committees of prominent citizens, and with all other available forces.

Function of the schools. Schools for foreigners should be forums for the discussion of civic, industrial, and health conditions. They should be social centers where the foreigners may congregate for recreation. In athletics, games, dancing, and singing we have powerful factors for teaching not only the English language, but American customs and manners. By furnishing the place and the means for spending leisure time, the schools introduce themselves as agencies for bettering the lot of the alien. The schools should house many kinds of clubs, offer themselves as meeting places for organizations, and prove that they are working for the foreigner, not by patronizing him, but by serving him. Information centers should enlighten the stranger on questions of domestic affairs, employment matters, and naturalization

proceedings. Public celebrations and entertainments should be held in the schools to attract pupils and keep them in attendance. Bureaus to extend legal aid, vocational guidance, and offers of employment, and departments to encourage thrift and food conservation and improve standards of living, should make the stranger less diffident and suspicious, and more self-confident. Thus "the school will be a mirror of the world outside," and a preparation for the next day's living.

A system of self-government should pervade the organization of the school, making of it a miniature democracy. By participating in the various phases of civic activity incidental to nominating and electing officers, framing a constitution, and enacting laws, the pupils will learn to speak the language, to think in English, to participate in affairs of government, and, above all, will become saturated with democratic ideals and the duties and obligations of citizenship, by actual participation in government.

The education of the foreigner that he may take his place in this greatest of republics, as an intelligent, law-abiding citizen, imbued with ideals of loyalty and Americanism, is a vital necessity. In the following pages are set forth details of method for realizing this purpose.¹

THE COURSE OF STUDY

Complete course for each year. Every grade in the evening school should be a complete course or cycle in itself. It should be remembered that more than 50 per

¹For an interesting discussion of the great importance of Americanizing the foreigner, see the report of the late William H. Maxwell, former city superintendent of schools, New York City, June, 1918.

cent of our foreign population attend school to get just as much knowledge of English as will enable them to speak, read, write, and understand English sufficiently for their daily affairs. They merely want a practical working knowledge of English, and, having obtained this, in most instances, they will leave the school for the street, the shop, and the home. It should therefore be the aim of the school to present a complete course of study in each grade rather than a section of one that is drawn out through many years.

More intensive course each succeeding year. If the foreigners can be interested, if they can be given something that really supplies a felt want, they may attend school one, two, or three years. This, however, does not mean that there must be prepared a three-year course in English. All that can be desired or expected is that every succeeding year shall present a more intensive course than the year preceding, covering the same large divisions more thoroughly.

Related subjects taught. The large majority of foreigners may never attend any other institution of learning than the school—many are illiterates. The desire to continue in attendance at school can be fostered until it becomes a habit. These foreigners will expect to receive a rudimentary knowledge of the cultural subjects as well as reading and writing—that is, grammar, geography, history, and arithmetic.

Aim of civics teaching. It is found that the foreigners who apply for citizenship papers cannot answer simple questions. The work in civics should therefore have a twofold aim: (a) to acquaint the immigrant with governmental affairs in this country, and (b) to assist him to become a citizen.

The task of the teacher. The foreigners' well-known clannishness, which leads them to live in congested districts of metropolitan cities, and which, in turn, brings about misunderstanding of national ideals and backwardness in participating in the public affairs of the nation, must be broken up. The true teacher of Americanism must enter the domestic life, the community experiences, and the vocational affairs of the alien. He must bring the light of American democracy into the dark, crowded tenements; he must seek to inculcate patriotic ideals in the place of the former cringing, hating subservience to tyranny; he must implant civic pride and loyalty to a liberal government in the place of fear and secret plotting to throw off the yoke of absolutism; and, above all, he must imbue the newcomer in our midst with a respect for the flag and a spirit of self-sacrifice for the country which has given the stranger a new birth of freedom and, unquestioning, has taken him to its bosom.

In order that these purposes may be accomplished, the foreigner must be changed from an idle spectator and critic of community affairs into an active participant. The school must reach into the home and must take a page out of the foreigners' likes and dislikes, using these as a foundation upon which to build for the future. This it can do best by adding to the regular schoolroom instruction social affairs, such entertainments as dancing and games, debating and discussion of current events, and opportunities to meet public officials and to learn at first hand the theories, policies, motives, and ideals of our wonderful democracy.

Vocational guidance. Vocational opportunities, too, must not be neglected. The stranger within our gates has a narrow occupational horizon and is quick to imitate

his friend who has been here but a little longer than he, by following the same business. Sometimes he will endeavor to find employment at his Old World trade. More often, however, groups of foreigners will engage in similar work, depending upon the country or province from which they have migrated. So it happens that we find one group employed as tailors and machine operators in the clothing industry, another in the manufacture and sale of confections, a third in the retail vending of fruits and vegetables, and a fourth working as waiters in restaurants. This state of affairs, combined with their mode of life in congested districts, is responsible for much of the difficulty encountered in the process of Americanizing the foreigners.

The school must develop the vocational intelligence of the alien and must teach him the principles of choosing a career, as well as the value of an education. It must explain to him the machinery and inventions which he will find in this New World to which he has come, and must open his eyes to new callings and pursuits which may be unknown in his native land, to American ways of doing things, and to simpler, newer, and speedier processes of manufacture.

Two demands. We are living in a country and in an age that makes two demands: (a) *all inhabitants of the land shall speak and understand one common tongue, and (b) every citizen shall be an efficient unit in the democracy, educated in thought, of high and irreproachable moral fiber, a workman worthy of his hire.* As far as possible, the Americanization of the foreigner should help to place him in his proper sphere of activity so as to fashion him into a good, true, and useful citizen, of service to himself and to his country.

SUMMARY

1. Every grade in the school for teaching foreigners should present a complete course or unit independent of other grades, preceding or succeeding.

2. Succeeding grades should present the subjects taught more intensively and more thoroughly and should include new matter.

3. In beginners' classes there should be given a knowledge of the language sufficient to enable the pupils to speak, read, and write, and to understand our national ideals and customs.

4. Civics should be made concrete, practical, and interesting, and should be taught in such a manner as to generate in the alien loyalty and confidence and a desire to become a citizen at the earliest possible moment.

5. Neighborhood, city, state, and national activities should be brought into the school, observed, studied, and taught. The foreigner should enter into our community life from the very beginning so as to learn the language of the land by speaking it, the customs of the land by practicing them, and the nature of our government by participating in it. He should also learn the new American ethical, domestic, and vocational ideals and standards.

6. As far as possible, the school for foreigners should Americanize them by opening a mine of new vocational opportunities to them, and showing them the qualifications necessary for success in various pursuits; it should stimulate vocational thought, foster ambitions, encourage educational preparation, and guide as well as place them in industries to avoid overcrowding, drifting, blind-alley occupations, and discontent through failure in business.

THE ORGANIZATION OF CLASSES

In organizing classes for the teaching of foreigners, much depends upon the number of people who are to be reached as well as upon the conditions under which they live and are employed. Such groups may be taught in the store, the office, or the factory, as well as in the school.

Principles of good grouping. Where there are many different nationalities represented, and the pupils are of various ages, there should be careful discrimination. The principles underlying good grouping are as follows:

1. Classify the pupils according to *nationality*.
2. Keep all persons of similar *scholastic attainments* in the same classes if possible.
3. Separate the pupils according to the *vocations* in which they are employed.
4. Keep *youths* apart from *adults*, and *men* from *women*.

Thus, if numbers permit, there may be established (1) classes of *elementary grade* for beginners, and these may be subdivided into (a) classes for illiterates and (b) classes for those who can read or write either their own or some other language; (2) classes of *intermediate grade* for those who have had some schooling; and (3) classes of *advanced grade* for those who have spent more than two years in the study of English.

Naturally the methods and content of instruction will be adapted to these different groups. The aim throughout this classification of pupils should be efficient instruction—an organization in which the teacher can do his best work with a minimum expenditure of energy and a maximum beneficial result.

THE PROGRAM

Principles of program-making. A good program can easily be arranged if certain simple and obvious pedagogic principles are followed:

1. Follow the rational order:
 - a) Oral Work—The Theme and Its Development
 - b) Written Work
 - c) Pronunciation Drills
 - d) Reading, History, Civics, Geography, or Conversation
 - e) Memory Selections
2. No two lessons requiring *the same kind of effort* should be given in succession, e. g., no two oral lessons, no two written lessons, no two reading periods.
3. *Relaxation* or *setting-up exercises* should be given about the middle of a short session or at frequent intervals during a long one.
4. *Memory selections* should be studied toward the end of the session.
5. The first period should be devoted to some form of *opening exercises* and *informal discussion* to encourage early arrival.

SUGGESTED PROGRAM FOR DAY SESSIONS

	Time in Minutes
Opening Exercises	15
Physical Exercises and Rest Periods	15
Recess	15
Dismissal	10
Music	10
Drawing and Manual Training	30
Arithmetic	40
Reading	50
Spelling and Pronunciation Drills	20

Conversation, Object Lessons, Morals, Manners, Hygiene, History, and Geography	45
Oral Reproduction and Memory Gems	20
Penmanship, Dictation, Composition	30

300

SUGGESTED PROGRAM FOR EVENING SESSIONS

DAY	TIME				
	8:00-8:10	8:10-8:30	8:30-8:45	8:45-9:00	
Monday . . .	Opening Exercises	The Theme and Its Development	Dictation	Geography	
Tuesday . . .	Opening Exercises	The Theme and Its Development	Composition	History and Civics	
Wednesday . .	Opening Exercises	The Theme and Its Development	Letter-Writing	Geography	
Thursday . . .	Opening Exercises	The Theme and Its Development	Dictation	History and Civics	
	9:00-9:05	9:05-9:15	9:15-9:25	9:25-9:45	9:45-10:00
Monday	Setting-Up Exercises and Relaxation	Spelling	Pronunciation Drills	Reading	Conversation
Tuesday	Setting-Up Exercises and Relaxation	Spelling	Pronunciation Drills	Reading	Memory Selections and Conversation
Wednesday . . .	Setting-Up Exercises and Relaxation	Spelling	Pronunciation Drills	Reading	Conversation
Thursday	Setting-Up Exercises and Relaxation	Spelling	Pronunciation Drills	Reading	Memory Selections and Conversation

PART II. THE METHODS OF TEACHING FOREIGNERS

VOCABULARY ENLARGEMENT

One of the chief aims to be remembered in all good teaching of English to foreigners is that of giving the men and women a knowledge of several hundred words and phrases that will form their daily working vocabulary. These words should be such as they will use in their daily work or such as they will hear during the day, at home, in the shop, or on the street.

Foreigners wish to learn much in a short time, and they will leave school just as soon as they feel that they can master the language unaided. It is therefore the duty of every teacher to furnish the pupil with a good vocabulary of useful words. How can this be done? Following are some suggestions that may be of value and are used in *The Gateway to English*:

1. Teach the names of the parts of the body.
2. Name actions performed by the parts of the body.
3. Name familiar objects and sights.
4. Label all articles in the classroom.
5. Teach themes involving actions performed by persons upon things that are in the room.
6. Name objects in the home; describe them.
7. Name and describe family relationships.
8. Discuss meals, actions, and affairs at home.
9. Name and discuss shop and store experiences, tools used at work, processes of manufacture, and employment relationships.
10. Discuss the weather, local happenings and conditions, timely subjects, and current events. Converse about them freely.

11. Study and use words explained in the reading lesson.
12. Study synonyms, antonyms, and homonyms.
13. Construct sentences containing new words.
14. Fill in blank spaces in sentences in which words are missing.

SYNONYMS

The object of this study is to aid the pupils in building up a good vocabulary.

1. Pronounce the word to be studied.
2. Lead the class to give words of similar meaning.
3. Write on the blackboard the group of synonyms to be studied.
4. Lead the pupils to use each word in a sentence.
5. From the use of the word, obtain its exact meaning.
6. From the definitions, obtain the common meaning of each word in the group.
7. Elicit the different shades of meaning.
8. Having brought out the exact difference, require the pupils to construct sentences containing the words correctly used.
9. Furnish many correct sentences as models.

HOMONYMS

To insure the correct spelling and use of these words, have frequent exercises (a) in dictation of sentences containing each word, and (b) in composing sentences in which each word shall be used correctly.

to	blue	cent	rain	by	so
too	blew	sent	rein	bye	sew
two		scent	reign	buy	sow
heel	be	seen	flower	one	soul
heal	bee	scene	flour	won	sole

see	aught	meat	would
sea	ought	meet	wood

1. Drill on each word separately.
2. Use it in a sentence.
3. Lead the class to give the correct definition.
4. Now let the class make up its own sentences, drilling on one word until it is thoroughly understood.
5. Dictate a sentence containing a homonym.
6. Let the pupils write the sentence in their notebooks and state the correct definition.
7. Let the class write an original sentence using one of the homonyms.
8. Compare the sets of homonyms.

