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July 29, 1944

SUGGESTIONS FOR TEACHING SUPPLEMENTARY READING MATERIALS

These "translations" from magazine articles and other writings are designed primarily for the advanced classes. While the language level is approximately that of the sixth grade, the stories are still on the adult psychological level in content. In each case they will need to be adapted and modified to meet the needs of any particular group. Their main value, in addition to introducing new vocabulary and providing practical reading materials, will be to stimulate discussion and written composition as a means of promoting the use of English. They should be used as a basis of conversation both in class and at home. With this in mind, varied topics have been introduced; there is a bit of Americana in the Uncle Sam legend; a highly controversial race problem is brought out in the discussion of the Negro-white situation in the South; the stories of Russia and Greece make some contribution to international understanding; Dr. Wolfe's article on effective living should stimulate thinking on the general problem of personal adjustment; and the proverbs and quotations may stir up discussions of a more philosophical nature.

Some groups will be able to read the stories and discuss them with a limited amount of class help. Others will need specific help with each paragraph. Following the reading, start with factual questions, completion sentences, and other checking devices to make sure that each student understands what he has read. Then go on to thought questions such as, "Why is this true?" "Do you believe---?" or "What would happen if---?" Encourage the members of the class to apply what they have read to their own experiences. Ask them to illustrate the meaning with stories and anecdotes. Urge them to discuss freely their own ideas on each problem. For instance, the food story might lead to a discussion of Japanese foods and the contribution which Japanese women might make to the study of low-cost, non-ration foods. This in turn might lead to the organization of a Friendship Through Food Club on the Project. Neighboring women's clubs might eventually be brought in to hear the Japanese ladies explain how to make some of their favorite dishes. Likewise, a cookbook might be worked out with some of the best recipes. On the other hand, cartoons might be collected from newspapers and magazines to illustrate the varied characterizations suggested in the "Uncle Sam" article and stimulate further discussion.

Most classes will need some well-planned preliminary orientation before the actual reading is begun. If possible, the teacher will want to read the original and related articles in order to have sufficient background for answering questions which will arise. For instance, the Friendship Through Food story should be supplemented by a discussion of current food problems in this country and abroad and also of UNRRA activities. (Cf. Alan Cranston's Article, "Food Follows our Flag," page 75, Common Ground, Spring, 1944.) Likewise, such magazines as Common Ground and the writings of scientists like Dr. Ruth Benedict will offer good background material for the study of race problems.

This orientation may be provided in a variety of ways. Perhaps the teacher will want to start with an illustrative anecdote or problem situation followed by "What would you do?" or some other appropriate question. Questions which bring out the students' background of understanding will also help to focus attention on a new problem: "What have the Russians done to help the

United Nations win the war?" or "Why do all the peoples of the world need to learn to understand each other better?" The use of maps will help with physical orientation in many cases. The teacher should try in every way possible to relate the new material to vocabulary and experiences which are already familiar to the student.

Certain basic vocabulary terms will probably have to be taught before the story can be read with understanding. Work the new words into the orientation discussion wherever possible. Write them on the blackboard, explain their most common meanings and their particular meanings in this context. Use the words in a variety of sentences to bring out meaning; have the students repeat these sentences; then ask them to compose sentences of their own in which the words occur--checking constantly to be sure that they understand what they are saying. Later, the use of written sentences may help to check comprehension and meaning.

Great care should be taken that correct speech patterns are set up for the student. In this preliminary sentence drill, errors should be corrected and some drill may be injected on difficult sounds. If the teacher's own accent and sentence rhythms are good, he may want to read sections of the story in order to set good speech patterns. The students will learn by imitation if they are asked to repeat sentences after the teacher. Eventually, students will be asked to read passages individually. It may be well at first, however, to let them read in unison until they have overcome their initial shyness. Great care should be taken in this case that poor speech habits are not being formed while the voice of the individual is lost in the group reading. Let the student hear and repeat only good speech patterns so that he will not have bad habits to break down later. For this reason also, neither students nor teachers should indulge the urge to repeat errors made by other students. If an error is observed, the correct form should be repeated, not the incorrect.

As the detailed study of the story progresses, the teacher should be prepared to answer any questions as to why language is used as it is. This does not mean lecturing on the intricacies of grammar; it does mean giving adequate explanations to eliminate confusion in the mind of the student. For instance, the student should be told why one preposition is correct instead of another in terms of meaning, but he does not need to know that what he is trying to say is an adjectival or adverbial prepositional phrase. To take a more difficult problem, some students may be confused by an inverted sentence like the following: "Never has life been more interesting!" Reword the sentence in normal order for the sake of clarity--"Life has never been more interesting." Point out the fact that the two sentences have the same essential elements but that never has been placed first in the first sentence in order to give it dramatic emphasis. The student will find this easier to understand than a detailed analysis of subject, predicate, and adverbial modifiers.

Studies have shown that most teachers do more than their share of the talking in the average class discussion. If the student is to learn to use language, he must be allowed to do the most of the talking in the class. If he is reluctant to express himself before the group, every possible device

DON'T WAIT TO LIVE!

Re-write from article by Beran Wolfe, M. D.,
Reader's Digest, June, 1944

One time a very successful and very self-centered business man did not feel good. He went to the doctor for advice. The doctor told him to go to the Grand Central Station in New York. There he was to look for someone to help. The man did not like the advice. He thought he knew more than the doctor. But he did as he was told.

He found a poor woman from a country town. She was crying alone in a corner. She had come to New York to meet her daughter. On the way, she had lost the slip of paper with her daughter's address. The man found the address in the telephone book. He put the old lady and her bags into a taxicab. He took her to the address in an out-of-the-way street. On the way, he bought her some roses. This made her cry again, but this time she wept for joy. She was smiling through her tears when she reached her daughter's house.

Then the man rushed to the telephone to call the doctor. "Why, Doc, I feel like a human being at last!" he said as he told the story. Since then, he has become one of the directors of a boys' club. He is also a member of some child welfare groups. He has become interested in civic clubs. He wants to work for and with other people.

Why does this man feel better? What is happiness? It is part of the good life. We must not look for it at the end of the rainbow. It is not there. It is found among human beings. It is found among people who are already living richly and fully. They are making their life worth while.

Look at a really happy man. You will find him building a boat, writing a song, educating his son, or growing flowers in his garden. He will not be searching for happiness. He will know it is not like a collar button which has rolled under the bed. He will find his happiness by living twenty-four crowded hours a day.

while the initials, U. S., came to stand for both the United States and "Uncle Sam." And "Uncle Sam" stood for our country.

In his old age, "Uncle Sam" liked to sit on the porch in his rocking chair. He put his feet up on the railing and looked out over the countryside. Then he chuckled with pleasure. He knew that his name and his long, lanky figure stood for his country. He was glad to be "Uncle Sam."

Many pictures have been drawn of "Uncle Sam." At first, he was a stern giant, a pioneer who made a nation out of a wilderness. Then the cartoons showed a kindly, friendly man with striped pants and a high hat. This "Uncle Sam" faced world problems with Yankee wit and wisdom. Later he was shown as a fighter, a strong man with the stars and stripes behind him. In 1913, he was the modern Hercules. He was digging the big ditch which joined the Atlantic and Pacific Oceans. In 1941, he was an angry giant. He had decided he could not live in the same world with fascists. Today he is still the symbol of our nation. He is calling upon each of us to help win the victory.

We must find happiness outside ourselves. If we live only within ourselves, we soon become bored. It doesn't matter what we do. The important thing is to find interests outside our own little being. This may be an effort to make the town cleaner. Or it may be a movement to rid the city of "dope" or illegal drugs. Find a job which leads to greater human happiness. Do this job well. Soon you will be happier, too. No one knows how to live until he has given himself up to the service of others.

Each of us has an urge to do or make new things. We have more of this creative energy than we need to earn a living. No one can be happy until he finds some way to use this energy. The wise man has many interests outside his daily work. He has hobbies for outdoors and indoors, for summer and for winter. Sometimes he "plays" by himself. Other times he enjoys group activity. He is never lonely for a long time. He has too many things to do.

Don't wait to live! Take a chance--now! Buy a new picture. Enroll in a new class. The man who is afraid to try new things is likely to be bored. Or he may be too easily satisfied with himself. It is better to try new things in life, even if we make mistakes. The person who does not do this grows stiff in mind and body. He thinks he is taking care of himself. He thinks he is safe. But only the dead are completely safe. And they don't have any fun.

Our bodies grow old with the years. But the spirit may grow younger. Many of the happiest men and women in the world are over sixty years old. They have given a great deal to the world's work. At the same time they have done things which made their spare time a delight. Growing old gracefully should begin early. Then we have plenty of time to learn. But we are never too young or too old to adventure--to try new things. We can always learn

something new about books, music, dancing, or any of the other arts. Above all, we can learn more about the fine art of conversation.

The artist in living must never stop learning. A high school or college education is not enough. It is not a sled on which to coast through life. Life teaches us much, but we must learn and learn and learn. To stop learning is to stop living.

Never before has life been more thrilling. Never has it been more worth living. Never have there been so many things which need doing. In every kind of human activity--business, medicine, politics, or philosophy--there is a cry for leaders and for workers. Mankind has much to do. The happy man sees his job and does it.

FRIENDSHIP THROUGH FOOD
WHAT'S COOKING IN YOUR NEIGHBOR'S POT -

Original by Rosalie Slocum
Re-write from Common Ground, Spring, 1944

This is the story of a new kind of war effort. It was born through a great need. It grew because people liked it. Now it may become a good tool for fighting racial and national hatreds.

Some people were asked to help in the "Food Fights for Freedom" drive. They did not know at first what they could do with this program. They did know that food was important in winning the war. And they wanted to help as much as they could.

Many speeches were made at the first meeting of this group. But something else happened, too. A table was loaded with samples of food. This food was strange. It had been prepared by housewives from many foreign countries. It looked good. Everyone wanted to taste it. This was the best way of showing how the foreign-born housewife might help America in wartime.

Food was not the only exciting thing at this meeting. Food often makes people more friendly. That is what it did here. Polish and American women chatted together while tasting a Russian dish. An Italian and a Czech talked about how to make soup. This soup would feed six people for sixteen cents. Thus, people were learning to know each other. At the same time, they were learning new ways of feeding a hungry world.

