

A SUGGESTIVE PROCEDURE
FOR SECURING AND KEEPING UP TO
DATE RELATED ENGLISH SUBJECT
MATTER IN TRADE AND INDUSTRIAL
EDUCATION

FOREWORD

This study is one of a series of suggested procedures and student guides that is being prepared under the guidance of the State Department of Vocational Education and Oklahoma Agricultural and Mechanical College.

It includes the steps recommended for effective content selection together with recommended forms for student assignment materials. This thesis is recommended as a guide in the preparation of other studies needed in related instruction in Trade and Industrial Education.

H. A. Huntington
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A SUGGESTIVE PROCEDURE FOR SECURING AND KEEPING UP TO
DATE RELATED ENGLISH SUBJECT MATTER
IN TRADE AND INDUSTRIAL
EDUCATION

By

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Bachelor of Science

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1932

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For the Degree of
MASTER OF SCIENCE

1938

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Kindly acknowledgement is also given to Mr. Walter E. Keyes, state Trade and Industrial Teacher Trainer, Tampa, Florida, for his loyal assistance in giving aid and support where it was much needed.

Rene L. Pallissard

INTRODUCTION

The purpose of this investigation is to secure content most needed by and valuable to the student in Related English in the Cooperative Part-Time Schools of the United States and to secure other suggestions pertaining to the improvement of this teaching field.

This particular subject was decided upon because of a personal interest in teaching these employees or students the items in English which would be of greatest value to them, through an organized program.

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CHAPTER

I

METHODS USED IN SECURING CONTENT MATERIAL
TO BE INCLUDED IN RELATED ENGLISH

In securing information needed in working out the topic mentioned above the writer used the following methods in attempting to secure up to date effective content for Related English study.

(1) A study of current vocational analyses in the fields in which students in Tulsa classes were employed.

(2) Observations of employees on the jobs to check additional content not secured through analyses including employee's and employer's suggested needs.

(3) Through a questionnaire study which revealed what others have accomplished and included several present courses of study.

(4) Study of current literature describing methods used in securing content for such courses.

The content secured from these sources has been arranged into a composite English course for students employed in industrial and commercial operations as is reported in the following chapters.

CHAPTER
II
SYNOPSIS OF FINDINGS

The following information was secured from a questionnaire which was sent to fifty-six Related English teachers in different sections of the United States and based on the twenty-four replies received.

- I. The trades in which your students participate:
- A. Agriculture, forestry, or Animal Husbandry (5)
 - B. Extraction of Minerals (1)
 - C. Manufacturing and Mechanical Industries (17)
 - D. Transportation and Communication (7)
 - E. Trade (15)
 - F. Public Service (5)
 - G. Professional Service (3)
 - H. Domestic and Personal Service (5)
 - I. Clerical Occupations (11)

The above part of the survey shows that the employees or students throughout the United States are engaged in about the same vocations as in the Cooperative Part-Time School in Tulsa.

They are as follows:

1. Manufacturing and Mechanical Industries
2. Trade
3. Clerical Occupations

II. Do you use instruction sheets?	Yes	14	No	4
Course outlines?		13		2

These replies show that instruction sheets and course outlines are very desirable and commonly used in teaching this phase of work.

- III. What methods, or method, do you use in introducing your students to Related English?
- A. Finding out from students what they need. (12)
 - B. Use entrance achievement test to see if the course as set up fits their needs. (13)
 - C. Do not consult the students. (none)
 - D. Explain to them that you received information from industries as to their needs. (12)
 - E. Any Others:
 - Dictionary of Industrial Trades (1)
 - Industrial Requirements (1)

These data show that the employees or students are given much consideration in finding what their English needs are and also explaining the items in English that industries or employers desire students to know and that the students are advised that the content of this course will be based on their needs and the desires of their employers.