PREFIXES AND SUFFIXES

1. Select a number of words that have the same prefix or suffix.
2. Let the pupils use these words in sentences.
3. Pupils give the meaning of the words from their use.
4. Pupils note the common element in all the words.
5. Pupils note the common part in all the definitions.
6. Pupils find other words with a similar element.
7. Note that the definition still contains the same common part of the meaning.
8. Lead the pupils to discover what the prefix or suffix means.
9. Apply this knowledge to new words.

EXAMPLES

<i>baker</i>	<i>actor</i>
<i>singer</i>	<i>cantor</i>
<i>grocer</i>	<i>orator</i>
<i>leader</i>	<i>conductor</i>
<i>painter</i>	<i>motor</i>

goodness	wickedness
badness	kindness
whiteness	truthfulness
harmless	horseless
armless	careless
footless	headless

SENTENCE BUILDING

In the last four suggestions for vocabulary enlargement, at the top of page 281, it will be seen that certain devices may be employed to encourage the students of English to talk freely and to think in English, instead of to translate from their native tongue.

Place a word on the blackboard and ask the pupils to say something, using the word. Point rapidly to different pupils; if one is not ready, call on another, but come back to the slow pupil later. The recitation should be spirited.

Thus, place the word *man* on the blackboard. The pupils look at the word. The teacher says, "I want each of you to say something about a man. Do not all say the same thing. Think."

The word used should be varied from time to time. As the class gains in power, two words may be given, and the pupils may be required to construct sentences in which both words may be used, such as "man," "money." In advanced classes three words may be given.

The aim of this type of exercise is to develop fluency, ease, quickness, and facility of expression, as well as the power to think in English, and to prevent the pupil from resorting to his native tongue in order to translate into English. In this exercise, therefore, speed is essential.

CONVERSATION

The end of all good teaching of English to foreigners is to enable the pupil to "speak and to write English correctly." Every foreigner will tell you that this is what he wishes to learn. Of the two, the more important aim is unquestionably that of speaking English.

Recognizing this as our chief purpose, what can we do to develop initiative on the part of the diffident learner? How shall he be led to exercise his powers on every possible occasion? In order to speak English, the foreigner must not only learn the language, but he must use it. Every impression must seek its corresponding expression.

1. In order to develop spontaneity and fluency of expression, the immigrant must learn to do by doing. He wishes to talk English—*let him talk*. Assign to one man in the class some subject that he has learned. Suppose that he has been taught the theme *I dress myself* in the preceding lesson. Say to him, "Tell me how you dress yourself"—and let him talk. Do not interrupt his story. If he halts, wait; his words will come. If he is at a loss for words, encourage him by asking helpful questions or suggesting a word.

2. Vary the subjects for conversation assigned to the pupils. Not only should the pupils be familiar with the subjects about which they talk so that they need concern themselves with the choice of words only, but they should be spurred to interest. Thus, one man will talk about *How I Wash Myself*, another about *What I Did This Morning*, and a third about *My Trade*.

3. Good topics for conversation are those which vitally concern the learner; for instance, his life, his home, his job or business, his social activities, and other personal affairs.

4. The topics assigned for conversation may be general: a man may be asked to talk about *the weather, America, Washington*, and the like. The subject, however, should not be vague. It would be better to have a theme such as *Why I Came to America* or *What Washington Did for His Country*.

5. It is not advisable to assign topics which make little appeal to the learner, such as, for instance, *Milk* or *Horses*. The learner is here confronted with two problems before he attempts to converse; namely (a) that of collecting and organizing his thoughts, and (b) that of choosing his words. He will become discouraged and the conversation period will be a failure. The talker should be so full of his subject that his thoughts will flow readily. In this way he may become a master in the use of his daily English.

The entire conversation period should not be longer than twenty or thirty minutes. To insure a successful period, the teacher should observe the following precautions:

a) Do not let one person monopolize the entire period. Seek the greatest good for the greatest number.

b) Give everyone an opportunity to talk.

c) Do not interrupt with too many questions.

d) Suggest a word or question when the pupil is at a loss.

e) Conduct the lesson with enthusiasm, speed, and vigor.

f) Let the lesson imitate and stimulate ordinary conversation; that is, let it comprise the words, phrases, and homely idioms of daily speech.

g) Let the lesson be natural. The desire to converse should not be forced. A question asked, a topic for debate, a problem to be solved, advice to be given—these are some of the incentives that will induce conversation.

READING

The following should be the chief aims in teaching reading to foreigners:

1. Securing the thought of the printed page.
2. Imparting a knowledge of American ideals of good government and a knowledge of the traits, customs, manners, and institutions of the land.
3. Developing the ability to master English.
4. Exercising the organs involved in speaking English.
5. Developing a taste for good literature and appreciation of the great English classics.

The two most important of these aims should be (*a*) the securing of clear and distinct articulation and (*b*) the interpretation of the message of the printed page.

Two difficulties are ever present for the foreigner: (*a*) the necessity of eliminating all traces of foreign accent caused by the constant use of his native tongue at home, in the shop, and among friends and by continued and long practice with his old language; and (*b*) the lack of opportunities, except in the school, for perfection in the vocalization of new sound combinations, for frequent use of the new words, and for constant exercise of the new vocal adjustments.

To overcome these two obstacles, every reading lesson should be preceded by drills in articulation involving practice in elemental sounds, and the use of combinations with difficult sounds, to overcome racial and individual defects of the pupils, and to develop ease, fluency, and clearness of enunciation. There should be drill in the pronunciation of new words, and the teacher should read the whole lesson as a model before allowing the pupils to commence the reading for themselves, in order that they may not develop habits of incorrect pronunciation.

To insure the correct interpretation of the thought of the page, every reading lesson should include:

1. The telling of the story of the lesson to arouse interest and to create a proper atmosphere
2. Questions on the text
3. The explanation of new words and their use in sentences
4. Illustrations and dramatization
5. A summary or application of the lesson

For correct expression, pupils should be encouraged to read to the class as an audience, to dramatize, to emphasize properly, to impersonate characters in the tale, and to enact scenes from the text. It is not, however, expression, but *distinct articulation, clear enunciation, and correct pronunciation*, that should be the chief concern of the teacher.

Every lesson should end with a summary made by the pupils, in order to fix the lesson in the mind, to afford an opportunity for discussion, and to make clear the meaning of new words. A list of new words that occur in the lesson should be made, to be used in subsequent conversation, in spelling lessons, building sentences, language work, dictation, and letter writing.

On the evening following the reading lesson the pupils may be asked to repeat the lesson of the preceding night from memory. There may be a discussion of the moral or the application of the lesson. Every pupil should be encouraged to write an original sentence commenting upon the appeal of the lesson. In this way the ability to read, to write, to speak, and, above all, *to think*, in the new language will be developed.

SUPPLEMENTARY READING

It should be the aim of the teacher to create a desire on the part of the pupil to read good books as soon as his

ability will permit. History, geography, and hygiene as well as masterpieces of literature should be read. The pupil should be led to feel that he can read without the teacher being constantly present.

Reading aloud by the teacher will help the pupil to appreciate beautiful poetic and prose passages.

From time to time the teacher should read to the pupils extracts from good biographies and autobiographies of representative men in order that the pupils may grasp the qualities and traits necessary for success in life and to show that it is not chance or luck which brings good fortune. The biographies selected should relate to lives of men who embody all that is thoroughly American in civic, vocational, intellectual, and moral affairs.

The following are suggested:

- The Life of George Washington
- The Life of Abraham Lincoln
- The Life of Thomas Edison
- Benjamin Franklin's Autobiography
- Theodore Roosevelt's Autobiography

PRONUNCIATION DRILLS

Clear and distinct articulation is especially desired in speaking English. It is the basis of all good conversation and reading. It is therefore necessary to drill frequently, almost constantly, on the correct sound values of the vowels and the consonants. With this end in view, the following suggestions are made:

1. Use phonetic charts regularly. Every chart should present a definite sound for drill.
2. Drill on a single sound or combination of sounds at one time. Do not attempt too much. Make progress slowly, steadily, and surely.

3. Do not take up a new sound until the pupils have mastered the last one studied. *Be thorough.*

4. Drill on the long vowel sounds first, as: \bar{a} in "mate," \bar{e} in "feel," \bar{i} in "wine," \bar{o} in "bone," \bar{u} in "stupid."

5. Select the mistakes in articulation made by the class or group and devote more time to them.

6. Watch the racial or national errors and endeavor to eradicate them, as: v for w , short i for e , $-ink$ for $-ing$, and d for th .

7. Construct sentences containing the sounds studied so that the learner may at once see the reason and the necessity for distinct articulation, as: *Abe came late.*

8. Let articulation drills precede the reading lesson and aim to make the reading better by presenting the difficult words of the lesson as well as the new sounds.

9. Correct every instance of faulty articulation.

10. Always give the correct sound before allowing the pupils to attempt it.

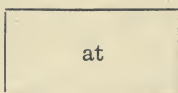
11. Give a model reading before asking the pupils to read.

12. Lead the pupil to talk as much as possible that he may apply the new sounds in his daily conversation. It cannot be repeated too often that *it is the pupil who is learning to speak, to read, and to write, not the teacher, and that therefore it is the pupil who should do most of the talking during the recitation.*

THE METHOD OF THE DRILLS

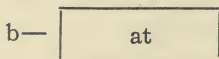
To secure distinct articulation it is necessary that the pupil should be afforded constant opportunity for exercise in the drills. The method of conducting these drills and the devices employed should vary. The results of all good devices should be rapidity, ease, alertness, and

promptness in enunciation, that is, the propulsion of the sound across the threshold of speech. Thus a phonogram or a vowel or consonant sound, as the case may be, is indicated on the blackboard, in full sight of the entire class. Enclose the letter or syllable to be studied in a rectangle like this:



Pronounce the sound slowly and distinctly, exaggerating the position of the organs used, and encourage the pupils to imitate. If some of the pupils are backward, they should be urged to do better. There should be great enthusiasm throughout the drill, on the part of the teacher and of the pupils, lest the drill become lifeless and uninteresting.

This concrete drill should be followed by individual recitation. Indicating very quickly different members of the group, the teacher gives everyone an opportunity to repeat the sound. All should be called upon, and the sound should always be given its full value. Now place a consonant before the rectangle containing the letter, thus:

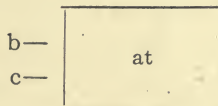


Pronounce it: as "bat." The class imitates the teacher as before, exaggerating the value of each sound element. The procedure should be:

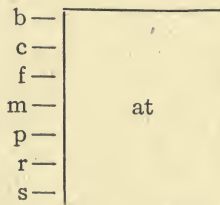
1. Write the group of letters on the blackboard.
2. Exaggerate the enunciation of the phonetic elements.

3. Let the class imitate.
4. Exaggerate position of the vocal organs by the teacher and the pupils.
5. Individual recitation by the pupils with correction by the teacher.
6. Group recitation to fix the sound.

Next, place another consonant before the rectangle, thus:



and proceed as before. After each word is mastered, place a new consonant before the phonogram, remembering that it is more important that a few sounds should be thoroughly learned than that many should be half mastered. At the end of the lesson the blackboard will look like this:

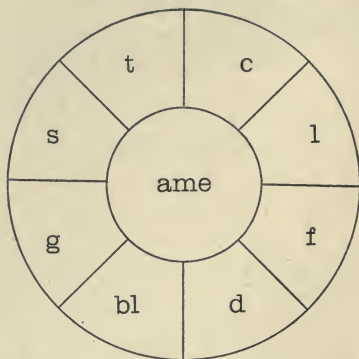


It cannot be emphasized too strongly that speed, alertness, clearness, ease, exaggeration, and enthusiasm should prevail throughout the period. The entire exercise as outlined should not take more than five minutes.

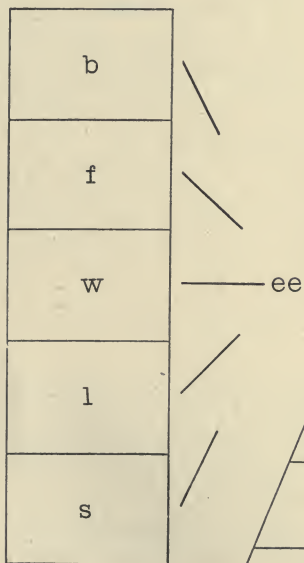
Other devices for drills are given on pages 292, 293, and 294. They are simple enough to be self-explanatory.

