

SECOND BOOK IN  
ENGLISH FOR  
COMING CITIZENS



W. H. GOLDBERGER

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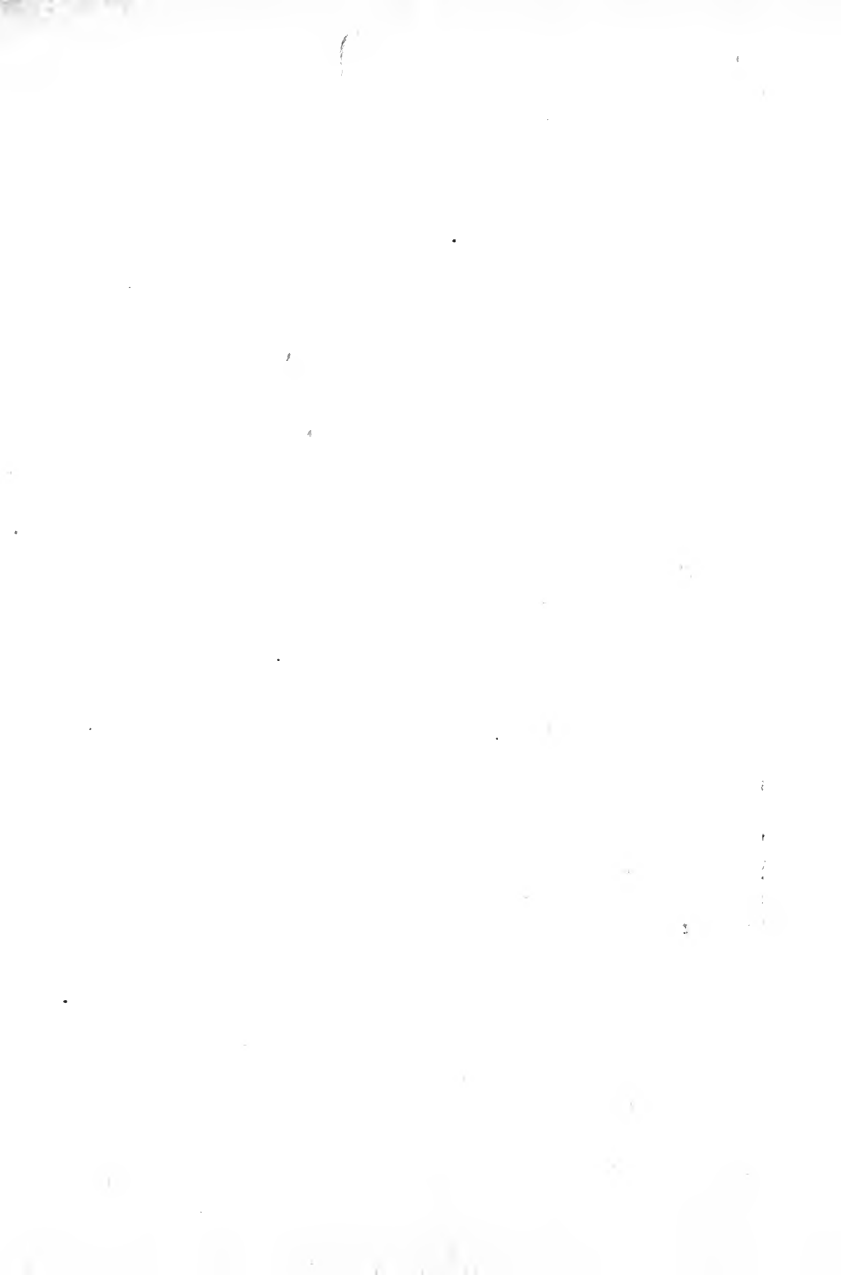
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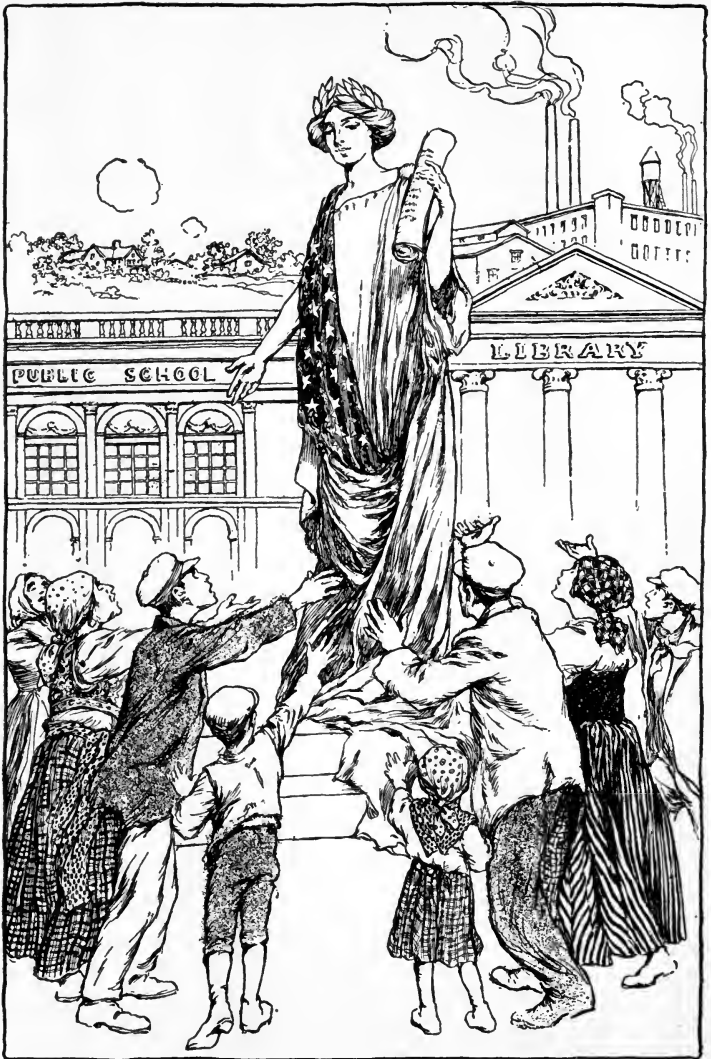
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"IN THE LAND OF YOUTH AND FREEDOM BEYOND THE OCEAN BARS"

—Henry van Dyke

SECOND  
BOOK IN ENGLISH FOR  
COMING CITIZENS

BY  
HENRY H. GOLDBERGER

PRINCIPAL OF PUBLIC SCHOOL 18, NEW YORK CITY  
INSTRUCTOR IN METHODS OF TEACHING ENGLISH TO FOREIGNERS, COLUMBIA UNIVERSITY  
AUTHOR OF "ENGLISH FOR COMING CITIZENS"

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TO MY PARENTS



## FOREWORD

Americanization has been defined as the "union of new with native-born Americans in fuller common understanding and appreciation to secure by means of individual and collective self-direction the highest welfare of all." This conception of the process of Americanization requires as a minimum that the native American engaged in the process be informed as to the immigrant's motives in coming to America, his attitudes toward his adopted land, his understanding of American institutions.

Educators are agreed to-day that Americanization is a dual and reciprocal process, requiring the active participation of the foreign as well as of the native born. Ultimately, the immigrant must find himself in an American environment, must attach himself to American institutions, must contribute his gifts to their support and to their further development. As a means toward establishing such Americanizing contacts, the immigrant must at least be able to communicate with his English-speaking neighbor in the language of America, and to appreciate in an elementary way the things which Americans hold dear.

With such purposes in mind, this book was written. It is intended for students who have mastered the first difficulties of English and who require a content that bridges the gap between elementary lessons in English and the usual reading material of adult Americans.

The author has chosen the narrative rather than the usual expository form of presentation in order to take advantage of the greater human interest in the development of a human being than in the development of an abstract proposition. Anton in the story is invested with the usual fears, hopes, aspirations, and yearnings of immigrants to America. The conditions and experiences that serve to win or antagonize Anton are, in the opinion of the author, the conditions that are factors in the Americanization of most immigrants.

Acknowledgment is made to the host of teachers and students who by their interest have stimulated the author to write this book.

New York City, April, 1921.

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## HOW TO USE THE BOOK

The content of the book is divided into chapters rather than into lessons, in order to conform to the usual divisions of books intended for adult reading, and to aid in eliminating to some extent the unfortunate school atmosphere prevailing in teaching adults. A chapter will usually require more than a single lesson for its mastery, and the exercises that follow the chapter will surely require more than one lesson.

Each chapter is to be used as a basis for:

1. Reading.
2. Conversation.
3. Language Drill.
4. Phonics.
5. Writing.

*Reading:* Laymen frequently think of reading in terms of oral reading, *i. e.*, expressing an author's thought in the author's language. This is extremely difficult for people not thoroughly familiar with the language which they are attempting to read, and in modern life even for most Americans a relatively unimportant accomplishment. For the immigrant acquiring English as a second language, oral reading has only a remote and contributory value, because

in rare instances only will the immigrant be called upon to read aloud outside of the classroom. In the classroom, oral reading has received a disproportionate amount of consideration from teachers, first, because the pupils express a keen desire to read aloud, and, second, because teachers have utilized the oral reading of the pupil as a basis for the correction of pronunciation and accent. Neither of these is a valid reason for taking more time with a process than present social usage would warrant. The desire of the pupil to read aloud may be satisfied without infecting the pronunciations of the rest of the class and without inflicting upon them a series of mispronunciations under the guise that they thereby are being instructed. Obviously, drill in pronunciation is necessary, but the teacher will readily differentiate between reading which is thought-getting and pronunciation which is word-calling. Time must be devoted to the latter, but not at the expense of the former.

Besides being a relatively useless accomplishment for adults learning English, oral reading is a difficult process, involving several contingent abilities. To read aloud with pleasure or with profit to one's hearers, the reader must have acquired the ability, first, to recognize printed or written symbols quickly and easily; second, to get meaning out of these symbols; third, to pronounce the words according to conventional standards of pronunciation; fourth, to group words and phrases so as to convey meaning to the hearer.



Most of our adult reading is silent—to get the meaning. For this purpose neither pronunciation nor expressive rendition are indispensable accomplishments. An English-speaking person may be said to read a French newspaper when its printed words are intelligible and meaningful, in spite of an impossible pronunciation. A Frenchman cannot read a French newspaper if the words convey no meaning, even though his pronunciation is impeccable. For an immigrant learning English it is relatively more important that he be taught to read for the sake of understanding than for the purpose of transmitting the thought of an author.

To the pupil the reading lesson is a unit; he need not be conscious of the process nor of the pedagogic machinery by which it is facilitated. The teacher, however, must be conscious of the process and of the various movements which are its component parts. For pedagogic purposes the reading lesson may be divided into five parts:

- I. The Language Lesson.
- II. The Drill.
- III. The Silent Reading and Study.
- IV. Oral Discussion.
- V. Oral Reading.

*How to Conduct the Language Lesson:* The language serves a twofold purpose, first, to direct the pupil's thought to the subject-matter of the lesson, or, to put it pedagogically, to "arouse the apperceptive mass"; second, to teach mean-

ings—reading ability is based on the contingent ability of the pupil to understand the meaning of words and sentences. Without such understanding the pupil will get no thought from printed symbols, and his reading will amount to no more than word-calling.

Unfortunately, reading lessons are too frequently conducted without the necessary language lesson to insure that the printed symbols convey meaning. The teacher must introduce the subject-matter of the book and the language forms. This is best done by questions. Thus, before the pupils read Chapter I the teacher says: "We shall read a book about a man who came to America as an immigrant; what do you expect in such a story?"

From the pupils' suggestions the teacher selects a number of words and phrases found in the text—uses them in other contexts and writes them on the board. The following words might appear on the board: "Formerly belonged to," "everybody else," "it is not surprising," "he was not allowed to," "could not afford," "hated," "village," "fell asleep," "peasants," "fields," "earthenware pots."

*How to Conduct the Drill Lesson:* The pupils need to be drilled (a) in the use of unfamiliar words, idioms, and sentence structures; (b) in the rapid recognition and pronunciation of unfamiliar English printed and written words.

(a) *For Language Drill* the following devices may be used:

1. Use the unfamiliar words in sentences; e. g., Hungary formerly belonged to Austria.

2. Let pupils suggest equivalent meanings: village—a small town; oven—a stove for baking.
3. Let pupils give opposite meanings: hated—loved; poor—rich; remembered—forget.
4. By dramatizing; *e. g.*, felt her pulse, shrugged his shoulders, he muttered.
5. By objectifying objects: actual objects, where possible, or pictures, or drawings on the blackboard.
6. Reverse the objectifying process by showing objects or pictures and having pupils name them.
7. Teacher suggests a general term, and pupils suggest names for it; *e. g.*, teacher says: "Give me the names of a 'village,' 'town,' 'city.'"
8. By completing elliptical sentences: Nothing very ..... happened in S. Anton's parents were poor ..... They could not ..... a private teacher.
9. By building words having common prefixes and suffixes, *e. g.*:

<i>un</i> able.	<i>im</i> proper.
<i>un</i> tidy.	<i>im</i> possible.
<i>un</i> fit.	<i>im</i> pure.

(b) For word-recognition drills the following devices may be used:

1. Rapid calling of words written on the blackboard.

2. Rapid recognition of words written or printed, or "flash" cards. (The teacher writes one word on a card and prints the same word on the obverse side.)
3. The teacher arranges a number of flash cards in full view of the class. The teacher calls a word, a pupil selects the card and pronounces the word.
4. Teacher gives each pupil a number of cards. The latter steps up to the front of the room and calls the words.
5. Teacher recites a sentence containing a word which is printed on a card. A pupil selects the card having the word printed on it.
6. Teacher writes a number of words on the black-board. Pupils find in the text the sentences using those words and write the sentences in their note-books.
7. Teacher pronounces a word. Pupils find in the text the sentence containing the word and read the sentence.
8. Teacher dictates words, pupils write them and compare them with the spelling in the text.
9. By finding words that rhyme, *e. g.*, rare—ware; hollow—follow; chew—few—stew; tough—enough—rough.

*How to Conduct the Silent Reading and Study Lesson:* The pupils are now ready for their books. It is advisable that

the teacher read a chapter aloud; if the pupils have been familiarized with English expressions, the best results will be obtained when the pupils' books remain closed during the teacher's reading. Pupils who are not far enough advanced may follow the text to help them hear aright.

The teacher's oral rendition is to be followed by silent reading and study on the part of the pupils. During this part of the lesson the teacher may help individual pupils who may have difficulty in understanding or in recognizing words.

*How to Conduct the Oral Discussion Lesson:* The purpose of this part of the lesson is to make use of the vocabulary and sentence structure acquired heretofore. The questions at the end of each chapter are to focalize on words, phrases, and expressions, to furnish a motive for rereading the text until the language expressions become familiar, and to stimulate use of the language forms for the self-expression of the pupil.

The teacher may vary the procedure by reading the questions and having the pupils give the answers; by permitting one pupil to take the place of the teacher; by letting pupils question each other.

*How to Conduct the Oral Reading Lesson:* Pupils will usually want to read aloud. This desire may be satisfied by dividing the class into two or three groups and permitting the pupils in one group to read aloud to the others. The advantage of this procedure is that the rest of the class may be permitted to study while a comparatively few are read-

ing to each other. There is no pedagogic gain in letting the entire class hear what they all can read for themselves. There is a decided loss in letting them hear and become accustomed to the various mispronunciations of their classmates. The device of dividing the class for oral reading will reduce this danger to a minimum.

Occasionally one pupil may be called upon to read to the entire class. He should be permitted to do so only when he has prepared a lesson for oral presentation; when he can read with pleasure and profit to the others; in response to a question, the answer to which is found in the text, in making a point in a discussion, he may be called upon to verify his statement by reading from the text.

## PHONICS

Corrective phonics for the eradication of foreign accent and pronunciation must be highly motivated to have any holding power on the attention of adults. They will drill on the correct pronunciation of words provided they realize that mispronunciation means misunderstanding and not merely a conventional slip. The exercises in the appendix may be used as samples of the kind of exercises needed. In each case the teacher will supplement such exercises by selecting words from the vocabularies of the pupils.

## WRITING

The following exercises are suggested:

1. Familiarity with English sentence structure will be

insured if the pupils are frequently called upon to copy excerpts from the text. Copying may be varied by changing the person, number, or tense in the text. Thus, pupils may be instructed to write a paragraph in Chapter I, using their own names instead of Anton Bodnar.

2. Writing answers to the questions at the end of each chapter will necessitate reading the text and comparing it with the pupils' answers.
3. Completing sentences suggested by the teacher.
4. Writing sentences, using words suggested by the teacher.
5. Completing elliptical sentences by inserting words omitted.
6. Paraphrasing the content of a paragraph.
7. Reproduction of an incident in the pupil's own words.





## CHAPTER I

### HIS EARLY LIFE

Anton Bodnar was born in that part of Poland which formerly belonged to Russia. Before the Great War his parents lived in the little village of S—, where everybody knew everybody else. Nothing very exciting happened in S—, therefore it is not surprising that Anton remembered very little of his life before he was seven years old. When Anton was seven years old, he went to the little village school kept by the village priest.

The school hours were long, and Anton sometimes fell asleep when the teacher was working with the older boys. He did not like the letters of the alphabet. They were Russian letters. His father hated the Russian language. Anton was not allowed to bring the Russian books into the house.



THE SCHOOL KEPT BY THE VILLAGE PRIEST

Anton's parents were poor peasants. His cousin John had a private teacher, who taught him Polish, but Anton's parents were too poor. They could not afford a private teacher. In his tenth year Anton's father took him away from school. He helped his father in the fields

and in the little shop. Anton learned how to make earthenware pots and how to bake them in the oven. In the winter Anton and his father walked every Monday to the market in a neighboring village to sell the pots. Sometimes they sold all the pots. Then his father was happy. He gave Anton a coin and said: "There, buy some cakes."

When Anton was fourteen years old, he was as tall as his father and almost as strong. He could now earn the wages of a full-grown man. He hired himself out to a farmer who had several pieces of land in different parts of the village.

## EXERCISES

1. Where was Anton born? Under what kind of government was Anton born?
2. Where were you born?
3. Under what kind of government were you born?
4. In what kind of place did his parents live?  
village?
5. In what kind of place do you live to-day  
town?  
city?

6. How much does Anton remember of his childhood days?
7. Why does Anton remember so little?
8. Who was the teacher in the little village school?
9. Why did Anton fall asleep in the schoolroom?
10. Why did Anton hate the Russian alphabet?
11. Why did Anton's father hate the Russian language?
12. What were Anton's parents?
13. What were your parents?—peasants, farmers, fishermen, laborers, workers in a factory, storekeepers, merchants, business men, manufacturers?
14. What is your business to-day?
15. Why did Anton go to the village school?
16. When did Anton leave school?
17. What did Anton do after his tenth year?
18. Where did Anton go in winter?
19. How often did Anton go to market?
20. When was Anton's father happy?
21. How tall was Anton at fourteen years of age?
22. How much could he earn?
23. What did he do for a living?
24. Where did the farmer have his land?
25. Fill in the blank spaces with right word. If you do not know the right word, find it in the story.  
The teacher ..... Anton Russian.  
Anton's cousin ..... Polish.  
In the little village everybody ..... everybody else.

Anton ..... asleep.

Anton was not ..... to bring the Russian books into the home.

The story is told in the *past* time because everything happened a long time ago. Change the sentences to the *present* time. Here is a list of words giving the present and the past:

PRESENT	PAST
is	was
live	lived
happen	happened
remember	remembered
go	went
keep	kept
fall	fell
do	did
hate	hated
has	had
can	could
teach	taught
take	took
help	helped
learn	learned
give	gave
sell	sold
walk	walked
buy	bought

Be sure to use the correct form with he, she, it, or the name of any person when you speak in the present.

Remember we say—I *live*.

but—he lives.

Anton remembers.

Mary goes.

his father keeps.

the child does not know.

## CHAPTER II

### HE MARRIES

The spring and summer months were very busy times of the year in the farming sections of Poland. In the early winter, when the weather turned cold, Anton had little to do on the farm. Then he and his father worked in a factory near Warsaw. The work was hard, the hours were long, but Anton had the strength of a boy brought up on a farm and he stood the strain very well. True, he did not earn very much; in fact, he earned only just about enough for his needs. None of the working



HAND IN HAND THEY WALKED HOME

men earned enough to save. Their needs were simple, their food was simple. Once in a while, on a holiday, they had meat for dinner. Usually their meals consisted of heavy, sour rye bread, fresh butter or cheese, a pitcher of sour milk, and a heaping pot of boiled potatoes. One day was like the other.

When Anton was twenty years old his parents said: "It is time to get married."

They chose a charming little girl of sixteen for Anton's bride, a daughter of a neighbor. For a while Anton lived with his wife's parents. Although his father-in-law was only a poor farmer, he gave the young couple one of the three rooms in the house.

The bride brought with her two pillows, a feather bed, two table-cloths, and a dozen towels. Together the bride and the groom went out every day at sunrise to work for the farmer. In the evening, hand in hand, they walked home, and ate their simple meal together with the older people.