Soon another committee of food experts was formed. These people planned a series of parties. These meetings were to be called "What's Cooking in Your Neighbor's Pot." People from many nations were to be there. They were to show each other new ways of using food. All these new dishes must be good for us. They must taste good. And they must be made of things which could be found easily in wartime. Each afternoon there was to be a tasting party. Everyone wanted to see that each new food did these three things.

1

1007 HENRIETTA LEE WILSON
THE LAMARSH STORY BY WILSON

Suggestions for Teaching - 3 -

should be used to encourage his participation. This takes real skill on the part of the teacher. She must learn to give aid readily when it is asked for, without taking over the discussion and saying herself what the student should be learning to say for himself. And when she gives help, she should make her explanations as clear, simple, and brief as possible. Where speech errors are made, it is generally better not to interrupt to make corrections unless the class indicates lack of understanding. At the same time, notes should be made on these errors so that they can be taken up later either in private or in class drills if they are fairly frequent in the group. If the story is too long to be covered in one period, part of it may be eliminated or it can be divided into short sections. Do not continue any story, however, until it becomes boring to the class. If it cannot be taught in one or two periods, it is probably too difficult for a particular group. Time may be saved, however, by encouraging the students to read and discuss their stories at home as preparation for the class discussion. (Thus another objective may be met in bringing families closer together in meeting their language problem.) As a change from some other kind of activity, the maxims and philosophical quotations might be used one at a time over a series of class periods to provide the basis of a short discussion.

After the story has been read and discussed in class, students might be asked to write short compositions expressing their views on the subject. Encourage them to quote the views of other people to strengthen their argument. (Here is a good place to explain the use of quotation marks in order to give credit where credit is due, as well as to clarify meaning.) Show students also how they may use parts of these discussions to make their letters more interesting. In order to reinforce learning, urge the student to use new vocabulary terms in all their oral and written work; and refer to these new terms and ideas wherever possible in later lessons.

These are only suggestions for making the most of a reading lesson as a means of encouraging language usage. Each teacher will devise other ways which are appropriate for her own group.

NOTE - In order to avoid misunderstanding, let us stress once more the fact that these are re-writes from magazine articles. They do not represent either a personal or a WRA point of view; nor are they intended to serve as propagandizing materials. They are intended to stimulate objective discussions, both pro and con, on problems which are important at the present time. It should be noted, for instance, that the article on the South is an attempt by a Southerner to explain the Southern point of view. The Japanese student need not agree any more than all Southerners will agree. But the discussion may bring out a more reasonable, objective analysis of all race difficulties.

The results were very good. People of twenty-five nationalities were soon drawn together. The first was a Greek party. Greek ladies prepared and served the food. They acted as hostesses. Everyone had a good time. The next day, the newspapers had a story, "Friendship Through Food." Radio speakers also told about the party. People liked the idea. It seemed a good way to make friends. It was also a good way to learn about foods.

Each nation could not have a separate party. There were too many. So they worked in groups. The Scandinavian countries gave the second party. The Slav countries gave another. The Western Mediterranean countries worked together. They used the different grains grown in that section. The last party was "American"--Creole, Irish, Indian, Negro, German, and English--all the people who make up our great country.

These parties are becoming well known everywhere in the country. Other groups are trying out the plan. New "Friendship Through Food" parties are being started in all parts of the country. Government agencies are starting clubs. The new recipes are being tried in many places. People everywhere are finding them helpful.

And this is just the beginning. As new clubs are formed, new ideas on food will come out. And new friendships will be formed. Other things besides food will be talked about. People will understand each other better. After all, what's cooking in our neighbor's pot is likely to be just as good as what's cooking in our own!

THE STORY OF UNCLE SAM

Re-write from Reader's Scope, July , 1944

In 1776, the Declaration of Independence was signed. Samuel Wilson was just ten years old. His father had come from Scotland. There were eight sons and two daughters in the family. They were living on a farm in Massachusetts. The Wilsons were thrifty, and they worked hard. When the children were little, there was plenty for all. When the boys grew up, there was not enough work on the farm for nine men. Sam and his brother learned a trade from the village brickmaker. Then the boys set out for the West. They finally came to a little Dutch settlement: Troy, New York. There were no brickmakers in this town. So the boys stayed.

The Wilsons made good in Troy. Soon Sam married a pretty girl named Betsy Mann. While still in his thirties, he became the employer of 200 men. He had great respect for his men. He never said, "Go." Instead, he said, "Come on, boys!" These democratic ways surprised some people.

As the Wilsons grew older, children began to call them "Uncle Sam" and "Aunt Betsy." Soon the whole town called Mr. Wilson "Uncle Sam." He was a good citizen and a good friend.

Soon Sam started another business. He bought cattle and hogs wholesale. Then he packed the meat and shipped it to New York City. During the War of 1812, he sold meat to the Army. He did this through a man named Elbert Anderson. The kegs were marked "E. A.-U. S." (Elbert Anderson-United States.)

A soldier asked what the letters stood for. Another soldier, from Troy, answered: "Elbert Anderson and Uncle Sam." The joke was passed on. It went through the Army. Then the general public heard it. After a

WILL GREECE LIVE TO SEE THE VICTORY?

Re-Write from Article by Jean M. Walser,
Reader's Digest, June, 1944

In a world at war, there are many tragedies. The tragedy of Greece is the saddest of them all. There have been few like it in the history of the world.

German troops entered Athens in April, 1941. The brave Greeks put up a hard fight. This made the Nazis angry. They said: "Those who have been rich shall be poor. Those who have been poor shall starve." Then the country was robbed of all its stocks of food. In six months, more than a million people died of hunger. This is about one-seventh of all the people in Greece. Many others died of the diseases which go with famine. Infant deaths were many. In the spring of 1942 it was said that only one baby out of every ten born in February lived more than a week. Never has a country suffered so much in so short a time.

A few supplies of food and medicine were sent by Greek War Relief. Swedish ships carried these supplies from the United States and Canada. Otherwise, the Greek nation might not have held on as it did.

These ships carry enough food to give an average daily ration of a bowl of soup and five slices of bread. There is enough to supply about three million of Greece's hungry people. This has been their main diet for three long years.

Children and pregnant women are given the most food. But they get only 1100 calories a day; 2500 calories a day is supposed to be what a person must have in order to keep his health. At certain baby feeding stations, young infants get three meals daily. These three meals amount to one-half can of evaporated milk. Babies from six to twenty-four months get one meal of milk and two meals of thin gruel. Older children get gruel and some beans. These rations are just barely enough to keep them alive.

Here is a "picture" of the hungry children who come to the soup kitchens: The silent children walk in quietly. Most of them wear rags. They have no shoes. They carry broken plates or old tin cans to hold their soup. They do not run or push. They help each other as they walk to their places and stand waiting. They stare blankly at the wall. Grace is said. Then they empty their plates in silence. They lick them to the last drop. Then they file out to make room for others. Here is a picture of real misery.

At first, shipping costs were met by Greek War Relief and the Greek Government. Now the American Government, under the lend-lease plan, pays most of the bill. It also pays for most of the dried vegetables and milk. Canada has given the wheat. Medicines are supplied by the American and Canadian Red Cross.

Imagine how the people feel when they see the ships! They know the ships are bringing food and life itself. They unload the cargo eagerly. The wheat is taken from the hold of the ship. It was carried there as loose cargo. Then the people come in with brushes and dustpans. They even pick

up the last grains with their fingers.

The United States and British governments believe that none of these supplies have gone to the enemy. A group of Swiss and Swedes, under the International Red Cross, made the plans for giving out the food. About 600 committees of Greeks distribute the food in different parts of the country. These workers are very carefully chosen. Often they are priests. There are also 500 inspectors who check the work.

The Germans took over all Greek vehicles. So American trucks have been sent to carry the food to warehouses. From there it has to be delivered in other ways. Sometimes it is loaded on donkeys or hand-made carts. Sometimes it is fastened on human backs. Then it is hauled over Greece's rough mountains.

The next problem was to find a place to cook this food. Kitchen stoves were made from the big drums in which vegetables and milk had been shipped.

In the baby stations in Athens women do the work. They give their services free. Some of them have to walk more than an hour to get to the station. In summer, their work starts at 6 a.m. There is no way to keep the milk cold during the heat of the day. After the can is opened, the milk must be used at once. The workers go home at night to their own supper. But this supper is not enough to satisfy their hunger.

Soon after the food shipments began, the death rate in Athens dropped. But people who have not had enough to eat for three years are weak. Now people are dying from disease. Many children under twelve suffer from rickets and malnutrition. Over two million people have malaria. Many others have tuberculosis.

The nation is in rags, too. Half the people have no coats, or shoes. One high government official had to have a suit of clothes made from his last blanket.

This is the fourth year of Greek suffering. The people have been promised more food. But they must be set free soon. Otherwise, it will be hard to keep the rest of the people alive.

HOW THE SOUTH FEELS ABOUT THE RACE PROBLEM

Re-write from article by David Cohn,
Reader's Digest, June, 1944

This is a story of the race problem in the South. It tells why Southerners think and feel as they do. It tells, also, what can be done about this problem.

For many years the South has had a "color line." This "line" is supposed to keep the races apart. Southerners are determined that the line must not be crossed. Any changes in the plan must be made by the Southerners themselves--by common consent.

Most Southerners earn their living by farming. Farmers, as a rule, do not like changes. They like to hold on to their own ideas. They like the old way of doing things. They don't want outsiders to meddle in their affairs.

The South is the poorest part of the United States. It has many slums, both in the city and in the country. The struggle to earn a living is a hard one. The poor are fighting against the poor. The poor farmer fights his poor tenant. The poor white fights the poor Negro.

Many of the young people are moving North. There they can earn a better living. Those who stay at home make lower wages than they could make elsewhere. Southern employers do not pay as much as those in the East. Most of the factories are owned by outsiders. The profits are drained off to the outside. The Southerners are left holding the bag--a bag of cornmeal and salt pork.

The standard of living in the South has been low for years. On the other hand, the birthrate is high. Thus the South has a great deal of cheap labor for its factories and farms. These people produce things which they do not use. They grow cotton which they do not wear. They raise tobacco they do not smoke. They build furniture they do not use.

Because the South is poor, the Southern schools are not so good as in other parts of the country. Many people cannot read and write. Southern states spend nearly half their income on education. But they haven't much to spend. Southern people are poorly fed and clothed. Their houses are the worst in the country. They have more disease than any other section of the United States.

Southern people are often driven by their feelings. They are quick to take the law into their own hands. Southern whites are more like each other than most groups of Americans. They are almost 100 per cent native-born Americans of Anglo-Saxon stock. In religion they are mostly Protestant.