IV. Place as to importance, by letters, the following phases of English in your course.

	A	B	C	D	Total
Memorizing	0	0	0	0	0
Spelling	1	4	4	1	10
Reading	5	0	5	1	11
Talks	1	5	2	4	12
Outlines	1	0	0	2	3
Penmanship	2	1	0	0	3
Grammar	1	2	1	3	7
Proper Speech	4	3	2	2	11
Reading Novels	1	0	0	0	1
Reading Classics	0	0	0	0	0

Others:

- A. Letter writing (1)
- B. Trade Literature (1)
- C. Technical and Non-Technical Vocabulary (1)
- D. Salesmanship (1)

Example:

One instructor stated spelling is of greatest need or A, four instructors stated spelling was second in importance or B, four instructors stated spelling as third in importance or C, and one instructor stated spelling as fourth in importance or D. The total is the average of the four ratings.

Section IV reveals to us that spelling, reading, talks, proper speech, and grammar are the most important items to be taught. Explanation of method used in securing applications per trade.

V. Do you have a regular adopted text for your course?

Yes (8) No (10)

These replies show that there is divided opinion as to the value and use of text books.

VI. Do you use the following as references?

A. Text Books	(16)
B. Pamphlets	(13)
C. Organized material from other schools	(3)
D. Foreign Publications	(3)
E. Only material organized by your department or yourself	(8)

Others:

Magazines	(1)
Spelling lists of Technical Terms	(1)

The above figures show that texts and pamphlets are of greatest use for reference material.

VII. Do you have students from only one trade in a class?

Yes (6) No (11)

This indicates that there are more mixed trades in one class than unit trade classes organized for Related English.

The following information is a summary of the findings and recommendation concerning content to be stressed in Related English secured through readings, occupational analyses, questionnaire study, observation of students on the job and through talks with their employers.

Systematic organization is one of the most necessary functions of a company or business. Therefore, in Related English there is the same outstanding need to improve the habits of study of trainees. The writer has attempted to retain all necessary flexibility needed by trainees and also hopes this study will so organize Related English so trainees may see better use for their English.

The Related English subject content found in the writer's survey and other references range in the following order of importance:

- A. Talks
- B. Reading
- C. Proper Speech
- D. Spelling
- E. Grammar

These cooperative part time employees are in great need of accuracy and neatness in the quality of work which they turn out on the job. Related English is one of the many places where he can be helped in this phase of his development.

The writer is of the opinion that an improvement in character may be shown through honesty, respect, and courtesy which is taught directly in class room procedure. In teaching character the instructor must be a living example of this or probably it will not have the right carry over to the employees.

In this course an attempt has been made to fit the Related English to the employees or students and their jobs and not to fit the employees or students and their jobs to the Related English.

CHAPTER
III
RECOMMENDED CONTENT

The content which follows is the writer's attempt to build a training program on the recommendations listed in the preceding chapters and to plan learning activities helpful to students already at work in varied lines of employment. The exact content and amount of work included is subject to much further study and experimentation in order that the best results may be secured for each student in any occupation represented.

The instructions to students or employees illustrates additional aids the teacher prepares in order that his students may acquire more benefit from the course.

The following sheets are a combination of recommendations secured from the writer's questionnaire replies, literature studies, analyses, contact with employers and employees, and plans prepared experimentally and used throughout a year's teaching the subject.

RELATED ENGLISH

Instructions to Students or Employees

This course has been organized for our cooperative part-time program to teach those phases of English that will make you a better employee and help you secure quicker advancement.

This course will enable you to express yourself more effectively, read more intelligently, develop a larger vocabulary, and improve your writing.

You will be given a sheet on Monday having the week's work outlined. Feel free to use any reference material which is available in the room, but persist on doing your own work.

You will each be held responsible for your reading content and occasionally there will be an oral check up on what you have retained from this reading.

Please check with the progress chart when your papers are returned to you. If there is any error on the progress chart report it to the instructor.

You are to keep all sheets and returned papers in order, by sheet number and items, in your folder and present them to your instructor at the end of the semester.

Any extra time you have while in the room may be spent in reading.