DEVICES FOR DRILLS

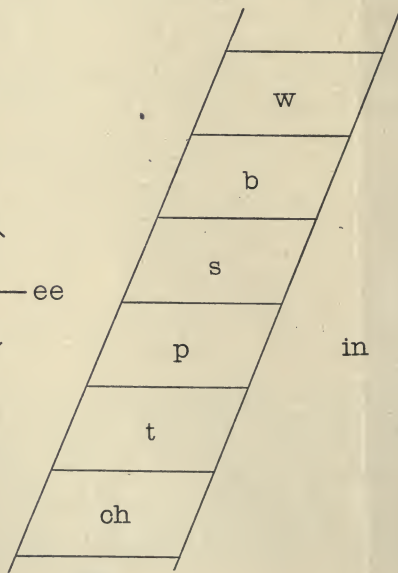
No. 1. The Circle



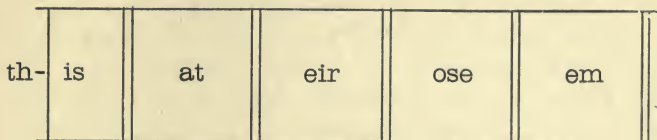
No. 2. The Sign



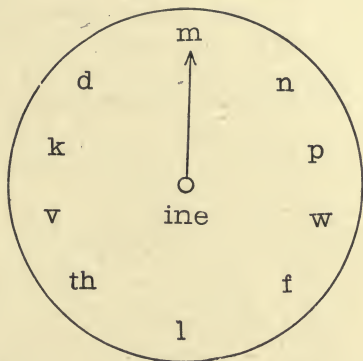
No. 3. The Ladder



No. 4. Crossing the Ties



No. 5. The Clock



THE REVIEW LESSON

At the beginning and at the end of each lesson, the subject matter should be made a topic for brief conversation. This will accomplish several purposes: (1) it will fix the material in the mind; (2) it will develop fluency of speech; (3) it will encourage conversation in the new tongue; (4) it will tend to incorporate new words in the vocabulary of the learner; (5) it will summarize the lesson and furnish preparation for the next one, respectively.

During such a review, the pupil may talk about what has preceded or he may repeat from memory. The new words encountered in the course of the lesson should be underlined and copied in the pupil's notebook for future

reference. These purposes will best be accomplished if the teacher will bear in mind these principles:

1. Do little talking; let the pupil take the greater part of the conversation.

2. Let the pupil use the exact words of the lesson, providing that he understands them.

EXAMPLE OF METHOD FROM "THE GATEWAY TO ENGLISH"

LESSON: MY BODY

- Step 1. The teacher reads the first sentence from the book.
- Step 2. Pupils repeat the sentence.
- Step 3. The teacher corrects errors in enunciation and pronunciation.
- Step 4. The teacher reads the first sentence again and
- Step 5. Is imitated by the class.
- Step 6. The teacher reads the second sentence.
- Step 7. Pupils read the second sentence.
- Step 8. Teacher, closing book, asks, "Where is your head?"
- Step 9. Pupils, pointing to their heads, say, "This is my head."
- Step 10. Teacher, again pointing to a pupil's head, asks, "What is this?"
- Step 11. Pupils answer, pointing to their own heads, "This is my head."
- Step 12. Treat the other sentences in the lesson similarly.
- Step 13. **Summary and review.** When the entire lesson has been read in this manner, the teacher asks the questions, first, in the order given in the book, the pupils reading their answers; secondly, indiscriminately, the pupils looking for the correct answers. Then the pupils ask the questions of one another, the responses now being given from memory. Finally, the pupils point to various parts of their bodies, saying, "This is my hand," "This is my foot," etc.

DRAMATIZATION

To lend concreteness, awaken interest, and vivify the class work, nothing, perhaps, succeeds like dramatization. "Dramatization" is a term often misused and much misunderstood. As applied to teaching, it means rendering the teaching vivid by the use of objects, motions, gestures, and other actions that will bring the concept home to the learner. Many subjects in the course of study may be dramatized.

EXAMPLE OF DRAMATIZATION

Let us suppose that there is a ladder in the room. Let a man ascend the ladder, saying:

"I climb."

"I am on the first rung of the ladder," always accompanying the action to the words.

"I climb higher."

"I am on the second rung of the ladder."

"I climb still higher up the ladder."

"I am on the third rung of the ladder."

The pupils may repeat the sentences as they see the actions, and the study becomes interesting because of the appeals to the eye, the ear, and the motor-sense.

An entire series of themes may be built around the ladder:

Lesson I. As above

Lesson II. Hanging a picture

Lesson III. Climbing down the ladder

Lesson IV. Carrying the ladder

Lesson V. People who use the ladder in their occupations

Lesson VI. The construction of the ladder

In this way many difficult terms and expressions can be easily made clear.

LIST OF SUBJECTS FOR DRAMATIZATION

The landing of immigrants: Conditions at Ellis Island; meeting friends; detention; deportation; other scenes

Buying clothes: Trying on a suit or a dress; alterations

A visit to a store: Selecting wares; making a purchase

A visit to a bank: Opening an account; making deposits; withdrawing money, etc.

Meeting a friend on the street; greetings; introductions

An accident: First aid; summoning police or ambulance

An arrest

A trial scene

Civic affairs: Voting; rallies; departments of government

Securing naturalization papers

Army and navy affairs: Enlisting; examining recruits

Saluting the flag

Vocational affairs: Illustrating various occupations

LETTER WRITING

All letters should be short and related to the experience of the pupil. They should fill a need felt by the learner and should be, in most cases, brief enough to be written on a postal card.

1. The address should be taught first. For this purpose, the cards of instructions containing model addresses which are issued by the United States Post Office should be obtained and distributed among the pupils. Super-
scriptions should be taught before actual letter writing is begun, for many foreigners are daily writing to their homes in far-off lands in their native languages, but do not know how to write the address on the envelope.

2. In this connection the abbreviations commonly used should be explained. In beginners' classes *Mr.*, *Mrs.*, and *Miss*, *St.*, *Ave.*, and *Pl.* should be used and explained; intermediate classes should, in addition, take

up the significance and use of *Messrs.*, *Dr.*, *Esq.*, *Co.*, and abbreviations of names of states and important countries; advanced students should learn also the correct use of *Col.*, *Gen.*, *Hon.*, *Prof.*, *Gov.*, and the significance of the various academic or professional degrees, such as *A.B.*, *LL.B.*, and *M.D.*

3. Teaching the form of the letter includes the teaching of correct arrangement, indention, margin, and paragraphing, as well as good punctuation. Below is the simplest form that should be taught:

Heading

Date

Greeting

The Body of the Letter

Conclusion

Name

4. Beginners should use their own addresses in the heading, and for the greeting, such terms as *Dear Sister*, *Dear Brother*, *Dear Father*, *Dear Mother*, *Dear Uncle*, *Dear Cousin*, *Dear Friend*, and *Dear Sir*. For the conclusion they should know the terms *Yours truly*, *Yours sincerely*, *Yours lovingly*, and such terms as *Your son*, *Your sister*, *Your brother*, *Your nephew*.

5. Special attention in intermediate and advanced classes should be given to the phrases mentioned and to

the following: *Sir, Gentlemen, Yours affectionately, Yours respectfully, Yours sincerely, Very truly yours.* The business form of the address should now be learned, and any address besides his own may be used by the pupil.

6. The habit of keeping correct margins, indention, and paragraphing and the importance of good punctuation should be emphasized. Final paragraphs should be studied, as:

- a) Hoping to receive an early reply
- b) Awaiting your reply
- c) Hoping you are well
- d) Trusting that you will write soon
- e) With cordial greetings
- f) With best regards

KINDS OF LETTERS

What kinds of letters should the pupil be taught to write? Generally speaking, there are two kinds, business and social letters.

A. Business letters include letters to:

- a) Gas Company, to furnish gas, install a new meter, shut off the supply of gas, furnish new pipes, repair leaks, inspect meters, and commending good service
- b) Tenement House Department, concerning encumbered fire escapes, repairs to be made, unclean halls and yards, poor illumination, damp walls and ceilings, or other unsanitary conditions, and praise for prompt action
- c) Water Supply Department, concerning fixtures that leak, the pressure of water, or defective plumbing
- d) Street Cleaning Department, concerning dirty streets, rubbish in cellars, and the removal of waste-matter

- e) Public Service Corporations, complaining of poor service, inadequate transit facilities, the conduct of guards, and the issuance of transfers and passes, and making suggestions for improvement

Many other interesting and practical themes will readily suggest themselves, as:

- f) Ordering goods by mail
- g) Replying to advertisements
- h) Seeking a position, asking for increase in wages, presenting an excuse for absence, or requesting a change of position or a transfer from one department to another
- i) Requesting the landlord or his agent to make repairs
- j) Presenting excuse for absence from school, or consulting the teacher or principal for advice

B. Social letters include letters to:

- a) Parents and others concerning arrival in America, going to school, experiences, and occupations. These should be brief and should aim merely to impart a knowledge of correct form rather than of content.
- b) Friends, inviting them to various affairs, congratulating them or condoling with them. Such letters should be informal.

LANGUAGE WORK

In teaching composition to foreigners, the purpose should be to secure the expression of thought clearly and fluently in good English. The subjects should be discussed orally before every writing period, emphasis being placed upon the *oral discussion* rather than upon the written work. The themes should be treated simply and

in a few words and should be in accordance with the following principles:

1. The themes should be related to *the pupil's life*, as:

(a) My family, (b) My occupation, (c) What I do at home, (d) Why I go to school, (e) Why I came to America, and (f) Why I selected my work

2. The themes should be *timely*, as:

(a) Election Day, (b) Thanksgiving Day, (c) New Years' Eve, (d) Easter, (e) Labor Day, (f) Memorial Day, (g) Independence Day, (h) Washington's Birthday, and (i) Lincoln's Birthday

3. Other themes should be related to *the lives of our great inventors, discoverers, and statesmen*, as:

(a) Columbus, (b) Henry Hudson, (c) Thomas Edison, (d) Samuel Morse, (e) Alexander Graham Bell, (f) Wright Brothers, (g) Washington, (h) Lincoln, (i) Jefferson, (j) Roosevelt, and (k) Wilson

Compositions should be short and should describe only the main incidents in the life of the man. They should disclose those traits which made him great and successful.

4. The themes should instill *a love for this country and an understanding of its ideals*, as:

(a) Our flag, (b) Our country, (c) Our wars, (d) Why our government is the best, (e) Why I love my country, (f) Why I should become a citizen, (g) Why I should vote, (h) Why the United States fought with England, (i) Why the United States fought with Spain, (j) Why the United States fought with Germany, (k) How this country became free, (l) How the slaves were emancipated, (m) Why immigrants come to this republic, (n) Summaries of the famous speeches and messages of Washington, Lincoln, Roosevelt, and Wilson

5. The themes should *explain our institutions*, as:

- (a) The policeman, (b) The letter carrier, (c) The fireman, (d) The tenement-house inspector, (e) The street cleaner, (f) The tax collector, (g) Why taxes must be paid, (h) Duties of good citizens, (i) How laws are made, (j) How officials are elected, (k) Our government compared with others

Compositions should be written and kept in notebooks in order that the pupils may take them home and study them, and that progress may be noted by themselves and others. It is advisable to have all written work corrected, and if many mistakes are made, the paper should be rewritten. Statements should be written in the form of answers to carefully prepared questions, except in advanced classes, where original work may be expected. Here the compositions should be written from an outline or in imitation of a model.

In addition to the exercises mentioned, much practice should be given in the writing and construction of sentences, in completing the meaning of unfinished expressions, in using correct forms, and in the condensation and expansion of sentences.

SPELLING AND DICTATION

The primary aim of teaching foreigners by the dictation method should be to test their ability to spell words correctly. Incidentally, instruction can be given in punctuation and in "taking down" business letters.

At first, much of this work will consist of transcription, in order that the pupils may note the grouping of words in sentences, the correct spelling of words, and the value of accurate copying. As the pupils grow in power, transcription should be discarded and simple sentences dictated.

Selections for dictation (*a*) should be short, (*b*) should exemplify the purpose of the study, (*c*) should be timely, and (*d*) should contain a thought worth remembering, an interesting anecdote, a moral, or an account of an incident that pleases. As far as possible, all the selections should describe American traits, manners, and customs, should enlighten the pupil as to national affairs and institutions, and should lead him to become intensely patriotic.

All writing from dictation should be corrected and then rewritten. While many methods of correction may be recommended, the best, that which is most economical in time and energy, is comparison with the printed or written model. It is in dictation that an attempt should be made to make the penmanship American in style and form, legible, and rapid.

METHOD AND PLAN OF DICTATION

Beginners' classes. Only matter previously studied and well known should be dictated. One or two sentences dictated slowly, a few words at a time, will accomplish more than a long paragraph. The purpose of dictation in these grades is to teach spelling. Therefore all correction should be supervised closely by the teacher.

Intermediate classes. Besides spelling, the commonly used punctuation marks should be studied, namely, the comma, the period, and the quotation marks. Four or five sentences at one time should suffice. Selections may be taken from the reading lessons, including fables, proverbs, and poems. At least once each week an attempt should be made to write an original sentence or a proverb from memory. In these classes about ten words should be dictated at one time.

Advanced classes. The rules for the correct use of all the common punctuation marks should be studied. Proverbs, poems, selections from history or geography, and beautiful prose excerpts should be dictated at the rate of from fifteen to twenty words at one time. Original work should be continued, and writing from memory should be still further encouraged, the pupils memorizing the national songs, and the messages, speeches, and addresses of our representative men.