In the South, the Negro and white cannot get away from each other. It has been said that ~~there~~ has never been a free Negro in the South. Neither has there been a free white. Whatever the one does makes a difference in the life of the others.

A special set of manners has grown up in the South to help take care of this situation. The Southerners do not want these customs changed. They think that their way is best.

Now the race problem is growing more serious in the South. The older Negroes and whites had learned to get along together. But they are dying. The younger people do not get on so well together. The younger Negroes are better educated. They read more. They know more about the world. They want their rights. Some of them are learning to hate the whites.

The author says we must face three things about the Negro question:

1. No final answer can be found to the whole problem. There will always be new questions to be answered.
2. It is a blood or sex question. The whites want no marriage of whites and Negroes. This is the law in all southern states. This is one reason there can never be "social equality" between the races.

Negroes say they do not want this kind of "social equality." They do not want to marry whites. But the whites are still afraid. They keep on doing everything they can to keep the races apart. Making them let down these bars would cause trouble. They would fight to protect themselves.

3. Much can be done to improve the situation. The Negro says he does not want intermarriage. This is what the white fears. So that question should not be brought up. The Negro can be given what he really wants most. Even this will take patience and wisdom. It will take good will on both sides.

This would mean giving the Negro his civil rights. It would give him the right to justice in the courts. It would give him protection of his property and of his person. He would have a fair share of the tax money for education, health, and public improvements. It would give him the right to earn a living. He would be paid according to his worth, not his color. Finally, he would be protected in the practice of his chosen work.

This is not pure democracy. But we cannot give up because the idea is not perfect. Certain small groups have had to be treated unfairly at other times in our country. If not perfect, this is still an improvement in the situation. It may be the best we can do.

Both Negroes and whites deserve sympathy and understanding. Each will have to give up some things to the other. But each will have to do this because he believes it is the thing to do. He cannot be forced. This is one way of making democracy work.

THE OLD AND THE NEW RUSSIA

Original by B. V. Morkovin
Re-write from Digest and Review, July, 1944

Americans need to know more about the Russians. We need to understand the people who are driving Hitler out of their country. We want to know what they are thinking as they plan the future of Russia. There are many questions to be answered about them.

The first question: How can we explain the great unity and sacrifice of the Russian people in this war? In 1918, they were torn by fighting among themselves. Now they work together to fight the enemy. The answer is that Russians have always been deeply stirred by any danger to their country. When trouble comes from outside they rally to their own defense. This was a fight for their lives against the Germans. The Russians are giving their all to win.

History shows that Russia has often united all her forces in the face of danger. In the thirteenth century, Russia was invaded by German Knights. An army of the people was called together. They defeated the Germans on the ice of Lake Peipus.

This happened again when the Mongols held the country in their power for 250 years. The Russian people finally united under the leader of their church. They defeated the Mongols and won their freedom.

This happened, also, in the time of Peter the Great. The country was being invaded by outside people. This great leader stirred the people to defend their country. He led them to victory over the Swedes and other enemy nations.

Napoleon invaded Russia in 1812. The Russian people were able to defeat the French Army.

Russia was defeated by Japan in 1905. She met many defeats in the first World War. The old form of government was destroyed. It looked as though the nation would fall to pieces. The Russians were fighting among themselves. But Russia rose again to defend herself. She saw danger on every side. She knew she had to forget home problems. Her first problem was to save the country from outside forces. Again there were leaders to stir and unite the common people.

Since then, Russia has done much to strengthen her nation. She has developed her national resources. She has built up industry. And she has done much to help the common man. She has made it possible for him to live better. And she has given him an education. She has returned to many of her national traditions and beliefs. She has done these things in "defense of the fatherland."

The second question: Why have the Russian states stuck together? European and American countries have stayed apart. Again, the need for defense is the answer. For centuries, Russia faced danger from the east. Every spring, wandering tribes from Asia swept across the country. They burned the villages and stole what they wanted. They captured the women and killed the men. This flood of fighting men lost its force before it reached Europe. Russia was the wall that saved Europe. Behind this wall, Europe developed its civilization. But Russia had no peace. She had to battle climate and human enemies. So the Russians had to work together. Otherwise, they would have been destroyed.

The third question: For what is Russia fighting so hard in this war? She is fighting for her life. She is defending herself, both as an old and a new nation. The soldier of the new Russia is as brave as the soldier of the old. And he knows better now what he is defending. He knows why he's

fighting. This new Russia means more to him. He is willing to make any sacrifice for the country he loves.

These words of Marshal Stalin may explain the Soviet feeling toward war: "We are waging a patriotic war of liberty, a just war. We do not set for ourselves the aim of seizing foreign territory, nor of conquering foreign peoples. Our aim is clear and noble. We want to liberate our Soviet land from the German Fascists." Russia wishes, too, that all European people may be free from Hitler's Germans.

The fourth question: What do Americans and Russians have in common? Their political, economic, and historic background are different. What things are the same in their lives and beliefs? Both nations are of great size. They love open spaces and wide horizons. Both nations have had new lands to develop. They have needed pioneers to do this. These people have had to live as frontiersmen. America sent her young men west to the Pacific. Russia sent hers eastward through Siberia. This has made us think alike on many problems. The people of both countries seek social and religious truth and justice. They respect and admire sportsmanship, hospitality, and goodheartedness. They dislike any kind of dishonesty, pretense, and hypocrisy. Both are peaceful. They are interested in making their country better, not bigger. They both want to develop their industry and science.

This war may help the Russians and Americans to understand each other better. It should help us to get along better together. We must learn to trust each other. Beyond that, much will depend upon our leaders and on the peace which is made by the Allies.

The Wise King
From The Madman
By Kahlil Gibran

Once there was a king who was both mighty and wise. He was feared for his might. And he was loved for his wisdom.

Now in the heart of the city there was a well. Its water was cool and clear. Everyone drank from this well, even the king. There was no other well.

One night a witch entered the city. She poured seven drops of strange liquid into the well. She said, "From this hour, he who drinks this water shall become mad."

Next morning all the people in the city, except the king and his chief officer, drank from the well. They all became mad, as the witch had said.

All that day the people in the streets and in the shops whispered to each other. "The king is mad. Our king and his chief officer have lost their reason. Surely, we cannot be ruled by a mad king. We must put him off the throne."

That evening the king asked for a drink from the well. When it was brought, he drank deeply. Then he gave his high official a drink.

Soon there was great happiness in the city. The people were glad because the king and his advisor were no longer mad.

WISE SAYINGS

The foolish man seeks happiness in the distance;
The wise grows it under his feet.

James Oppenheim

Hatred is self-punishment.

Hosea Ballou

It is human nature to hate those whom we have injured.

Tacitus

It is always a poor way of reading the hearts of others to try
to conceal our own.

Rousseau

"Honesty is the best policy," but he who acts on that principle
is not an honest man.

Archbishop Whately

There are four kinds of people, three of which are to be avoided
and the fourth cultivated: those who don't know that they don't
know; those who know that they don't know; those who don't know
that they know; and those who know that they know.

Anon

If you wish to know yourself, observe how others act.
If you wish to understand others, look into your own heart.

Schiller

Laugh and the world laughs with you,
Weep and you weep alone;
For the sad old earth must borrow its mirth,
But has trouble enough of its own.

Live today; tomorrow is not.

Horace

Success is getting what you want;
happiness is wanting what you get.

Anon

There are truths which are not for all men, nor for all times.

Voltaire

Who then is free? The wise man who can govern himself.

Horace

It is easier to be wise for others than for ourselves.

LaRochefoucauld

Fishing, of all employments, is the worst.

Young

You grow up the day you have your first real laugh--at yourself
Ethel Barrymore

The best way to make children good is to make them happy.
Oscar Wilde

PROVERBS

French -

It is better to bend than to break.
Money is a good servant but a bad master.
Nothing is had for nothing.
He who does nothing does evil.
He who loses his temper is in the wrong.

Italian -

You will not be loved if you think of yourself alone.
He gains much who loses a vain hope.
He who would rest must work.
Out of a great evil often comes a great good.
So good that he is good for nothing.
A lazy man never has time.

German -

A thing is not bad if well understood.
One shoe will not fit every foot.
For the upright there are no laws.
He is lucky who forgets what cannot be mended.
God helps those who help themselves.
Love your neighbor, but don't pull down the fence.
Idleness is the root of all evil.
Everyone is wise after the event.
Take the world as it is, not as it ought to be.
Revenge is new wrong.
Advising is easier than helping.
Suit yourself to the times.
What is the use of running when we are not on the right road?
What comes from the heart, goes to the heart.
Pay-day comes every day.

Spanish -

Since I wronged you, I have never liked you.
Wherever you are, do as you see done.
Talk little and well, and you will be looked upon as somebody.
Take the middle of the way and thou wilt not fall.
Tomorrow will be another day.

THE STORY OF THE HOUSE

Man has always been a builder. Like animals and birds, he has had to make himself a home. The kind of house he made depended upon the things around him. He had to protect himself from his enemies. He had to think of the climate. And he had to use the materials he could find near him. In a hilly, rocky place, he built one kind of house. In a forest, he built another kind. In a low marshy country, he built still another kind. Wherever he was he used the materials he could get. And he built the kind of house that would give the greatest safety and comfort.

In the first days of man's history, most of the houses were made of wood. Much of the earth was covered with trees. It was easy to build a house in the forest. The tops of several young trees were fastened together. Then limbs of other trees were woven through this frame. This was covered with skins or leaves and grass. These early houses--huts, tents, or wigwams--were shaped like a cone.

In some places, wooden houses may not be the best. In hilly or rocky country, a hollow in the earth may make a better kind of house. Sometimes these hollows or caves were made by Nature. Sometimes they were dug out by man himself. They were dark and gloomy places. Yet many of the people of the earth used to live in caves.

Down in the lowlands, houses were built out over the swamp or lake. Posts were driven in the water or mud. Then the house was set upon this foundation. Sometimes these houses had to be reached by boat. Other times they were tied to the mainland by little wooden bridges or piers. Some of these houses had openings in the floor. Baskets were let down through these holes to catch fish in the lake below. The children of these lake-houses were tied by the feet to keep them from falling into the water.

In some places, houses were made of stone. The stones in early houses were rough and uncut. There was no mortar or cement. But the stones were made to fit together very closely. These houses were simple, but they were well-built. They were built thousands of years ago. But parts of some of them are still standing.