Cooperative Part-Time Education
Sheet No. 1

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 1)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-------------|----------------------|--------------|
| 1. stone | 15. structural steel | 29. conduit |
| 2. lime | 16. pipe | 30. vault |
| 3. cement | 17. spouting | 31. rostrum |
| 4. brick | 18. screens | 32. mortise |
| 5. sand | 19. storm windows | 33. tenon |
| 6. mortar | 20. slate | 34. keystone |
| 7. lumber | 21. framing | 35. girder |
| 8. shingles | 22. doors | 36. gallery |
| 9. concrete | 23. flooring | 37. porch |
| 10. marble | 24. casing | 38. compass |
| 11. granite | 25. shaft | 39. dividers |
| 12. stucco | 26. cupola | 40. triangle |
| 13. tiling | 27. banister | 41. scale |
| 14. glass | 28. column | 42. curve |

Tuesday: (Item No. 2)

- A. The use of like and if.
Remember: Like is followed by a noun or a pronoun.
As, as if, and as though are followed by clauses.
- B. Write out the following sentences filling in the blanks underlining the word or words you use. This is another chance to improve your penmanship.

C. Feel free to use any of the reference books on the shelf.

1. I wish I could play _____ you do.
2. The child looks _____ him.
3. She acted _____ though she were frightened.
4. He walks _____ he were lame.
5. I didn't suppose she would act _____ that.
6. He drove at a great speed _____ there were not a moment to lose.
7. I want a bag _____ the one in the window.
8. He did the work _____ she directed.
9. She acts _____ she were a queen.
10. I did _____ you wished.
11. He plays golf _____ he were an experienced player.
12. The man talks _____ a foreigner.
13. She greeted John _____ she knew him.
14. Doesn't it look _____ it would snow.
15. Is there another book _____ this one?
16. It seems _____ she could have done better work.
17. We shall act _____ nothing has happened.
18. Do this _____ I do.
19. Do not act _____ you were afraid.
20. Prepare your lessons _____ the teacher directed.
21. She felt _____ she were to blame for the error.
22. She came just _____ she had promised to do.
23. She stood still _____ she were undecided.
24. He greeted the boys _____ he were an old friend.
25. He acted _____ he were a manager.
26. Billy eats _____ he were hungry.
27. The cake looked _____ it were done.
28. It looked _____ it were ready to pour.

Wednesday: (Item No. 3)

Reading

- A. Read something today which will give you a broader knowledge of your field of work. This is your chance to help yourself.
- B. Make an outline of the articles you read. Watch your penmanship.
- C. Be sure to state the following in your outline:
 1. Name and date of magazine.
 2. Location of magazine in the shelves. (Ill. B-3)
 3. Page of article.
 4. Full title of article and author.
 5. Content summary.

Thursday: (Item No. 4)

Verbs: May or Can and Loan or Lend

- A. Can, which means "having ability," is often misused for may, which means "having permission."

EXAMPLE: May (not Can) I use your book?

Loan - Lend. There is much controversy about loan as a verb. The best authority seems to frown upon its use in formal discourse. It seems to have some standing in the commercial world in reference to actual loans; but the safest way is to use lend.

EXAMPLE: Will you lend (not loan) me your book?
We will loan you fifty dollars. (Used by bankers.)

- B. Feel free to use any of the reference books on the shelf.
- C. Write out the following sentences filling in the blanks underlining the word you use. Use care in your penmanship.

1. I will _____ you the book.
2. _____ I use this knife?
3. _____ she finish her work by evening?
4. _____ I read your book?
5. _____ I ride in the front seat?
6. Will you _____ me a book?
7. _____ I call on you on Thursday?
8. Ask your mother if you _____ play tennis this morning.
9. _____ I help you?
10. Please _____ me a magazine.
11. The old man _____ hardly read.
12. I can _____ you all the magazines you want.
13. _____ I have a piece of your steel?
14. He offered to _____ me his fountain pen.
15. _____ we borrow your lawn mower for a little while?
16. The bank _____ money at ten per cent.
17. Tom asked me to _____ him ten dollars till next pay day.
18. The Student Loan Fund _____ money at a nominal rate of interest to deserving students.
19. Mr. Jones, _____ I leave a few minutes early?
20. Yes, if you _____ finish your work.
21. _____ you catch an earlier train? (Power)
22. Will you _____ me your book?
23. We will loan you fifty dollars. (Used by bankers)