THEME DEVELOPMENT

From a study of Gouin's *Method of Teaching a Language*, it will be seen that the theme is an important factor in all good teaching of spoken languages. The development of a theme must proceed naturally and swiftly, and no theme should be selected that does not contribute to the enrichment of the pupil's vocabulary. It follows, therefore, that themes (a) should be easily understood, (b) should relate to the daily domestic and vocational experiences of the learner, and (c) should be capable of development in a few short and simple sentences.

The sentences should be short.

Each sentence should indicate a new action.

The actions should be continuous.

There should not be too many sentences. From ten to fifteen are sufficient.

The verb is the principal word of the sentence. Write it at the right of the line.

Perform the action first, enunciate the statement, have the pupils repeat the sentence and perform the action; write the sentence on the blackboard; let pupils copy it.

The order is seeing the action, hearing the words, saying the words, doing the action, seeing the words, writing them.

HOW A THEME IS DEVELOPED

THEME: MY WATCH IS BROKEN

What time is it? (Spoken by the teacher, repeated by the pupils, and written on the blackboard. The question is then asked of the class by the teacher, and the pupils are urged to answer.)

I do not know, or I don't know. (As before, answers and reading in concert are followed by individual recitation. One man may ask the question and another may answer in dialogue fashion.)

My watch is broken. (The teacher takes out his watch, shows it, explains that it has stopped, and asks why. Some one answers, using the exact words of the sentence.)

What must I do? (Question by the teacher. Class answers.)

I must have it repaired. (Pause now for review. Pupils are invited to speak to the class, using the sentences already learned. Emphasis is placed upon distinct articulation, e. g., *broken, must.*)

Who will repair the watch for me? (Question by the teacher
Answer by the class.)

The watchmaker will repair it.

I take it to the watchmaker (or to the jeweler).

He examines it.

He says that the spring is broken.

It will cost one dollar (\$1.00) to repair the watch.

I shall call for the watch next Tuesday.

All new words in each sentence should be underlined and rewritten in the margin. For other details concerning theme development, the teacher is referred to the lessons in *The Gateway to English*.

A LIST OF POPULAR THEMES

I open the door	I salute the flag
I shine my shoes	I pick up paper from the floor
I wash my face	I take a walk
I brush my coat	I dress myself
I sew a button on my coat	She makes tea
I make a box	They wash the dishes
I sharpen my pencil	He visits the school
I write a letter	He sells fruit
I buy a suit of clothes	They deliver milk
I eat my dinner	

THE TEACHING OF GRAMMAR

Formal grammar as such has little value for the foreigner whose sole desire is to learn to speak, to read, and to write English in the shortest time. It is necessary, however, for the accomplishment of these objects, that certain rules of syntax, inflections, and reasons for the correction of errors common in daily conversation and writing should be known.

The problems, therefore, that present themselves to the teacher are these: (1) *what to teach in grammar*; (2) *how to teach it*; and (3) *when to teach it*.

Beginners' classes. Grammar should be taught in connection with the development of the themes. This will include:

Nouns: Number, gender, person, and case

Verbs: Present, past, and future tenses

Pronouns: Correct use of *who, which*; agreement with antecedent in person, number, and gender

Adjectives and adverbs: Comparison; correct arrangement in the sentence

Concord of subject and predicate

Intermediate classes. The teaching of grammar should arise out of the necessity for the correction of errors in oral and written composition. In addition to the topics mentioned in the preceding paragraph, there should be taught the following:

Nouns: Familiar rules for the formation of the plural number; rules for the formation of the possessive case; three ways of distinguishing gender

Verbs: Regular and irregular forms of the commonly used verbs; active and passive voice; transitive and intransitive verbs

Pronouns: Kinds of pronouns; reflexive pronouns

Sentences: Distinguished from phrases; kinds of sentences
Order of words in sentences, paragraphing, diction

Rules of syntax: Derived from a study of the common errors listed for the grade. (See the following pages.)

Advanced classes. The general topics of formal grammar that are most essential for correct speaking and writing may be studied as arising out of errors in the use of English. The textbook may be used, and grammar may be studied topically, but no attempt should be made to study the subject exhaustively.

Nouns: All rules for the formation of plurals with the important exceptions; all rules for the formation of the possessive case; the methods of distinguishing gender, with the important exceptions

Concord of noun and verb

Concord of tenses

Concord of pronoun and antecedent

Words, phrases, clauses, and sentences compared

Sentences classified according to their use and form

The parts of speech: Inflection and conjugation

Choice of words and their arrangement in sentences

METHOD OF TEACHING GRAMMAR

Review the topics of other grades.

Nouns. By pointing to objects, naming them, labeling them, and otherwise identifying them, the pupil will acquire a stock of name-words, or nouns. Other methods of studying nouns will be found under the topic entitled, "Developing a Vocabulary."

Pronouns. Pronouns should be taught, not as a separate topic, but in connection with nouns. Thus, the teacher, pointing to the pupil's hand, asks, "What is this?" The pupil answers, "This is *my* hand." Pointing to another pupil's hand, the teacher says, "This is *your* hand," the other pupils repeating the action and the sentence. Pointing to his own hand again, the teacher asks the same question, and receives the answer, "That is *your* hand."

Now, turning to a corner of the room, he says to the class, "That is *his* hand." Pointing to another remote part, he asks, "What is that?" or "Whose hand is that?" All answer, "That is *his* hand."

Similarly, the pronouns *we*, *you*, *they*, are taught, and *her*, *our*, *us*, *their*, *him*.

Verbs. Verbs will be taught through the development of the themes, the main words, action-words or verbs, being rewritten in the margin for special study. The performance of simple actions will also illustrate the meaning of verbs. In intermediate and advanced classes there may be exercises in changing from active to passive voice and in the use of regular and irregular verbs. In all classes the common irregular verbs should be studied through correct usage, a definite number being studied each week, with frequent reviews, so that by the end of

a term the pupil will acquire a number of the more important irregular verbs — e. g., “is,” “has,” “eat,” “drink,” “see,” “do,” “come,” and “go”—and learn to use the present and past forms correctly.

Adjectives and adverbs. Adjectives may be taught through descriptions of objects, the quality-words or quantity-words being selected for special study, through comparison, and, in all cases, in connection with nouns limited or modified. Similarly, adverbs will be studied in connection with action-words as they denote time, place, manner, cause, or degree.

Voice. The change from the active to the passive voice is illustrated as follows:

Active Voice	Passive Voice
I hold a pen.	A pen is held by me.
I read a book.	A book is read by me.
She sees the teacher.	The teacher is seen by her.

What changes have been made? State the rule.

How should the following sentences be changed from active to passive voice?

He met his friend at the depot.

She makes dresses.

They bought new suits.

Let the pupil change the verbs from the passive to the active voice in the following sentences:

English is taught by the teacher.

Our letters are mailed.

That man is known to us.

From time to time exercises should be given in changing the tense or the voice of verbs in an entire reading lesson. Lead the pupils to observe what other changes must be made to keep the meaning unchanged.

Special exercises. To promote ease and fluency of expression and encourage variety, special exercises may be given in (a) expansion of phrases, clauses, and short sentences, (b) condensation of long sentences and clauses, (c) substitution of variants, and (d) changing tense and voice of verbs. Thus:

I have a gold cup may be written, *I have a cup that is made of gold.*

The man sits at his door may be written, *The good old man sits at his door on summer evenings.*

The method of teaching these new forms should be inductive, the pupils being led to observe a number of cases, then drawing the inference or stating the rule.

Subjective language. It may be well to say a word here as to the method for studying such words as "good," "excellent," "right," "wrong," and such expressions as "Thank you," "I am delighted," "Very well done." The teacher will lead the pupil to understand these words and expressions, and others indicative of the language of the emotions, by constant use as the occasion arises. When the pupil enters the room, the teacher greets him with "How do you do?" and when he leaves, she says, "Good-bye." Constant repetition under similar conditions enables the pupil to comprehend without other explanations why and when these phrases are uttered. Likewise, a correct answer, a pleasing action, on the part of a pupil will evoke an expression of approval from the teacher. The gestures, expression, and motions of the teacher will help the pupil to learn many similar words. The meaning of many other words will be learned through the context of a passage. Thus words like "sad," "sorry," "pleased," and "glad" can be shown by the corresponding expression of the features.

COMMON ERRORS OF SPEECH

Instruction and drill should be given concerning the proper use of the following words and expressions. The teacher should furnish models of correct usage so that the pupil may talk and write correctly.

Beginners' classes. For beginners' classes teach:

1. *Come* as distinguished from *came*.
2. *Give* as distinguished from *gave* and *given*.
3. *See* as distinguished from *saw* and *seen*.
4. The proper uses of *their*, *there*, and *they*.
5. The use of *double negatives* should be avoided.
6. The correct use of *was* and *were*.
7. The correct use of *can* and *may*.
8. Use of *am not*, *is not*, *are not*, and that *ain't* is not used.
9. The difference in meaning of *bring*, *take*, *carry*, *fetch*.
10. Proper use of *to* and *at*.
11. Common irregular verb forms, such as *eat*, *drink*.

THE METHOD OF TEACHING CORRECT FORMS

1. Furnish the model showing the correct usage.
2. Provide exercises so that pupils may imitate the model.
3. Form sentences with the correct forms missing so that pupils may supply them.
4. Correct errors whenever they occur.
5. Let pupils write sentences using the correct forms.
6. Let pupils tell stories in which the correct forms must be used.

Intermediate classes. In intermediate classes observe the following instructions:

1. Review the common errors and correct forms for beginners' classes.
2. Teach the case forms of the personal pronouns.

3. Teach *wish*, not *wisht*.
4. Teach *different from*, not *different than*.
5. Teach *somewhere*, not *some place*.
6. Say *from him*, not *off him* or *off of him*.
7. Distinguish between *teach* and *learn*.
8. Distinguish between *sit* and *set*.
9. Use *beside*, not *side of* or *besides*.
10. Say *could have*, not *could of*.
11. Say *ought not to*, not *hadn't ought*.
12. Teach the correct use of *between* and *among*.
13. Teach common irregular verb forms such as *lie*, *lay*, *bring*.

Advanced classes. In advanced classes devote attention to the following subjects:

1. Review the work of the preceding classes.
2. *Almost* used instead of *most*.
3. *Those things*, not *them things*.
4. *Ate*, not *et*.
5. *Let* and *leave* distinguished.
6. *He doesn't* for *he don't*.
7. *Rise* and *raise* correctly used.
8. *Like* and *as*.
9. Adjectives distinguished from adverbs, as *well* and *good*.
10. The correct use of *stop* and *stay*.
11. Everyone may take *his* book, not *their* book.
12. Between *every two*, not *between each one*.
13. *So high*, not *that high*.
14. *Who* and *whom* correctly used.
15. Between you and *me*, not between you and *I*.
16. It is *I*; it is *he*, etc., not it is *me*, it is *him*, etc.
17. *This* kind and *that* kind, not *these* kind and *those* kind.
18. Study of synonyms to teach the correct usage of *shall* and *will*; *get*, *obtain*, and *secure*; *think*, *guess*, and *expect*, etc.
19. The correct use of the past participle, as, *would have come*, not *would have came*; *would have gone*, not *would have went*.

THE METHOD OF TEACHING THE CORRECT FORMS

In intermediate classes, the method will be similar to that suggested for beginners. In the advanced classes, however, a change should be made, as follows:

1. From a number of correct forms, the general rule that applies should be enunciated by the pupils.
2. This rule should be compared with that in the textbook.
3. The rule thus learned should be applied to new cases and to errors made in conversation and writing.
4. Exceptions should be noted.

For rules of syntax, etymology, and the study of words, the teacher is referred to books on *Words and Their Uses* by Trench, Richard Grant White, Whitney, Crabbe, and any good grammar, such as Maxwell's, Brown's, Longman's, Reed and Kellogg's *Higher Lessons in English*, or McFadden's *Language Lessons*.

HOW TO MEMORIZE

In the pages of *The Gateway to English* many suggestions will be found for memorizing. Lest the memory work become mere dull repetition, these suggestions are made:

1. That the teacher should relate a story to arouse interest or exemplify the meaning of a proverb or other memory selection.
2. That he should repeat the proverb, or other matter, writing the words on the blackboard.
3. That the expression, beauty, and force of the passage should then be studied by the pupils.
4. That the teacher and the pupils should narrate a story to illustrate the proverb or emphasize its meaning.

5. That the pupils should now memorize, recite the selection from memory, write it on paper, and learn to recall it on appropriate occasions.

WHAT TO MEMORIZE

Proverbs (see list of proverbs)

Mottoes

Patriotic songs

Poems, such as:

Nobility (by Alice Carey)

The Builders

The Village Blacksmith

Thanatopsis (last ten lines)

The Landing of the Pilgrims

Hats Off! The Flag Goes By!