The beginning of house building was different in different parts of the earth. So also the history of houses differs in different countries. In China and Japan, bamboo was plentiful. There houses were made of this material. In a country where stone or wood was more plentiful, houses of another sort were built. What, then, is the rest of the story of the house?

First we go back thousands of years to Egypt. The Egyptian built a very simple house. He built four walls with a flat roof over them. There is little rain in Egypt. Hence the roof does not need to slant. Sometimes only cloth was used for a roof. This kept out the rays of the sun. Some houses were held up by great pillars or columns. They made the buildings more beautiful. Some of the buildings of the Egyptians are among the great wonders of the world.

Next we cross the sea to Greece. The Greeks borrowed some of their ideas from Egypt. But they did not borrow the flat roof. Greece has some rain. The roof had to slant to let the rain run off. So the Greeks taught the world the best way to make a slanting roof. They made the roof slant in two directions from a center ridge. (A one-slant roof would look like a shed;) This roof of two slants formed a gable. The Greeks, then, were the first to use a gable. The column they borrowed from Egypt. When the Greeks borrowed anything, they nearly always made it better. This is what they did for the column.

The oldest and strongest of the Greek columns was very simple. It sometimes had channels or grooves running the length of it. Otherwise, it was perfectly plain. It was called Doric. It was first made by the Dorians, the first Greeks to live in Europe. Later, the Ionic pillar became popular. We can tell this column by the scroll at the top. The latest of the Greek columns was the Corinthian. This was the lightest and most slender of all. It was the most richly adorned. We can always tell it by the cluster of leaves at the top. The Greeks carried the art of column making to perfection. To this day, we follow their patterns. Many columns in modern buildings are Greek, either Doric, Ionic, or Corinthian.

Now our story takes us to Italy. Greece was conquered by Rome in 146 B. C. Before she fell, she taught her conquerors many things. The Romans took up the art of building where the Greeks left it. They needed the Greek gable to keep off the rains. They liked the Greek column for its beauty. To these two things they added something of their own. This was the arch. The Greeks and Egyptians used straight wooden beams or long blocks of stone over the openings of doors and windows. The Romans made an arch over these spaces.

An arch is a curved structure. It is held up by its own curve. Thus it is strong. The greater the weight placed upon it, the stronger it gets. (Of course, its bases need to be supported.) The arch adds great strength and beauty to the house. With the arch came the tall building. In Greece, a house was never more than two stories high. In Rome, one arch was built over another. The dome, a kind of arch, was used as a new kind of roof. Palaces were many stories high. They seemed to reach the skies.

From Italy, we go to northern Europe. Rome lost her power in 476 A. D. By this time, most of Europe had learned the Roman way of doing things. France, Germany and England knew how to build with columns, arches, and domes. But the climate was different in these countries. Some changes had to be made. In the northern countries, there were heavy rains and snows. A roof with a gentle slope would not carry off the water and snow. A gable with a sharp slant was needed. So roofs in northern Europe were much steeper than in Italy. Otherwise the early northern houses were much like those in the older southern countries.

The pointed roof led to a new style of building. This pointed or Gothic style began to appear in the twelfth century. By the end of the thirteenth century, the buildings of all northern Europe were Gothic. The new style began with a change in the arch. The Gothic arch was pointed at

the top. Soon other parts of the building were shaped into points also. The rounding dome became a spire. Windows and doors were pointed. So were the ornaments and decorations. For several centuries, buildings seemed to bristle with points. Many churches were built in this style.

For about a thousand years, during the Dark Ages, people forgot about the glories of ancient Greece and Rome. Then in the sixteenth century, things changed. Men began to long for ancient things again. They read ancient books. They copied ancient art. They studied the teachings of old. The old world of Greece and Rome were brought to life. This was the age of Renaissance. Men said they had been born anew.

Buildings changed too. The pointed style was less pleasing to the builder. He added a Grecian column or a Roman arch wherever he could. The new style was neither Grecian, Roman, nor Gothic. It was a mixture of all three. Again many churches and houses were built in this mixed renaissance style.

Now we go over to America. About the time the old world was born anew, the new world was found. The early houses in America were rude and ugly. Then as the colonists made more money, they built finer houses. They built these houses in the style of the day, the renaissance style. But they did not copy everything from the old world style. Their materials, their climate, and their workmen were different. They had to build according to these changed conditions. The result was a style of their own. It was called the colonial style. We still build in that style. That means that each builder uses his own ideas of what is best in all styles.

The story of the house might well end with the period of the renaissance. Nothing really new has been added since then. We choose from all styles now and build according to taste. One more "house" should be mentioned, however. This is the "skyscraper." The high price of land in large cities led people to make their buildings taller and taller. Elevators were invented. Then the buildings were made still higher. Then steel was made in large quantities. Steel framework gave buildings strength and firmness they had not had before. It was safe to build them still higher. There are tall buildings in other countries. But only in the United States do they get to be eighty, ninety, or one hundred stories high.

This is the story of houses up to now.

Note: This is a re-write of a story from "Stories of Useful Inventions" by S. E. Forman. D. Appleton - Century, N. Y., 1937.



Stories of the States

Adult Ed.

E264

These "stories of the states" are re-writes of stories from a book of that name by Nellie V. Sanchez (Thos. Y. Crowell Co, N. Y. 1931). Only the seven states where there are War Relocation Centers have been used so far. Teachers whose students wish to read about other states may easily reproduce such simple stories from this or other similar books.

The sentence structure and vocabulary are, on the whole, simple and functional. In a few cases, less common words have been used to give color and atmosphere to the story. The more useful vocabulary terms have been repeated from story to story in order to develop familiarity and skill in analyzing words in context. Before beginning the presentation of each story, the teacher should analyze the vocabulary and present each new word in terms of its function and future usefulness. Little stress should be placed on those few words which will be seldom if ever heard in common conversation.

As in other reading lessons, each story should be preceded by the introduction of interest-drawing orientation discussion. Encyclopedias, histories, and historical novels will give the teacher a wealth of related anecdotes to meet this purpose and to aid in illustrating vocabulary meaning. Maps of various sorts will help in both the initial presentation and subsequent study of the early explorers.

Advanced classes may be able to read the stories silently - either in class or before coming to class - with pleasure and understanding. Other classes may need much preliminary help with vocabulary and ideas and with sentence meaning. These students should be led to read each paragraph orally and recapitulate the meaning in their own words to be sure that no misunderstanding exists.

Following the check on word meaning and general understanding, the stories may be used as the basis of oral and written exercises. One student may be asked to describe the journey of the explorers on the map. Others may be asked to tell the story in the first person as though they were one of the explorers or early settlers. A few students may be interested in composing little dialogues or "plays" to be presented later before the class. In such assignments, encourage students to use their imagination as well as facts obtained elsewhere in conversation or supplementary reading. General informal conversation should be introduced also on the relative purposes, problems, and activities of the early settlers in each state. Imaginary letters might be written also by early settlers to the folks back home or to friends made along the way. If some student suggests that the mail service must have been poor in those days, this observation may be used as the basis of further discussion of the hardships and inconveniences as well as the rewards of pioneer living.

Arkansas was discovered by a Spaniard named De Soto in 1541. He had a long, hard struggle through the jungles of the south. At last he came to the banks of the Mississippi. He found the natives of this country to be men who were tall, strong, and brave. A French explorer who saw these Indians in 1721 said they were the tallest and best-formed in America. He called them les beaux hommes, the handsome men.

I The First People in Arkansas

The early Arkansas natives lived on the west bank of the Mississippi, near the mouth of the Arkansas River. They were divided into four tribes, living in separate villages. Father Larquette, the famous French missionary, came down the Mississippi in 1673. He said these people lived in large lodges. Their houses were covered with the bark of trees. The people slept on raised platforms at each end of the house. One of the companions of De Soto wrote about these people also. He said there was a wall around one of the villages. There were also many towers with many loopholes in both the towers and the walls. In the town there was stored a great deal of maize or corn. And growing in the fields there was more of this Indian corn. Nearby were other large, walled towns. Where the governor lived, there was a lake near the wall. From this lake a ditch ran almost all the way around the wall. Fish were kept in this lake for the sport of the Indians. These stories show how civilized these early Arkansas Indians were.

These people lived mainly by hunting and fishing. They thought a great deal of their "ox-hides", as the Spaniards called the skins of the bison. (The bison or buffalo is a big cow-like animal with curly hair. It used to roam the plains of North America.) The white men were glad to get these skins to replace their worn-out clothing. The Indians had blankets of deer-skins, besides lion, bear, and catskins. The white men needed clothes. They made themselves coats of the blankets. They lined their coats with animal skins. Of the deerskins they made jackets, shirts, hose, and shoes. The bearskins made good overcoats. The Indians had fine war canoes, too. They were large and well-made. They were decorated with awnings, plumes, banners, and flags. When they were filled with people, they seemed like an army of boats.

II Cruelties of the Spaniards

The courage and manliness of these Indians did not help them with the white men. At first the Indians received their strange visitors with offers of friendship. They gave them food and buffalo skins. But these kindnesses were returned with treachery. Soon the Indian came to hate the white man. He wanted to get even with him. Father Larquette told about the shrieks of the Indian women and children when their village was attacked by the white men. De Soto said the Indians had to be used cruelly so that they would not attack the Spaniards. But the white men were paid back for their treachery. The Spaniards had better weapons. But the Indians were better fighters when they were angry. De Soto's band was soon scattered. After the death of their leader, they did not stay to settle this land. The few who were left made their way to the gulf.

III The Coming of La Salle

In 1682, the famous French explorer, La Salle, came to the Arkansas country. He claimed the whole Mississippi Valley for France. The Frenchmen were much interested in the religious ceremonies of the Indians.

IV First Settlement

The first real settlement in Arkansas was made in 1686 by a Frenchman. The place was called Arkansas Post. The French and Spanish governors--first one and then the other as the country changed hands--lived here. This is where the missionaries had their headquarters in the early days, too. And it was an important trading station for the early American settlers. At first it was only a single log house and a fort. Then six men were enough to defend it. Later it became the capital of the territory until 1821. In its earliest days, Arkansas Post knew all the wild life of the rough fur-trading period.

V The Name

No one knows for sure the meaning of Arkansas. It is an Indian word, probably the name of a tribe or village. The white men first used it as the name of the river which runs from one end of the state to the other. There have been many arguments about how to pronounce the word. The State Legislature has chosen Ar-kan-saw.