## EXERCISES .

1. What were the busy times of the year in Poland?  
in Italy? in Russia?
2. What are the slack (dull) times of the year in Poland?  
in America?
3. Where did the farmers work in winter time?
4. How was the work?
5. How much did they earn?
6. What did they eat?
7. What happened when Anton was twenty years old?
8. Where did the young couple live?
9. What did the bride bring with her?
10. How did the bride help her husband?
11. Name the seasons of the year.
12. How much did Anton earn?
13. Who were his friends?
14. Name some one who is better off than you are.
15. Name some one who is worse off than you are.
16. Name some one who is as well off as you are.
17. Can you save on your wages?
18. Can you get along on your wages?
19. How often did Anton have meat for dinner?
20. How often can you afford meat for dinner?
21. What did his meals consist of?
22. What does your dinner consist of?
23. What kind of girl did Anton marry?
24. How old was he?

25. How old was the bride?
26. Are you married?
27. How old were you when you were married?
28. What was Anton's father-in-law?
29. When did the young couple go to work?
30. How did they walk?
31. How did the young couple live?

## CHAPTER III

### TROUBLES OF A MARRIED MAN

For two years they lived happily. Then the young wife became sick. This was only the beginning of their troubles.

The village doctor came and felt her pulse. He looked at her tongue and examined her eyes. He gave her some medicine and told her she must stop working. She got worse and worse. The doctor shook his head and shrugged his shoulders. Each woman in the village brought her own remedy. One poured hot water over burning coals and said prayers when the steam rose. Another brewed tea from the petals of a wild flower for the patient. A



THE VILLAGE DOCTOR FELT HER PULSE

third tied a piece of red flannel around Anna's little finger. But the bride only coughed more and ate less.

To make matters worse, the little money in the house was going very fast. Six weeks later they sold the pig and then the cow.

Money was needed for medicines and for the new doctor, who came three times a week from the city, twelve miles away. The winter was coming on and it was soon time for Anton to leave for the pottery. Anton did not like to leave his wife. Besides, he hated the Russian officers for whom he worked. They made him feel like a worm.

One evening, just after the little family had eaten supper, they heard a knock on the door. "Another cure," muttered Janka, the father. Anton went to the door and opened it. A young man, with a large head and small gray eyes, walked into the room smiling.

They saw at once that the stranger was well dressed. He wore a white collar, a tie, and, what impressed the family most, he showed a large gold chain across his vest. He held out his hand as if he knew Anton.

"Anton, brother, don't you remember me? It is I—John—come back from America."

"Is it really you, John, my cousin John?"



THEY SAW AT ONCE THAT THE STRANGER WAS WELL DRESSED

How noble you look! Tell me all about America. But first let me introduce you to my wife and her parents. This is my cousin John. You remember I spoke to you about him. He went to America six years ago. This is my wife Anna and her father and mother. Give me your hat and coat.

“Sit down and tell us all about that wonderful country. Is it true that you pick up gold in the streets? Does everybody live in a palace? Do all the women wear hats like the noble ladies in Warsaw? Do you eat meat every day? Is it true that even poor people eat white bread?”

#### EXERCISES

1. How long did they live happily?
2. What happened to the young wife?
3. What did this begin—

This began a . . . . .

This was the beginning of . . . . .

4. What did the village doctor do?
5. What did he examine?
6. What did the doctor give her?
7. What did he tell her?

8. Did she get better?
9. What did the women of the village do?
10. What did the bride do?
11. What made matters worse for them?
12. How was the money going?
13. What did they sell first?
14. When did they sell the cow?
15. Why did they need money?
16. How often did the new doctor come?
17. From where did he come?
18. How did Anton feel about leaving his wife?
19. For what other reason did Anton hate the pottery?
20. How did the Russian officer make Anton feel?
21. What did the family hear one morning?
22. What did Janka mutter?
23. What relation was Janka to the bride? to Anton?
24. Who came in?
25. What kind of eyes had the stranger?
26. How was the stranger dressed?
27. What did he wear?
28. What impressed the family most?
29. Where did he wear the chain?
30. What did he hold out?
31. What did he say?
32. When did John go to America?
33. How did Anton introduce his wife?
34. What questions did Anton ask?
35. What questions do your friends ask about America?

## CHAPTER IV

### JOHN'S STORY

Cousin John laughed at the many questions.

“America is not a fairy-land; it is a real country with real live people. Do you remember when I went away to America? I was seventeen years old. My father had just died and things looked black for my mother, for my sister, and for my little brother. I was an apprentice to the blacksmith, but I did not earn enough to buy food. Then I heard stories about America. I asked many questions. I wanted to try my luck in the country where others succeeded, but I needed money. We had no money, but we had some good friends. My mother borrowed a little from her father, a little more from an uncle, and the rest she got by selling some extra bedding. A man and his wife in a neighboring village were going to America. They promised my mother to



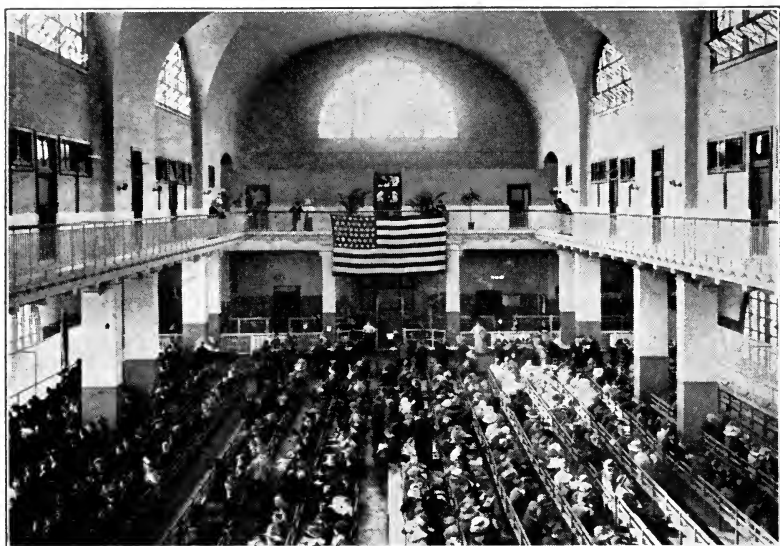


THE STATUE OF LIBERTY

take care of me. With my new friends I started out. It was a long journey. At first I felt very lonesome and sad. I missed my mother and the people whom I knew at home. Soon, however, the strange sights and the life about me began to interest me. After travelling four weeks by railroad and steamer, we landed one rainy April morning at Ellis Island, across the bay from New York City. We passed the

Statue of Liberty. The city looked like a dream come true. I could see the tall buildings with their many windows. I had never seen such wonderful buildings before. Then I began to understand what the people on the ship had meant when they spoke of skyscrapers.

“We were all brought into a long building where government officers asked us many questions. I was a little frightened at first. Then a man in a uniform asked me in Polish: ‘What is your name?’ The sound of my native language spoken by a man in an American uniform gave me a friendly feeling for America. I answered all the questions, and they let me go out with my friends, the Lenks, into another big room. Here were many immigrants like us from many lands. They were all waiting for some one to call for them. We waited about an hour. Then we heard a man call out: ‘John Lenk—Lenk—!’ ‘Here!’ answered John in Polish. A big man with a large



THE EXAMINATION-ROOM AT ELLIS ISLAND

black mustache pushed forward. It was Mr. Lenk's brother Joseph. Of course, he was very glad to see his brother and his sister-in-law. He did not know me, but when Anton told him of my troubles, he said: 'Well, America is a big place and has a big heart. We shall find a place for you if you are willing to work. Come with me.' We followed him. We must have looked funny to the people in the street.

They turned around to look at us as we walked with our heavy bundles. I noticed that all the men wore good clothes. They all looked like noblemen. The women all wore hats and coats. I saw no woman wearing a shawl until I came to Joseph's house. There I saw some people who looked like Poles. I was surprised to hear these people speak Polish in America even before a policeman.

“Joseph introduced me to his wife. She was very kind and made me welcome. I sat down at the table with the family and ate as if I were starved. The food on the ship was good, but it did not taste like food at home. Joseph's wife piled up meat, potatoes, and bread on my plate. I was ashamed to eat so much. She spoke English to her husband and I did not understand what she said. Now I know she said: ‘Poor boy, he is hungry.’”

## EXERCISES

1. How did John's mother get money for his journey?
2. With whom did John come to America?
3. How did he feel at first?
4. What did he miss?
5. When did he land at Ellis Island?
6. How did the city look?
7. What did Mr. Lenk's brother say to John?
8. Why did the people look at John?
9. How did John eat?
10. What relatives did John have?
11. What was his trade?
12. The following sentences show past time. Change them to show present time, like this:

## PAST

## PRESENT

- |                                     |                             |
|-------------------------------------|-----------------------------|
| I asked many questions .....        | To-day I ask many questions |
| I wanted to try my luck .....       | to-day.                     |
| We had no money .....               |                             |
| My mother borrowed a little .....   |                             |
| A man and his wife were going ..... |                             |
| It was a long journey .....         |                             |
| I felt very lonesome .....          |                             |

## CHAPTER V

### JOHN FINDS WORK IN AMERICA

“Early the next day Joseph took me to an intelligence office. The proprietor took my name and asked me what I could do. ‘Anything,’ said Joseph.

“‘Can you wash dishes?’

“‘I can learn.’

“‘That’s the way to talk in America. He will make a good American.’ He sent me with another man to a restaurant not far away. I was afraid they would not give me a job. But the proprietor needed a dishwasher, and he put me to work at once. He promised me eight dollars a week and three meals a day. I quickly counted how much money I could save in a year. It was a fortune! With the money I could pay back what my mother borrowed and pay all my debts. I could still have some money left; perhaps I could bring my mother, my sister, and my brother to America. This was better than picking up gold in the streets.

“I worked eight weeks in the restaurant. I

could not save all my money. I bought some new clothing and I paid Joseph for the room where I slept; but I sent mother enough money to pay back the borrowed money. I learned a few English words from the other workers in the restaurant. But I wanted to work at my trade. One day Joseph said: 'My foreman wants a helper in the machine-shop. He will pay twelve dollars a week to start. Do you want to take the job?' I was delighted. The next day I told my boss that I wanted to leave at the end of the week. He was sorry and wanted me to stay. I told him I wanted to work at my trade.

"On Monday morning I walked with Joseph to the shop. It was a long, low building with many small panes of glass. The noise in the place was deafening. We entered the office and Joseph introduced me to the foreman, Mr. Dixon. Joseph spoke about me in English to Mr. Dixon. Mr. Dixon said something to me and Joseph translated it.

"He says you must learn English. You will

be a better workman and earn more money when you learn English.'

"I said: 'I want to learn English.' Mr. Dixon said: 'That's good. Show him his work, Joe.'"

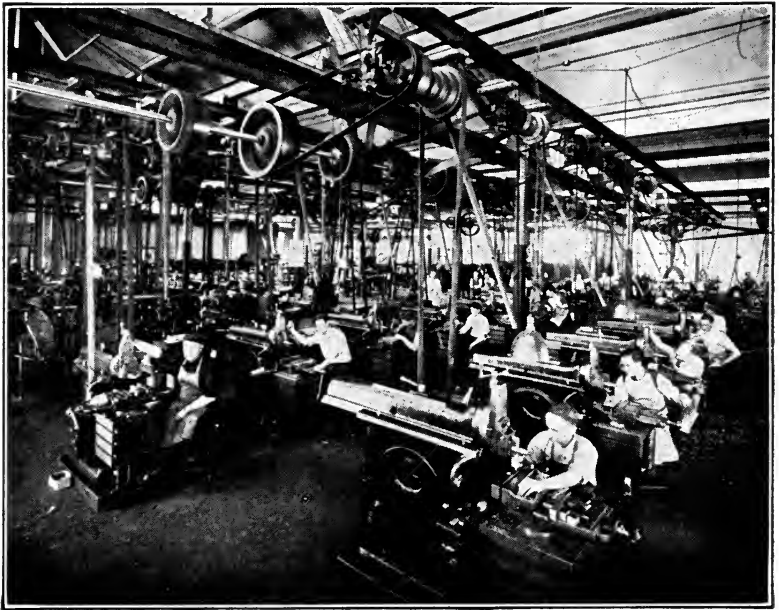
Cousin John stopped and took out his gold watch. "It is getting late. I am keeping you up with my story."

"Oh, please go on, Cousin John. I want to hear all about America. It is very interesting; it sounds like a story in a book."

"Very well, then. I'll tell you the rest of my story in a few words.

"The work in the shop was much more interesting than the work in the restaurant. I went to night-school three nights a week and in a year I learned to speak English. At the same time I learned more about my trade and was earning more money. Then one day Mr. Dixon came to me and said: 'John, one of our machinists is sick to-day. Can you take his place?'





THE MACHINE-SHOP

“‘I think so,’ I said in English. ‘You speak English very well, John. Where did you learn it so quickly?’ ‘At night-school,’ I answered.

“For two weeks I took the place of the machinist who was sick and then Mr. Dixon promoted me to the position of machinist. Of course he raised my pay. I have not spent any money foolishly. Every month I sent

money to my mother. Besides, I have saved a neat little sum. I came back to take my brother along with me. In America he will go to school, and later on he will learn a trade. Here there is no future for him."

### EXERCISES

1. What kind of stories did Anton hear about America?
2. From whom did you first hear about America?
3. Tell some of the stories you heard.
4. Which of these stories tell the truth?
5. Which stories are false?
6. From whom did John's mother borrow money?
7. Who lent the money to John's mother?
8. Use "lent" and "borrow" in a sentence.
9. What interested John?
10. What first interested you in America?
11. Why did the people come to look at the newcomers?
12. How were the people in the streets dressed?
13. What did Joseph do for John?
14. Tell when Joseph was
  - sad.
  - delighted.
  - lonely.
  - wise.
  - foolish.

## CHAPTER VI

### HOPE AND DESPAIR

It was long after midnight when Cousin John finished his story. Anton wanted to ask many questions about the life in America, but he saw that Anna was tired and sleepy. He said: "I should like to speak to you to-morrow. May I come to see you?"

"I shall be glad to see you. Come to-morrow night and have supper with us."

Anton, however, said he would rather come later in the evening. He wanted to talk to John alone. That night Anton could not sleep. He tossed from side to side and dreamed of sky-scrapers that touched the skies. All the next day he thought of nothing but America. John's words kept ringing in his ears: "Here there is no future for him." What future was there for him at home? He knew no trade. He had no money with which to learn a good trade.

Besides, he would have to work two or three years as apprentice before he could earn any money. He had little education—just enough to be able to read and write a little. He had never thought of the future before.

“To-day is the same as yesterday and tomorrow will be the same as to-day,” he thought. “In America things are different. I am strong. I can work. I can become like John. He looks like a nobleman. America changed him; not only his clothing but his character. John looks up as if he were a man, as if he learned how to stand on his own feet in the magic air of America. His eyes are not afraid. He is master of himself.”

Slowly a new thought came to his mind.

“I want to go to America.” At first he pushed the idea away from him as if it were a sin. Then as the thought came again and again, he said to himself: “Why not? Others have gone. I am as strong as John. But my wife! She is too weak to travel. Besides, I

have no money. I cannot walk to America. I must forget about it.”

But he could not forget. Every few minutes during that day he found himself staring into the distance—toward the west—toward America, the land where men look up.

## EXERCISES

1. What time was it when John finished his story?
2. What time is it now?
3. Who was tired and sleepy?
4. When are you tired and sleepy?
5. How did John invite Anton to supper?
6. Use the same words and invite your neighbor to supper; to lunch; to dinner.
7. About what did Anton dream?
8. What words kept ringing in his ears?
9. What had America changed in John?
10. Use the following words in sentences:  
strong                      weak  
little                        much  
sleepy                        wide awake  
glad                         sorry  
interesting                uninteresting            dull

## CHAPTER VII

### JOHN'S ADVICE

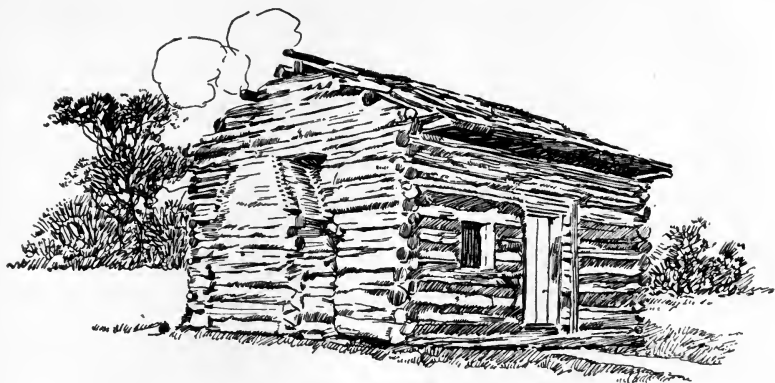
When Anton called upon John that evening he found a happy little family sitting around the fire in the big kitchen. John's mother, Aunt Lizzie, sat with her hands folded, smiling proudly at her son. Rose, his little sister, was very shy of the grand man who was her brother. George, the fourteen-year-old brother, was very much excited. Every few minutes he took out the new silver watch that his brother had brought from America. "It's half past eight, Cousin Anton," he said. A little later: "I wonder if my watch stopped. What time is it?"

"Wind up your watch and say good night; and you, too, little sister, you must go to bed now. Open the windows in your room and let the fresh air in. We always sleep with windows open in America. Fresh air makes the boys strong and the girls beautiful." He winked slyly at his mother and noticed that Rose gave

a sidelong glance at the cracked mirror on the wall.

After the children had gone to bed Anton talked of what was nearest his heart. He wanted John's advice about going to America. He wanted to know what to do with Anna. He wanted to know how much money to take along. He asked a thousand and one questions about the people and how they treat immigrants. John advised Anton to come to America with him. In four weeks he would leave and take his brother George along.

"Come along with us and I shall help you. Leave your wife with her parents, and when she is stronger send for her. There are always some immigrants coming to America. She will hear of them and she can then follow you to America. First you must get a job and save some money. Then you can look around for a home and bring her over. It will be easier for you and for her. If you are honest and willing to work you will find many friends in



THE HOUSE WHERE ABRAHAM LINCOLN WAS BORN

America. You can become anything you like if you work for it. I know a doctor who came from Italy ten years ago. He was a poor boy when he came. He shined shoes and sold newspapers in the streets. His American patients know that, too. They speak of him with pride. Here no one would go to a doctor who shined shoes ten years ago. In America they are more democratic. They are proud of what America did for him, and they are glad to be his patients. I told you I went to school where I learned English. The school is free. It was



full of immigrants from all the countries of the world. I read in a book about a great Amer-



ABRAHAM LINCOLN

He was poor as a boy—poorer than you or I

ican called Abraham Lincoln. He was poor as a boy—poorer than you or I—yet Abraham Lincoln grew up and became one of the greatest Presidents of the United States. If you

have anything good in you, you can bring it out in America. Here it will die.”

The next day was Sunday. Anna's father and mother went to church, but Anton stayed behind with his wife, who was still too weak to walk a mile. Anna noticed that her husband was not himself. He was kind, even kinder than usual. He helped her prepare the Sunday dinner of thick potato soup and chopped meat rolled in cabbage leaves. He brought out the dishes and set the table. But all the time Anton looked as if he wanted to say something. He sat down, then got up and walked to the window. Once or twice he looked as if he would speak. It was half past eleven. At twelve o'clock Anna's parents would come home. After swallowing two or three times, Anton said: “Anna, I must tell you. I want to go to America.”

He poured out his heart to her. He told her what John had said. He told her of his great hope to find work in America and to send for her. Anna listened quietly. She did

not cry or become angry. She took his hand and silently pressed it.

“You know best, Anton. I trust you.” After dinner Anna told her parents. They were not surprised.

“America is a young man’s country,” her father said. They asked for no reasons. They spoke as if they knew all along that Anton would go to America.

## EXERCISES

1. How did Aunt Lizzie feel about her son?
2. How did Rose look at her brother?
3. Pick out the word that tells how George felt.
4. How did Anton wink at his mother?
5. Use these words in sentences:

a sly look  
looked slyly  
an excited boy  
acted excitedly  
a proud mother  
walked proudly  
a happy family  
worked happily  
a shy girl  
talked shyly

6. What did Anton ask John?
7. Was John's advice good?
8. Tell the story of the doctor who shined shoes.
9. What kind of pupils went to school with John?
10. Tell the story about Abraham Lincoln.
11. What opportunity has an immigrant in America?
12. Why did Anna stay away from church?
13. Why did Anton stay away from church?
14. What did Anna notice about Anton?
15. How did Anton show his kindness to Anna?
16. Tell in your own words what Anton told Anna about his plans.
17. How did Anna receive the news?

## CHAPTER VIII

### THE PREPARATION

The little house was very busy during the next four weeks. Anna and her mother repaired Anton's shirts, socks, and underwear. Anna's father wanted Anton to buy a new suit for his journey. John, however, said: "No, let him buy a suit in America. He will not look so green in an American suit."