Breathes There the Man (from Scott's "Lay of the Last Minstrel")

Beautiful prose passages, such as:

Preamble to the Constitution of the United States

Parts of the Declaration of Independence

The Gettysburg Address

Quotations from Washington's, Lincoln's, and Wilson's addresses

LIST OF PROVERBS

1. Two heads are better than one.
2. Better is half a loaf than no bread.
3. Let us make hay while the sun shines.
4. Never put off till tomorrow what you can do today.
5. All is not gold that glisters.
6. A good name is rather to be chosen than great riches.
7. Labor conquers all things.
8. Rome was not built in one day.
9. Haste maketh waste.
10. Make haste slowly.
11. Waste not, want not.

12. Do unto others as you would have them do unto you.
13. Love thy neighbor as thyself.
14. Necessity is the mother of invention.
15. God helps those who help themselves.
16. A stitch in time saves nine.
17. A bird in the hand is worth two in the bush.
18. Every cloud has a silver lining.
19. It is always darkest before dawn.
20. A rolling stone gathers no moss.
21. Faint heart never won fair lady.
22. Pride goeth before a fall.
23. Knowledge is power.
24. The pen is mightier than the sword.
25. All the world loves a lover.
26. To err is human, to forgive divine.
27. Early to bed and early to rise, makes a man healthy,
wealthy, and wise.
28. Leave well enough alone.
29. All's well that ends well.
30. There's no place like home.

THE TEACHING OF GEOGRAPHY

Geography should be a vivid picturing of the world as the home of man. The climate, resources, and characteristics of the various regions of the earth are interesting inasmuch as they determine man's means of making a livelihood and his future development. Accordingly, the topics treated in the study of a given country should include the description of its people, their customs, industries, and opportunities, and these will also constitute the criteria by which the teacher will determine how much geography to teach the new American—as much as will enable him to understand his environment and make good use of his opportunities.

The study of geography should be vitalized so that the pupil will want to read geographies and books of travel. The teacher may read aloud selected portions from such books and make them the subject of conversation and language work.

The great territorial expanse of the United States, from the Atlantic Ocean to the Pacific, and from the Dominion of Canada to Mexico, with all dependencies and possessions, should be discussed, and the size of this country compared with that from which the pupil has come. Thus the horizon of the foreigner will be broadened, and he will feel less timid about breaking away from the congested coastal cities and striking out for the great interior. Accordingly, as the foreigner advances in his studies, there may be studied: (1) the great cities of the West with their magnificent enterprise and promising offerings; (2) the agricultural regions of the more remote districts with the diversity of industries, such as truck and grain farming, dairying, ranching, fruit growing, and forestry. In this way a longing will be created for health-giving outdoor work instead of the confinement of sweatshop life.

Care must be exercised, however, that there shall be an accurate picture of life, lest the pupil should be led to believe that he can reach fortune at a single bound without effort and labor on his part. Throughout all the teaching it should be made clear that *success comes as the result of perseverance, hard work, and conscientious endeavor and cannot be had merely for the asking.*

Similarly pictures of the West with its great ranches, of the central plains, and of the various other natural divisions of this country with their abundant resources should be unfolded in interesting panorama before the

newcomer to broaden his knowledge of this country's vocational offerings. He should be personally conducted on imaginative trips to see the wonders of nature, the places of historic interest, and the haunts of primeval man, and directed to read books on the locality that interests him.

Suggestions for the study of geography. Make the teaching of geography vivid. Remember that for the foreigner the points of interest are the people, their occupations, and the places where they live. Appeal to the foreigner's desire to know more about this country and its opportunities *for him*. Therefore stress the facts that this country is *large*, that it has *abundant space* for the foreigner, that the city is not so good for him as the *country*, and that *farming* holds out splendid advantages for the newcomer.

Do not attempt to cram the mind of the learner with useless material. Make free use of maps; of comparison with conditions in the old country; of trade with that country; of steamship and railroad routes; of the cost of traveling in the United States.

A story contest may be held, a prize being offered for the best story of *My Life*, the teacher furnishing the outline. Such a contest will add zest to the work, encourage fluency, and help to maintain regular attendance. Regulations and other details governing the contest will readily suggest themselves. The teacher as well as the pupils will find this a fascinating exercise. Many of the pupils have traveled far and wide and have wonderful experiences to relate. Some have come from Petrograd to New York City by way of Vladivostock, Japan, Honolulu, and San Francisco! Others have harrowing tales to tell of their experiences in war-ridden countries.

THE TEACHING OF HISTORY

The teaching of history is closely connected with that of geography, for it is in geography that we find the scenes of historic occurrences.

The history of the United States should be taught as the background for our institutions and ideals, to make the foreigner feel less like a stranger in a strange land. As in geography, there should be awakened a desire to read more about the past and the present of this great country.

The very atmosphere of the schoolroom should reflect our history. The pictures, posters, decorations, and historic articles should inspire patriotism and loyalty. *Let history live!* Study pictures, visit museums and points of interest, observe monuments and statues, and encourage the reading of current events in the newspapers, for they constitute the history of the future.

History, too, will teach another important lesson to the foreigner. He has migrated from a country to escape persecution, to improve his social status; or to seek his fortune in the New World, and he may find here what seems to him to be a repetition of intolerable conditions—for example, conscription, food conservation, and other restrictions imposed upon a self-sacrificing people because of participation in the great World War. History, properly taught, should convince the foreigner of the nobility of the cause which compelled a departure from our former methods to meet a crisis, and should show that such apparent hardships are only a means to an end. Thus, the foreigner who comes to this country must be taught *that liberty is not license, that democracy is not anarchy, and that, in all his dealings, he must consider the will of others.* The ideals of a happy life, of democracy,

of liberty, and of equality of opportunity should be revealed through the study of history.

How these ideals were evolved and how events in our history led up to the crowning glory of participation in a noble, unselfish struggle on the part of the United States to assist the weak and oppressed peoples of the world; how we grew, within the comparatively short period of little more than a century, from a small band of colonist settlers to a nation ready to take a leading part in the affairs of the world, must all be told by history.

Ardent patriotism, undivided loyalty, are demanded from all the citizens of the country. The attitude of the teacher should reflect that of the community toward the foreigner: it should be one of welcome to a new member of the family, so that the alien will become an intelligent and active citizen—not a temporary sojourner in the land, holding aloof from all communal affairs and playing the part of the idle spectator.

THE TEACHING OF CIVICS

Beginning with the representatives of the government whom he sees at almost every turn—the policeman, the street cleaner, the letter carrier, and the fireman—the foreigner should be led to understand the machinery of our government. He must come to think that these officials are his friends, and he should want to know more about their duties, manner of appointment, and life. So, by easy stages, he will be conducted from the study of the government of his community to that of the larger districts of which his community is a part.

He should visit the various offices, the police station, the courts, the post office, the fire house, and become acquainted with what is being done for him. Lessons

may be taught in those places. Thus the pupil is brought into close contact with the government, and it is no longer invisible machinery to him.

Suggestions for the study of civics. Distinguish carefully between important and unimportant matters. The pupil should know the names of the mayor of his city, the governor of his state, and the President of the United States. The information imparted by the teacher should be accurate. The pupil should be stimulated to read further on these topics. The classroom should be resolved into a court room, with the teacher, as judge, asking the questions and the pupil, as applicant for citizenship papers, giving the answers. Invite local officials to visit the class and talk about their work. Urge pupils to visit the courts, the city hall, and other public places. Have frequent reviews to make certain that the pupil understands and remembers.

Begin with what the pupil has already seen and knows, the postman, the fireman, the policeman on the corner. What does each do for our pupil? Discuss the functions of each. What other duties must each perform? Proceed from the near to the remote, from the home to the city, from the city to the state, from the state to the country. How is each official appointed or selected? Discuss the organization of each department. Who is at the head? Discuss departments of the government. How is the pupil as an individual and as a member of society benefited? What duties does the pupil owe in return in order to increase the efficiency of public servants? What rights does he enjoy under the flag of freedom that he did not have in his former country? Why did he leave the latter? In what way is he a part of the government of the United States?

SUPPLEMENTARY EXERCISES IN CIVICS

1. Discussion of local civic questions.
2. Discussion of new laws and ordinances.
3. The study of elections as they occur.
4. In every lesson, the importance of the individual as a citizen and as a voter should be emphasized.
5. The study of original documents: the Constitution, the city and state charters, and other government papers.
6. Reading from good books on civics.

THE TEACHING OF HYGIENE

On every hand there are evidences that people need information concerning conditions that produce disease, impair health, and endanger life in the community. No one needs this information more than the foreigner. The slums, the tenement-house districts, and other congested quarters are the places where immigrants settle in large numbers. Should the latter be allowed to remain in ignorance of the fact that such places are not typical American districts?

Habits of cleanliness, of correct living, and of sound personal hygiene must be developed. The foreigner must be taught to be neat, to make his surroundings pleasant and wholesome, to prepare his food properly, to eat the proper kind of food, to take exercise, and to value fresh air. Vigorous campaigns must be conducted against small dark rooms, closed windows, and crowded conditions of living. Illustrated lectures may be given showing commodious apartments, properly lighted and ventilated, situated on wide, clean avenues.

The importance of consulting physicians without delay in case of sickness, the advantages of hospital and

dispensary treatment, and the functions and management of the department of health should be explained. The foreigner should learn not to stand in fear of any of these institutions, but to feel that they are for his protection and use in time of need.

MORAL EDUCATION

Many foreigners have been suddenly thrust from rural life into urban activity, from solitude into congestion, from medieval conditions into a civilized community. It is important that they should know how to conduct themselves with reference to others, on the street, in public conveyances, in the school, in the shop, and elsewhere. American standards, ideals, and customs should be constantly before them as gauges by which they may measure, compare, and test their own conduct. Such virtues as honesty, loyalty, and obedience to law must be inculcated.

TEACHING THE FABLE

1. Tell the story, enunciating each word clearly.
2. Write the story on the blackboard, or let each pupil have a printed or mimeographed reproduction of it.
3. Let the pupil read the story, sentence by sentence. Correct errors in enunciation and pronunciation.
4. Write the sentence as a transcription exercise (**elementary**), as a dictation lesson (**intermediate**), or as a memory task (**advanced**).
5. Use the story as a topic for your conversation period.
6. Tell other fables of a similar nature.
7. Encourage the pupil to state the moral in his own words and to tell at least one instance where this held true in his own life.

THE STUDY OF PICTURES

For the foreigner, the study of pictures opens up a new world: he learns to observe closely; he becomes acquainted with remote places; he sees, in imagination, historic events; he learns to appreciate art.

In teaching the foreigner to appreciate and study pictures properly, certain cautions should be observed:

1. Have a definite end in view.
2. Consider the most prominent features first.
3. Teach him to look for one thing at a time.
4. Prepare questions carefully and logically, so that answers form a connected story.
5. Let the answers be expressed as complete statements, and not as continuation of the questions.
6. As the foreigner advances in his education many pictures may be studied silently, the questions being written on the blackboard, and the answers recorded on paper.
7. The pupils should be encouraged to bring pictures, to visit art galleries, and to study great historic paintings, such as "Washington Crossing the Delaware."

LIST OF PICTURES FOR STUDY

The Gleaners
The Sower
The Angelus
The First Step
Feeding Her Chickens
The Horse Fair
The Spirit of '76
Washington Crossing the Delaware
Stuart's Portrait of Washington
The Landing of Columbus
Posters of the World War

TESTS FOR MEASURING PROGRESS IN THE TEACHING OF ENGLISH TO FOREIGNERS

AIMS

The aims in the following tests are:

1. To determine how much the pupil has learned.
2. To ascertain how well he comprehends what is said.
3. To measure the extent of the pupil's vocabulary.
4. To test his ability to write simple English sentences
5. To test his civic information.

QUANTITATIVE TESTS

To determine how much the pupil has learned, tests should be given as follows:

Beginners' classes. In beginners' classes these seven questions should be asked of each pupil, and answered orally:

1. What is your name?
2. Where do you live?
3. From what country did you come?
4. Do you like this country?
5. Why did you come here?
6. What is your trade or business?
7. Do you like your business?

Rating. (a) The correctness of answers, (b) the fluency or ease with which the answer is forthcoming, and (c) the words used in the answer, as indicating the quality of the pupil's vocabulary, should be rated as *excellent*, *good*, or *poor*.

Intermediate classes. In intermediate classes these questions should be asked of each pupil, and answered orally:

1. Tell me your name, age, and residence.
2. Do you intend to stay in this country?

3. Why did you come here?
4. What is your occupation?
5. Tell me about it.
6. Why did you choose it?
7. How is the President of the United States elected?

Rating. The criteria and method of rating should be the same as those suggested for the beginners' classes.

Advanced classes. In advanced classes the following questions should be asked of each pupil, and answered orally:

1. How long have you been in this country?
2. Do you intend to become a citizen?
3. Why?
4. Describe your occupation.
5. Tell how you chose it.
6. Who is the governor of this state?
7. Tell how he is elected.

Rating. The criteria and method of rating should be the same as those employed for the other classes.

COMPREHENSION TESTS

To ascertain how well the pupil comprehends English, tests should be given as follows:

Beginners' classes. Give the following test to the pupils:

1. Read a selection from an easy fable, such as "The Wolf and the Lamb" or "The Fox and the Grapes."
2. Write the story on paper.