VI Territory and State

This region was bought by the United States in 1803. It was then part of the Missouri territory. Then in 1819 it was separated from Missouri and became the Arkansas territory. In 1836, it became a state of the Union.

The motto of the state is Regnant populi ("Let the people rule"). The state flower is the apple blossom.

Important Dates

De Soto reached the Mississippi,	1541
La Salle explored the Mississippi Valley,	1682
Trading post founded,	1686
Louisiana Purchase,	1803
A part of the Missouri territory,	1812
A separate territory,	1819
Admitted as a state,	1836

The Spaniards were looking for gold. That was the real cause of the opening of South America and the southern part of North America. They had found gold in Mexico and Peru. They hoped to find other lands as rich as these. They would not give up trying.

I The Gold Seekers

Spain sent one of her men to be governor of Florida in 1528. It was expected that he would find great wealth there. He ordered his ships to sail along the coast while he went ashore with some of his men. Never were treasure-seekers more disappointed! In place of treasure, they found trouble.

The party finally reached the Gulf of Mexico. They looked about for their ships. But the ships were not to be seen. There was nothing to do but build their own boats. They did this. Then they sailed along the coast toward the Mexican settlements. But their bad luck went with them. Food and water gave out. A storm scattered their boats. All the company, even the leader, was lost except one man. This man wandered about among the Indians for eight years. He finally worked his way through what is now Texas. At last he reached a Spanish port on the Gulf of California.

The stories told by this one man led to the discovery and settlement of what is now Arizona. He had not been in Arizona or New Mexico. But he had heard about the people who lived there. He said they wore cotton clothing. And they lived in houses several stories high. Once more the hope of wealth stirred those who heard the story. A missionary was sent out to visit this strange country. This missionary, with his negro servant, crossed the southeastern corner of Arizona in 1539. This made him the discoverer of the state. When he returned, he told wonderful stories of seven rich cities. He said there were precious green stones on the doorposts and that the stone houses were very tall. The honest monk told the truth about what he had seen and heard. But the stories grew and grew. Before long men were talking about picking up gold and jewels in the streets. There was wild excitement in New Spain, as the colonies in North America were called. In 1540, an expedition was sent out under the gallant young commander, Coronado.

II Coronado's Search for the Seven Cities.

When Coronado reached the famous seven "cities", which were really only villages, he attacked the largest one. The town had only about two hundred warriors. But all the men from the other six towns came to help. They waited for the Spaniards on the plain near the cliff where the town was built. Coronado offered peace, but his message was answered with threatening gestures. Then the Spanish horsemen dashed at the natives. The Indians fled in terror to the top of their hill. They had never seen such strange creatures before. The capture of the town was not easy. The sides of the cliff were very steep. The Indians threw stones down on the Spaniards as they tried to climb upward. The attack had to be made on foot. Coronado himself came near being killed by a stone. But their steel armor saved the Spaniards. They finally reached the top of the hill. The village was taken in an hour and a half. The whole tribe gave up soon afterward.

It was said that this expedition was carried out with "the shedding of more sweat than blood". But the explorers were disappointed. They did not find the expected gold and precious stones lying in the streets. The men cursed the monk who had told them about the wealth in the seven cities. He finally left in secret to save his life. Part of the stories were true. The houses were several stories high. And the doors were decorated with turquoise, a green stone. But the gold was not there. Many of the stories had been made up by the Indians. It was not fair to call the monk the "liar of the century".

Coronado crossed Arizona and New Mexico on this expedition. He reached into Kansas. And he came to the Great Canyon of the Colorado. We shall meet him again in the stories of these states.

III First Settlement

The first settlement of Arizona was made in 1732. Two missionaries were sent north to set up missions. For years the Spaniards fought with the warlike Indian tribes. At last Mexico left the territory to the natives in 1848. In 1854, the United States bought the land.

IV The Name

The name, Arizona, is an old Indian word. Arisonac, the early form, was the native name of a place just south of the present border. Rich silver nuggets had been found there. This had caused many treasure-seekers to rush to the place. The word itself probably meant "small springs".

V Territory and State

In 1863, Arizona was set up to be governed as a territory. The next twenty years made up one of the worst periods in our border history. There were long Indian wars. And there were the fights of the cattle thieves, Mexican cowboys, miners, and adventurers. In 1910, Arizona entered the Union as a state. It was the forty-seventh to be admitted. It is the fifth largest state in size.

The motto of the state is Ditat Deus ("God enriches"). The state flower is the Saguaro, king of all the cactus tribe. It is sometimes called the "candelabrium" cactus. The plant has several branches reaching straight up from its short main trunk. Sometimes it grows to be fifty feet high. It is easy to imagine it with lights burning at the end of each branch, like candles. The Saguaro lives to be two hundred and fifty years old. Its flowers, on the ends of the branches, bloom only at night. When the seedpod opens, it shows a mass of bright red seeds. This makes a splendid, showy sight.

Important Dates

Coronado enters country, 1540.

First settlement, 1732.

Admitted as a state, 1910.

Territory secured from Mexico, 1848.

Organized as a territory, 1863.

I The Discovery

California was discovered in 1542. A bold Portuguese navigator sailed up the western coast of North America in that year. This man was working for Spain. He was looking for two things: an Arctic Passage from sea to sea, and the great wealth which was said to be somewhere in this direction. He set out from the west coast of Mexico with two small ships. These ships were poorly built. They had poor equipment. They were manned by Indians and drafted sailors.

The two little ships sailed on and on into the unknown sea. The brave captain walked the decks. He tried to look through the mists ahead. He did not know that he was going to make a great discovery. After three months at sea, the ships entered a good port. This was the beautiful bay later called San Diego. Other explorers may have seen the distant mountains of California. As far as we know, these men were the first to set foot on its soil.

Going ashore at San Diego, the party met some Indians. At first the Indians were afraid. But the white men offered them gifts. Then the Indians came closer. They said in sign language that other white men had been seen farther inland. They showed how these white men throw the lance and rode horseback. Many natives had been killed by the white men. That is why the Indians were afraid at first.

In a few days, the visitors started northward once more. They sailed along the coast and saw that it was "pleasant country". When they landed on Santa Catalina Island, they caused a great stir. The Indians rushed out of the bushes, shouting and leaping about. Their women were seen running into the hills. The Spaniards made signs to them not to be afraid. Then the Indians sent eight or ten men out to the ship in a canoe. These men were given beads and other gifts. The Spaniards spent a pleasant half-day on the island with the Indians. Then they started northward once more.

After a time they ran into a strong north wind. They hid in a small harbor in one of the islands. This island is now known as San Miguel. This harbor was often their refuge during later storms. It became also the burial place of the commander. He was hurt there and died. The drifting sands have long ago washed away the mark of his grave. But his great voyage has not been forgotten. Because of his discovery, the United States claimed the territory of California many years later. Otherwise, England would have been able to hold it after one of her explorers landed there over thirty-seven years later.

II The Coming of Drake

Drake, the English "pirate", landed on our western coast in 1579. He soon made friends with the Indians. In their sign language, the Indians tried to tell him he was welcome. He thought they were giving all their land to him. So he claimed the whole northwest coast for England!

III First Settlement

For a long time Spain did not realize the importance of this discovery of California. Other voyages were made, but little attention was paid to them. Then, over two hundred years after the first discovery, Spain heard that the Russians were settling in Alaska. She was afraid these settlers would come down to take some of the California coast. So she sent an expedition to hold and build defenses for the ports of San Diego and Monterey. A great missionary and a brave, kind soldier were chosen for the leaders. In 1769, the expedition left Lower California. It was divided into four sections. Two went by sea, and two by land. They met with much trouble along the way. Half their men were lost. Finally, all four divisions came together at San Diego. This was as important as the landing of the Mayflower on the east coast of our country.

The settlement of Alta California was brought about by the founding of a mission at San Diego. This mission had the blessing of the church. But for a time, the fate of California was uncertain. The supply ship the men were depending upon did not arrive. It had gone to the bottom on the way. The days looked dark. Many of the men were dying. The rest were weak from hunger and disease. There was no relief in sight. They were far from the homes they loved. In this crisis, they decided to send back one of their ships for aid.

There were enough supplies on hand to last only a short time. If the ship had not come back by the time they were gone, the expedition would have to go back home. This made the missionary-leader very unhappy. He was afraid a second attempt would not be made if they failed this time. The dream of a lifetime was fading before his eyes. A nine days' prayer for the coming of the ship was begun. Day after day the missionaries knelt and sent up their prayers. Day after day they looked toward the sea. But they saw no ship. Slowly the time wore away. The priests watched and watched. On the afternoon of the last day, they went up to a hilltop to watch. But still there was no ship.

Just when they were ready to give up, a cry, "The ship! The ship!" rang through the camp. The sail was seen in the distance for only a moment. Then it disappeared. But the spirits of the men were not cast down. They believed that the ship would soon find its way back. They were right. In four days it sailed into the harbor. It had lost its way and found it again. Everyone was very happy. The two leaders threw their arms around each other and wept for joy. The half-starved pilgrims had a great feast. Food gave them new courage. They began to get ready to go on to Monterey.

IV The Rise and Fall of the Missions

Other missions were added from time to time. By 1823, there were twenty-one of them. In these missions, the fathers planned to civilize the Indians. They did this by teaching them how to do and make things. In a short time, each mission was the center of a large group of happy natives. They had become farmers, weavers, carpenters, masons, blacksmiths, cattle herders, and even musicians. This was the best help ever given to the Indians of North America. But the results of this wise

plan were soon destroyed. The Mexican government in 1835 took the missions away from the church and placed them under civil leaders instead. At once they began to decay. Now only the ruins of the old church buildings remain to tell us of the good work of the missionaries with the Indians.

V The Great Gold Rush

In 1848, James Marshall found gold at a place called Coloma. This was not the first time gold had been seen in California. Six or seven years before, a Spaniard had pulled some wild onions in a canyon about forty miles northwest of Los Angeles. There were shiny flakes of gold sticking to the roots of these onions. But there was little excitement over this find. Marshall's discovery became better known. A man raced through the streets of San Francisco waving a bottle of gold-dust in the air. "Gold! Gold!" he shouted. Soon people from all parts of the world began to pour into California. They were looking for the precious metal.