They laughed when John explained that a



THE FAREWELLS WERE SPOKEN

green person was one who had just arrived in America.

Sometimes Anton was happy. Then when he thought of his wife he became sad. Anna, however, was a brave little woman. Her calm, smiling face never showed the sadness of her heart. Only when she was alone did Anna let the tears fall on the Bible which she was reading.

At last all the preparations were made. In a new travelling-bag bought in the village store were Anton's clean clothes and some gifts presented by his employer and by one or two friends. Tightly sewn in a linen belt was Anton's money, all except some silver coins which he kept in his purse. The farewells were spoken. For the tenth time Anton turned to kiss his wife.

"Come along, Anton, the wagon is ready. Hurry or we shall miss the train."

A last embrace and Anton was in the wagon with John and the latter's brother. He turned

around to look at the little group in the door and wave his hand. A turn in the road shut out the view of his loved ones, and for the first time Anton felt lonely.

“Shall I ever see them again?” Who knows?

## EXERCISES

1. What preparations did Anna make for the journey?
2. What advice did John give Anton?
3. How did Anna behave during the preparation?
4. When did she show that she was sad?
5. What did Anton's friends give him for the journey?
6. What did Anton think when he bid good-by to his family?
7. Where did Anton keep his money?
8. What clothing did Anton buy? What did he take along?
9. Where did Anton buy his travelling-bag?
10. Who presented gifts to Anton?

In speaking of *one* we say *is* in the present, *was* in the past.

In speaking of more than one we say *are* in the present, *were* in the past.

Fill the blank spaces with the correct word for the present and then for the past:

1. Anna ..... sad but her parents ..... happy.

2. The preparations for the journey ..... made.
3. Anton's suit ..... in a bag and his money  
..... in a wallet.
4. The wagon ..... ready.
5. His shirts ..... clean and his socks .....  
repaired.
6. Dinner ..... ready.
7. The forks and knives ..... on the table.
8. The house ..... busy.
9. A brave little woman ..... Anna.
10. Her husband ..... lonely.

## CHAPTER IX

### THE JOURNEY

The journey to the seacoast was dull and uninteresting. John was an experienced traveller who knew how to make train connections without losing time. The little party had no long waiting at stations. Anton saw little of the country through which they passed. He knew when they crossed a border by the different uniforms of the officers who came to examine their baggage. At some stations John



left the train to get coffee, cakes, and fruit. Anton had brought with him a large loaf of rye bread, a cheese, and a big bologna.

When they arrived at Rotterdam, John learned that their ship would sail the next day. He had paid for the tickets three weeks before, and now on presenting his receipt the agent gave him the tickets. They spent the afternoon looking at the sights, but Anton's thoughts were at home with his wife.

John had taken a room with two beds at a cheap-looking hotel. Tired and hungry, the little party returned to their room. On the street they had bought two herrings from a peddler, and after ordering some tea they sat down to their meal. They had hardly finished eating when they began to yawn—they were very tired. It did not take them long to fall asleep, even though the bed was hard and the house was very noisy.

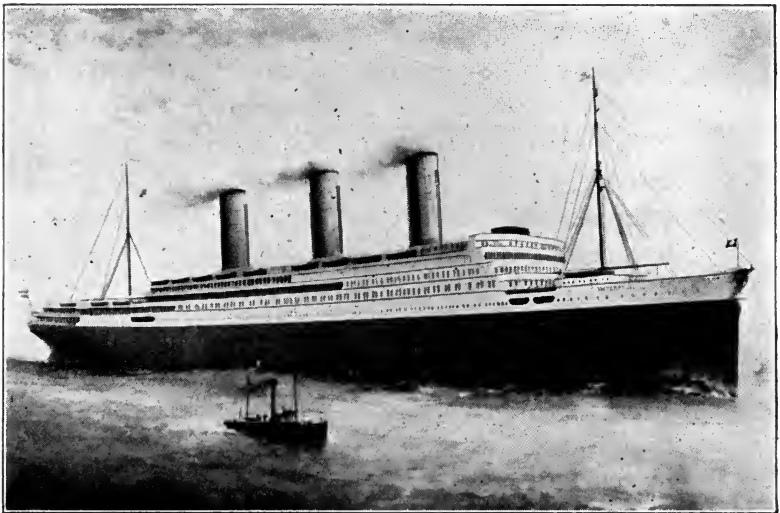
John received word that the ship would sail the following day at twelve o'clock noon. The



WAITING TO BOARD THE SHIP

next morning after a light breakfast the travellers got into a wagon with many other immigrants to America. They all sat on their baggage and held on to each other every time the wagon lurched to the side. At last they

came to the docks, and Anton saw, for the first time, a great ship which crosses the ocean. It had three great smoke-stacks and a number of air-funnels. He walked up the gang-plank carrying his baggage, and then he was surprised to see that the ship had a number of decks one on top of the other. As he had only a steerage ticket, he went down below to a big open room where there were already a number of other people, men, women, and children, sitting on the benches at the sides.



THE SHIP WITH THREE SMOKE-STACKS

## EXERCISES

1. What words describe the journey to the seacoast?
2. Describe your journey to America.
3. How did John's experience help Anton?
4. How did the travellers know when they came to a different country?
5. What did the travellers eat?
6. Tell how John received the steamship tickets.
7. When did the boat sail?
8. Describe the journey in the wagon.
9. What surprised Anton?
10. For what part of the ship had John bought passage?
11. For what other parts of a ship can you buy passage?

The word *uninteresting* is made up of two parts: *un*, which means *not*, and interesting.

What do the following words mean? Use them in sentences:

unable	uninsured
unlawful	unimportant
unwise	unfashionable
unkind	unequal
uncertain	unpleasant

The word *inexperienced* means *not* experienced. What do the following words mean? Use them in sentences:

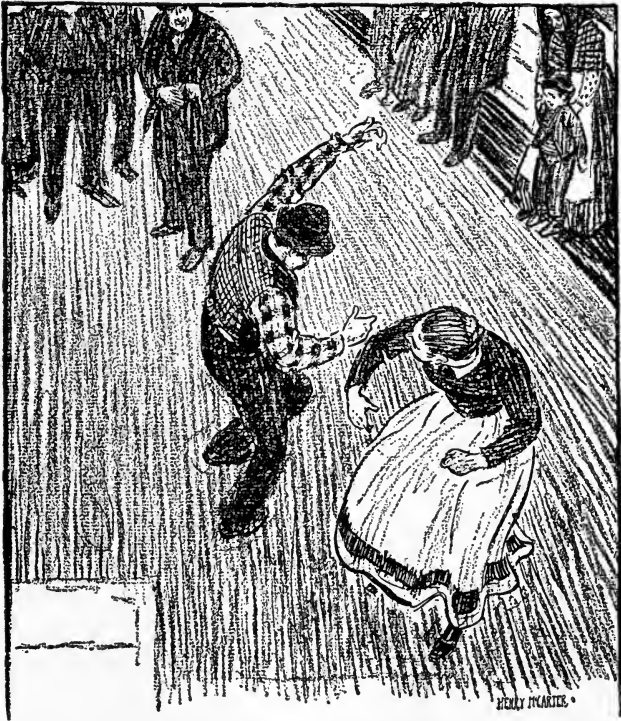
incorrect	inattention
indecent	independent
insufficient	inglorious
inaccurate	injustice

## CHAPTER X

### ON THE OCEAN

The place had a strange odor of the sea and of some stuff used for cleaning. But the smell was not unpleasant.

At noon the bell rang, and after a great deal of excitement the great ship moved on its way to America. In after years, in telling the story of his coming to America, Anton said very little of his journey across the ocean. In fact, he remembered very little. Most of the time the weather was bad and the steerage passengers remained below decks. To make matters worse, Anton was a poor sailor. Three out of four days he lay in his berth so sick that he did not care what happened. Then one morning he awoke and felt hungry. Until then the sight of food had made him sick, and he had lived on tea and soup. Now he opened his bag and brought out a thick piece of black bread and a piece of cheese. The bread was



THE WEATHER WAS BAD

stale, but Anton still smacks his lips when he thinks of that early morning breakfast after his seasickness.

#### EXERCISES

1. What did Anton smell on shipboard?
2. What happened at noon?

3. Why did Anton remember so little of his voyage across the ocean?
4. Where did Anton lie?
5. During his seasickness, what did Anton eat?
6. How does Anton remember his first breakfast after the seasickness?
7. What other words do you know for  
odor?  
sea?  
stale?  
unpleasant?  
journey?
8. Anton *lay* in his berth long ago.  
Anton *lies* in his berth to-day.  
I *lay* in bed last week.  
I *lie* in bed to-day.  
Yesterday you *lay* in the grass.  
Now you *lie* in the grass.

## PRESENT

I lie  
you lie  
he lies  
we lie  
you lie  
they lie

## PAST

I lay  
you lay  
he lay  
we lay  
you lay  
they lay

Use the correct form of lie in the following sentences:

I ..... down every afternoon now but last week I  
..... down only at night.

The children ..... under the trees, and the dog  
..... in the grass.

Many sick people ..... in their beds.

Put your head on the pillow and ..... down.

## CHAPTER XI

### IN AMERICA

On the tenth day of their voyage across the Atlantic Ocean, in the early morning, our friends saw the lights of America. Every one was excited; some wept, some prayed. A small boat came alongside. Several officers boarded the steamer and examined all the passengers to see if they were sick.

“We in America,” said John, “do not want sickness brought in from other lands. These doctors examine every one and send the sick people to a hospital. If a person has a sickness which other people can catch, the sick person is placed in a special hospital until he is cured.”



“What do they do with people who cannot be cured?”

“They are sent back to Europe. A sick man or a cripple cannot work and support himself. It is not fair that the American people should support strangers. America is like a big family. The family takes care of every one even though he is sick, but the family cannot open its doors to people who are so sick that the other members of the family may catch the sickness. People with skin diseases, eye diseases, lung diseases, and all other dangerous, catching sicknesses are kept out of America, or ‘excluded,’ as they say. Only people who are healthy in body and in mind are welcome to America.”

Three hours after the boat docked at Ellis Island the immigration officers allowed Anton to leave on the little ferry-boat which carried him to New York City. He had heard a great deal about the Statue of Liberty, and once on the ship he saw a picture postal-card showing

the statue lit up at night. As the ferry-boat left Ellis Island, John pointed out the Statue of Liberty. Anton felt as if he were looking at one of the wonders of the world. The statue seemed to be talking to him, promising him a better life than he had ever known. His lips moved silently as if in prayer. He was awakened from his dream by the bustle and noise of the other immigrants who were getting to land. John laid his hand on Anton's shoulder.

“Come, my boy, we're home at last.”

#### EXERCISES

1. How long did the voyage across the ocean take?
2. Who was excited when land appeared? What did they do?
3. Why does the Health Department examine passengers from Europe?
4. Is it right to send back people who cannot be cured?
5. What did the health officers do?
6. Immigrants are excluded for having what kind of sicknesses?
7. Where is the Statue of Liberty?

8. How did Anton feel when he saw it?
9. What ocean did you cross in coming to America?
10. What ocean do people cross in coming from Asia?  
from India? from England?

Fill the blank spaces below with the proper word:

1. .... excludes sick people from America.
2. The doctors ..... every one.
3. They send the sick people to a .....
4. Sick people stay in the hospital until they are  
.....
5. A sick man cannot ..... himself.
6. People with dangerous sicknesses are .....  
from America.
7. Healthy people are ..... to America.

## CHAPTER XII

### IN NEW YORK CITY

On leaving the ferry-house Anton saw some of the immigrants climbing on wagons.

“Shall we ride in one of those wagons, too?” asked Anton.

“No, we shall ride on a train that travels overhead.”

Anton saw what looked like a great iron



THE TRAIN THAT TRAVELS OVERHEAD

bridge without any end. They walked up a flight of steps, and John bought three tickets. He put the tickets into a box, and the little party got into a train which was waiting. At 8th Street they picked up their baggage, got out, and walked down-stairs.

“Now I shall take you to my boarding-

house. I hope the landlady will be at home. I wrote her that I am bringing two new boarders."

As they walked away from the elevated train Anton noticed that the streets became more and more crowded with people. On one street there were a great many little wagons with fruits, vegetables, dress materials, hardware, and even clothing and shoes, for sale. The peddlers



HERE EVERY DAY IS MARKET-DAY

all shouted their wares and motioned Anton to buy.

“I see we have arrived on market-day,” said Anton.

“Oh, no; here every day is market-day. Everybody works six days a week and not one day a week. You will see people selling and buying all the time.”

The life on the streets made Anton forget that he was a stranger walking in a foreign city, far from his wife and family. And yet there were many reminders of home on the street. A good-natured peddler who recognized Anton as an immigrant called out in Slavish: “Welcome to America, brother! Get your clothes off and go to work.”

Anton smiled and looked down upon his suit, which now looked strangely out of place. “How does he know I am a greenhorn?” “He just knows. Some day you, too, will recognize a greenhorn at a glance. It is not so much the clothes as the way you carry yourself that

makes people who have lived in America different from people who have lived in any other place. Well, here we are at the house. ‘Hello, Frankie!’” he called out to a little boy playing on the street.

He explained that Frank was the son of Mrs. Vardá, the landlady. The youngster ran up to John, shook him by the hand, and offered to carry the big bag that Anton held. They allowed Frank to take hold of one of the handles of a bag bigger than the boy himself. He escorted the party and walked up the stoop of one of a row of houses all alike in outward appearance. Rushing into the house Frank called in English: “Mother, mother, Mr. John is here with two greenhorns!”

Mrs. Varda came out into the hall, smiling with a look of gentle reproach in her eyes.

“You must not call them greenhorns, Frankie,” and then in Polish: “I am glad to see you again, Mr. John; and I suppose this is your brother and your cousin of whom you wrote.

Welcome to America and welcome to my house.”

She conducted them up one flight of stairs and showed Anton his room.

“Here is a little room which you can share with another boarder, Michael Sapulnik. He is a very decent man except when he gets drunk, but he soon sleeps that off. The cot in the corner is for you. Mike sleeps on the sofa.”

The financial arrangements were made by John, who explained that Mrs. Varda would get five dollars and a half a month for the use of the room and two dollars and a half a week for food. Anton put his hand into his pocket and touched the few pieces of silver he had left.

“Don't worry; the board and lodging may sound very dear to you. I suppose you counted up to see how many kronen your weekly bill would amount to. When you get a job you will see that you are able to pay the board. Meanwhile, Mrs. Varda, I'm aching to eat one





"WELCOME TO MY HOUSE"

of your home-cooked meals. Is it soon time for dinner?"

"Dinner will be ready in half an hour. I shall leave you men to wash up while I go see that everything is ready."

John showed the two strangers where to wash and how to hang their outer clothing on hooks behind a curtain. He said that Mrs. Varda was a widow whose husband had been killed in a mining accident in Pennsylvania three years ago, and since then Mrs. Varda had made a living by taking boarders. He praised her cooking, her cleanliness, and her honesty.

"And she's ambitious, too. She can read English as well as she can speak it. She speaks English better than I do, and very often she explains to me the English expressions in the newspapers or at the theatre. I'm very fond of little Frankie, and so Mrs. Varda and I are fast friends. Don't you think, Anton, she's a charming woman?"

"I don't know her as well as you do, but I am sure you think she's a charming woman."

EXERCISES

1. Tell when Anton rode:
  - (a) in a wagon.
  - (b) in a train.
  - (c) in a boat.
  - (d) in an elevated train.
2. In what other ways can you ride?
3. What had John written to the landlady?
4. Write a letter to a landlady, telling her that you are bringing a new boarder. [See letter forms below.]
5. What were the peddlers selling?
6. How was Anton reminded of home?
7. What do you think made Anton look like a green-horn?
8. Who escorted John to Mrs. Varda?
9. How did Mrs. Varda welcome Anton?
10. What arrangements did John make about Anton's board?
11. Why was Anton worried?
12. What do we know about Mrs. Varda?

LETTER FORMS

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. This is the Address.</li> </ol>            | <p>35 Bayview Ave.,<br/>Newtown, Penn.,<br/>Feb. 15, 1921.</p>               |
| <p>Dear Mrs. Varda,</p>  | <ol style="list-style-type: none"> <li>2. This is the Salutation.</li> </ol> |
| <ol style="list-style-type: none"> <li>3. This is the body of the Letter.</li> </ol> | <p>I am bringing a friend.....</p>   |

4. This is the Conclusion. I hope that you can accommodate him.
5. This is the Complimentary Close. Yours truly,  
John Brown.

Write the address for a letter from you to a relative in Europe.

Write the address for a letter written by you in the place where you work.

Write a letter from school.

NOTE—People who board with another family should give the name of that family as well as their own. A letter addressed as follows might not reach him because the letter-carrier would not

Mr. Anton Bodnar

576 Fifth Street

New York City

know Anton Bodnar; but he would know Mrs. Varda. Therefore, the letter should be addressed as follows:

Mr. Anton Bodnar  
C/o Mrs. Varda  
576 Fifth Street  
New York City

The mark "C/o" is a short way of writing "in care of."

Address an envelope to each of the following:

Fred Bowsky, care of John Smith, 110 Main St., Mobile,  
Ala.

Mrs. Thomas Ianicelli, care of Banca America, Providence,  
R. I.

Ignatz Hodyvon, care of Imperial Hotel, Cleveland, O.

Selma Barbarossa, care of Empire Steel Co., Pittsburgh,  
Pa.

## CHAPTER XIII

### “HOW DO YOU LIKE AMERICA?”

After dinner John went down-town to attend to some business and left Anton to take care of his brother George. They stood on the stoop watching the people pass by. No one paid any attention to them—every one seemed to have a care of his own and to have a place to which to go, and he was going there as fast as his legs could carry him. If he had known the word he would have said that the people passing the door *rushed* past. It was different from home, and yet he liked the hustling, bustling crowd. They showed signs of life—real healthy life—in their nervous movements. The older people, who spoke of this eagerness to arrive, compared the American way unfavorably with the home-country way. “There,” said they, “you have leisure and you take things easy. But America is a young country,

and, like all youngsters, it is restless and energetic. Europe is like an old man—he needs more hours for sleep and for rest.”

In the evening, after the other boarders had their meal, they turned to the newcomers with the usual question which one asks an immigrant: “Well, how do you like America?” Of the six other men who boarded with Mrs. Varda, four had been in the country less than a year; one, Alexander, had been four years in America. John had been six years in America. They all asked the same question: “How do you like America?” They expected only one answer. They were anxious to show off the good points of the country in which they now felt they had a share.

Of course Anton said: “I like America, as much as I have seen of it, but I have not seen very much. Most of the people in this neighborhood are Poles, like us, but they look different and act differently from the people at home. They seem to be more wide awake—it

must be the American spirit that gives that feeling. I am beginning to feel as if I must do something and not wait for things to happen to me. By the way, John, have you thought of a job for me and for little George?"

"Before we can think of a job we must think how to send you and George to school. George is only fourteen years old and must go to school until his sixteenth year."

"Who says George must go to school? A big strong boy like him can earn six dollars a week. Why must he go to school?" asked Alexander.

"The law says he must go to school. It is a wise law made by the people. They do not want ignorant men and women in their country, because the people are the real masters. If the people are ignorant or stupid, the government will be just like the people."

"Ah, that's nonsense! The politicians vote in America. The people have nothing to say."

"Sometimes that is true, but it is true only



when the people are too ignorant to understand their rights or too lazy to do their duty as citizens. However, that is getting into politics, and for the present we must get Anton to work and George to school.”

Alexander asked Anton what he wanted to do. “Anything to start, as long as I can earn enough to pay my board.”

“That’s easy. I will take you to my shop to-morrow and you can become a cigar-maker, like me. It will not take you long to learn.”

“No, don’t become a cigar-maker. A countryman like you should get out into the open air. Come with me; hire a push-cart and I’ll show you how to peddle and make more money than a cigar-maker.” This was spoken by Leo, a big, dark man.

“But I can’t speak to my customers.”

“We’ll go to a neighborhood where the people understand Polish and you don’t need English. I don’t need English. I don’t speak English, but I peddle.”

Anton was undecided. He wanted money more than he wanted anything else. He was ready to go to work at anything which promised the largest money reward.

“He is becoming an American very fast,” said one of the boarders.

“No—that’s not American. That’s what some of us immigrants think is American because we do it. Americans are wiser than that; they think of the future as well as of the present. That’s why they say George over there must go to school until he’s sixteen. Take my advice, Anton, and learn a trade. It may not pay as well as peddling at the beginning, but you will be better off later on. Besides, money is not everything. You came here to live, not merely to scrape money together.”

Anton listened to the arguments advanced by each side, and finally decided to accept Alexander’s offer and become a cigar-maker.