Friday:

Reading

- A. Read something today which will give you a broader knowledge of your field of work. This is your chance to help yourself.
- B. Make an outline of the article or articles you read. Watch your penmanship.
- C. Be sure to state the following in your outline:
 1. Name and date of magazine.
 2. Location of magazine in the shelves. (Ill. B-3.)
 3. Page of article.
 4. Full title of article and author.
 5. Content summary.

Monday: (Item No. 5)

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-----------------------|---------------------|-------------------|
| 1. ruling-pen | 15. top view | 29. studding |
| 2. bow pencil | 16. break | 30. hoists |
| 3. proportion | 17. freehand sketch | 31. scantling |
| 4. T-square | 18. dimensions | 32. stringers |
| 5. drawing-board | 19. projection | 33. casement |
| 6. cleaning-eraser | 20. pedestal | 34. rafters |
| 7. lengthening-bar | 21. vestibule | 35. windows |
| 8. blueprint | 22. beam | 36. circle |
| 9. specifications | 23. plate | 37. radius |
| 10. tracing | 24. trestle | 38. diameter |
| 11. perspective | 25. stress | 39. circumference |
| 12. detail drawing | 26. strain | 40. arc |
| 13. working drawing | 27. ventilation | 41. chord |
| 14. assembled drawing | 28. radiation | 42. segment |

Tuesday: (Item No. 6)Verbs: Shall - Will

- A. The general rule is to use shall for simple future with the first person and for determination or a promise with the second and third person, and will with the second and third person for simple future and with the first person for determination or a promise.

EXAMPLES:

I think I shall (not will) go to town tomorrow.

I will (not shall) defend my rights.

They will (not shall) help us.

They shall (not will) not destroy our property.

In asking questions, use the form which is correct for the answer.

See next page

Shall (not Will) you depart tomorrow? (Answer: I shall)

Will (not Shall) you help me? (Answer: I will--a promise)

- B. Feel free to use any of the reference books on the shelf for further study.
- C. Write out the following sentences filling in the blanks underlining the word you use.

1. The employees _____ be delighted. (We shall stop for a moment.)
2. I _____ do it; no one can stop me.
3. They _____ be very much pleased.
4. I _____ leave early.
5. I _____ not do anything so absurd.
6. _____ you promise?
7. They _____ answer this in court.
8. _____ the boys know about it?
9. You _____ enjoy it, I am sure.
10. The children _____ arrive at three.
11. We _____ think it over.
12. _____ we ride in this car?
13. I _____ go to school Monday.
14. I am determined that I _____ not fail on my job.
15. We _____ go for a ride this evening.
16. We _____ be glad to go.
17. Indeed I _____ do as I please.
18. Yes, I promise you I _____ do the work.
19. They _____ be forced to settle the account.
20. They _____ not come until later.
21. We _____ take our music lessons at four o'clock.
22. Whom _____ I thank for these flowers?
23. Well, what _____ we do now?
24. _____ I help you? Why, certainly.
25. I _____ help you. (Promise)
26. You _____ not stir. (Command)
27. We _____ let you go to the party. (Consent)
28. You _____ receive your money promptly. (I promise you)
29. He _____ pay for this damage. (Determination)
30. You _____ be there, of course. (Expectation)

Wednesday: (Item No. 7)

Reading

- A. Read something today which will give you a broader knowledge of your field of work. Make a check of your articles.
- B. Make an outline. Be careful with your writing.

- C. Be sure to state the following on your outline:
1. Name and date of magazine.
 2. Location of magazine in the shelves. (Ill. B-3)
 3. Page of article.
 4. Full title of article.

Thursday: (Item No. 8)

Recognition of the sentence through dictation.