Rating. (a) The correct interpretation of the main incident, (b) the knowledge of the moral, and (c) the number of details reproduced should be rated as *excellent*, *good*, or *poor*.

Intermediate classes. Let the pupils read an anecdote, such as "King Solomon and the Queen of Sheba." Then give the following instructions:

1. Tell orally what you have read.
2. Write on paper the main incidents of the story.

Rating. The method of rating is the same as that for the beginners' classes.

Advanced classes. Let the pupils read a selection such as *The World War*, page 240, *The Constitution*, page 244, or *This Great Country of Ours*, page 247. Then have the pupils write the thought of the selection on paper from memory.

Rating. The method of rating is the same as for the beginners' classes.

VOCABULARY TESTS

To measure the extent of the pupil's vocabulary and to test his ability to write simple sentences, the following tests should be employed:

Beginners' classes. Direct the pupils to write the answers to the following:

1. Your name.
2. Your address.
3. Day and date.
4. Answer this question on paper: "What do you see?"
5. Write the answer to this question: "What am I doing?"

While asking question 4, the examiner holds up a pencil or other object. For question 5, he performs a simple action, such as walking to the door.

Intermediate classes. Give the following instructions to the class:

Write a postal to the teacher telling that you cannot come to school Tuesday night, and state why you cannot come.

Advanced classes. Give the following instructions to advanced classes:

Write a letter in answer to either of these advertisements:

1. "Wanted, tailor, experienced, references. State wages expected. John Wanamaker, Broadway."
2. "Wanted, bookkeeper, between the ages of 20 and 35, must be quick at figures and possess a good command of the English language. Address, stating age and qualifications. Marshall Field & Co."

Rating for written tests. The rating for the written tests is apportioned as follows:

Knowledge.....	20%
Spelling.....	15%
Punctuation.....	15%
Penmanship.....	10%
Grammatical Construction.....	20%
Vocabulary.....	20%
	<hr/>
	100%

CIVICS TESTS

The aims in the civics tests are:

1. To ascertain the extent of such general knowledge as the immigrant has acquired.
2. To prepare coming citizens for their examination in court.

Beginners' classes. Ask the following questions:

1. Who is at the head of your city government?
2. Who is at the head of your state government?
3. Who is at the head of the United States government?
4. Name the mayor of your city.
5. Name the governor of your state.
6. Name the President of the United States.

See also questions 20-28, page 327.

Intermediate classes. Pupils in the intermediate classes should answer all the questions preceding and also the following:

7. Who was the first President?
 8. What President freed the slaves?
 9. Who makes the laws for the United States?
 10. How many states are there in the United States?
 11. Name them.
 12. What is the term of the mayor? The governor? The President?
 13. How is each of these officials elected?
- See also questions 20-28.

Advanced classes. Pupils in the advanced classes should be able to answer all the preceding questions and also the following:

14. How is a law enacted?
15. What are the chief powers of Congress?
16. What are the powers and duties of the President?
17. Have you read the Constitution of the United States?
18. Have you read the Declaration of Independence?
19. Name the three departments of our government.
20. What is a republic?
21. Under what form of government do we live?
22. Why should you become a citizen?
23. What would you do if you heard or saw a man insult the American flag?
24. What do you owe to this country?
25. Repeat the oath of loyalty to the nation.
26. Name some of the chief duties of a citizen.
27. Would you be willing to fight for this country?
28. Would you be willing to die for this country?

Notes. 1. Every answer should be in the form of a complete sentence.

2. All answers should be verified by reference to a history textbook.

3. Questions 20-28 inclusive should be asked in every grade.

TALKS TO PUPILS

The foreigners who attend our schools are for the most part adults who seek a knowledge of our tongue, manners, and customs. The younger element is made up of those who have not completed their education and who are just beginning their struggle for existence in the world of commerce and industry. What more fertile field than this can be found for the planting of seeds of civic pride, a love for high ideals, lofty moral standards, and useful citizenship?

These ends can be attained through a systematic course of carefully prepared and well-planned talks, not longer than five to ten minutes each. To reach the largest number of pupils, the supervisor should set aside the last half-hour of each week for the purpose of assembling and addressing the entire school. An entertaining program may consist of such numbers as the following:

ASSEMBLY PROGRAM

1. MUSICAL SELECTION.....By the School Orchestra
2. TALK.....By the Principal or Invited Guest
3. PATRIOTIC RECITATION.....By a Pupil
4. VOCAL SELECTION.....By a Pupil or Guest
5. NATIONAL ANTHEM.....Sung by the School
6. PLEDGE OF ALLEGIANCE AND SALUTE TO THE FLAG

A good plan is to talk about a definite subject each week and base the work of the school on that topic. Thus the principal strikes the keynote of instruction

throughout the school for the entire week. The following plan is suggested:

PLAN FOR ASSEMBLY TALKS

- FIRST WEEK. How to Keep Clean. Talk by the principal, nurse, or physician
- First Session.* Theme: I Wash Myself
Spelling and dictation: From the theme
Reading: Related to the topic
Conversation: Discussion of the talk
- Second Session.* Write the theme from memory
Spelling: As before
Composition: How I Keep Clean
Reading: As before
- Third Session.* Civics: Health Department: Duties and organization: our responsibilities
Hygiene: Care of the finger nails, teeth, -hair, body, feet, etc.
Literature may be obtained from the health department and distributed among the pupils.
- SECOND WEEK. Contagious Diseases: What they are; how they are caused; how they can be prevented; duties of citizens regarding contagious diseases
Talk by representative of the Health Department or a local physician, supplemented by a visit to the Health Department
- THIRD WEEK. Fire Prevention: Talk by an official of the Fire Department or an insurance company; visit to a fire house
- FOURTH WEEK. Safety First: Talk by a police official or industrial manager
- FIFTH WEEK. Thanksgiving, or other national or international holiday

- SIXTH WEEK. Appreciation of Good Music: In connection with this or a similar topic, concerts may be given, and selections may be rendered by the school orchestra or on the piano or phonograph
- SEVENTH WEEK. Great Operas: Selections by persons or on the phonograph
- EIGHTH WEEK. Appreciation of Good Pictures: An exhibit of prints, copies of famous paintings, or lantern slides of them may be shown; visit the nearest museum
- NINTH WEEK. Great Artists and Their Work: Talk by a local artist
- TENTH WEEK. The Value of Books: The public library may be requested to cooperate by lending books for exhibition purposes and by sending catalogs and other bulletins for distribution among the students; visit the nearest public library
- ELEVENTH WEEK. Great Authors and Their Work: Talk by a librarian or an author
- TWELFTH WEEK. Our Duty to Our Country: In this connection, local representatives of the national government may be invited to be present. The program should include the salute to the flag, the pledge of allegiance, the singing of at least one patriotic song, and a patriotic recitation. If possible, veterans of the Civil War, the Spanish-American War, and the World War should be present and explain why these wars were fought, their personal experiences, and the results of the war.

- THIRTEENTH WEEK. Civic Pride: The students should recite the oath of loyalty to the city in the presence of city officials. If a city flag can be obtained, this should be saluted. A brief history of the city should be recited by several students. See the Oath of Loyalty on page 268
- FOURTEENTH WEEK. Good Citizenship: Address by a teacher, followed by a discussion among the pupils
- FIFTEENTH WEEK. How to Become a Citizen: For this and the preceding topic, it is best to secure as speaker a justice of the local court or an attorney. The students should be encouraged to ask questions and should be made to feel that the laws of the country are fairly and impartially administered
- SIXTEENTH WEEK. Choosing a Career: Talks by employment managers and vocational counselors
- SEVENTEENTH WEEK. Success in Life: Talks by employers
- EIGHTEENTH WEEK. Self-Reliance: Address by a minister
- NINETEENTH WEEK. Honesty is the Best Policy: Address by a local justice or merchant
- TWENTIETH WEEK. "Do unto others as you would have them do unto you": Discussion among the pupils

The course outlined covers some essential topics, not so much to teach, as to touch upon certain vital matters in such a manner as to arouse interest and to create a desire to establish and to maintain high standards and ideals of living, of moral action, and of civic responsibility. With these talks in the assembly hall once each week, the teachers will correlate the class instruction so

that the different themes, selections for dictation, composition, reading, and spelling will contribute to the same end.

SUMMARY

1. Let the dominant note of all the lessons be patriotism, loyalty, and Americanism. Instill a love for this country and an admiration for its ideals.

2. It is not necessary to follow the order of lessons as they are arranged in *The Gateway to English*. Select the lesson that appeals to the class. Many of the lessons will suggest others of a similar nature to a versatile teacher.

3. Wherever possible let your lesson be illustrated with a simple blackboard drawing.

4. In all written and oral work insist on complete statements from the pupils. Do not accept monosyllabic answers or answers that are parts of sentences. It is very important that you follow this practice if you wish to secure fluent work.

5. Encourage a variety of expression on the part of the pupils.

6. Do not attempt too much in one lesson.

7. Have one definite aim in each lesson. Every exercise in language work, conversation, and dictation should add some new rule for guidance and study to the pupil's stock of information.

8. Lead the pupil to talk. Do not do too much talking yourself.

9. Always insist on clear enunciation in the drills. Do not tolerate careless work.

10. Be careful that each preposition is properly enunciated, e. g., *with* not *mit*, *from* not *fon*. Eliminate traces of foreign accent.

11. Correct all written work in the presence of the pupil. Look for one type of error at a time. Do not require the pupil to rewrite unless a large number of mistakes have been made.

12. All letters should be such as the foreigner will have occasion to write at one time or another, e. g., to his employer, to public service corporations, or to friends. Do not create impossible conditions.

13. In the study of history, biography, and geography teach only the most important facts.

14. Teach homonyms separately. Teach their meaning and use through sentences.

15. Grammar as a formal study should be avoided. The study of grammar should be taken up in connection with composition, oral and written, letter-writing, and conversation, and should be taught to the foreigner *with the sole aim of improving his speech and writing*. Thus, after a composition exercise or a conversation period, the teacher should call attention to the errors and develop the rules of syntax that govern the correct usage.

16. Create a desire to become a citizen, to remain in this country, to obey its laws, respect its institutions, and love its flag with all that it stands for.

17. Review and test often in order to ascertain what progress is being made.

18. Ethics, civics, hygiene, and other subjects may be discussed in assembly. The assembly period is valuable and well worth while.

PART III. "THE GATEWAY TO ENGLISH"

THE PLAN OF THE LESSONS

The Gateway to English is not only a *reader* for the foreigner, but a *complete course of study*. Each lesson may be used as a core for the work of the day and will suggest many similar ones. There are supplementary oral and written exercises to vitalize the reading matter. After the lesson the pupils should be encouraged to converse among themselves and with the teacher about the subject matter, using, wherever possible, the exact words of the book.

It will be observed that special emphasis is placed upon *conversation* throughout the entire series of lessons and that the pupil should see the objects that are studied whenever it is feasible. Object work, the development of themes, conversation, and the writing of simple letters such as the foreigner must use in his daily experiences are included in the general plan.

Selected proverbs and poems are taught and lists of words are appended to enrich the vocabulary of the foreigner and to help in building up a supply of words and phrases that will be adequate for his daily needs.

Principles of good teaching. The plan for teaching English to foreigners in *The Gateway to English* is based upon certain definite and well-established principles.

1. The teaching proceeds from concrete to abstract.
2. The teaching of beginners is largely concrete.
3. The lessons center about the life experiences of the pupils.
4. The series leads from the known to the unknown, and from simple to complex.

5. The dominant note throughout all the teaching is patriotism and loyalty to this country.

In *The Gateway to English* the lessons are developed according to the following outline:

- i. Preliminary: The Body and Its Actions
- ii. The School and the Pupil's Experiences There
- iii. The Home and the Pupil's Life There
- iv. Household Affairs and Duties
- v. Vocational Guidance and Vocational Affairs
- vi. Correct Living
- vii. Morals and Manners
- viii. History of the United States
- ix. Community Civics and Community Life
- x. Geography of the United States
- xi. The Government of the United States
- xii. The Growth of the United States

HOW TO TEACH THE LESSONS IN "THE GATEWAY TO ENGLISH"

LESSON I

1. The teacher will find it profitable to hold a conversation similar to the one given in this lesson with every pupil on the first night.

2. This entire lesson should be written on the blackboard so that the pupils may be writing as soon as they have been seated.

3. Use the important words for drill and spelling. **Intermediate** and **advanced** classes begin this lesson with the expressions varied, e. g., What is your age? What is your occupation? Take also the next two lessons on this evening.

4. Use familiar words for the drills. Always finish with short sentences. Be sure to get quick, clear, and loud

responses. You cannot drill too much to secure flawless enunciation.

5. Let some bright pupil summarize the work of the evening by reciting the lesson, reading the list of new words learned, and spelling them. Have one pupil act as interrogator, asking the questions in the lesson, while others answer.