EXERCISES

1. How do you go down-town? up-town? across town?
2. Where is the east side of your town? the west side?
3. In what part of town do the newcomers to America live? Where do the older residents live? Where would you like to live?
4. How did the people walk past the door?
5. When does a person loiter? rush?
6. Why is the crowd called a “hustling, bustling crowd”?
7. How did the older people speak of the American hustling?
8. Who were Mrs. Varda’s boarders?
9. What answer would you make to the question which they asked Anton?
10. What did Anton say?
11. Why must George go to school?
12. Who makes the laws in America?
13. Whose fault is it if bad laws are passed?
14. How could Americans be sure that good laws will be passed?
15. What made Anton decide to become a cigar-maker?
16. What advice would you give him?

## CHAPTER XIV

### THE FIRST JOB

Anton did not sleep very well that first night in Mrs. Varda's house. The cot was uncomfortably narrow, the walls of the room crowded him, the city noises, to which he was not accustomed, kept him awake. To make matters worse, Alexander in the next room snored horribly. Toward early morning Anton fell into a light sleep, only to be awakened by the rattle of milk-wagons and the clang of the street-cars. He heard Alexander moving about and immediately sat up. "Is it time to get up?"

"Yes, it's 6.30. You had better get up now, because we have a long walk to the shop."

Anton went out into the hall and washed himself in the sink. Several of the other boarders were already up, hurriedly and silently getting ready for the day's work. They went into the



MRS. VARDA SERVING A HEAPING SPOONFUL OF OATMEAL

large kitchen which served as a dining-room. Mrs. Varda was there with her sleeves rolled up, serving each man a heaping spoonful of oatmeal and the largest cup of coffee he had ever seen. On the white oilcloth-covered table was a large round loaf of rye bread and a crock of sweet butter. The men helped themselves to the bread and butter liberally, which they washed down with noisy gulps of hot coffee. Mrs. Varda watched Anton taste his oatmeal and showed him how to eat it with sugar and milk. He ate his breakfast quickly. When Mrs. Varda saw him rise from the table, she said: "Good-by, Mr. Anton; I wish you luck in getting a job." He smiled and thanked her. He took his hat and threw his overcoat across his shoulders without putting his arms into the sleeves.

"We can take a car on the corner and ride to the shop, but in pleasant weather I prefer

to walk. Besides, it's cheaper," said Alexander. They joined in the stream of people, all going in the same direction.

"Do they all work in your shop?"

"No, there are many factories up-town and all these people are going to work. To-night they will all be walking in the opposite direction."

There was companionship in the crowd. Men hailed one another, women walked arm in arm. They looked businesslike, yet they were happy and contented. Anton saw young men accompanied by girls. They smiled at each other. Anton thought of his wife and sighed.

The journey to the factory seemed very short. The crowd became thinner and thinner as the people dropped out to enter the factories on the way. Alexander pointed out a big, plain building with many small windows. "That is a shoe-factory employing several thousand people. Over there is John's machine-shop. Around the corner is the factory of the Bravura Cigar Company."

Anton saw people walking into the building in a steady stream. At the door Alexander gave his number to the timekeeper. "Just follow me," he said. He walked up a flight of steps and pointed to a man sitting in his shirt-sleeves at a desk. "That's the superintendent," he whispered. "He does not hire new hands. The foreman does that. There he is giving tobacco to the cigar-makers." He walked up to the foreman: "Mr. Fredericks, I brought you a new hand to learn cigar-making. Can you use him?" Mr. Fredericks turned around and gazed at Anton for a minute before speaking.

"This is the dull season, Alex, and we are not taking on new hands. If your friend wants to learn the business I can give him a start at stripping tobacco. He won't earn very much at the beginning. I can give him only four dollars a week. Talk it over and see if he wants to take it."

Alexander turned a much-troubled face to Anton and explained what the foreman had



said. "As long as you're here you had better take it. You will earn only a boy's wages, but that is better than nothing, and perhaps we can find you something better. What do you say?"

"You know what is best. I can't look for another job now. I'll stay."

## EXERCISES

1. What made Anton uncomfortable the first night in America?
2. What sounds kept him awake?
3. How was he awakened in the morning?
4. Do you think that these sounds were strange because Anton was in America or because Anton was in a city?
5. Where would a countryman like Anton be more at home than in a city?
6. Do you live in a city, in a town, or in a village?
7. What new food did Anton eat for breakfast?
8. How did Mrs. Varda treat him?
9. Which words would describe Mrs. Varda—kind, stingy, motherly, friendly, angry?
10. Tell something about her, using the words you selected.
11. Who walked in the same direction with Anton?

12. Who walked in the opposite direction?
13. Tell what you can about the crowd going to work.
14. Describe the foreman.
15. What did he tell Alexander?
16. What would you have done if you had been in Anton's place?

## CHAPTER XV

### ANTON MAKES FRIENDS

Mr. Fredericks smiled and shook Anton's hand. "That's good. Sit down there and I'll show you what to do." Alexander explained that Anton was to sit down and wait until the foreman was ready. Near him he saw some young men and young women pulling stems out of tobacco-leaves and arranging the leaves one on top of the other. One of the girls looked in his direction, said something to her neighbor, and laughed. A young man spoke to them. "Let him alone, Susie. He looks scared to death. Leon, he is a countryman of yours. Ask him his name."



"I HAVE THE PLEASURE OF INTRODUCING TO YOU ANTON"

The young man called Leon stepped up to Anton and spoke to him in Polish. "Don't mind these people. They are all good-natured and are trying to have some fun with you. They want to know your name."

Anton smiled and told him his name. Leon announced it with a flourish. "Ladies and

Gentlemen: I have the pleasure of introducing to you Anton—the new stripper from Poland.”

The shout of laughter which greeted the introduction made Anton feel that his coworkers were having fun at his expense. He did not show that he was offended. He bowed smilingly and entered into the spirit of the fun.

“You’re all right, Anton, you’re a good sport!” shouted the girl called Susie.

The others nodded their heads in approval. Leon took him in hand and showed him how to strip the tobacco. Anton watched the process carefully and then said he would try. It looked easy. With a quick movement of the left hand the stripper separated the leaf from the thick vein or stem which was left in the right hand. Anton’s first attempts were not successful. He tore the leaf to tatters and pulled out a stem to which large pieces of tobacco-leaf were clinging. Susie was watching him closely.

“Leon, you’re a good stripper but a bad teacher. Let me teach him how to do it.”

She showed him how to hold the tip of the leaf firmly in the left hand and to grasp hold of the stem with the right hand. Then she slowly wound the leaf about her left hand, at the same time pulling at the stem with her right hand.

“Do that slowly,” and she showed what she meant. Anton tried again. This time the stem came away clean. Mr. Fredericks passed by after Anton had collected a little bundle of tobacco. He seemed much pleased with the work and said something to Susie which made the others laugh.

### EXERCISES

1. Who was having fun at Anton's expense?
2. How did Anton feel about it?
3. Do you think Anton was wise or foolish?
4. What did Susie call Anton?
5. Use the following words in sentences:

tatters

introduction

fun

separate

explain

approval

successful

grasp

6. Words like *I'll*, *you're*, *it's*, are short forms for *I will*, *you are*, *it is*. The apostrophe ( ' ) shows that one or more letters are left out.
7. The short forms are called *contractions* because the word *contract* means to draw together.

What do the following contractions mean?

I'm	he's
that's	can't
don't	doesn't
I've	he'll

8. Use these contractions in sentences and then change them to longer forms, thus:

I'm an American.

I am an American.

9. Read the explanation of stripping tobacco-leaves over again.

Now explain clearly how you do something at your trade; for example:

A carpenter planes a board.

A tinsmith solders a joint.

A tailor cuts a pattern.

A seamstress makes a buttonhole.

A presser presses a coat.

A tanner tans a skin.

A furrier cures a hide.

A housewife makes the beds.

A farmer plants potatoes.

## CHAPTER XVI

### ANTON'S PROBLEM

Alexander waited for Anton that evening and walked home with him. Anton was very tired after his new experience in a factory, but he found much to be thankful for. For one thing, his fellow workers spoke English. Alexander explained that most of the workers were immigrants like himself—they were Bohemians, Hungarians, Italians, Germans, and Poles. Since they could not understand each other in their own languages, they learned to speak English very quickly.

“Where did they learn to speak English so well?” asked Anton.

“They don't speak English very well; even I speak a better English than most of them, but they learn to speak by talking to each

other. Didn't you learn anything in English to-day?"

"Yes, I can say '*Thank you,*' '*How are you?*' '*I'm fine*'—Susie taught me how to say that."

"Who is Susie?"

"A little dark-eyed girl who showed me how to strip tobacco-leaves—there she is now smiling at us. How are you, Susie?"

Susie was indeed smiling. She answered: "I'm fine. I'll see you to-morrow."

Anton looked after her and noted her improved appearance in a flowered hat, long coat, and silk gloves. Alexander grinned.

"She's the daughter of the man who owns the fruit-stand on the corner of our street. You're making friends fast, but look out you don't make them too fast." Something in Alexander's face made Anton believe that the tall cigar-maker could tell a story about making friends too fast.

Alexander volunteered no information, and



Anton did not know him well enough to ask personal questions.

John, his brother, and Mrs. Varda were sitting in the kitchen when Anton came home with Alexander.

“Well, what luck?” asked Mrs. Varda. “But I need not ask—you look happy. Do you like your job?”

“Yes, I like my work; but I don't know how I shall get along on the money.” He told them what Mr. Fredericks had said.

“That's not so bad,” said John. “You will not be able to save money on your four dollars a week, but you will learn a trade and soon will earn more money. Meanwhile, let us see how we can help you.” John figured that the four dollars would be just about enough to pay for board and lodging. He offered to lend Anton two dollars a week for his other expenses until he should earn more. Anton would not hear of it.

“No, I must cut my cloth according to my

measure. I can't go into debt at the very beginning. I must find some way of earning more or I must live more cheaply. Mrs. Varda cannot afford to board me for less money. You have been so good to me, you will understand. Perhaps you can find me a cheaper boarding-house—some place where I could cook my own meals——”

“That's nonsense. Here you are among friends, and you must stay here at least until you know your way about. When I first came to America I boarded with a woman who allowed six men to sleep in three beds in one room. We each bought our own food and she cooked it. It was cheap—much cheaper than living in a clean room and eating Mrs. Varda's good food. But it did not pay in the end. I am a strong man, but the bad air, the dirt in the room, and the cheap food made me sick. Don't make the mistake made by many newcomers to America. They starve their bodies and fatten their pocketbooks. You cannot

afford to live more cheaply than we are living here."

"But what should I do? I don't want to borrow, and I can't earn enough to live here."

John and Mrs. Varda had been whispering while Alexander was talking. "I'll tell you what I'll do, Mr. Anton. You pay three dollars a week for board and lodging now and four dollars later on."

Anton was much troubled. He did not care to hurt John's feelings by refusing to accept Mrs. Varda's offer, and yet he was anxious to keep his self-respect.

"Don't think about it any more, Anton. We, your countrymen, must be allowed to help you. Some day you will pay back."

Anton was much moved. He swallowed the lump in his throat and grasped John by the hand. Mrs. Varda rose and in a quivering voice said that she must get supper ready.

## EXERCISES

1. For what was Anton thankful?
2. Why was he thankful?
3. What did Anton learn to say in English?
4. What other words have nearly the same meaning as "grinned"?
5. What danger was there for Anton in making friends too quickly?
6. Does Anton like his job?
7. Why is he worried?
8. How does John show his friendship?
9. Why does Anton refuse to let John help him?
10. Tell John's experience in living cheaply.
11. How was Anton's trouble settled?
12. Tell when each of the following mottoes could have been used in the story:

"Never spend your money before you have it."

"The way to have a friend is to be one."

"Health is better than wealth."

"A penny saved is a penny earned."

"Look up and not down."

NOTE.—John said to Anton: "Some day you *will* pay back." Anton cannot pay back to-day, now, but in the future—perhaps in a month or in a year he will be able to pay back.

In English we show future time as follows:

I *shall* pay back.

You *will* pay back.

He	}	<i>will</i> pay back.
She		
It		
John		
Any one		
Some one		
We <i>shall</i> pay back.		
They <i>will</i> pay back.		

Fill in the correct future form in each of the following sentences:

1. Next week I ..... wait for you.
2. He ..... see you in a few moments.
3. The boarders ..... help you to find a job.
4. We ..... be glad to see you to-morrow.
5. You ..... soon learn to speak English.
6. Mrs. Varda ..... take care of Anton.
7. Anton ..... be thankful.
8. These Italians ..... make good citizens.
9. We ..... have a holiday on the Fourth of July.
10. I ..... be true to America.

## CHAPTER XVII

### GEORGE GOES TO SCHOOL

After supper the men lighted their long pipes and smoked while Mrs. Varda cleared the table, and George helped her dry the dishes and sweep the floor. He then got out a book and began to study his lesson.

“Oh, by the way, George, what happened in school to-day?” George told them of his first day in school. Early that morning he went with Frank Varda to the public school. They entered by a door marked “Visitors’ Entrance,” because, as Frank said, all new pupils must give their names to the principal. Frank had great respect for the principal of the school. All the pupils, he said, sat up straight when she came into the room.

The principal was very kind to George. She shook him by the hand and patted him on the shoulder and said many things he could not understand. Frank liked her. She asked his

name and his age, where he lived, and whether he could read or write. George showed her that he could write his name and told her through Frank that he had gone to school in his native country. Motioning to George, the principal led him into a classroom where the boys were almost as big as he. The teacher showed him where to put his hat and coat and where to sit. When the other boys were writing, the teacher called George to her desk and said: "My name is Miss Wilson. What is your name?"

George understood her, and after a little help was able to say: "My name is George Prenza." He could not pronounce Miss Wilson's name very well. He called her Miss Veelson, but she showed him how to round his lips and say "O-O-ilson." In addition, he learned to say: "I am fourteen years old. I was born in Poland. I live at 144 East 7th Street." He watched the other boys carefully and picked up a number of expressions.

Miss Wilson made a circle on the board and put some numbers on it. Then she called upon the pupils and they multiplied the numbers to which she pointed. He noticed that when a boy had the answer he waved his hand. She pointed to  $3 \times 4$ . She called "George." He got up and said: "Three times four are twelve." Miss Wilson said "good."

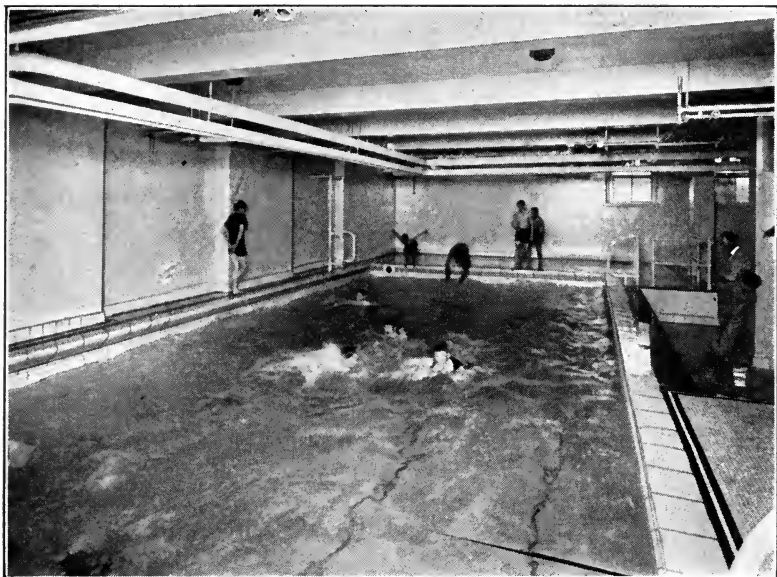
In the afternoon the boys were sent downstairs to the basement. They all undressed. He saw water flowing out of a hole in the ceiling and running off by another hole in the floor. He, too, got under the water and bathed. "They call it a shower-bath, and it feels fine," he told his friends in the evening.

When George had gone to bed, Anton said that he, too, would like to go to school.

"I can't let the boy get ahead of me. I am ashamed to admit that he knows more than I do, and soon I shall not be able to talk to him."

"Hm! He wants to become an American





THE SWIMMING-POOL

quickly," said Leo, a big, black-mustached man with a voice like an automobile horn. "I'm four years in the country and I can't say more than six words in English. What harm has it done me?"

"Well, what good has it done you?" asked Mrs. Varda. "You're just as green as the day you landed. You hear many people talk, but

you are deaf because you can't understand them. You see many things printed, but you are blind because you can't read the words. You're just lazy. You could learn as well as anybody else, but you won't take the trouble to do so. Don't you listen to him, Anton. Learn what you can. It takes a little time, but you will be a happier man if you understand the language. Leo must work only with people who speak Polish. If he should get lost he couldn't find his way back because he couldn't ask his way.

"Last week he went to the bank to deposit some money, and he took little Frankie along to be his interpreter. You're right, Anton; go to school while you have the chance."

The others all shook their heads in agreement. "Let's all go together to-morrow night; you too, Leo. What do you say?"

"I don't want to go to school. I ran away from school when I was a boy. It's too late to begin now."

“It’s never too late to learn,” said John. “I began to go to school when I was older than you are and I learned to speak English. The teachers don’t treat you like children. You need not be afraid of the switch from which you ran away.”

And so it was agreed that all four of them should go to school the following evening. John agreed to take them to the school and act as their interpreter.

#### EXERCISES

1. Why did George enter school by the visitors’ entrance?
2. How did the pupils show respect for the principal?
3. What did the principal ask George?
4. In what way was she kind to George?
5. What did George learn the first day in school?
6. With what words did George have trouble?
7. What kind of new experience did George have?
8. What did Leo think of going to school? Why?
9. Tell what Mrs. Varda said to him.
10. Do you agree with her?

## CHAPTER XVIII

### ANTON'S FIRST NIGHT IN SCHOOL

During the day Anton was too busy piling one leaf on top of another to think of learning English. He heard Susie say something to him, but she only laughed when he spoke to her in Polish.

“I forgot she doesn't understand my language,” he thought, “but soon I'll understand hers.”

He did not wait for Alexander that night, but hurried home to be in time for school. He hurried a little too much. When he came to Third Avenue he did not notice that the policeman had his hand up to stop. Anton tried to cross. The policeman called out: “Hey, you—don't you understand a signal to stop?” Anton could only stammer: “No English; no English.” The policeman was quite angry. He held Anton by the arm until the

automobiles passed; and then said: "Go on, now. You had better learn English." All that Anton understood was "learn English." But it was enough. If hard work would enable him to understand this strange language, he was ready to begin at once.

During the supper Leo hardly spoke a word and then only in answer to a question. "What's the matter with you to-night, Leo? Are you afraid of the teacher?"

"What teacher? I'm not going to see any teacher," Leo growled. "You may go if you like. I'm too tired to go to school and I'm too old to learn. I'll walk part of the way with you and then I shall drop into Tomacy's Coffee-House. When school is over come in and have a cup of coffee with me."

Nothing could change Leo's mind. He was in such an ugly mood that Mrs. Varda whispered: "Leave him alone. Something must have gone wrong with him to-day. You had better go without him."

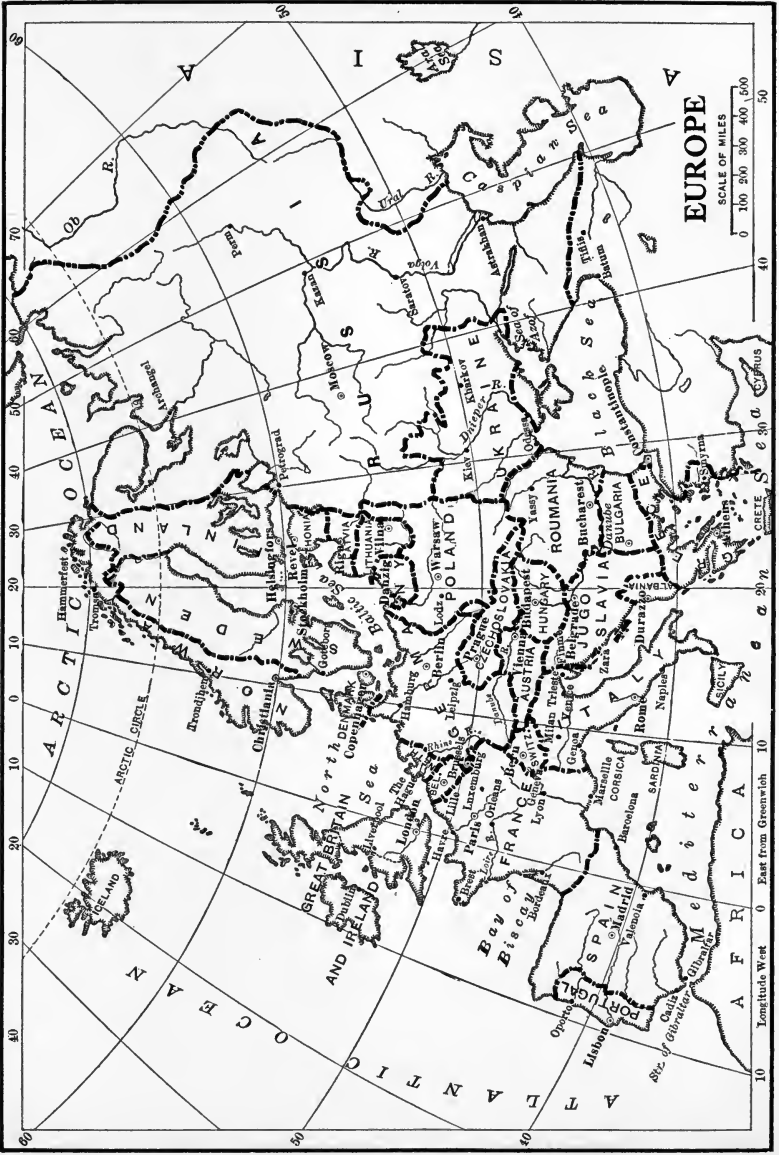
At a quarter past seven John, Alexander, and Anton went to the public school on 5th Street. Men and women were entering by a small door and walking up-stairs by several staircases to their rooms. John took them up by the main staircase and brought them to the principal's desk. The principal greeted John warmly and shook hands with his two friends. "How are you?" he said in Polish to Anton, who began talking to him in his own language. They all laughed when the principal explained that he could say "How are you?" but could not say another word in Polish.