Some people found the gold. Many did not profit by the discovery. People who had been rich lost their property. The peaceful, easy-going days of Spanish rule were over in California. The sunny valleys and tree-covered mountains were soon overrun by an army of pushing, greedy gold-seekers. It has been said that romance died in California with the finding of gold. Other people think that adventure began then.

VI The Name

For many years no one knew the meaning of the name, California. Many people had different ideas, but none seemed right. Finally, in 1862, the word was found in an old Spanish novel. It was used as the name of an island, rich in gold and precious stones. The name is very old. It is one of the most melodious in the Union. Sir Francis Drake wanted to call the land New Albion. Californians may be glad that their state was given the Spanish name instead.

VII Territory and State

California became part of the United States in 1848. The war between Mexico and the United States was ended then. California, along with New Mexico and Texas, was a part of the spoils of war. It was admitted to the Union as a state in 1850. It is the second largest state in the Union.

The motto of the state of California is Eureka ("I have found it"). The state flower is the golden poppy, called copa de oro ("cup of gold") by the Spanish. In the springtime these lovely flowers cover the hillsides and valleys with their "gold".

Important Dates

Exploration by the Spanish	1542
Shores visited by Drake, the Englishman	1579
First mission, San Diego, founded	1769
Last mission founded	1823
Acquisition by the United States from Mexico	1848
Discovery of gold	1848
Admission as a state	1850

The Spaniards were the first Europeans to enter what is now Colorado. They kept few records, and we know little of their explorations. They found there the remains of a very old civilization.

I The Early Cliff Dwellers

These people built houses of stone or adobe (sun-dried clay bricks) on mountain ledges or on high flat-topped hills. These houses were built in layers, several stories in height. Often they could be reached only by steep trails or log ladders. There were cliff dwellings, also, in canyon walls. Sometimes these houses were a thousand feet above the floor of the valley. Many of the things these people made were left behind--- pottery, carvings, basketry, and other objects. We can tell by these articles that these people were highly skilled in these arts. They did much better work than the natives now living there, some of them in the same houses. Some people think these builders were of an entirely different race. Or they may have been the ancestors of the present cliff dwellers. We do not know why their descendants have lost much of their skill in building and other arts.

Before the coming of the white man, there were two kinds of Indians living in Colorado. The cliff dwellers lived in the southern and southwestern parts of the state. These quiet people earned their living by farming. On the plains to the north, there were wandering tribes of Indians who lived by hunting. Wandering tribes of hunters are likely to take advantage of their more peaceful neighbors. Perhaps that is why the farming Indians became cliff-dwellers. Then they could protect themselves against attack. In their eagle nests high on the steep-sided hills, they could store food and water. Then they could stay in their houses in safety until the siege was over. Their farms were down in the valleys below. Probably they lived down there, too, while planting and harvesting their crops. Perhaps the northern tribes finally got the better of them. That may be the reason the present tribes are less skillful than their ancestors.

Only a few of the cliff or cave houses are left now. They tell us a little about a civilization which existed a long time before Columbus came to America. All this section of the country was once the home of an almost-forgotten people. Even their own descendants have forgotten them and their fine work.

II First Explorations

It is thought that white men first entered this territory in 1540. Coronado, a dashing, young Spanish adventurer, came this way on his long search for riches. In the same year, the Colorado River was discovered by a man who had been sent at the head of a sea expedition to help Coronado. This man sailed to the head of the Gulf of California. There he entered the mouth of the Lower Colorado. He made his way up the river for a distance of eighty-five miles. There he planted a cross. Under the cross he buried a paper telling of his discovery.

III Discovery of the Grand Canyon

Coronado sent out exploring parties in different directions. One of these parties, made up of twelve men, had heard about the great river to the north. They marched for twenty days through desert country. At last they reached the place where the Colorado River flows at the bottom of the Grand Canyon. Soon they found that they could not get down to the river. The banks were much too steep. Some of the men tried, but they were able to go down only about a third of the way. Then they came back. They said that the rocks were much higher than they seemed. Since the men could not get down to the river, they had no water to drink. So they had to return to Coronado's main camp.

IV Later Explorations

Other explorations were made by the Spaniards, but they left few records of their journeys. Fur traders were the next to come. In 1799 two Frenchmen arrived where Denver now stands. It was also the fur trade which took the first American into the region in 1803. In 1806, a man named Pike was making maps for the United States. He followed the Arkansas River into Colorado. On the way he discovered the mountain peak which was later given his name. Other American explorations followed. In 1853, Captain Gunnison led a government surveying party through this territory. He was killed by the Indians, and the wolves ate his body. A beautiful river of dashing waters was named for him. Up to 1869 great portions of the Colorado were still unknown. Then a party under Major Powell made a complete voyage down the river for the United States. The names of many points in the canyon were given by Major Powell.

V First Settlement

Gold was discovered in Colorado in 1858. This led to the first important settlements of English-speaking people in the territory. Thus the fate of the native tribes was settled. The Indians could no longer hold on to their hunting grounds. The forces of the white men were too strong for them.

VI The Name

Like many other states, Colorado is named for its greatest river. The name comes from the Spanish word for "red". At certain seasons of the year, the waters of the river are a reddish color. This is caused by the red mud washed down from the banks above. These banks are full of iron.

VII Territory and State

The United States got almost half of this territory from France by the Louisiana Purchase of 1804. The rest was gained from Mexico by the treaty of 1848, together with California and New Mexico. It was admitted as a state in 1876. It is the seventh largest state in the Union.

The motto on the state seal is Nil Sine Numine ("Nothing without God"). The state flower is the columbine.

Important Dates

Coronado visits the southwest, 1540.

Louisiana Purchase, 1804.

U.S. Government expedition under Pike, 1806.

Admitted to Union, 1876.

Treaty with Mexico, 1848

First settlement (Denver), 1858.

Gold discovered, 1858.

The first exploration by white men in the Idaho region was in 1805. Lewis and Clark, with a party of men, were looking for a way to the Pacific. They followed the Clearwater and Snake Rivers. Finally they came to the place where the Snake River meets the Columbia River. In some places they found signs of other white men. Probably these were the "footprints" of French fur traders.

I Hardships Encountered by Lewis and Clark

Some of the mountains of Idaho are so high that their peaks are always covered with snow. In these mountains, the Lewis and Clark expedition had a hard time. Only the strongest men of the frontier were chosen for the trip. Even then they would not have succeeded without the help of the Indians. They crossed the mountains on horses given them by the Indians. Food was scarce. There was little grass. There was not much game. It was very cold at night. There was little fuel except willow brush. During the day it was very hot.

The men were half-starved most of the time. Sometimes they did manage to kill a deer or other animal. Then they ate too much and were sick as a result. Finally they came to eating crows, wolves, and other creatures which are not generally used for food. They even learned to enjoy dog meat. The Indians did not like this. They called the white men "dog-eaters".

In exchange for their horses, the Indians were glad to get such things as old leggings, handkerchiefs, half-worn checked shirts, or knives. The horses were fine animals. They, too, suffered much in crossing the rough mountains. The road was blocked by fallen trees. The horses often fell down the steep and rocky sides of the hills. Their feet and legs were cut and bruised by rocks and the stumps of trees. One horse slipped and rolled down a steep cliff into the creek a hundred yards below. Everyone thought the animal would be dead. But when its load was taken off, the horse got up. In twenty minutes it was ready to go on its way. After all this suffering, the horses sometimes had to be killed and eaten. When there was no other food, they were the last hope. But they were not very good eating. By this time they were only skin and bone.

II Indian Food

When there was no meat to eat, the men kept alive on the few berries, roots, and fish which the Indians gave them. This native food did not always agree with the white man. Often he was very ill. He had to carry medicine to help him through these bad times. The strength of the men was wasting away. Yet they kept up their spirits. They kept the Indians in good humor, too. In the evening, violins were brought out and the men danced. This pleased the natives greatly.

Thus the Lewis and Clark men went their painful way. Sometimes they did not make more than five miles a day.

III Lewis and Clark Cross the Great Divide

By the fall of 1805, the whole party had crossed the Great Divide. They were ready to go down the western slope. They found salmon in the streams there. This made them think they were near the Columbia River. By this time, the men were too weak to ride horseback. They set to work building canoes. The horses were left in the care of the Indians. (To this day the people of this tribe of Indians are proud of the way their forefathers met that trust.) Most of the men in the party were ill. The hunters could not get any game. Several days later they killed three deer. This food put them on their feet again. The work went on. But they still had to depend upon dried fish and roots for most of their food. They bought these from the Indian squaws for white beads.

Finally they set out in their canoes on the Clearwater. They were on their way to the sea. This was a hard trip, too. There were many rapids in the river. The canoes kept running into rocks and snags. With great effort, they were able to get through at last. This journey took the men from Idaho into Washington.

IV First Settlement

The first attempts at settlement in Idaho did not succeed. Then came the settlers who stayed to make homes in the new land. The fur trade brought the first settlers. In 1810, Fort Henry was set up on the Snake River by the Missouri Fur Company. The next year, the Pacific Fur Company sent a party down the Snake River to the Columbia. In 1834, Fort Hall was founded. This became an important meeting place of several trails to the western parts of America. Several missions for the Indians were set up by both Catholics and Protestants. Gold was discovered in 1860. Then the settlers began to come in to stay.

V The Name

Idaho is an Indian word. It means "gem of the mountains" or "crown of the mountains". When the sun rises behind the mountains, there is a bright rim of light around the snowy peaks. This is the "gem" or "crown".

VI Territory and State

At first Idaho was a part of Washington and Oregon. It was set up as a separate territory in 1863. It was admitted as a state in 1890. It is the twelfth largest state in the Union.

The motto is Esto Perpetua (May it last forever). The state flower is the mock orange, a beautiful shrub with white blossoms.

Important Dates

Part of Oregon country acquired, 1792.
Lewis and Clark expedition, 1805.
Fort Henry established, 1810.
Gold discovered, 1860.
Part of Oregon Territory, 1863.
Separate Territory, 1868.
Admitted into Union, 1890.

Coronado, the great Spanish explorer, sent out an expedition of twelve men in 1540. These men reached the Colorado River somewhere within the present state of Utah. In 1776, two friars left Sante Fe with seven other men. They were looking for a direct route to Monterey in California. They came in sight of Utah Lake. There the Indians told them about another great lake. They said its waters were as salt as those of the ocean. The party was running low on supplies. They were afraid they might not find the route in that direction. So they gave up the search and started back home. This expedition ties the story of Utah with the story of Spanish explorations in western North America.