LESSON II

1. Let pupils name the parts of the body, pointing to each in turn.

2. Let one pupil point to the parts of the body in order, the class naming them in concert.

3. Let the class ask the questions in this lesson, a pupil giving the answers.

4. Notice the variants used: "Where is," "Show me," "Point to"; also "This is," "Here is." Explain the difference to the class.

5. Do not forget to have a pupil summarize the new matter learned in this lesson.

6. Review Lesson I. Let pupils write their names and addresses. Repeat this exercise often.

7. Write on the blackboard the name of the day of the week, the date, and a short sentence about the weather. Let the pupils copy this.

LESSON III

1. Teach this lesson in the same manner as Lesson II.

2. Let pupils count the objects in the room.

3. Let pupils write the answers to the questions in this lesson.

4. Let pupils ask the questions and others answer them.

5. Teach the numbers from ten to twenty, both figures and spelling.

LESSON IV

1. Ask the question.
2. Perform the action.
3. State what you are doing.
4. Ask the question.
5. Have the class perform the action.
6. Have the pupils tell what they are doing.
7. Have the class write the answers on paper.

LESSON V

1. If time permits, take up actions of other parts of the body in the same way.

2. Encourage the pupils to use the new words in conversation. They learn English only by speaking and writing it at every opportunity, not only in school but at home and in the shop.

3. Set aside the last twenty minutes of the evening for a *conversation period*. Assign a definite topic for conversation. Let each pupil stand and talk about this topic without interruption or correction. The object is to give him opportunity to talk English.

LESSON VI

1. All these statements should be made by the pupil only after the action has been performed. The pupil should know what he is saying and understand the thought before he speaks. The teacher should enunciate clearly the entire statement before requiring it of the pupils. This will prevent habits of faulty pronunciation.

2. Where all perform the action, the class should recite the answer in concert. This enlivens the lesson and encourages the bashful ones to talk.

3. Oral spelling has little value in teaching English to

foreigners. Dictation and letter writing are the best means of testing spelling. See pages 296, 302.

LESSON VII

1. The teacher gives the commands.
2. The entire class performs the action.
3. The teacher states the sentence.
4. The entire class repeats the sentence.
5. The teacher calls on individual pupils,
6. Writes the sentence on the blackboard,
7. Proceeds in the same manner with the next action, and
8. Varies the pronouns, using *you, I, she*, etc.
9. The second half of the lesson described above contains a series of actions woven into a story. Pupils perform the actions in full view of the class, telling what they are doing, or calling upon other members of the class to do so.
10. The verb is the most important word to be studied. Review frequently all the words denoting action that have been learned thus far.

11. **Advanced** and **intermediate** classes at this point take up the study of synonyms. For example, what other words can the pupil give that mean the same as *turn*? *Twist, rotate, revolve, move around*, etc. List all the words so given and require their correct use in sentences. This is a splendid device for vocabulary enlargement and should be used often.

LESSON VIII

1. Draw on the blackboard a sketch of a man and a woman or show a picture of them as seen on a fashion plate.
2. The purpose at this stage of the teaching should be

to give action- and name-words in order that theme-work may be begun as soon as possible.

3. **Advanced** and **intermediate** classes need not study the picture mentioned in this lesson. Pursuing the same method, take a more difficult picture for description.

4. Encourage the pupils to bring pictures to the class. A very good lesson may be had when each pupil describes his own picture.

LESSON IX

1. All the actual conditions necessary for this lesson should be reproduced. The pupil should have no pen, so that he must ask for one. He receives a broken pen, cannot write, and must ask for another.

2. In the conversation, the teacher must always give the question and the answer before the pupil is permitted to repeat.

3. The pronoun *it* is substituted for *pen*, thus introducing its correct function.

4. The expressions *thank you*, *very good*, *very much*, and other subjective expressions are introduced whenever occasion arises. Thus the teacher will use the expressions whenever he receives anything, when a recitation is well done, etc. See page 309.

LESSON X

1. This conversation is merely suggestive, to show how the words and expressions already studied can be used.

2. The lesson need not be reproduced word for word. Let the pupils substitute expressions of their own.

3. The pupils should actually meet one another and ask the questions in the lesson. Have *real* meetings in the classroom.

LESSON XI

1. Teach the general arrangement of the parts of the letter.

2. Place this letter on the blackboard and study it as a model.

3. To **advanced** and **intermediate** classes, teach the parts of a social letter. Develop this letter by questioning the pupils. Have each pupil vary the expressions and write a different letter.

4. In writing the address, teach the placing and indentation of the lines. Show where the stamp should be placed.

5. This is an important exercise and should be repeated often.

6. *Do not attempt to teach everything pertaining to letters in this lesson.* Select the essential and most important elements and drill on those.

7. Practice the sound of *e* as in *eat*.

8. Show by blackboard drawing, and by exaggerated production of the sound, the position of the lips, etc. See page 288.

LESSON XII

1. Perform the action in each instance.

2. State the sentence.

3. Call attention to the preposition used.

4. Repeat until the class comprehends.

5. Pupils should perform the action.

6. Pupils should tell what they are doing.

7. Insist on short statements.

8. Teach *to* and *from*, *before* and *behind*, and other words of opposite meaning, together.

9. Be careful that each preposition is properly enun-
ciated, e. g., *with* not *mit*, *from* not *fon*.
10. Strive to eliminate traces of foreign accent.

LESSON XIII

1. During the conversation period direct special atten-
tion to the choice of prepositions.
2. Assign each pupil a different topic for discussion and
allow to him to say all that he wishes.
3. Good topics are: *the season; the weather; this coun-
try; why I came to America; our school; the English
language.*

LESSON XIV

1. Let pupils point to the objects mentioned, naming
them.
2. Let pupils count the objects.
3. For review, have one pupil ask the questions and
another answer them.
4. Write on paper the names of the objects as they are
learned.
5. Where it is possible, label the articles of furniture.
6. **Advanced** and **intermediate** classes vary the expres-
sions and substitute more difficult words for simple ones;
for instance, *contains* for *has*; *examine* and *inspect* for
look into.
7. Study the use of the apostrophe, singular, and plural:

teacher	pupil	boy	girl
teacher's	pupil's	boy's	girl's
teachers'	pupils'	boys'	girls'

These words should first be shown in sentences, the meaning discussed, and, by their use, made clear. Show that the ('s) is added to denote ownership by one; the (s') to denote ownership by more than one.

Advanced and **intermediate** classes should be taught the name of this case, and the general rule.

LESSON XV

1. Draw a picture of your school building or show a photograph of it.

2. Take the class through the building, naming the objects that you see and discussing their use.

LESSON XVI

1. The sentences should be short.

2. Each sentence should indicate a new action.

3. The actions should be continuous.

4. There should not be too many sentences. From ten to twenty are sufficient.

5. The verb is the principal word of the sentence. Write it at the right of each line.

6. Perform the action first; enunciate the statement; have the pupils repeat the sentence, performing the action; write the sentence on the blackboard; let pupils copy it. The order is: *seeing the action, hearing the words, saying the words, doing the action, seeing the words, writing them.* Read pages 303 and 304.

LESSON XVIII

1. Show that the address begins about the middle of the card.

2. Have pupils practice writing different addresses.

3. Let them write to one another.

4. Encourage the pupils to bring postal cards and to write their letters in class.

5. Urge them to write in English as much as possible.

LESSON XIX

1. In conversation, encourage the pupils to describe their own homes.
2. Lead pupils to notice the arrangement of phrases at the beginning or the end of sentences.

LESSON XX

1. The teacher should prepare questions carefully so that the sentences in the lesson will be used in the pupils' answers.
2. Let the pupils discuss the difference between modern apartments and old-style tenements.

LESSON XXIII

1. Perform these actions.
2. Let the pupils perform them.
3. Show the objects mentioned or pictures of them.
4. Let pupil change *I* to *you*, *he*, etc.
5. **Advanced** and **intermediate** classes should change the tense of the verbs from present to past and to future.
6. Use dramatization wherever possible. Where the meaning cannot be made clear by the context or by the use of a synonym, show by action or gesture what is meant. See page 295.

LESSON XXIV

Girls' classes may take this lesson as outlined here, while *men's classes* should discuss cleanliness in the home.

LESSON XXV

1. Drill on the arrangement of the paragraphs.
2. Explain the difference between "Dear Sir" and "Gentlemen."

3. Study the periods and the commas.

4. Explain why the lines in the address are indented.

All letters should be such as the foreigner will have occasion to write at one time or another, e. g., to his employer, to public service corporations, to friends. Do not create impossible conditions. See pages 296-299.

LESSON XXVI

1. Let pupil construct new sentences, using the verbs of the lesson.

2. Change the theme development, using *we* and *they* instead of *I*.

3. Give the pupil an opportunity to recite the entire series of actions.

4. Not only the teacher, but every pupil, should go through the process of mailing a letter, telling at each step what he is doing.

5. Explain at this time the more important regulations of the postal department, the cost of mailing letters, etc.

LESSON XXIX

1. Observe in this series the constant repetition. Words and phrases can be incorporated into the pupils' vocabularies only by *use*. You cannot repeat too often. The pupil should repeat frequently all new words.

2. Constantly review the material of the previous lesson. Do not leave a lesson and approach something new without referring to what has already been learned.

3. Idioms and idiomatic expressions should be taught in this way, by example, and imitation on the part of the pupil.

LESSON XXX

1. Encourage a variety of expression on the part of the pupils.

2. Show how two short sentences may be combined into one by the use of *and*.

3. In the next three lessons discuss the arrangement of phrases and words in the sentence.

4. Prepare a series of charts with these phonic drills, one sound in various combinations on one chart.

LESSON XXXI

1. Read the daily weather forecast in the newspapers.

2. Explain to the class how it is made.

3. Explain the terms used: "Fair and warmer"; "Cloudy; probably snow."

LESSON XXXII

1. Illustrate this lesson with a map of Europe and one of the United States.

2. Let the pupils describe incidents of life at home.

3. The pupils should actually tell their own experiences, naming the countries from which they came, telling why they came here, and why they like this country.

4. A story contest may be held, a prize being offered for the best story of *My Life*, the teacher furnishing the outline. Such a contest will help to maintain a regular attendance, encourage fluency, and add zest to the work. Regulations and other details governing the contest will readily suggest themselves. See page 316.

Grammar in elementary classes. Take up this lesson, first, with the action all in the present time. Then change the form of the verbs to past tense.

Grammar in intermediate classes. Discuss present and past tense of simple regular verbs.

Grammar in advanced classes. Take up the past tense of verbs. Give pupils much practice in changing

from present to past and from past to present tense. Let pupils study the rules for the formation of past tense.

LESSON XXXIII

1. The pupil should be required not only to answer but also to frame the questions. Other colors may be studied in similar manner.

2. Let the pupils bring flags of their own country or pictures of them.

LESSON XXXIV

1. Other lessons may be based on repairs to be made, decorations, the visit of the aunt, etc.

2. Teach colloquial expressions.

3. Do not teach poetic words, archaic, or classical forms.

LESSON XXXV

Dictate the completed sentences at the end of the lesson.

LESSON XXXVI

1. At this point every pupil should know the names, size, quality, and shape of the articles of his own apparel.

2. Adjectives should be studied only in connection with the words they modify.

3. It will be found to be a great aid in increasing the pupil's vocabulary to take up with the adjective the one that has a similar meaning and the one with an opposite meaning at the same time.

4. **Advanced** classes should take up those portions of Benjamin Franklin's *Autobiography* which show his regard for civic improvement.

LESSON XXXVII

Let pupils write letters on topics chosen by themselves.

LESSON XXXVIII

1. The subject of this lesson lends itself readily to discussion by the class.
2. Teach some elementary rules of hygiene in this connection.

LESSON XXXIX

1. Have the pupil read about these topics: *what a worker should eat; why he should not eat too much; varying quantities of nourishment supplied by foods; digestion; the organs of digestion; how to keep them in order.* (Do not attempt all this in one evening.)
2. Let pupils talk about the picture.

LESSON XL

1. Develop the theme inductively.
2. Learn:

do	pour	throw
is doing	is pouring	is throwing
put	get	drink
is putting	is getting	is drinking

Explain the progressive forms and use them in sentences.

LESSON XLII

1. The subject of this lesson lends itself to discussion by the class.
2. Teach some elementary rules of hygiene in this connection.
3. In this and subsequent conversations, the aim should be to furnish the pupil with a good working vocabulary of

colloquial expressions. Let the conversation be natural. Encourage the pupils to use different expressions. Let them impersonate the characters in the lessons.

LESSON XLIII

1. Let pupils practice making out sales slips and bills.
2. Take up arithmetic, if you find it necessary—in the **elementary** classes, addition and subtraction; in other classes, the fundamental processes.

Advanced and **intermediate** classes should study the compound personal pronouns, *myself*, *herself*, *himself*.

LESSON XLIV

Let pupils make out bills for goods sold and delivered in the stores. Continue arithmetic work.