"Tell him that he will be able to say more in English to-night than I am able to say in Polish after two years of study." After asking some questions the principal conducted Anton and Alexander to a room where there was a man teacher and about twenty pupils.

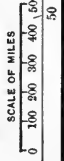
The teacher pointed to a seat and Anton sat down. His neighbor on the right said something to him which he did not understand. He

answered in Polish that he had just come in and spoke no English. The stranger evidently did not understand what Anton was saying. Later he learned that the man was a Greek and had taken him for a Greek. There were several Poles in the class, one or two Russians, three Italians, one German, several Galician Jews, and a young Spaniard. The teacher had an interesting way of making each pupil speak about himself. He had a large map of Europe hanging on the wall and asked each man where he was born. Anton learned very quickly to say, "I was born in Poland," and to copy the sentence from the board.

Mr. Gordon, the teacher, gave the other pupils some writing to do and then called Anton to his desk. By pointing to himself and by acting, Mr. Gordon taught Anton the meanings of several sentences which the others understood. Anton could not understand "I am pleased to see you." The teacher tried to show that he was pleased, but yet Anton did



**EUROPE**



Map showing major geographical features and cities in Europe. Latitude lines are marked from 40°N to 80°N. Longitude lines are marked from 10°W to 50°E. The Arctic Circle is indicated by a dashed line at approximately 66°N. Major rivers shown include the Rhine, Danube, Volga, and R. Ob. Major cities labeled include London, Paris, Rome, Vienna, Moscow, and many others. The map also shows the North Sea, Baltic Sea, and Black Sea.



not see the meaning of the expression. One of the men volunteered the explanation in Polish. "You must not do that," said Mr. Gordon. "He must learn to swim in the water, not on land. If he cannot understand to-day, he will understand to-morrow."

The evening passed very quickly. At half past nine a bell rang and the men got up to get their clothing. Another bell rang, and every one said "Good night, Mr. Gordon," and the class was dismissed.

Anton met Alexander down-stairs and the two agreed to accept Leo's invitation to have a cup of coffee at the coffee-house. They found Leo sitting at the table talking to three other men. He got up when he saw them enter and extended his hand.

"Well, how are you?" he said in English. To his surprise Anton answered: "I'm very well, thank you. How are you?" Leo's bad humor seemed to have left him entirely. He was much interested in Anton's description of

the first lesson in English. Then he explained his refusal to go to school. Bit by bit his story came out. About a year ago he was tempted to go to a night-school in the city of C—. The school was organized by the mining company for which he then was working, and employed a young foreman as a teacher. The foreman was good as a foreman but poor as a teacher. The first night the teacher began the lesson by writing the alphabet on the board. Then the teacher pointed to every object in the room and said, "This is a book," "This is a chair," "This is a table," until poor Leo's head swam.

After the teacher had pointed to thirty different objects, he called to Leo: "What is this?" Unfortunately, Leo could not remember. He said "This is my nose" when it was really his ear. The teacher looked angry and said something under his breath about a stupid Polack. That was enough for Leo. He never came back to that class and he never wanted

to see another teacher. But the two friends assured him that Mr. Gordon was different. He took an interest in each man, and taught him to say something in English. "Yes, I can see that—maybe I shall visit the class tomorrow night, not as a pupil, just as a visitor, and see if I am too stupid to learn."

## EXERCISES

1. How did the policeman signal Anton to stop?
2. Why was the policeman angry?
3. Why did Leo speak hardly a word?
4. What motto could you use to answer Leo?
5. How did the principal greet John?
6. What did Anton find hard to learn?
7. Why did Mr. Gordon refuse to let Anton hear Polish in the classroom?
8. How did Leo explain his refusal to go to school?
9. What promise did he make?
10. Tell who hurried to school; was angry; spoke hardly a word; growled; were entering the school; greeted John warmly; conducted John to a room; pointed to a seat; met Alexander down-stairs; found Leo sitting at a table.
11. Look at the map on page 96. In what country were you born? In what city or near what city did you live?

## CHAPTER XIX

### ANTON BECOMES A CIGAR-MAKER

It took Anton only a short time to become an expert stripper. At the beginning of the third week in the factory he asked Mr. Fredericks for a chance to learn a better-paying part of the cigar-making business. "This is the dull season of the year, and perhaps I could learn from one of the experienced men," he said.

"I'll see what I can do for you," said Mr. Fredericks. In an hour he returned and beckoned Anton to follow him to the office. There Mr. Fredericks introduced him to the superintendent, Mr. Roberts—a short, gray-haired man, clean-shaven, and very businesslike. They spoke in English, most of which Anton could not understand. He heard the word "Union" spoken several times, and from the expression on their faces he gathered that they were afraid of some one by that name. Mr. Fredericks then explained that the firm would agree to

teach him cigar-making provided he agreed to work for them for one year. They offered Anton twelve dollars a week while he was learning, and to pay him at piece-work rates after that. Anton was very happy at the thought of getting an increase in salary, and readily agreed to sign a statement that he would work for the firm for one year. That very day Mr. Fredericks introduced Anton to Jacob Feldman, the assistant foreman, who began teaching him to roll cigars.

After his promotion Anton had little opportunity to see the other strippers. They were on the third floor of the factory, while the cigar-rollers were on the fourth floor. But he had gotten into the habit of waiting at the door for the little Italian girl they called Susie and walking home with her. He missed her on the first night after leaving the strippers, and so on the second night he hurried downstairs to catch her. She seemed to be waiting for him.

“I thought you quit,” she said. He told her of his new work and of the agreement to work for a year. “That’s fine, but look out if there’s a strike. The Union will get you.”

Again that word “Union.” She tried to explain what strike meant, and what the Union was, and how his promise might bring him trouble. Anton, however, still understood too little English, and poor Susie was not able to make it clear to him. He made up his mind to speak to John about it and find out what trouble this mysterious Union could make for him. In Susie’s company Anton quickly forgot all about unions, strikes, and troubles, and thought only of her sweet smile and lovely black eyes. Once or twice he caught himself thinking of Anna, his lovely wife in S—, but Susie’s laugh and her touch on his arm made him sigh and think of the present.

At Susie’s corner a large, dark man with heavy, drooping mustache met her. He spoke to her angrily in Italian and once or twice



SHE SEEMED TO BE WAITING FOR HIM

cast angry glances at Anton. Without introducing the man, Susie said "Good night" in a low tone and walked away with him. Anton went home, wondering what it all meant.

## EXERCISES

1. What kind of stripper did Anton become?
2. When did Anton ask to become a cigar-maker?
3. What did Mr. Fredericks say?
4. Describe Mr. Roberts.
5. What offer did Mr. Roberts make?
6. How did Anton feel when he heard the offer?
7. Why did Anton have little opportunity to see the other strippers?
8. What did Susie think of the agreement made by Anton?
9. Tell what you think Susie said about the Union.
10. Tell what you think the dark man said to Susie.
11. Use the following words in sentences:

mysterious

agreement

wondering

opportunity

promise

introduced

hurried

increase

12. Introduce your neighbor to your teacher. Say "Miss ....., let me introduce to you Mr. .....,," or "Miss ....., this is Mr. ....."



13. Answer an introduction by one of the following expressions:
- "I'm pleased to meet you."  
"I'm glad to know you."  
"How do you do?"
14. Let one pupil introduce two others and let them use the expressions given.

## CHAPTER XX

## ANTON'S FORTUNE

Two weeks before Christmas Mr. Fredericks told Anton that he was a cigar-maker and that from then on he would be a piece-worker. He had gone to school regularly; he had learned some English; he had a trade. As yet, however, he had saved very little money. John insisted that he buy a new suit, a hat, several shirts and collars, a pair of shoes, and an overcoat. In spite of the hard work in the factory the countryman looked well in the city, felt well, ate well, and slept well. He lived in the clouds. New things were happening to him every day. He could look forward to every

to-morrow with expectation and hope. How different all this was from the sameness of life in S——! After he began to make twelve dollars a week, he sent Anna two dollars in a postal money-order in every one of his weekly letters. John refused to accept any part of the money which Anton owed him until Anton's earnings were larger.

At the end of his first week as a piece-worker Anton received his pay-envelope with trembling hands. He opened it and counted twenty-one dollars and seventy-five cents. What a fortune! He felt that he must celebrate the event in some fitting fashion. He rushed downstairs to see if he could find Susie. She had been avoiding him ever since that night when the dark man was angry at her. He saw her just about to cross the street and called after her. She stopped, looking wonderingly at his excited face.

“What's the matter? You look as if you had become heir to a fortune.”



ANTON'S FORTUNE

He lost most of the words but he caught the word "fortune." "Yes, I have a fortune—see, Susie, twenty-one dollars and seventy-five cents." So excited was he that he did not notice the disappointment in Susie's eyes. He continued telling her how he had earned the money, and that he could save a great part of it. But to-night he would celebrate; he wanted to spend some of it just to show how glad he

was. But how? He had been so busy working that he had not thought of play. He had left himself no time and no thought for play. In the home country when his people wished to celebrate they put on their gay clothing and danced in the fields. But here he was living under different conditions, in different surroundings. He had heard some of his countrymen complain that in America it was all work and no play, no social life. He felt that it was not true. They had learned to work under different conditions, because it was necessary to work and make a living, but they had neglected to learn to play under different conditions, because they did not see that play was as necessary as work. He asked Susie how he could celebrate. He wanted to celebrate. She suggested: "Go to the theatre or to a concert."

"Good! Will you come and help me?"

"I'd like to, but I cannot go. My father would be very angry if he saw me with you

again. An Italian girl must not go out except with her relatives. Get some of your friends to help you celebrate. You had better leave me here. Good night."

When he arrived at Mrs. Varda's house Anton's excitement had somewhat cooled down. He still wanted to make merry, but Susie's refusal to accompany him acted like a wet blanket. John thought Anton ought to save his money, and he growled something about "the rich man." Little Frankie suggested they go to the movies, and to the movies they finally went; all except Leo, who preferred to stay at home and read.

## EXERCISES

1. Where did Anton become a cigar-maker?
2. Why had Anton saved little money?
3. Who is the "countryman"?
4. Why was life in America so different from life in S——?
5. What did Anton do for his wife?
6. How did Anton feel about his higher wages?
7. What did Susie say about Anton's higher wages?

Stamp of issuing office.

(No. 6701)



# Post Office Department

## THIRD ASSISTANT POSTMASTER GENERAL

### DIVISION OF MONEY ORDERS

U. S. MONEY.

FOREIGN MONEY.

No.....	Amount, \$.....	.....
No.....	Amount, \$.....	.....
No.....	Amount, \$.....	.....

Payable in .....

(Postmaster will write on this line "Great Britain" or "Italy," etc., as case may be.)  
 (Space above this line is for the Postmaster's record, to be filled in by him.)

(Spaces below to be filled in with pen and ink by the applicant, or by some person for him not connected with the post office.)

# Application for International Money Order

For the sum of.....  
 dollars and.....cents

Payable to .....

(Write on this line name of person who is to receive the money.)

Residence or  
 place of  
 business of  
 the person to  
 whom the  
 money is to  
 be paid.

Town or City,.....  
 No.....Street  
 County, Canton, }  
 Kreis or Department }  
 Province, .....  
 Country, .....

This transaction is made under representation by the undersigned that there is not involved in connection therewith any trading, directly, or indirectly, with, to, from, for, or on account, behalf, or benefit of any enemy or ally of enemy of the United States, or any transaction violative of the Trading-with-the-Enemy Act of the United States.

Sent by .....

(Write on this line the name of the remitter.)

Residence or  
 place of  
 business of  
 the person by  
 whom the  
 money is  
 sent.

No.....Street  
 Town or City, .....  
 State of .....

#### FOR POSTMASTERS' RECORD IN ACTION TAKEN AS INDICATED BELOW.

Second advice issued.....	Original application to Department.....
Form 6684	} To Exchange Office
Form 6759	
Order paid abroad, date	} Remitter notified.
Authority to repay received, No.	
Domestic money order issued in lieu, No.	To whom mailed } Payee, Department.
Void Authorization to Department.....	
Wrote Department .....	

(See other side.)

# Fees for International Money Orders

These tables of fees are subject to change. For latest information on the subject, see U. S. Postal Guide and Monthly Supplements.

## DOMESTIC RATES

Table No. 1

WHEN PAYABLE IN BAHAMAS, BERMUDA, BRITISH GUIANA, BRITISH HONDURAS, CANADA, CANAL ZONE, CUBA, MARTINIQUE, NEWFOUNDLAND, THE PHILIPPINE ISLANDS, THE UNITED STATES POSTAL AGENCY AT SHANGHAI (CHINA) AND CERTAIN ISLANDS IN THE WEST INDIES, LISTED IN THE REGISTER OF MONEY ORDER OFFICES.

Use the Domestic form for these Orders.

For Orders from

	\$00.01 to \$2.50.....	3 cents
From	\$2.51 to \$5 .....	5 cents
"	\$5.01 to \$10 .....	8 cents
"	\$10.01 to \$20 .....	10 cents
"	\$20.01 to \$30 .....	12 cents
"	\$30.01 to \$40 .....	15 cents
"	\$40.01 to \$50 .....	18 cents
"	\$50.01 to \$60 .....	20 cents
"	\$60.01 to \$75 .....	25 cents
"	\$75.01 to \$100 .....	30 cents

## INTERNATIONAL RATES

Table No. 2

WHEN PAYABLE IN BOLIVIA, CHILE, COSTA RICA, DENMARK, FRANCE, GREAT BRITAIN AND IRELAND, HONDURAS, HONGKONG, ITALY, JAPAN, LUXEMBURG, MEXICO, NETHERLANDS, NEW SOUTH WALES, NEW ZEALAND, NORWAY, PERU, PORTUGAL, QUEENSLAND, RUSSIA, SALVADOR, SOUTH AUSTRALIA, SWEDEN, SWITZERLAND, TASMANIA, UNION OF SOUTH AFRICA,\* URUGUAY, AND VICTORIA.

Use the International form for these Orders.

For Orders from

	\$00.01 to \$10.....	10 cents
From	\$10.01 to \$20.....	20 cents
"	\$20.01 to \$30.....	30 cents
"	\$30.01 to \$40.....	40 cents
"	\$40.01 to \$50.....	50 cents
"	\$50.01 to \$60.....	60 cents
"	\$60.01 to \$70.....	70 cents
"	\$70.01 to \$80.....	80 cents
"	\$80.01 to \$90.....	90 cents
"	\$90.01 to \$100.....	1 dollar

Observe that for Orders payable in the countries referred to in Table No. 1, only the Domestic rates are to be charged and the Domestic forms are to be used.

Take notice that the maximum amount for which a single Money Order may be drawn in the United States is \$100.00.

There is no limitation to the number of Orders that may be issued, in one day, to a Remitter, in favor of the same Payee.

\*The Union of South Africa comprises the provinces of the Cape of Good Hope (formerly Cape Colony), the Transvaal, the Orange Free State, (formerly Orange River Colony) and Natal (including Zululand).

## INSTRUCTIONS

In the application the given name of the remitter and payee, or initials thereof, should precede their surnames respectively. If the payee has only one given name, it should be written in full, if known to the remitter. For example, the name John Jones should be so written, and not as J. Jones. The given name or names of a married woman should be stated, and not those of her husband. For example, Mrs. Mary J. Brown should not be described as Mrs. William H. Brown, unless her own given names or the initials thereof are unknown to the remitter. Observance of these rules will tend to prevent mistakes and delay in payment.

Names of persons, places and streets, as well as numbers and amounts, should be written in full and in the plainest manner possible.

The postmaster must refuse to issue an international order payable to any person, if the surname and the initial letters of that person's given names are not furnished by the applicant, unless the payee be a peer or a bishop, in which case his ordinary title is sufficient. If the payee be a firm, the usual commercial designation of such firm will suffice, such as "Baring Bros.," "Smith & Son," "Jones & Co."

If the name and address of the payee, as furnished in the application, cannot be transcribed accurately at the issuing office, the remitter should be requested to write the same in his own language, on Form 6083, which should be attached to the advice and forwarded to the exchange office. In filling out the form 6083 Hebrew characters are forbidden.

8. How do you celebrate in America?
9. How do you celebrate in your home country?
10. How do the older Americans play?
11. Was Susie right in refusing to go with Anton?
12. Where did Anton go to celebrate?

Fill out the money order for ten dollars, payable to a relative in Europe.

## CHAPTER XXI

### THE SCHOOL PARTY

On the last night of school before the Christmas vacation the pupils arranged a party. Each paid twenty-five cents. On Monday night of the last week each of them received three tickets for the party. Anton knew that three tickets would only cause trouble, and he tried to get some more. He succeeded in getting three more tickets from three different men who did not need them. On Wednesday night, dressed in their best clothes, Mrs. Varda and her star boarders went to the schoolhouse. The principal, the teachers, the guests, and most of the



pupils were assembled in the big enclosed playground, which was decorated with flags and bunting. On a little raised platform were four musicians, who were tuning up as the guests were arriving. Tickets were taken at the door. The ticket-taker said: "Gentlemen to the right, ladies to the left." When their clothing had been taken care of, the little party entered the large dancing-hall. It was just the school playground, but the decorations made it look different. In one corner, on a little raised platform, were the musicians—a pianist, a violinist, a cornetist, and a drummer.

When the principal of the school saw John enter he greeted him and shook hands with all the others in the party. He then introduced them to some friends. John became much interested in a young man—a Mr. Jarvis—who asked many questions about the town from which his friends came. Mr. Jarvis tried to make Mrs. Varda dance with him, but she insisted that she could not dance the American dances.

Anton felt somewhat lost among these people. Here and there, in little groups, were gathered the different nations of Europe—the Poles, the Slovaks, the Italians, the Russians, the Jews. Men were separated from women; on one side of the hall were nearly all the men and on the other side nearly all the women. The only people who were dancing were the few American invited guests; the others looked on. These people, thought Anton, do not mix well; they bring with them the same little prejudices (bad feelings) which they had in Europe; they have nothing in common; they do not even speak the same language; every one here is an onlooker instead of a doer, and yet here is an opportunity for every one to do something. He wished they would make them all do something together.

In bad English Anton told Mr. Jarvis what he thought ought to be done.

“That’s a good idea. Let me talk to the principal and see what I can do.”

After speaking to the principal, who seemed much pleased with Mr. Jarvis's plan, the latter walked over to the musicians and held a whispered conversation with them. Then stepping to the centre of the hall Mr. Jarvis called out: "Ladies and gentlemen." When all were quiet he said: "We shall have a new kind of dance for every one. I want all the ladies to join hands—like this—and form a ring in the centre of the hall." Some of the ladies tried to hold back, but Mr. Jarvis would not let them. "Come on, Mrs. Varda, you, too; join hands."

Laughing and screaming, all the women finally formed a ring, and at a signal from Mr. Jarvis the circle of women danced round in a ring. Then he ordered all the men to form a second ring outside of that formed by the women, and he told the men to dance to the right. Then he said: "When I blow a whistle, each man will take the lady nearest him and dance with her." He blew his whistle and the fun commenced.

A fat Russian danced with a tall, thin Polish girl. Anton found his arms around a stout, middle-aged Jewish woman. John was dancing with a pretty American girl whom he had been admiring all evening. Alexander, the tall Alexander, was stepping on the feet of a pretty little Italian lady, and Mrs. Varda found herself in the arms of the principal of the school. Only Leo was left out. By the time he had made up his mind which lady he wanted to take, there were no more ladies to take, and there he stood with a sheepish grin on his face.

After four or five trials, Mr. Jarvis instructed the musicians to play a waltz. The ice had been broken. In the round dances people had become acquainted with each other, and now they spoke to each other freely and made merry together. Mr. Jarvis became the hero of the evening. When the music played "Home, Sweet Home" the "hero" had an admiring crowd of men and women around him,



" ALL THE LADIES . . . JOIN HANDS . . . AND FORM A RING "

who shook him warmly by the hand and expressed their delight at having met him.