I Discovery of Salt Lake

After half a century, some fur hunters were standing on the shore of the Great Salt Lake. They were tasting its salt waters. They thought it might be a part of the sea. They wondered whether there might be other streams running into this lake. They were looking for beavers. In the spring of 1826, four men explored the lake in skin boats. The Indians had taught them how to make such boats. This was the first discovery and exploration of the Great Salt Lake.

II Settlement

Utah was settled by people who were seeking religious freedom. The religion of these people was very different from that of the other states. Brigham Young and his little band of Mormon followers came into the Great Salt Lake Valley in 1847. This is the beginning of the story of the settlement and civilization of Utah. These people had fled to the wilderness to find a place to practice their beliefs. They endured many hardships on the journey and during the first years of settlement.

III The Long March of the Mormons

The Mormons set out from their winter quarters in what is now Nebraska. A pioneer band was sent out to plan the way. The leader was Brigham Young, a young man of unusual skill, strength, and judgment. This band traveled in almost military order. They were roused by the call of the bugle at five o'clock in the morning. They came together for prayers. Then they had breakfast. At a second call of the bugle, at seven o'clock, they started. They traveled about twenty miles a day. At night the bugle sent each man to his own wagon and his prayers. At nine o'clock he went to bed. On Sunday all the people rested. They spent the day in prayer and fasting.

They were careful to march in good order. They kept their guns loaded and their powder horns ready. The wagons were kept together in a long double line. The men had to walk by the wagons. When there was not enough grass, they cut down cottonwood trees for their horses and cattle. After a while they had to feed the animals their own grain flour and biscuits. The men had to eat game and fish. Often there were great herds of buffalo roaming along the way. Parties had to be sent ahead to clear the roads before the teams could pass. At night the wagons were drawn up in a semi-circle (half of a circle) on the river bank. All the horses and cattle were brought inside this pen. A guard was placed outside the opening at each end. The tents were pitched outside the pen. At last they reached the

valley where the new home was to be. They sang songs and shouted praises to their Lord.

IV A Plague of Crickets

Some of the pilgrims were unhappy when they saw their new land. There was almost nothing green in sight. They missed the sight of trees. Worst of all, there was a plague of crickets over the land. The ground was black with these insects. The Indians were gathering them for their winter food. They drove the insects into a pen made of brush. Then they set fire to the brush. They rubbed the wings and legs off the dead crickets and took out the meat. There was only about an ounce or an ounce and a half of fat to each cricket. Thus the Indians made use of everything that could be eaten.

V Hardships of the First Winter

During the first winter, the Mormons had some sort of houses, food, and clothing. Still, they lacked many of the comforts of civilized life. They learned many ways of making up for these lacks. Wild plants and roots gave the settlers their vegetable food. A few deaths came from trying out strange new, poisonous roots. In the spring, thistle tops were added to the meals. Crude sugar and molasses were made from beets, cornstalks, and water-melons. After a while the clothing began to wear out. Wool was scarce. But the handlooms were kept busy. As shoes wore out, moccasins took their place. Goat, deer, and elk skins were made into clothing for both men and women. The hair of the buffalo and of cows was used also. From this hair blankets were woven. Some of these blankets were traded to the Indians. One man had a complete suit of clothes made from the curly hair of his dog.

VI Saved by Sea Gulls

In spite of their hardships, the new settlers sowed their crops. They expected a rich harvest. Just when the fields were a bright green, the crickets came again. There were great swarms of them. They moved like a thick, black cloud. They ate every blade and leaf as they went. The country they left behind looked as though it had been burned. Men, women, and children went out to fight this pest. They drove them into ditches or on to piles of reeds. Then they set them on fire. They wore themselves out trying to beat back the hungry swarms.

They were about to lose hope and give up the fight. Suddenly flocks of white gulls flew in from the lake. They settled on the fields, seized the crickets, and ate them. The surprised people watched with open mouths. The next day there were great piles of dead crickets left by the gulls. Millions more were destroyed in the lake or river where they tried to get away from the birds. The gulls kept up the good work. Soon there were no more crickets. The birds became very tame. Little children called them their pigeons. In later years, the thankful people built a great monument to the sea gulls. In spite of all their troubles, the people said they were happy in their new home.

VII The Name

The state was named for the Ute Indians. We do not know the meaning of the name.

VIII Territory and State

The government of the territory of Utah was set up in 1850. It was admitted as a state in 1896. It was the forty-fifth state to be admitted to the Union. It is the tenth largest state.

The motto of the state is "Industry". This word tells the history of the state. There the desert has been made to bloom like the rose. The state flower is the sego lily, a plant somewhat like the mariposa lily of California.

Important Dates

Earliest explorations, 1540.
Great Salt Lake discovered, 1824.
Settled by Mormons, 1847.
Territory organized, 1850.
State admitted, 1896.

Some people think that the Spanish adventurers of the 17th century may have reached the Wyoming country and settled there. This is very doubtful. We know that French fur traders entered the country in 1743. They came down from Canada to look over the field. These were probably the first white men to come into Wyoming. The famous Lewis and Clark expedition did not touch this region. In 1807, however, John Colter, who had once been a member of that party, discovered the Yellowstone country. He had seen many signs of beaver along the upper waters of the Missouri River. He asked Captain Lewis to let him stay there and trap. The things that happened to him on this side trip are sometimes hard to believe.

I Colter's Escape from the Indians

This story took place in the country of the terrible Blackfoot Indians. Captain Lewis had killed a Blackfoot warrior who was trying to steal horses. From that time on, the tribe hated white men. They killed them without mercy. Colter knew all this, but he loved to trap. With another hunter named Potts he pushed into the wilds of the Blackfoot hunting grounds. The two men knew the risks they ran. They also knew the ways of the Indians. They set their traps at night. They took them up early in the morning. Then they hid themselves during the day. Early one morning they were softly paddling their canoe up a small creek. They heard noises on the bank. Colter said, "Indians", and wanted to go back. Potts said, "Buffalo", and went on. Before long they saw hundreds of Indians all around them on both shores. The natives made signs to the trappers to come to them. Since there was no escape, Colter turned the canoe toward the shore. As the two men came to land, an Indian grabbed Potts's rifle. Colter, who was very strong, took it from him and gave it back to Potts. The rifle was used to kill an Indian. But Potts was shot full of arrows.

The Indians now took Colter and tore off all his clothes. Then they began to talk about how they would kill him. At first they were going to put him up as a mark to be shot at. But the chief wanted even greater sport. He asked Colter whether he could run fast. Colter told them he was a poor runner. He was really one of the fastest of the hunters. The chief took Colter out on the prairie a few hundred yards away. He turned him loose and told him to run for his life. The Indians gave their war-whoop and started after the white man. Colter ran straight across an open plain. He was headed for the Jefferson River six miles away. The plain was covered with cactus. At every jump the naked man's bare feet were filled with thorns. On he ran, faster than he had ever run before. Hundreds of Blackfoot warriors ran after him. He ran nearly half way across the plain. Then he dared to look back over his shoulder. He had outrun all the Indians but one. That one carried a spear. He was only a few yards behind.

Colter felt a little hope. He had run so hard, though, that blood ran from his nose and covered his body. Still he ran on. When he was within a mile of the river, he heard the steps of the Indian close behind him. He stopped suddenly in his tracks. Then he turned around and spread out his arms. The Indian was taken by surprise. He tried to stop too. But he fell and broke his spear. Colter picked up the pointed end. He

drove it through the man's body and pinned him to the earth. Then he ran on. When the other Indians came to the body of their dead comrade, they yelled horribly. Colter took advantage of this delay. He soon reached the river and jumped in.

A little way down the river there was an island. At the upper end of this island a great raft of driftwood had been formed in the water. Colter dived under this raft. After some trouble, he got his head above the water. The large logs kept him from being seen. Soon the Indians came down the river bank. They were yelling like madmen. They searched the shores. They walked out on the raft above Colter's head. They pulled the logs apart and looked for hours. Once he thought they were going to set the raft on fire. Finally, after dark, he could not hear the Indians any longer. Then he dared to come out on the bank. He was alone in the wilderness. He had no clothes. His feet were torn by the sharp cactus thorns. And he had no weapon. He was hundreds of miles from the nearest trading post. His enemies were all around him. But he was alive, fearless, and strong. A week later he finally got to a trading post. He was sunburnt and half-starved. But he was saved!

II First Settlement

A fur-trading post, Fort Laramie, was set up in 1824 in the eastern part of Wyoming. But it was a long time before a lasting settlement was made. The land was too dry and barren. And the Indians were too fierce. Several forts were set up to protect travelers on their way to the Pacific coast. But these forts could not be called settlements.

As usual in these pioneer countries, the early trapper was followed by the gold hunter. The yellow metal was found on the Sweetwater River in 1867. People rushed into the country after that. This gold rush made the Indians angry and brought on fierce wars. It also brought in a number of white ruffians and criminals. It took the stern, swift action of frontier justice to hold these bold, reckless men in check. Bands of highwaymen attacked stage coaches and trains. Shootings were frequent. Everywhere all kinds of vice were found. As late as 1878, trains had to be protected by extra engines and a guard of soldiers. Coaches were iron-clad to ward off bullets. Messengers and drivers in those days had to be brave men.

After this period of "wild west" terror, the decent citizens formed a Vigilance Committee. They got rid of the criminals and rowdies. Beautiful Wyoming was then ready to make progress.

III The Name

Wyoming is said to be taken from an Indian word meaning "upon the great plain". It is thought that the name was carried west by people from the Wyoming Valley in eastern Pennsylvania.

IV Territory and State

Wyoming was made a territory with its present boundaries in 1868. It was admitted as a state in 1890. It was the 44th state to be taken into the Union. It is the 8th state in size.

The motto is "Equal Rights". The state flower is the Indian paintbrush. It is a bright orange and red blossom like Wyoming's sunsets.

Important Dates

First explorations, 1743.
Lewis and Clark expedition, 1805.
Yellowstone Park discovered, 1807.
Fort Laramie established, 1843.
Territory, 1868.
State, 1890.

EXERCISES AND INFORMATION FOR BETTER SPEECH HABITS
by
ROBERT COOMBS

52.64
42

I. Clearness of enunciation

This deals with the sounding of the consonant sounds: for example, d, t, l, b, etc. A person who is in the habit of dropping such sounds is difficult to understand. One who enunciates poorly will probably make the following words sound alike:

white sheep - white sheet - white shiek

General sluggishness which blurs some consonant sounds and leaves out others not only hinders the transfer of thought but makes the listener think the speaker's mentality is not so strong. When the consonants are omitted from the following line, you have nothing but sounds:

"Oh you hard hearts, you cruel men of Rome" becomes

"O oo ah ah oo oo-uh eh uh oh"

The human being has three active members of the speech mechanism; the teeth, lips, and tongue.