LESSON XLV

1. Describe a laundry.
2. Let the pupil tell what he says to the laundryman and what the laundryman says to the customer.
3. Write out a ticket such as the laundryman should give to customers.
4. Correct all written work in the presence of the pupil. Have all mistakes corrected at once.
5. Teach spelling by writing, in the form of sentences, as in dictation. Use the written column or list method infrequently.
6. Review the *period*, *question mark*, and *comma*.
7. Teach the use of *quotation marks* in a direct, unbroken quotation.

LESSON XLVI

1. If you have a barber in your class, you can add interest to the lesson by letting him conduct the lesson and ask the questions.

2. Explain the necessity for rules and regulations governing *sanitation in barber shops; sterilizing; how to secure cleanliness; how to avoid contagious diseases*. Do not attempt all this in one lesson.

Advanced and intermediate classes explain such expressions as, *by all means, just, a little, exactly, really*.

LESSON XLVIII

Spelling and dictation. Study the signs described in the lesson. Some of your pupils who are in the business may bring posters, slides, etc., with which to illustrate this lesson. In schools where there are the facilities, lantern slides and films should be used.

LESSON XLIX

This is a very important topic. Elaborate upon it.

Hygiene. Teach *how to keep clean; care of the parts mentioned in the lesson; the teeth; the feet; the daily bath*.

Pronunciation drills: *Are you insisting on clear enunciation? Are you eliminating traces of accent?*

LESSON L

Dramatize this in class. See page 295.

LESSON LI

Device for pronunciation work. Place a letter within a small square thus:



Place consonants on either side of the square. Drill. (See page 289.)

LESSON LII

1. **Intermediate** and **advanced** classes should now begin *local geography*, taking up also the five largest cities in the United States.

2. Give one, two, or three of the sentences from the dictation, according to the progress of the class.

LESSON LIII

This conversation should be dramatized in the classroom. See page 295.

LESSON LIV

1. Obtain copies of these signs from the car companies.

2. Let the pupils study the signs and discuss the meaning and the necessity for the signs.

3. Discuss also conduct in public places.

A common mistake in the teaching of English is to have pupils always answer questions only. It will be found very effective for the pupils to frame questions requiring answers by other pupils.

LESSON LV

1. Use cards similar to the advertisement placards in the cars, the subway, and other public conveyances. They can be obtained on application at advertisement agencies.

2. Teach the pupils to read them intelligently.

3. Use the pictures for conversation and for study.

4. These signs are to be studied through discussion in class.

5. Review the present, past, and future tenses. **Intermediate** classes study the present perfect and past perfect tenses.

Advanced classes study all tenses, indicative mode.

LESSON LVI

1. In these and in subsequent lessons the *trades and occupations* of the pupils will be discussed. Let each pupil talk about his own business according to the following outline:

1. What I do
2. Steps in the process of manufacture
3. Number of people employed in the shop
4. Treatment of employees
5. Wages
6. Ambitions

2. Select the new words in each lesson. Dictate sentences in which the words are used correctly.

3. In **elementary** classes let pupils compose an original statement about each trade, and in **intermediate** and **advanced** classes an original paragraph.

LESSON LVII

See notes on the preceding lesson.

1. Let one pupil perform all the movements described.
2. Let others tell what he is doing.
3. Have pupils write a sentence describing what is being done.

The teacher should be guided by the needs of the class. It should be remembered that the learner wishes to use the English language in his *business* and his *daily routine*. Here, therefore, is a fertile field.

Language work. Much opportunity should be given for practice in *dictation*, in *supplying missing words*, and in *constructing original sentences*. Insist on clear enunciation. If necessary, exaggerate the production of the sound.

LESSON LVIII

1. **Drill for "th."** Show the position of the tongue, teeth, and lips.

2. From time to time the teacher should read to the pupils extracts from good biographies and autobiographies of representative men in order that the pupils may grasp the qualities and traits necessary for success in life and may realize that it is not chance or luck which brings good fortune. The biographies selected should relate to lives of men that embody all that is **American** in civic, vocational, intellectual, and moral affairs.

The following are suggested:

Benjamin Franklin's *Autobiography*

Theodore Roosevelt's *Autobiography*

The Life of Thomas Edison

The Life of George Washington

The Life of Abraham Lincoln

The Life of Woodrow Wilson

(See page 288.)

LESSON LXI

1. Explain the difficult words by referring to the context.

2. Read to the pupils from Gowin and Wheatley's *Occupations* or Puffer's *Vocational Guidance*.

3. Let the pupils discuss the occupations in which they are engaged.

4. Let the pupils study the pictures in connection with the lessons.

LESSON LXIII

1. All conversation and actions should take place in the class.

2. Make out and read the receipt. Study receipts.
3. Study the picture.

LESSON LXIV

Show *Thrift Cards* and *War Savings Stamps*. Discuss their origin and meaning.

LESSON LXV

Let pupils practice making out deposit slips, checks, etc. Secure from the post office various forms, especially those for securing a money order. Teach how to make these out.

LESSON LXVI

1. Discuss the proper method of conducting a telephone conversation.
2. Have a model of a telephone in the room. Use it.
3. Let a pupil give Mr. Jackson's replies.
4. Let pupils hold other conversations over the wire.

Grammar. Review the rules governing direct quotations.

Elementary classes should take up the broken or interrupted quotation.

3. **Intermediate** and **advanced** classes should change from direct to indirect discourse.

LESSON LXVII

Elementary classes use the subject matter contained in this lesson for three different lesson periods.

Intermediate classes should discuss this lesson for at least two lesson periods.

Advanced classes may take an entire evening for development of the lesson.

Method. In **elementary** classes all difficult words may be explained by: (1) use of the objects referred to; (2) use of pictures; (3) use of substitute expressions.

In **intermediate** and **advanced** classes two pictures should be shown: (1) of a machine or engine; (2) of the human body.

LESSON LXVIII

Proverbs. Study proverbs concerning cleanliness.

Collect from your pupils the proverbs of nations on this subject.

LESSON LXX

This and the subsequent lessons should form the themes for *composition*, *dictation*, *letters*, and *memory work*, as well as *conversation*. The pupils in all classes should be required to repeat from memory the rules given for prevention of accident. In every case the reasons for the rules should be discussed.

The pronunciation drill is most important. See that the tendency to pronounce *ng* as *nk* or *ngg* is removed.

LESSON LXXI

1. Let pupils answer the questions asked in the lesson.
2. There are difficult words and expressions in the lesson which can be easily learned by the substitution of the more simple forms.
3. Teach the pupils how to send in an alarm.
4. Explain the fire-signal devices used in the school.
5. Have a fire drill. Explain why it is necessary and how it should be conducted.
6. Discuss some great fires and fire losses.

Civics. Discuss the organization and duties of the fire department. See Lesson XCIV, "The Fireman" (page 207).

LESSON LXXIII

1. Discuss with pupils the value of reading newspapers; what is found in them; how they are published; the advertisements; the use of the newspaper in the class.

2. Let the pupils buy a good daily paper. Form a *Newspaper Club*. Devote a short period to the reading and discussion of current events in class.

LESSON LXXVI

Let the class organize a club, elect officers, and conduct a meeting, using the procedure and expressions described in the lesson "At the Union."

LESSON LXXVII

This lesson should be taught in the gymnasium or on the field rather than in the classroom. The pupils of the class should learn the games, the terms, and the expressions commonly used in each game by playing the game, by watching others play the game, by *doing* the things mentioned, and not by merely reading or talking about them. Where the facilities for such methods are not present, the necessary actions of the games can be imitated so that the pupils may understand clearly what is described.

LESSON LXXVIII

For notes on the method of studying the fable, see page 321.

The study of synonyms.

1. State the word to be studied.
2. Lead the class to give words of similar meaning.
3. Write the group of synonyms to be studied on the blackboard.
4. Lead the pupils to use each word in a sentence.
5. From the use of the word, obtain its exact meaning.
6. From the definitions, obtain the common meaning of the group and the difference in the shades of meaning.

7. Knowing the exact difference, require the pupils to construct sentences containing the words correctly used; the teacher should furnish many correct sentences as models.

The object of this study is to aid the pupils in building up a good vocabulary. See page 281.

LESSON LXXXI

1. The study of a few simple rules will greatly assist the learner to spell correctly.

2. Grammar as a formal study is to be avoided. The study of technical grammar should be taken up in connection with oral and written composition, letter writing, and conversation, and should be taught to the foreigner with the sole aim of improving his speech and writing. After a composition exercise or a conversation, the teacher should call attention to the errors and develop the rules of syntax that govern correct usage.

3. List the common errors made in the pupils' daily use of English. Take up at least one of these each week, explain why it is wrong, and drill on the correct usage.

4. Numerous illustrations of correct usage should be given by the teacher. See page 310.

LESSON LXXXV

1. Tell the story.

2. Dictate the passages with the moral.

3. Encourage the use of synonyms and other words instead of those in the story.

LESSON LXXXVI

1. This lesson is to be taken up as the holidays occur. It is intended to suggest to the teacher the manner in

which our holidays should be discussed. Each paragraph should be expanded and the history and origin of each holiday discussed. American holidays may be compared with those of the pupil's native country.

2. Continue the correction of popular errors: *you were*, not *you was*; distinguish between *broke* and *broken*.

LESSON LXXXVII

See notes on Lesson LXXXVI.

1. Explain the words and phrases in heavy type, and all other new words.

2. Continue the teaching of common irregular verbs.

3. Review the ordinal adjectives with their abbreviations.

Dictation. Give selected parts of the lessons on holidays.

Conversation. Assign topics for discussion, each pupil being allowed to talk uninterruptedly. Suggested topics are *The Care of Our City Streets*, *The Industries of Our Country*, *The Rise of Political Parties*.

Letter writing. Letter writing should not be neglected. At least one letter should be written each week. The subjects should intimately concern the pupil and should be such as he must write for his daily personal and business matters.

Pronunciation drills. Pronunciation drills should be given as occasion arises, to meet the pupils' demands.

LESSONS LXXXVIII AND LXXXIX

Take up only the most important matters.

1. In both these lessons use a map of the United States.

2. Tell short anecdotes to illustrate the goodness of Washington and Lincoln.

See notes on "Teaching Civics," page 318.

LESSON XC

1. Pupils should bring flags of their former countries and talk about their origin and history.
2. Conversation should be based on the last three lessons.

LESSON XCIV

1. Review the lesson on fire prevention, page 159.
2. Visit a fire house. That is the place where this lesson should be taught.
3. In all these lessons on civic duties and departments the class should visit the places mentioned with the teacher and there discuss the topic.
4. Continue the study of common errors.

LESSON XCV

The lessons are merely suggestive. They are intended to serve as an outline to the teacher, to be adapted to your home town or city.

1. Show a map of the city.
2. Require the pupils to do most of the talking.
3. Do not take up too much at one lesson.
4. Correlate with local history.
5. Begin with the pupil's home and the school, name the streets of the home section, then proceed to that which is farther away, always appealing to the personal element.
6. Visit the places mentioned. Show pictures. Let class at the windows discuss directions and places seen.
7. Arouse civic pride. Let the pupils be ready to defend the city's name.

On another sheet will be found an "Oath of Loyalty to My City" which the pupils should memorize and repeat often. (See page 212.)

LESSON XCVII

1. Display a map of the United States.
2. Make a chart with four columns. In one column write the names of the states (by groups); in column II write the capitals; in column III write the name of the largest city; in column IV write the abbreviation for the name of the state.

I. State	II. Capital	III. Largest City	IV. Abbreviation
Maine	Augusta	Portland	Me.

See notes on teaching geography, page 314.

3. Continue teaching along the lines indicated in previous lessons:

Language work. Construct sentences using given words.

Vocabulary extension. Synonyms, antonyms, etymology, homonyms.

Grammar and correct usage. To avoid common errors.

Dictation and letter writing. For spelling and composition.

Memory gems and proverbs. To give the foreigner our best thought.

Pronunciation drills. To remove all traces of accent and racial faults.

LESSON XCIX

1. Give the pupils a concise-account of the machinery of government.
2. In almost every instance this civic topic and others can be presented by having the class resolve itself into the body studied, perform the actions described, and impersonate the officers mentioned.
3. Make free use of dramatization to make the lessons real and vital.

LESSON C

See notes on teaching civics, page 318.

1. In connection with these lessons in civics, the original documents should be studied: the Constitution, the Declaration of Independence, city and state charters, and other government papers.

2. The class lesson should be supplemented by reading from good books on civics.

LESSON CIII

Let the class resolve itself into a legislative body and go through all the acts necessary to pass bills.

LESSON CV

This lesson is intended to suggest to the teacher the manner in which the history topics are to be treated. They should be: (a) *truthful*, (b) *interesting*, (c) *brief*, (d) *progressive*, and (e) *graded* so as to give, in a series, the early history of the country.

Supplementary reading from histories is to be encouraged.

LESSON CVI

Pronunciation drills. See that the proper names, names of places, and of important papers are correctly pronounced.

LESSON CX

Ask about ten brief questions to insure a comprehensive grasp of the lesson.

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UNITED STATES

GULF OF MEXICO

BAHAMA ISLANDS