### EXERCISES

1. Tell how the party was arranged.
2. Who was at the party?
3. Why was the party a failure at the beginning?
4. What plan did Mr. Jarvis have?
5. Why was the plan successful at the end?
6. Who was the hero of the evening?
7. Name one of the guests at the party.
8. What kind of instruments did the musicians play?
9. Name the different nationalities at the party.
10. Tell who
  - arranged the dance.
  - were the star boarders.
  - were tuning up.
  - tried to make Mrs. Varda dance.
  - were gathered in little groups.
  - were separated from women.
  - bring with them the same prejudices.
  - formed a ring.
  - was stepping on the feet of a pretty Italian girl.
  - became the hero of the evening.
  - played "Home, Sweet Home."



THE TELLER GAVE ANTON A BANK-BOOK

## CHAPTER XXII

### ANTON BECOMES A MAN OF PROPERTY

Christmas came that year on Monday. On the Saturday before Christmas Anton asked for a half-day off to buy some presents. On the way to one of the department stores he passed the American Savings Bank. He remembered that John had once pointed it out

as the bank in which he deposited his savings, and he had urged Anton to deposit his money in a bank rather than carry it in a wallet. For the first time in his life Anton felt that he had more money with him than he needed for his immediate use, and without thinking very much about it he walked into the bank. The doorman asked him what he wanted, and Anton was able to explain that he came to open an account. After a few questions the teller asked Anton to sign his name, and in exchange for his ten dollars the teller gave Anton a bank-book with ten dollars written underneath his name. When Anton walked out with that book in his hand he had one of those thrills which comes not often in a lifetime. His heart swelled within him and he muttered a prayer of thanks to God: "The Lord be praised for his everlasting kindness and mercy."

He felt that he must give more attention to religion than he had given in the past. He



excused his previous neglect by saying: "I had no time." As a matter of fact, he had gone to church once or twice, but with one excuse or another he had put off regular attendance. That night he suggested that they all go to church.

"Oh, Christmas will be here soon!"

"Wait until Christmas."

"Why so religious all of a sudden?"

His suggestion brought on a discussion about religion. Most of his friends seemed to be of the opinion that in America one cannot be as religious as one can be in Europe.

"Is that the fault of America or is that your own fault?" asked John. "It is true here you are free to do as you please about your attendance at church and about your religious observance. There is no pressure from the society in which you live. In Europe, in a small community, the man who does not do as the others do finds himself shut out. Here you are expected to regulate your own life,

and every one does so according to his taste. Some of us recent Americans, in striking this freer atmosphere, fly way off into space and become separated from religion for a while. They give as an excuse for their failure to go to church that they are too busy. Too busy at what? At making money! That is not the fault of America. Living conditions are far easier in America than they are in Europe, and one does not have to neglect his God to make a living. As a matter of fact, the American is religious and goes to church. The new American, before he has become settled in his new surroundings, very frequently forgets his church, for a time at least."

"What you say is partly true, John," said Mrs. Varda, "but sometimes the new American has not the opportunity to go to a church which conducts services in his native tongue. When I first came to America I lived in a little town in Ohio where there were just two or three other Polish families. On Sunday I

went to the church where services were conducted in English. I felt as if there were something wrong about the service. Prayers that I used to pronounce in Polish sounded strange in English. To-day I understand that God listens to our prayers whether spoken in Polish, in English, or in Swedish. But when I knew no English I could not quite make out that God would understand. Many new Americans feel the same way."

"Well, then, how is it that you go to the American church to-day and not to the Polish church?" asked Leo.

"I do it for the sake of Frankie. English is his native tongue and I want to learn to pray in the language which he speaks. But I don't want him to grow away from me. That is why I learned to speak English; that is why I learned to pray in English."

On Christmas eve they all went to church. Anton accompanied Mrs. Varda, John, and Frankie to the American church; the others

went to the Polish church. To Anton the service that night was beautiful and impressive. When he saw the Christmas-tree in Mrs. Varda's parlor just one thought kept coming to him again and again: "Praise God from whom all blessings flow."

## EXERCISES

1. On what day did Christmas come last year?
2. Why did Anton ask for a half-day off?
3. How did Anton carry his money?
4. Why is a bank better than a wallet?
5. What made Anton think of religion?
6. Is Mrs. Varda right?
7. Why does she go to an English-speaking church?
8. When did the boarders go to church?
9. What words describe the services at church?
10. When do the following holidays come?

New Year's Day

Thanksgiving Day

Labor Day

Easter Sunday

Election Day

Independence Day

Decoration (Memorial) Day

Washington's Birthday

Armistice Day in the United States



" PRAISE GOD FROM WHOM ALL BLESSINGS FLOW "

## CHAPTER XXIII

### TROUBLES IN THE FACTORY

Shortly after New Year's Day, the busy season in the factory began. The foreman, Mr. Fredericks, explained to the cigar-makers that orders were coming in very fast and that the slack season of the past few months was over. He offered a bonus to those who could turn out more than the average number of cigars per day, and he said that the factory would remain open evenings two hours beyond the usual closing time. To Anton this was an opportunity for adding to his bank-account, which was growing weekly. But working until 7 o'clock had one disadvantage—he could not come early to school. He explained to Mr. Gordon that even by coming home from work and rushing through his supper, he was unable to arrive at the school before 8.30. The school

began at 7.30. Some of the others remained away from school during the season of overtime, but Mr. Gordon thought it would be worth while coming even at half past 8.

For several days Anton noticed that some of the older men gathered in groups and spoke in whispers. He heard the word "Union" time and again, and wondered what all this mystery meant. He asked John about it, and John explained to him the meaning of "Union." He said that the shop in which Anton worked was an open shop—a shop where both Union and non-Union men were employed. John himself was a Union man and worked in a closed shop—a shop where Union men only were employed. He believed that the Union men were trying to make a closed shop out of the factory where Anton was employed. The next day Franz Braun, a bushy-bearded German cigar-maker, whispered to Anton: "Come to a meeting to-night at 8 o'clock in Liberty Hall."

Franz spoke to every one in Anton's immediate neighborhood and every one agreed to go. As it was Friday night and there was no school, Anton also agreed to go. When he arrived at the place of meeting he saw a smoke-filled hall packed with workers, most of whom he knew by sight. Some nodded to him and seemed quite glad to see him. Franz stepped up to him and called him "Comrade Anton."

The meeting began. A man whom Anton did not know stepped on the platform and rapped for order. Immediately all voices were hushed, people scurried for seats, and hats were removed. The chairman spoke of the purposes of the meeting. Anton did not understand all that was said, but he gathered that the Union worked for the interest of all the workers. It is true, said the chairman, that in the shop they had not much to complain of; that the rates of pay were as high as anywhere in the country; that the working conditions in the factory were excellent; yet these good condi-



tions were brought about by the united strength of the workers in all trades, and that employers of labor could not be trusted to better conditions if the workers were not united. "United we stand, divided we fall. This nation is founded on the principle that in unity there is strength."

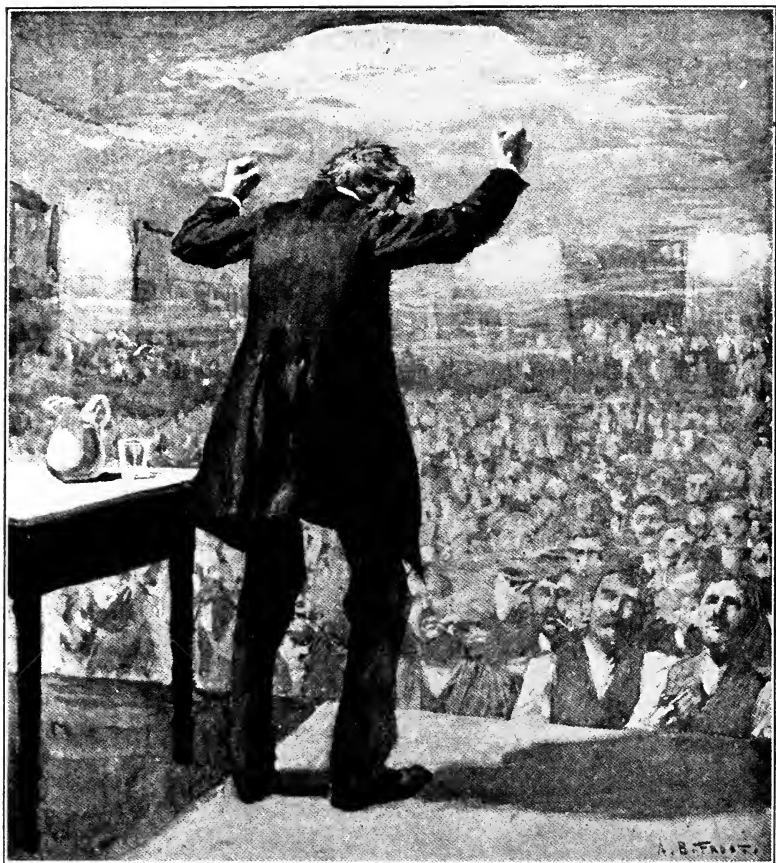
The chairman then introduced other speakers, who did not make so good an impression. Anton's sympathies were, of course, with the working man's point of view. He felt, however, that there was something wrong with the proposition that working men should dictate to the employer; should tell him whom he may hire and whom he may not hire. He wondered if the Union worked on the American principle of freedom. Does the Union allow the employer the same freedom of action that the worker asks for himself? These were difficult questions for him, and as yet he had thought little about them. At all events, when Franz Braun came to him at the end of the meeting

and asked him to join the Union, he signed his name to an application-blank and paid the initiation fee. So did most of the other non-Union workers in the hall.

When Anton arrived home that night he told his friends what had happened. Opinion was divided. Leo thought he had done well to throw in his lot with the other workers. Alexander sneered at the Union—he wanted to remain a free man. Mrs. Varda shook her head. “There will be trouble before long. A Union is a fighting organization, not a peaceful one. Mark my words, they will find something to fight about.” John said very little. He just smiled and patted Anton on the shoulder.

#### EXERCISES

1. When did the busy season begin?
2. When does your busy season begin?
3. Why do you like the busy season?
4. What disadvantage was there in working overtime?
5. What is a closed shop? An open shop?
6. Tell what happened at the meeting.



“UNITED WE STAND, DIVIDED WE FALL”

7. Why did Anton join the Union?
8. Do you think he was right?
9. Fill in the following blank spaces with the proper words:

The chairman ..... the speakers.

He ..... his name to an application-blank.

Alexander ..... at the Union.

Mr. Fredericks ..... a bonus.

Franz Braun ..... to Anton.

10. What other words can you use for

disadvantage?

scurried?

sneered?

opportunity?

gathered?

mystery?

immediately?

hushed?

dictate?

difficult?

## CHAPTER XXIV

### THE TEST

Trouble came soon enough. Four weeks after joining the Union, Anton heard that the leaders had decided to demand a closed shop in the Bravura Cigar Company factory. He attended the shop meeting that Friday night. After several fiery speeches the question was put to a vote, and by a great majority the meeting decided to make their demands next Monday morning. A committee for this purpose was appointed by the chairman. Anton left with a sinking feeling in his heart.

At noon on Monday, as Anton was about to go out for lunch, Mr. Fredericks beckoned to him. "We're going to have trouble, Anton," he said, "the Union asks us to discharge all non-Union men. We can't do that; we don't want to discharge you——"

“Oh, that’s all right, Mr. Fredericks; I’m a Union man.”

“You a Union man? That makes it worse. You are one of the men we relied on. You know you signed an agreement to work for a year. We would rather discharge every Union man in the place than allow the Union to force us to discharge all the others.” He scratched his head. “Well, this is a fine kettle of fish. You’re between the devil and the deep sea. You’d better make up your mind quickly what you want to do. I think by Wednesday we shall have a strike on our hands.”

Anton quit early that evening. He found that John had gone out and would probably not return until late. He went to school with his head spinning. On the stairs he met Mr. Gordon.

“What’s the matter, Mr. Bodnar? Don’t you feel well?”

Anton had to tell some one his troubles. As best he could he explained what had happened.

“That is not so bad. Don't worry about it. Let me telephone Mr. Jarvis—you remember him—he was at the dance. He's a good lawyer and will tell me what you ought to do.” In a little while Mr. Gordon came back to say that Mr. Jarvis was to be in the neighborhood and would drop in to see Anton before school closed.

At half past nine the principal walked into the room with Mr. Jarvis, who asked permission to talk to Anton. They went into the office and Anton once more explained his troubles. Mr. Jarvis thought for a while and then said: “I doubt whether your employer would trouble you if you quit work with the others. However, you have made a promise to work for a year, and you do not want to break your promise. Let me take the matter up with Mr. Roberts, the superintendent, and I'll see what I can do to release you. Meantime, don't worry.”

On Wednesday morning an office-boy came

to tell Anton that he was wanted in the office.

“Sit down,” said Mr. Roberts. “I’m sorry that we have this trouble. I am willing to release you from your agreement to work for us for one year, but if you quit with the rest you must understand that you cannot come back here any more. Think it over.”

At noon that day Franz Braun blew his whistle for all Union men to walk out, and Anton walked out with them.

### EXERCISES

1. Why did Anton leave with a sinking heart?
2. Tell what Mr. Fredericks said.
3. What advice did Mr. Jarvis give Anton?
4. How was Mr. Fredericks willing to release Anton?
5. Fill in the following blank spaces:

Trouble came .....

A committee was .....

By a great ....., the meeting decided to make their demands.

You’re between the ..... and the deep  
.....



6. What is the opposite of  
 early?..... late                      good?.....  
 long?.....                                      well?.....  
 young?.....                                    sorry?.....  
 big?.....
7. Fill the blank spaces with the correct word:
- The question was put ..... a vote.  
 A committee ..... this purpose was ap-  
 pointed.  
 Anton left ..... a sinking heart.  
 Mr. Fredericks beckoned ..... him.  
 He signed an agreement to work ..... a  
 year.  
 You're ..... the devil and the deep sea.  
 He met Mr. Gordon ..... the stairs.  
 Don't worry ..... it.  
 He was ..... the dance.  
 The principal walked ..... the room.  
 I'm willing to release you ..... your prom-  
 ise.

## CHAPTER XXV

### THE STRIKE

The strike was on. Anton looked for employment in other cigar factories, but found nothing. He began to know the streets quite well and to see new neighborhoods. When he got tired walking he found a seat in the park and watched the children at play. Sometimes he sat by the shore of the lake. He was often tempted to take out a rowboat, but he did not know how to row. One day a fine-looking young man invited him to a seat in a boat. Anton gladly accepted the invitation. The young man introduced himself by saying: "My name is Jameson, what is your name?" Anton told him. Mr. Jameson seemed to be surprised at Anton's accent.

On hearing that Anton could not row, Mr. Jameson offered to teach him. Anton was an



A YOUNG MAN INVITED HIM TO A SEAT IN A BOAT

apt pupil. At the end of an hour Mr. Jameson and Anton became fast friends. They made an appointment for the following Saturday at two o'clock, when, Mr. Jameson explained, he usually came away from the bank to take a spin on the lake.

Meanwhile things were not going well with Anton's friends. On Tuesday morning Leo had been arrested for refusing to move on

when a policeman ordered him to move. In court he was fined one dollar and warned that his license would be taken away for a second offense. Leo came home that afternoon in a very bad humor. He found fault with the government, with the judge, and with the Police Department. Mrs. Varda said: "Well, why don't you move on when the policeman tells you to? You know that peddlers must not come together and stand a long time in a busy street. Other people have rights on the street as well as peddlers. The policeman was doing his duty."

Just then Alexander came in, frightening every one by his appearance. His tie was gone; his collar was torn away from his shirt; his coat was ripped up the back; his derby hat was broken, and his right eye was partly closed and his right hand bandaged. "What's the matter? How did this happen?"

"There isn't much to tell. Franz Braun told me to stand at the door of the factory



IN COURT HE WAS FINED ONE DOLLAR

and not let any one go in. I tried to obey his orders. I stopped a man who wanted to walk into the factory. The policeman told me to move on. I refused. He tried to arrest me and I wouldn't let him. Then things happened. But the judge was very kind. He sent for a doctor, who bandaged my hand and then warned me not to interfere with people

who were going about their business. He told me that I had the right to refuse to work and that others had the right to work if they wanted to. That's all there is to tell."

"You were lucky the judge did not send you to jail for resisting arrest," said Mrs. Varda.

### EXERCISES

1. Why did Anton find no employment?
2. What did Anton do when he was tired?
3. Whose invitation did he accept?
4. Why was Mr. Jameson surprised?
5. What kind of pupil was Anton?
6. Tell what happened to Leo; to Alexander.
7. What did the judge say to Alexander?
8. Why was Leo arrested?
9. Why was Alexander arrested?
10. Complete the following sentences:
  - Anton sat by the lake when .....
  - Mr. Jameson was surprised at Anton's accent because .....
  - Leo was arrested because .....
  - You will be arrested if .....
  - The judge told Alexander that .....
11. Complete the following sentences by writing the correct word in the blank spaces:

He looked for employment ..... other factories.

He sat ..... the shores of a lake

Mr. Jameson was surprised ..... Anton's accent.

They made an appointment ..... the following day.

Mr. Jameson came away ..... the bank.

Things were not going well ..... Anton's friends.

Leo found fault ..... the government.

## CHAPTER XXVI

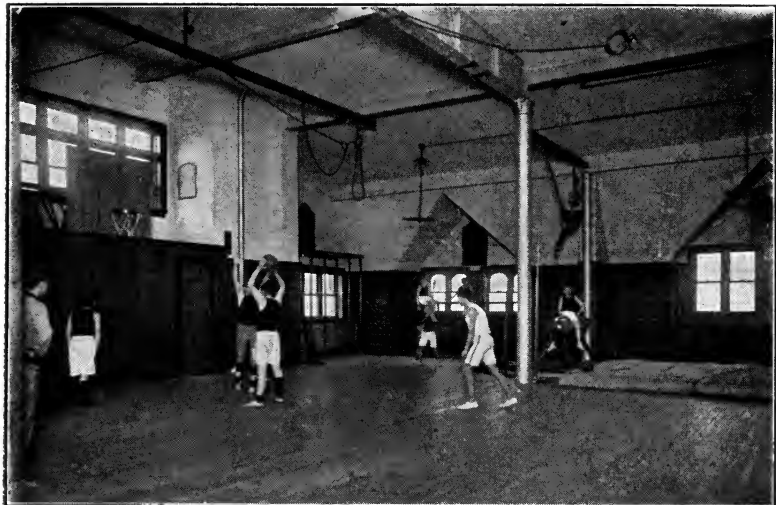
### ANTON LEARNS TO PLAY

After Anton began to row with Mr. Jameson he took a greater interest in exercising. He noticed that he became tired much more quickly than did his friend. Although he was no older than Jameson, he was beginning to be round-shouldered and to be stout in the stomach. Jameson was tall, and slender at the waist. "Take exercise regularly, my boy," said Jameson. "That's the only way to keep fit.

You need physical exercise because you sit all day at your trade."

"When can I get exercise?"

"Don't you play baseball? No? Oh, I forgot. You foreigners leave play only to the rich. Here we all play and we keep our interest in playing. Some day I'll take you to see a baseball game. Meanwhile, ask your teacher if they have a gymnasium in the school. If not, you will probably find one in a Y. M. C. A.



THE SCHOOL GYMNASIUM



building or in a settlement house near your home. I'll look one up for you."

Anton was much interested, but for the first time he did not like to be called a foreigner. He admired his friend Jameson so much that he determined to do as he suggested. Mr. Gordon told him that the school gymnasium was open every evening from 6 to 7.30 for women and from 9 to 10 for men. Anton joined a class that night.

At first he was shy about going through exercises. They looked foolish to him. But after he saw other men going through exercises, playing handball, baseball, and basket-ball, he lost his shyness and entered into the spirit of the game. A week later Jameson suggested that they see a baseball game.

"Baseball is a typical American game. It requires excellent individual players, but above all it requires fine team-work, co-operation between the players. A good pitcher may lose his game unless he has good support from the



BASEBALL IS A TYPICAL AMERICAN GAME

other players. Every man is set at the task which he can do best. American audiences at baseball games are very fair. They like to see the best team win. They like to see the game because it is open, played in the open air. Just notice how they applaud every good play, no matter who makes it. That is the American notion of a square deal—the same treatment to every one who deserves it.”

## EXERCISES

1. What kind of exercise did Anton take?
2. What kind of exercise do you take?
3. Why is exercise good for you?
4. Where can you take exercise?
5. Why did Anton want to be like Mr. Jameson?
6. Tell what Mr. Jameson said about baseball.
7. Complete the following sentences:  
     Anton took a greater interest in exercise after  
     .....  
     He was beginning to be round-shouldered although  
     .....  
     You need physical exercises because .....  
     Ask your teacher if .....  
     He became tired more quickly than .....
8. Fill in the blank spaces with the correct word:  
     He took great interest ..... exercises.  
     Jameson was slender ..... the waist.  
     You sit ..... a trade.  
     I'll take you ..... a baseball game.  
     You will find one ..... a Y. M. C. A. build-  
     ing.  
     The school gymnasium is open ..... 6 .....  
     10.  
     Exercises looked foolish ..... him.
9. Mr. Jameson says: "Baseball requires fine team-work,  
     co-operation between the players."