II. Exercises to develop flexible lips

Practice the following exercises rapidly and very lightly.

a.	oo-ee	ooee	ooee
	oh-ee	oh ee	oh ee
	aw-ee	aw ee	aw ee
	aw-oh	aw oh	aw oh

b. Bo-peep Bo-peep Bo-peep Bo-peep
bubble - babble - pebble bubble - babble - pebble
bubble - babble - pebble

We also have the staccato b sound
Rub - a - dub (repeat 5 times)
Bob caused the hub-bub (repeat 5 times)
A big black bear (repeat 5 times)

c. Now we have p which is an explosive sound

Hip, hop, pip, pop, tip, top, pop-corn
Peter, Peter, Pumpkin-eater (5 times)

d. m sound - a dreamy, wistful quality

O-man-in-the-moon O-man-in-the-moon

e. w

O wild west wind O wild west wind

f. Which is the witch? Which is the witch? (5 times)

Distinguish between:

watt	what	weal	wheel
wen	when	wist	whist
wine	whine	y	why
wear	where	wales	whales
wile	while	wither	whither
wet	whet	weather	whether
wit	whit	wight	white

Perhaps you may feel there is little difference between w and wh. Say the word wheel pronouncing it both ways, weel and wheel. Which pronunciation better expresses the revolving process?

- g. Two sounds f and v are both made by touching the lower lip to the upper teeth. The voiceless f is a mere puff of breath. V its voiced twin is a vivid sound much given to violent effects.

vile, villain, violence, victim, venom, revenge, vixen,
live, love, vow, envy, vicious, invective, starve, save -

fife-fifths	five-fifths	five-fifths
give - gifts	give - gifts	give - gifts

The white foam flew The white foam flew
 The white foam flew

Observe these lip exercises in a mirror if possible.

III. Freedom for the tongue

The tongue is the busiest part of the speech mechanism. It is responsible for more sounds than the lips and palate put together. The 15 vowel sounds are all dependent upon the position of the tongue.

The consonants t, d, n, l, r, s, t, sh, th, and zh call the front of the tongue into action. y employs the middle of the tongue while k, g, and ng articulate the back of the tongue with the soft palate.

If you literally "lost your tongue," you would not be able to talk at all.

Exercises for developing an active tongue

Place the first finger of your right hand on the lower jaw, just below the lip, in order to make sure that the jaw does not assist the tongue in this exercise by acting as a carrier to raise and lower it. Then say very lightly and rapidly, yet with the precise rhythm of a drumbeat, the following syllables. Each begins with a consonant formed by articulating the tip of the tongue with the upper gum.

NAH	nah - nah - nah	NAH NAH	(3 times)
DAH	dah - dah - dah	DAH DAH	(3 times)
TAH	tah - tah - tah	TAH TAH	(3 times)

Repeat the following exercises several times

1. t

a. tit for tat tit for tat tit for tat
tit tat toh tit tat toh tit tat toh

b. initial t

Oh the terrible, tyrannous, treacherous Turk!
(t in this sentence helps to express the speaker's feeling.)

c. final t

Oh East is East and West is West!
(The final t is the enemy of all who speak - practice to conquer this speech enemy.)

d. middle t

Betty Botta bought some butter
"But," said she, "this butter's bitter,
If I put it in my batter
It will make my batter bitter;
But a bit of better butter
Will make my bitter butter better."
So she bought a bit of butter
Better than the bitter butter
And it made her bitter butter better.
So 'twas better Betty Botta
Bought a bit of better butter.

(Are you sure that you are not saying Beddy and budder?)

e. Read aloud

Amidst the mists and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.

(The combination sts is easier to say if the words are read
mis-ts, fros-ts, ghos-ts)

f. tooter-tyutor tooter-tyutor tooter-tyutor

A tutor who tooted the flute
Tried to tutor two tooters to toot;
Said the two to the tutor, "Is it harder to toot, or
To tutor two tooters to toot?"

2. d and t

a. Do and dare! Do and dare! Do and dare!
(d may express dynamic action)

Dull and dead! Dull and dead! Dull and dead!
Dull, dark dock! Dull, dark dock! Dull, dark dock!
(d often intensifies an effect of dull despair)

b. Thud! Thud! Thud! Thud! Thud! Thud! Thud! Thud! Thud!
(d pounds lifelessly)

c. Widths and breadths Widths and breadths Widths and breadths
(Three consonants in succession are always difficult.)

d. Distinguish t from d in these pairs of sentences

The rider was riding in the meadow.
The writer was writing a letter.

The rider was on his mettle.
The writer won a medal.

e. Correct the slovenly pronunciation indicated in the following sentences.

The wrider's daughter started to go to a theader party in the cidy.

An old moddo of the Unided States is, "Unided we stand, divided we fall."

The cidy has a beautiful waderfront.

She visided a priddy liddle cidy in the middle west.

Exercises for developing an active tongue

3. n

a. Prolong the sound n in these examples

A lone pine - a lone pine - a lone pine
The wanderer mourns. The wanderer mourns. The wanderer
mourns.

b. l
Live and learn! Live and learn! Live and learn!
Toll the bell! Toll the bell! Toll the bell!

c. sully silly gull gill
tully tilly dull dill
lull lill lull lill

Tell Tilly! Tell Tilly! Tell Tilly!
Lullaby Lilly! Lullaby Lilly! Lullaby Lilly!
Silly Milly! Silly Milly! Silly Milly!

d. The very merry month of May
The very merry month of May

Merrily, merrily shall I live now.
Merrily, merrily shall I live now.

America! America! God shed his grace on thee!

4. z

a. A zebra in the zoo. A zebra in the zoo. A zebra in the zoo.

b. Xenophon and Xerxes! Xenophon and Xerxes!
Xenophon and Xerxes!

- c. The bees ● e buzzing. The bees are buzzing.
The bees are buzzing. ●
- d. The wise have eyes. The wise have eyes.
The wise have eyes
- e. She seized the prize. She seized the prize.
She seized the prize.

- f. because fails please meals
days nose grocers raisins
has owes says was

(Where is the z?)

- g. Distinguish between
- | | |
|----------------|--------------|
| ice | eyes |
| rice | rise |
| loose | lose |
| peace | peas |
| close (adverb) | close (verb) |

5. sh

- a. Shear the sheep! Shear the sheep! Shear the sheep!
(Sound of shearing?)
- b. Hush, oh hush! Hush, oh hush! Hush, oh hush!
(A quieting sound.)
- c. Smash and crash! Smash and crash! Smash and crash!
(Paradoxically, a disquieting sound.)

9. zh

- a. Full measure of pleasure. Full measure of pleasure.
Full measure of pleasure.
- b. Is leisure a pleasure? Is leisure a pleasure?
Is leisure a pleasure?
- c. A treasure Parisian. A treasure Parisian.
A treasure Parisian.
- d. A usual division. A usual division. A usual division.
- e. A bolt from the azure. A bolt from the azure.
A bolt from the azure.
- f. Mirage is illusion. Mirage is illusion.
Mirage is illusion.

zh is a luxurious sound, suggestive of a full measure of enjoyment, the crushing of heavy silks, the scent of rich perfumes. Sometimes, as in the words division and abscission, the cutting process is hinted at.

10. y

- a. Yield! ye youths! Yield! ye youths! Yield! ye youths!
- b. Yo-ho! Yo-ho! Yo-ho! Yo-ho!
- c. Yell for Yates! Yell for Yates! Yell for Yates!
- d. Cubes and tubes. Cubes and tubes. Cubes and tubes.
(Where is the sound of y?)
- e. News and views. News and views. News and views.

Practice these exercises with phrasing and abdominal breath control. Give a, b, and c with a sharp backward jerk suited to their explosive utterance. Give d and e more easily with expulsive utterance.

Exercises for developing an active tongue - cont.

11. th

An active tongue is needed for overcoming the habit of saying dat for that, wid for with, and tree for three. No one gives the impression of being educated if he makes this error in speech.

Practice the following exercises at first slowly, then more rapidly, then very rapidly, three times each.

- a. den - then dare - there tree - three
 breed - breathe true - through sheet - sheath
 doze - those
- b. Tell them to do this. Tell them to do that.
- c. Did he do this? Did he do that?
- d. Are they under the table or under the desk?
- e. Then they walked with him to Thirty-third Street.
- f. We planted three trees.
- g. Follow through.

IV. Inflection

There is a great need for training in this technique. There are two direct inflections, the rising and the falling. The falling inflection expresses, emphasizes, or completes thought. It sometimes consists of the speaker's desire to give prominence to a word or an idea. Above all, the inflection colors the speech and helps to eliminate monotony. Try the following inflection gymnastics.

a. Rising

far? far? far? Is it far?
stay? stay? stay? Will you stay?
free? free? free? Am I free?
all? all? all? Is that all?
go? go? go? Must I go?
rule? rule? rule? Do Kings rule?

b. Falling

hark! hark! hark! I say hark!
stay! stay! stay! I will stay!
free! free! free! He is free!
halt! halt! halt! Make them halt!
go! go! go! You must go!
rule! rule! rule! Kings rule!

c. Circumflex

This type of inflection is the use of both rising and falling inflections within the same word.

oh!	oh?	oh?	oh!
May!	May?	May?	May!
leave!	leave?	leave?	leave!
George!	George?	George?	George!
sold!	sold?	sold?	sold!
you!	you?	you?	you!

Read this stanza silently to determine at what point the thought is completed. Do not let your judgment be influenced by the punctuation. Read it aloud. Leave no uncertainty in the minds of your listeners as to whether the thought is complete or incomplete at any point.

Long as thine art shall live through love,
Long as thy science truth shall know,
Long as thine eagle harms no dove,
Long as thy law by law shall grow,
Long as thy God is God above,
Thy brother every man below,
So long, dear land of all my love,
Thy name shall shine, thy fame shall grow.

Sidney Lanier

Note: This bulletin was prepared by Mr. Robert Coombs of the High School faculty at the Minidoka Project Schools, Hunt, Idaho. It is in response to an expressed need for material to assist teachers in developing correct speech with children of Japanese ancestry.