Show how we require co-operation in

1. The home—the father, mother, children.
2. The factory—the different kinds of workers.  
the foreman.  
the superintendent.  
the employer.
3. The city—the citizens.  
the police.  
the letter-carriers.  
the street-cleaners.  
the Health Department.  
the courts.  
the banks.  
the law-makers.  
the mayor.

## CHAPTER XXVII

### THE UNITED STATES

At the beginning of the strike Anton worried much about his failure to find work. He did not like to be idle, even though he had saved some money. Now he began to take interest in many new things. His teachers suggested that Anton go to a public library and read when he had nothing else to do. The librarian was glad to see him and helped him to find books in English and in Polish. Anton was surprised to find "Huckleberry Finn" translated into Polish and into several other languages. He read it in Polish and then enjoyed it in English all the more. He came every day at 2 o'clock and stayed until 6 reading English. He learned to examine the map of the United States and to locate the places about which he read. Like all strangers in America, he was surprised at the size of

the United States. He soon learned that some of the forty-eight States were larger than all of Austria, all of France, or all of Spain. (See map facing page 97.)

Anton learned also that there were many great cities in this wonderful land and that his countrymen were found everywhere—in Chicago, in Buffalo, in Cleveland, in Pittsburgh, in Denver, in San Francisco, in Boston. He found that certain parts of the country were famous for their farms, others for their mines, still others for their lumber; that the South raises cotton, sugar, and fruit. He discovered that there were many great industries in the United States besides cigar-making. He had a great desire to travel and to see Yellowstone Park, Niagara Falls, the Mammoth Caves of Kentucky, the Yosemite Valley, the Grand Canyon of the Colorado. He wanted to see the green, fertile plain of the Middle West and the snowy fields of cotton in the South. He promised himself that some day he would visit some of

these places. He watched with great interest when the motion-pictures showed scenes from interesting places in America. Meanwhile he was thankful that the American library helped him to understand something of the land in which he was living.

## EXERCISES

1. Why was Anton worried?
2. In what did he take an interest?
3. Where did he go?
4. What surprised Anton?
5. How often did he go to the library?
6. Examine the map facing page 168.  
Where is New York City?  
Pittsburgh?  
Cleveland?  
Boston?  
San Francisco?  
Washington?
7. Find the place where you live.
8. Where is the cotton-growing section?
9. Where are the coal-mines?
10. Where are the great farms?
11. Point out the places of interest in the United States.

## CHAPTER XXVIII

### GREAT CHANGES

After three weeks of idleness Anton found a job in a factory which had no strike. He celebrated his return to work by filing his declaration of intention to become a citizen (first papers).

Life went on peacefully for him. He was well able to send his wife a sum of money sufficient to make her comfortable. In addition, he paid back all the money which his good friends had lent him, and now his bank-account was growing every week. He took an interest in what was going on in the world. He read the newspapers; at first a Polish paper, but gradually he got into the habit of reading an English newspaper.

Sometimes his friends at the boarding-house



## FACTS FOR DECLARATION OF INTENTION

U. S. DEPARTMENT OF LABOR  
NATURALIZATION SERVICE

**NOTE**—A copy of this form will be furnished by the clerk of the court, the Chief Naturalization Examiner, or the public-school teacher to each applicant for a declaration of intention, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the clerk, to be used by him in properly filling out the declaration. Care should be used to state as near as can be remembered the day, month, and year of arrival, as well as the name of the vessel on which the alien emigrated to this country.

**TO THE APPLICANT**—The fee of one dollar required by law for the declaration, 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, and none should be paid for assistance in filling it out, as the Naturalization Examiner or the public-school teacher will help you free of charge.

*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* \_\_\_\_\_ *married; the name of my wife is* \_\_\_\_\_ *; she was*

\* *born at* \_\_\_\_\_ *; and now resides at* \_\_\_\_\_

*I am now a subject of and intend to renounce allegiance to* \_\_\_\_\_

(Write name and title of sovereign and country of which now a subject, or if citizen of a Republic, write name of Republic only.)

*I arrived at the port of* \_\_\_\_\_, \_\_\_\_\_  
(City or town.) (State or Territory.)

*on or about* \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(Month.) (Day.) (Year.)

\* **NOTE TO CLERK OF COURT**—The two lines indicated by the \* contain information which is provided for by blanks on the latest declaration of intention form; until such time as you may be supplied with forms containing these blank spaces the information called for herein should be inserted immediately ABOVE the twelfth line, which begins "It is my bona fide intention," etc., as requested in circular letter of January 5, 1916.

seemed to be jealous of his rapid progress. They spoke of a great change in him; they said that he was becoming more and more American, not only in his appearance but in his thinking and feeling. John and Mrs. Varda always helped Anton in these arguments. "Leo will learn nothing even after thirty years in America. Like a great many other immigrants he complains that America does not appreciate and understand them. Why don't you take the trouble to know something about the country in which you live? Then you will understand the Americans."

"The Americans!" growled Alexander. "A friend of mine told me something about the Americans. He was arrested for peddling without a license. A lawyer came to him and said that for ten dollars he could get him out of trouble. Mike paid the ten dollars and then the judge fined him five dollars. Is that the American way?"

"No, that is not the American way, nor is

it the Polish, the Italian, the Hungarian, or the Serbian way. It is the way of a cheat, and cheats are found all over.

“See how foolish you are. You live in America and yet you listen to stories about America from other immigrants like yourself. Why don't you learn to know Americans at first hand? That's what is making Anton different from you.”

Anton was very uncomfortable during these discussions. He liked Leo and Alexander very much, but he wished they would become broad-minded. He was a little tired of hearing them say, “These potatoes are good, but they are not as good as Polish potatoes,” or “American grass is not as green as Polish grass,” or “This corn is not as juicy as the corn in S——.” Leo said something about American houses being ugly and overcrowded. Leo admitted that he had never been in a house in which Americans lived, and had never seen an American village.

## EXERCISES

1. How did Anton celebrate his return to work?
2. How did life go on?
3. How much did he send his wife?
4. What did he do with his money?
5. What did Anton read?
6. Why were his friends jealous?
7. What was the matter with Leo?
8. What did some of his friends say about America?
9. Give the opposite of

ugly.

quickly.

uncomfortable.

foolish.

broad.

rapid.

sufficient.

Insert copy of declaration of intention.

## CHAPTER XXIX

## THE FAMILY UNITED

The time passed quickly for Anton. At the end of his second year in America he made up his mind to send for his wife. Her mother was dead. Her father wanted to remain at home and take care of the little farm "until you come back," the old man said. In his

letters to his wife, Anton spoke of making America his home for the rest of his life. "Perhaps we shall visit the home country, but I could not live there now and be happy."

The preparations were quickly made for Anna's journey. Her father accompanied her to the railroad-station and bade her a last good-by.

Meanwhile Anton was making preparations for receiving Anna. Mrs. Varda helped him choose a four-room flat on the ground floor of a three-family house. Leo growled a bit about the bathroom. "Too stylish," he called it. But he helped to choose the furniture and to put it in place. Then he added a gift of his own—a mirror in a beautiful brass frame for the parlor. John bought the oilcloth for the kitchen; Alexander brought with him a fine lamp, and Mrs. Varda made two pairs of curtains for the parlor windows. George, who was now working, surprised them all one day by bringing a fancy glass vase for the mantel-

piece. Two days before Anna's ship arrived the gas company turned on the gas and the house was ready for the new mistress.

A stranger at Ellis Island would have seen nothing new in the little group which formed around the pretty little immigrant woman. There were the usual tears and smiles, the mixture of joys and sorrow, at the meeting of loved ones. To Anton it was the happiest occasion of his life. His heart sang to him:

"My country 'tis of thee,  
Sweet land of liberty,  
Of thee I sing."

#### EXERCISES

1. When did Anton send for his wife?
2. What did her father want to do?
3. How did Anton feel about returning to Europe?
4. What preparations was Anton making?
5. How did his friends help?
6. What did Leo say?
7. How did Anton feel when he saw his wife?
8. Use the following words in sentences:



TO ANTON IT WAS THE HAPPIEST OCCASION OF HIS LIFE

quick	quickly
slow	slowly
gradual	gradually
foolish	foolishly

9. Anna is the *mistress* of the house.

Anton is the *master* of the house.

The word *mistress* is feminine; the word *master* is masculine.

girl	“	“	boy	“	“
woman	“	“	man	“	“
lady	“	“	gentleman	“	“
chicken	“	“	rooster	“	“
goose	“	“	gander	“	“
cow	“	“	bull	“	“
sister	“	“	brother	“	“
mother	“	“	father	“	“
aunt	“	“	uncle	“	“
she	“	“	he	“	“

10. Name the male (masculine) members of your family.

Name the female (feminine) members of your family.

NOTE—In English things are neither masculine nor feminine, but neuter. In other languages objects have gender—they are called masculine or feminine, and the article (the, an, or a) changes with the gender of the word. In English we use the same article for all genders. Thus we say

the book.	a pencil.
the man.	a boy.
the woman.	a girl.



## CHAPTER XXX

### AT HOME

Anna learned very quickly how to arrange her work. After the first few days of loneliness she found enough to do to keep her busy all day until her husband returned from work. She learned to put the garbage into a can; to wash her clothes in wash-tubs, and to hang her clothes on wash-lines. One day she saw a neighbor sitting on the window-sill and washing the windows. She did not understand why the woman sat on the window-sill, but she determined to do everything the American way. So that afternoon she took a pail of water and some rags and sat on the window-sill with her legs sticking out of the windows.

A little crowd of jeering youngsters collected to watch her. A friendly neighbor came in



SHE SAT ON THE WINDOW-SILL WITH HER LEGS STICKING OUT OF THE WINDOW

and explained to her how to sit in washing her windows.

Anna was very happy in her new home. The strangeness of her surroundings gradually wore off. The old friends of her husband, es-

pecially Mrs. Varda, came to see her very often, and she made new friends in the neighborhood.

One evening, just about supper-time, Mr. Gordon walked into the house. Anton was surprised to see him, especially as he had not given the teacher his new address. Mr. Gordon said he obtained the address from John, and that he came to pay his respects to Mrs. Bodnar. Anna was very much honored by Mr. Gordon's visit, and promised that she, too, would come to school very soon. She kept her promise a week later. With the help of her husband, Anna made such good progress in learning English that at the end of her first year in America she was talking English most of the time, even at home.

#### EXERCISES

1. What did Anna learn?
2. Tell the story about the washing of the windows.
3. How did Anna feel in her new home?
4. Who visited her?

5. Why did Mr. Gordon visit Anna?
6. What progress did Anna make?
7. Fill in the blank spaces in the following sentences with the proper word:

Put the garbage ..... a can.

Hang the clothes ..... a line.

She sat ..... the window-sill.

She was happy ..... her new home.

She made new friends ..... the neighborhood.

Mr. Gordon walked ..... the house.

He obtained the address ..... John.

He paid his respects ..... Mrs. Bodnar.

She promised to come ..... school.

#### PRONOUNS

he, his, him.

she, her.

they, their, them.

I, my, me.

we, our, us.

I own this house.

This is my house or this is mine.

This house is *mine*.

We received our pay.

This money belongs to us.

*He* has a child.

This is *his* child.

This child is his.

She has a dress.  
 This is her dress.  
 The dress is hers.

They have a farm.  
 This is their farm.  
 The farm belongs to them.

*The speaker:* I brought my tools with me to work.

*The hearer:* You " your " " you " "

*The person* { *He* " *his* " " *him* " "  
*spoken of:* { *She* " *her* " " *her* " "  
 { *It* " *its* " " *it* " "

*The speakers:* We " our " " us " "

*The hearers:* You " your " " you " "

*The persons* } *They* " *their* " " *them* " "  
*spoken of:* }

Fill the blank spaces below with the proper pronoun:

1. Anna was happy in ..... home.
2. Mr. Gordon came. Anton was surprised to see  
 .....
3. The crowd laughed at ..... She could not  
 understand ..... laughter.
4. Anton brought a friend with .....
5. They kept ..... promise.
6. Bring ..... friends with you.

## CHAPTER XXXI

### THE DECLARATION OF INDEPENDENCE

In studying the history of the United States, Anton tried to answer the question "Who are the real Americans?" This is what he learned:

After Columbus discovered America, in 1492, people from all lands came in search of gold. Most of these early adventurers did not stay very long. True, there was much wealth to be found then as now, but like many other seekers after wealth in America, they wanted to find it and not to work for it.

After the first one hundred years of discovery, of exploration and adventure, colonies of people came to make America their home. These people came because they were persecuted for their religious beliefs or because they were on the losing sides in political struggles. Such were the English Puritans, who settled

in Massachusetts and Connecticut from 1620 to 1650.

Sometimes they are called Pilgrims—meaning wanderers in search of something holy.

It is said that one-quarter of all the people in America come from these lovers of liberty. They were strong, fearless, upright, religious. Many of the finest families in the United States still show the same characteristics as their Puritan ancestors.

There were other English settlements in Maryland, in Georgia, in Delaware, and later in New York. In 1609 Hendrik Hudson, under a Dutch flag, sailed up the Hudson River, and later a colony of Hollanders settled at the place now called New York, but which the Dutchmen called New Amsterdam. In the next one hundred years a great many people came from Scotland, Ireland, Germany, France, and Sweden.

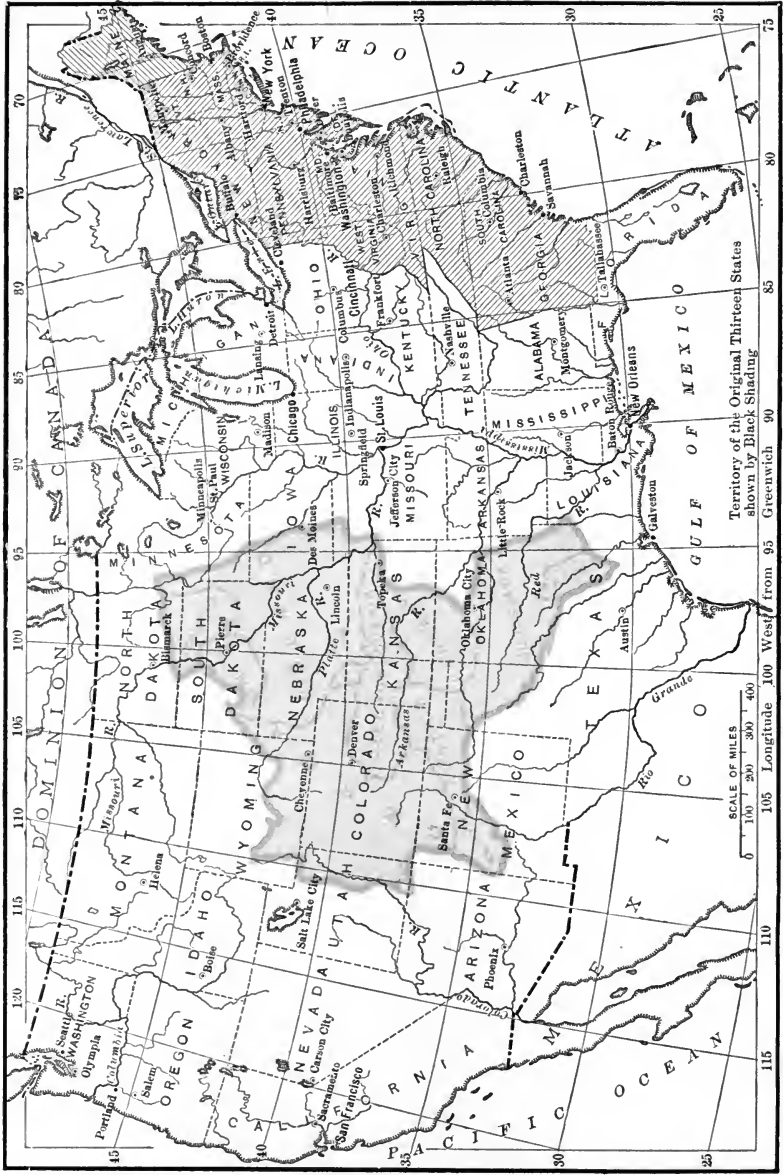
These settled in the thirteen colonies along the coast. When the colonies declared their

independence from England there were about three million white people in America. Eighty-five per cent of these were of English stock and of course spoke English. That explains why English rather than French or Italian or Russian is the language of America.

But the settlers brought with them something else besides their language—they brought with them a number of beliefs about the rights of man and the duties of government which they had gotten in five centuries of fighting for these rights in England. The English Government tried in many ways to rob the American colonies of the right to govern themselves. But the colonists had tasted independence in America, and so on July 4, 1776, at Philadelphia, the colonists through their representatives issued the Declaration of Independence, saying:

1. All men are created equal.
2. That all of us have certain rights which no power on earth can take away and which even we cannot take away from ourselves.





Territory of the Original Thirteen States shown by Black Shading

SCALE OF MILES  
0 100 200 300 400

COMPARISON IN SIZE OF THE OLD AMERICAN REPUBLIC WITH SOME OF THE NEW EUROPEAN REPUBLICS



3. That some of these rights are life, liberty, and the pursuit of happiness.
4. That government is made to protect these rights.
5. That all government gets its power from the consent of the governed—through a majority vote by the people or their representatives.

For these principles the fathers of America fought for eight years with untrained volunteers against the best-trained men and the finest fighting machine in the world. The Revolutionary War was a war for independence—for the rights of freemen to govern themselves. To-day many people whose ancestors did not fight in the Revolution sing the words of "America":

"Land where my fathers died,  
Land of the pilgrims' pride,"

and they sing truly, for the Revolutionary fathers of the country are the ancestors of millions of new Americans who came to believe in the same principles for which Washington, Gates, and Lafayette fought.

# America

S. F. SMITH

HENRY CAREY

1 My coun - try! 'tis of thee, Sweet land of  
 2 My na - tive coun try, thee, Land of the  
 3 Let mus - ic swell the breeze, And ring from  
 4 Our fa - thers God, to Thee, Au - thor of

lib - er - ty, Of thee I sing; Land where my  
 no - ble, free, Thy name I love; I love thy  
 all the trees Sweet free - dom's song; Let mor - tal  
 li - ber - ty, To Thee we sing; Long may our

fa - thers died, Land of the pil - grims' pride, From ev - 'ry  
 rocks and rills, Thy woods and tem - pled hills, My heart with  
 tongues a - wake, Let all that breathe par - take, Let rocks their  
 land be bright, With free - dom's ho - ly light; Pro - tect us

moun - tain side Let free - dom ring'  
 rap - ture thrills Like that a - bove  
 si - lence break, The sound pro - long.  
 by Thy might, Great God, our King. *A - men.*

EXERCISES

1. When did Columbus discover America?
2. Why did people come to America in the beginning?
3. Why did the Pilgrims come to America?
4. Where did the Puritans settle?
5. What was New York called at first?
6. Who discovered the Hudson River?
7. How many white people were there in America in 1776?
8. How many people are there in America to-day?
9. What part of all the people in the United States are descended from the Puritans?
10. How many people are descended from the Puritans?
11. What other nationalities sent settlers to the New World?
12. Look at the map facing page 168. Name the thirteen original colonies.

Comparison in size of the United States with other countries:

COUNTRY	NUMBER OF SQUARE MILES
The United States . . . . .	3,743,344
England, Ireland, Scotland and Wales . . . . .	121,392
China . . . . .	4,277,120
France . . . . .	207,054
Germany (after the war) . . . . .	203,230
Austria " " " . . . . .	32,000
Hungary " " " . . . . .	36,000
Bulgaria " " " . . . . .	41,000
Poland . . . . .	100,000
Czecho-Slovakia . . . . .	57,000

13. What are the principles of the Declaration of Independence?
14. Where did the colonists learn these principles?
15. Why was the Revolutionary War fought?
16. Who is the "Father of his Country"?

## CHAPTER XXXII

### A FELLOW CITIZEN

The Bodnars were a very happy couple. Of course they owed a great part of their happiness to themselves—they worked hard, they saved something, they were kind to their neighbors, they kept their house and themselves spotlessly clean. The neighbors looked up to Anton and admired Mrs. Bodnar.

"She's a charming woman and I like to have her at my house," said Mrs. Gordon.

Their path was not always strewn with roses. For three months during his third year in America Anton was forced to take a job as porter in a hotel because business was dull. Another time their savings were nearly all wiped out by a

bad investment in a cigar-store. On top of this loss a fire destroyed a good part of their furniture, which unfortunately was not insured.

They moved into the country after the fire. They were no longer afraid to live among Americans. Anton won the respect of his new neighbors very quickly. He and his wife attended the sociables and public meetings of the Neighborhood Association. All were glad to see them and to welcome them.

The great day for which Anton was preparing at last arrived. He was to become a citizen of the United States. With John and Alexander as witnesses he went down-town to the court building for his examination. He took his place with the other candidates who were standing in line waiting their turn. The clerks had seen lines of applicants for citizenship so often that they were hardened to the sight. Anton was shocked to see that some of the clerks were rough and impolite on this

important occasion. He expected that the court would make much more ceremony about this great event in the lives of many newcomers to America. The hearing in court did not take two minutes. Anton lifted his right hand, a court officer rattled off the oath of allegiance and he was a citizen of the United States.

When he came outside, Anton could not understand that the ceremony was over. There were many others like him, men who had dressed in their best clothes—in purple trousers and red shirts—and taken a day off from work, who seemed to be disappointed that no holiday was made for the occasion.

But the holiday soon came. The Neighborhood Association which Anton had joined invited all new citizens to a Fourth of July celebration at the largest hotel in the town.

Anton and his wife came, dressed in their best. First they were led into a big banquet-hall decorated with red, white, and blue colors.



# The Star Spangled Banner<sup>1</sup>

FRANCIS SCOTT KEY

JOHN S. SMITH

Moderato

1. Oh! say, can you see by the dawn's ear - ly light, What so  
 2. On the shore dim - ly seen thro' the mist of the deep, Where the  
 3. And where is that band who so vaunt - ing - ly swore, 'Mid the  
 4. Oh! thus be it ev - er, when free - men - shall stand, Be -

proud - ly we hail'd at the twi - light's last gleam - ing, Whose stripes and bright  
 foe's haugh - ty host in dread si - lence re - po - ses, What is that which the  
 hav - oc of war and the bat - tle's con - fu - sion, A home and a  
 tween their lov'd homes and the war's des - o - la - tion, Blest with vic - t'ry and

stars thro' the per - il - ous fight, O'er the ram - parts we watch'd, were so  
 breeze, o'er the tow - er - ing steep, As it fit - ful - ly blows, half con -  
 coun - try they'd leave us no more! Their blood has wash'd out their foul  
 peace, may the heav'n res - cued land Praise the pow'r that hath made and pre -

gal - lant - ly stream - ing; And the rock - et's red glare, the bombs burst - ing in  
 ceals half dis - clo - ses? Now it catch - es the gleam of the morn - ing's first  
 foot - step's pol - lu - tion; No ref - uge could save the hire - ling and  
 served us a na - tion. Then con - quer we must. for our cause it is

air, Gave proof thro' the night that our flag was still there.  
 beam, In full glo - ry re - flect - ed now shines in the stream:  
 slave From the ter - ror of flight or the gloom of the grave.  
 just, And this be our mot - to, "In God is our trust!"

**Chorus**

*f* Oh! say, does that star spangled banner yet wave, O'er the land of the free and the home of the brave!

When the band played "The Star Spangled Banner" every one rose, stood at attention, and sang it. Then came the dinner. Anton was not sure that he was using the correct knife or fork with each course because he had never eaten some of the dishes.

When the coffee and the cigars were served the toastmaster rose and made a short patriotic speech in which he welcomed the new citizens to the American fellowship. Then he introduced the other speakers. First came the judge of the court who had sworn in Anton. He made a fine speech, telling them of the duties and privileges that citizenship in the United States brings.

The judge closed his speech by reciting

### 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.

After several others had spoken—the president of the Neighborhood Association, Mr. Gordon, and the congressman of the district—the toastmaster said: “Now we should like to hear from one of the newly made citizens.” They all looked at each other, but no one spoke a word. Some one nudged Anton, and then all eyes were turned upon him. The chairman called upon him, and Anton rose to speak. The room seemed to be turning round and round; there was a deathlike stillness in the air; Anton could hear his heart beat. Then in a few simple words, with a heart full of feeling, he told them what American citizenship meant to him. He described his life before coming to America; he told what the public

school, the public library, and the many good friends had done for him.

In conclusion he recited a poem that he had learned in a school—a poem called “America,” by Henry van Dyke:

## AMERICA FOR ME

HENRY VAN DYKE

'Tis fine to see the Old World, and travel up and down,  
Among the famous palaces and cities of renown,  
To admire the crumbly castles and the statues of the kings,  
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!  
My heart is turning home again and there I long to be,  
In the land of youth and freedom beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air:  
And Paris is a woman's town, with flowers in her hair;  
And it's sweet to dream in Venice, and it's great to study  
Rome;  
But when it comes to living, there is no place like home.

I like the German fir-woods in green battalions drilled;  
I like the gardens of Versailles, with flashing fountains  
filled;

But, oh, to take your hand, my dear, and ramble for a day  
In the friendly Western woodland where nature has her way.

I know that Europe's wonderful, yet something seems to lack;  
The Past is too much with her, and the people looking back.  
But the glory of the Present is to make the Future free—  
We love our land for what she is and what she is to be.

Oh! it's home again, and home again, America for me!  
I want a ship that's westward bound to plough the rolling  
    sea.

To the blessed Land of Room Enough beyond the ocean  
    bars,

Where the air is full of sunlight and the flag is full of stars.

## APPENDIX I

### WORDS FREQUENTLY MISPRONOUNCED

it	eat	ill	eel
bit	beat	fill	feel
fit	feet	hill	heal
hit	heat	kill	keel
mit	meat	mill	meal
knit	neat	pill	peal
pit	peat	rill	reel or real
sit	seat	sill	seal
		will	weal

itch	each	inch
pitch	peach	wink
	teach	skill
	reach	

It is true that I eat my fill, but my meal will not make me ill.

The knitted mit does not fit me.

Fill the pill box.

The seal is neat.

We took a seat on the hill when the rill filled a brook.

*a—as in apple*

apple

black

cab

that

candy

hand

had

*a—as in all*

all

tall

water

walk

always

*a—as in arm*

arm

father

alms

palm

*a—as in ask*

ask

path

master

bath

after

last

dance

France

half

They all had a tall stick of candy.

We washed the apples in warm water.

After my bath I always take a walk among the palms.



In France they dance until half past ten.

I stopped the cab to ask my way and to give alms to the old father.

*oo—sound as in moon*

*oo—sound as in foot*

moon

foot

fool

wool

food

good

true

woman

rude

wolf

group

pull

drew

full

fruit

would

do

could

canoe

should

soon

bull

roof

put

push

The woman was in a group of fools who sang true Southern melodies while sitting in a canoe eating fruit.

The roof was removed too soon.

Don't pull the wool over your eyes.

You should push the wolf from the door.

## APPENDIX I

## gh—silent

ghost	bought
ghastly	eight
high	right
sigh	straight
nigh	thought
sleigh	dough
weigh	though
daughter	plough
slaughter	through
neighbor	night
sight	might

## gh—sounded like f

laugh  
rough  
cough  
enough  
tough

*oi—as in boil*

oil	coin	moist
toil	boy	noise
foil	joy	rejoice

join	destroy	voyage
avoid	employ	annoy
coil	appoint	adjoin
point		

Boys will be boys.

Toiling, rejoicing, sorrowing.

The employer appointed him to stop the noise.

The oil was spoiled by boiling.

Let us rejoice.

*u—sound as in urn*

urn	fern	sir	mirth
urge	earn	bird	word
burn	heard	girl	journal
hurl	pearl	whirl	worthy

I heard, sir, that you erred in writing those words to the journal.

The girl put his head in`a whirl.

His body was burned; his ashes were put into an urn.

The sound of *ng*

This is a difficult sound for people learning English.

It is produced by holding the breath and allowing the

sound to go through the nose. An *ng* sound can be held as long as the breath holds out. A *k* sound cannot be held.

Thus, *king* can be held for a long time. *Kink*—the sound of *k* stops the sound of the word.

*ng + k*

ankle (angkle)	ink
twinkle	bank
wrinkle	junction
tinkle	anxious
anchor	handkerchief

<i>ng</i>	<i>ng + k</i>
sing	sink
king	kink
ring	rink
cling	clink
bring	brink

<i>ng only</i>	<i>ng + g</i>
long	longer (long-ger)
	longest (long-gest)
strong	stronger (strong-ger)
	strongest (strong-gest)

young	younger (young-ger)
	youngest (young-gest)
singer	English (Eng-lish)
singing	angle
tongue	mingle
song	wrangle
wrong	single
sung	finger
stung	jungle
king	linger
ring	
ringing	
spring	
springing	
bring	
bringing	
doing	
making	
talking	

“Rising and leaping,  
Sinking and creeping,  
Swelling and sweeping,  
Flying and flinging,

Writhing and ringing,  
 Eddying and whisking,  
 Spouting and frisking,  
 Turning and twisting  
 Around and around  
 With endless rebound!  
 Smiting and fighting,  
 A sight most delighting;  
 Confounding, astounding,  
 Dizzying and deafening  
 The ear with its sound."

—*Southey*.

At the command of an angry hand, they sank upon a sandy bank, rank by rank, and sang and sang until the welkin rang.

The sound of *v*—bite the lower lip with the upper teeth

value	move	invite	violet
vile	shove	invitation	value
very	knives	invent	vengeance
void	movies	invest	vie

vigor	wolves	knives	valley
vain	calves	vest	
live	victory	victrola	

The sound of *w*--pronounce *oo* followed by a vowel sound

Thus *wine* is pronounced *oo-ine*

*well* is pronounced *oo-ell*

we	weapon	wind
were	wear	will
warriors	wax	willing
way	well	wing
warm	west	wink
water	weather	wire
wave	win	wish
want		

The sound of *wh* is pronounced *hoo*

Thus *when* is pronounced *hoo-en*

*whim* is pronounced *hoo-im*

when	who
where	whose
why	whom
whether	

which  
whisper  
whip  
white  
whistle

When you whistle you cannot whisper.

I whipped him and he whined.

Whither do your whims lead you?

We saw a white whiff of smoke whirling over the wharf.

Well, what do you want?



## APPENDIX II

### WORDS SOUNDED ALIKE, WITH DIFFERENT MEANINGS

air—the atmosphere we breathe.

heir—one who receives property by the death of some one.

We breathe fresh air.

You are your father's heir.

ate—the past of eat.

eight—the number—one more than seven.

I ate breakfast at eight o'clock.

allowed—permitted.

aloud—in a loud manner.

They allowed me to come in.

He prayed in a whisper; I prayed aloud.

buy—to purchase.

by—the preposition.

I shall buy a book.

I read a play written by Shakspeare.

Multiply five by nine.

bridle—a head harness for a horse.

bridal—belonging to a bride.

The bridle was made of leather.

The bridal veil was made of lace.

beat—to strike, to hit.

beet—a vegetable.

I shall beat you if you annoy me.

Sugar is made from beets.

berry—a small fruit.

bury—to hide in the ground.

The juiciest berry is the strawberry.

He is dead! Let us bury him.

blue—a color.

blew—the past of blow.

The sky is blue.

The smoker blew a cloud of smoke into the air.

bread—food made of flour.

bred—the past of breed.

I like to eat white bread.

He was well bred (brought up).

bad—not good.

bade—commanded.

He has bad manners.

I bade him take off his hat.

cent—the smallest coin in the United States.

sent—the past of send, means *did send*.

scent—a smell.

You may buy a stamp for one cent.

He sent ten dollars to his father.

The air was heavy with the scent of roses.

cell—a small room.

sell—to give for money.

This dark cell is unfit for a human being.

Let me sell you a good book.

coarse—rough, not fine.

course—the direction; a series of connected events.

The dress was made of coarse woollen material.

The ship's course was east.

He took a medical course at college.

capitol—the house in which the legislative body meets.

capital—the city in which the legislative body meets.

The national capitol is a beautiful building.  
The capital of the United States is Washington.

dear—costly, precious.

deer—an animal.

The picture is too dear.

My country is dear to me.

The deer can run very fast.

desert—to run away from.

dessert—the last course at a meal.

It is a crime to desert a wife.

For dessert we had apple pie.

die—to stop living.

dye—to color.

Many babies die every year.

I shall dye the dress black.

dew—water that may be seen on grass and flowers in the  
early morning.

due—owing.

The dew keeps the grass fresh.

The money is long past due.

fare—the price of a journey.

fair—clear, just.

The car-fare is five cents.

The sky looks fair.

Americans like fair play.

find—to discover.

fined—the past of fine (to punish by making one pay money).

If you find anything, you must return it to the loser.

The judge fined Alexander one dollar.

flea—an insect.

flee—to run from danger.

The flea is smaller and more dangerous than the fly.

Let us flee from our enemies.

flour—grain that has been finely ground.

flower—a blossom.

Flour mixed with water makes dough.

The rose is a beautiful flower.

gait—manner of walking.

gate—a door in a fence.

The baby walked with an unsteady gait.

The gate was too narrow to admit a wagon.

gilt—made to look like gold.

guilt—criminality.

The picture was in a gilt frame.

Two witnesses established the guilt of the murder.

grate—a frame made of iron bars.

great—large, excellent, magnificent.

The grate holds the ashes in the stove.

We have a great army.

grease—fat that is melted or soft.

Greece—a country in Europe.

Soap and water must be used to wash grease from plates.

The capital of Greece is Athens.

groan—a low sound made by some one who is suffering.

grown—a part of the verb *grow* (used with has, have, will have, and shall have).

We heard the injured man groan.

The boy has grown very tall.

hall—a large room.

haul—to pull.

The workmen came together in a hall on Fifth Street.

The fishermen haul the nets into the boats.

heal—to cure.

heel—the back of the foot.

The doctor will heal you.

Walk on the sole, not on the heel, of your foot.

hear—to listen.

here—in this place.

I hear you calling me.

Come here at once!

higher—more high (high, higher, highest).

hire—to give a job for pay.

The aeroplane sailed higher and higher until we lost sight of it.

Employers want the right to hire and fire whom they please.

him—the objective use of *he*.

hymn—a holy song.

He is my friend. I love him.

The choir sang a beautiful hymn on Christmas  
day.

hour—sixty minutes.

our—belonging to us.

I eat lunch during the hour from 12 to 1.

We honor our friends and despise our enemies.

hole—an opening.

whole—all, entire.

Through the hole in the ceiling the water kept  
coming.

The whole nation mourned the loss of President  
Lincoln.

isle—a small island.

aisle—a passageway in a church, theatre, or hall.

I'll—a short form for I will.

Not far from shore was a grass-covered isle.

The bride walked up the aisle as the organ played  
a wedding-march.

I'll see you to-morrow.

in—not out.

inn—a hotel or road-house.



“Walk in,” said the mayor.

He slept at an inn not far from the station.

knot—tie.

not—the negative.

The knot in the rope was hard to loosen.

Thou shalt not steal.

knead—to press with the hands.

need—to want.

The baker must knead the dough.

A friend in need is a friend indeed.

lain—the past participle of *lie*.

lane—a narrow road.

You have lain in bed all morning.

She walked down the shady lane.

lessen—to make less.

lesson—a task to be learned.

Lessen your troubles by keeping busy.

Our lesson this evening will be Chapter 5.

lead—a soft metal.

led—the past of *lead*.

Lead is used for making water-pipes.

The general led the army to victory.

loan—something lent.

lone—alone, only.

I shall repay the loan with interest.

Texas is called the Lone Star State because its flag has only one star.

medal—a piece of metal with an engraving on it—usually given as a reward.

meddle—to interfere.

Congress awarded him a gold medal for bravery.

Do not meddle in the affairs of others.

miner—one who works in a mine.

minor—a person under the age of twenty-one.

The coal-miner had rough hands.

The court appointed a guardian for the minor children.

meet—to come together.

meat—flesh for eating.

Meet me at my office.

Cow's meat is good to eat.

made—the past of make.

maid—a girl.

Anton made cigars for a living.

Susie was a bright little maid.

mail—letters or cards sent by post.

male—masculine.

Many people send money-orders by mail.

The male members of my family are my father  
and my brothers.

mantel—a shelf over a fireplace.

mantle—a cloak.

The clock on the mantel ticked the hours away.

It was cold, and she covered herself with her  
mantle.

no—the opposite of yes.

know—to be certain; to understand.

Are you a man? No, I am a woman.

I know that I am a man.

I know this story.

oar—a stick used in moving a boat.

ore—metal that has not been refined.

Each man pulled strongly on an oar.  
Iron ore is found in Pennsylvania.

one—a single thing.

won—the past of *win*.

One and one makes two.

The Allies won the Great War.

pair—a couple.

pare—to peel.

pear—a fruit.

I bought a pair of new shoes.

Let me pare the apple with my knife.

This yellow pear is very juicy.

pale—of light color.

pail—a bucket.

He was so frightened that he turned pale.

Jack and Jill went up the hill to fetch a pail of  
water.

pain—suffering.

pane—window-glass.

The child had a pain in the stomach.

We broke a pane of glass while playing ball.

piece—a part.

peace—quiet.

Take a piece of chalk and write on the board.

After the war we shall have peace.

profit—gain.

prophet—one who tells what will happen.

The goods cost ten dollars; he sold them for fifteen dollars; his profit was five dollars.

Elijah, the prophet, told the sun to stand still.

road—a pathway.

rode—the past of ride.

The road was clear.

The horsemen rode past the house.

read—the past of *to read*.

red—a color.

Last week we read a new book.

The colors of the American flag are red, white, and blue.

right—true, just, not wrong.

write—to express by letters.

Be sure you are right, then go ahead.  
You must learn to read and to write English.

ring—a circle.

wring—to twist.

The married lady wore a wedding-ring.  
She cried and I saw her wring her hands.

sale—the act of selling.

sail—the canvas of a ship.

The store advertises a sale of shoes.  
In the wind the sail bulged out.

seize—to grasp.

sees—looks.

seas—large bodies of water.

“Seize that man!” ordered the captain.  
He sees with his eyes and hears with his ears.  
Immigrants to America cross many seas.

so—thus.

sew—to stitch.

Live so that you may be honored.  
Please sew this coat.

son—a male child.

sun—the heavenly body about which the earth turns.

Anton was the son of a poor farmer.

The sun shines brightly to-day.

sole—single; the bottom of the foot.

soul—the spirit of man.

You cannot be a citizen of two countries; you  
must have one sole allegiance.

My sole hurts from walking too much.

Learn to understand the heart and the soul of  
America.

slay—to kill.

sleigh—a vehicle used for riding on snow.

Slay me if you will, but I shall not betray my  
country.

The sleigh moved quickly over the snow.

stare—to look for a long time.

stair—a flight of steps.

Why do you stare at me so?

We walked down a narrow winding stair.

steel—hardened iron.

steal—to take away by theft.

The train moves on steel rails.

If you steal my money you steal trash.

stationery—writing material.

stationary—fixed in one place.

The school buys fine stationery for the pupils.

The earth moves around the sun, but the sun is stationary.

sum—the amount gotten by adding.

some—an indefinite number or quantity.

When you add 3, 4, 5, the sum is 12.

We bought some apples and some pears.

seem—appear.

seam—a line made by sewing.

Are you sick? You seem to be in perfect health.

The seam in a man's trousers runs all the way down to the bottom.

tail—the hindmost part of an animal, especially the part which hangs from the rest of the body.

tale—a story.

With its tail the horse brushes flies off its back.

He told me a tale as strange as Robinson Crusoe.



their—belong to them.

there—in that place.

The Germans lost their colonies.

There, in that grave, sleep our heroes.

threw—did throw.

through—from end to end.

We threw a rope to the drowning man.

I walked through the house, but I saw no one.

throne—the seat of a ruler.

thrown—the past participle of *throw* (to fling).

The king sat on his throne.

The child was thrown down by a car.

urn—a vase.

earn—to gain by labor.

When he died, they placed his ashes in an urn.

How much do you earn? I earn five dollars a day.

vain—conceited (thinking too highly of oneself; useless).

vein—a blood-vessel.

She is so vain that she carries a mirror with her.

William Tell pleaded in vain for his boy's life.

The vein carries blood back to the heart.

vale—a small valley.

veil—a light material used by women as a face-covering.

Between the hills is the little vale.

Through the veil I saw a pair of bright eyes.

wear—to have on; to use up.

ware—goods.

You wear expensive clothes.

Boys wear their shoes out very quickly.

The hardware store sells earthenware and tinware.

weak—not strong.

week—seven days.

Women are weak. Men are strong.

Sunday is the first day of the week.

wood—the hard substance of a tree.

would—the past of *will*.

Chairs and tables are made of wood.

I would take a boat, but I can't row.

wade—to walk through water.

weighed—the past of *weigh* (to find how heavy a thing is).

The stream was so shallow that we could wade through it.

Last year I weighed ten pounds more than I weigh now.

waist—the middle of the body; a garment worn above the middle of the body.

waste—to use up unnecessarily.

Around the waist he measured thirty inches.

Her waist was buttoned down the back.

Haste makes waste. Waste not, want not.

wait—to stay.

weight—heaviness.

Please wait for me at 5 o'clock.

My weight is one hundred and fifty pounds.

way—road; manner.

weigh—to find how heavy.

This way to the circus!

I like the way you read.

Please weigh this chicken for me.

yoke—a wooden collar for oxen.

yolk—the yellow of an egg.

The yoke on the oxen hurt their necks.

Both the white and the yolk of an egg are good  
to eat.