- A. Write each of the following paragraphs from dictation.
- B. Check your work for sentence recognition, capitalization, punctuation, and spelling.
- C. The same work will be given out again and taken up for a final check.

Avigation, a New Air Word

Just now there are many new air words. Some of them fill a need in the English language and are sure to become a part of it. Avigation is one of these. Navigation of the air, of which it is compounded, was too long, Air Navigation didn't seem just the right term, it was rather long, too. Accordingly some genius shortened it and avigation leaped forth. It is a good word for a fairly new but a very real means of transportation. Have you ever seen it in print?

Gardens without Sunlight

Did you ever hear of thriving gardens without even one tiny ray of sunshine to make them grow? It hardly seems possible; yet there really are underground gardens of mushrooms. Moreover, they are located under the busy streets of Paris. The growers of these mushrooms not only work in their subterranean fields, but live there as well. They have more than eight miles of well-lighted streets and a complete ventilating system.

Friday:

Reading

- A. Read something today which will give you a broader knowledge of your field of work. Make a check of your articles.
- B. Make an outline. Be careful with your writing.

C. Be sure to state the following on your outline:

1. Name and date of magazine.
2. Location of magazine in the shelves. (Ill. B-3)
3. Page of article.
4. Full title of article.

Cooperative Part-Time Education
Sheet No. 3

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 9)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|----------------|------------------|---------------|
| 1. sector | 15. plane | 29. grain |
| 2. octagon | 16. chisel | 30. quartered |
| 3. trapezoid | 17. gage | 31. veneer |
| 4. cube | 18. hammer | 32. knot |
| 5. prism | 19. rule | 33. finish |
| 6. quadrand | 20. brace | 34. matched |
| 7. diagonal | 21. mallet | 35. waste |
| 8. fundamental | 22. scraper | 36. tenon |
| 9. triangle | 23. steel square | 37. filler |
| 10. pyramid | 24. vise | 38. dovetail |
| 11. cone | 25. clamp | 39. workbench |
| 12. angle | 26. jointer | 40. bevel |
| 13. cylinder | 27. mortiser | 41. knife |
| 14. saw | 28. trimmer | 42. cabinet |

Tuesday: (Item No. 10)

Recognition of the sentence through dictation.

- A. Write each of the following paragraphs from dictation. Careful attention and concentration on what is being dictated will enable you to progress more rapidly.
- B. Check your work for sentence recognition, capitalization, punctuation, and spelling.

- C. The same work will be given out again and taken up for a final check.

Oral English

Since we speak much more often than we write, oral English is of the utmost importance in daily life. It is oral expression that colors all our human contacts and that influences our relationships with family and friends. Not only is clear, effective speech of great practical value; it is also a priceless social asset. The person who is courteous, well informed, and interesting in his conversation is welcome in any group. If he knows how to make a visitor feel at home, how to talk about things that are important to the listener, how to keep eyes and ears open to the everyday happenings about him, he will always be admired for his poise and charm.

Keeping a Promise

Perhaps at one time or another everyone has heard the expression, "I'll eat my shirt if that doesn't come true." The menu, however, has always seemed so unpalatable that no one has ever believed that a person would attempt it. But there is one man, a teacher of chemistry at Harvard University, who not only said he would eat his shirt, but also actually did it. First, he dissolved it by means of an acid; then he neutralized the solution with a base. After that, he filtered out the precipitate, spread it on his bread, and ate it with seeming enjoyment.

Wednesday: (Item No. 11)

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline of the articles you read. Watch your penmanship and outline form.
- C. Be sure to state the following in your outline:
 1. Name and date of magazine.
 2. Location of magazine in the shelves.
 3. Page of article.
 4. Full title of article.

Thursday: (Item No. 12)

Recognition of the sentence through dictation.

- A. Write each of the following paragraphs from dictation.
- B. Check your work for sentence recognition, capitalization, punctuation, and spelling.

- C. The same work will be given out again and taken up for a final check.

WHAT NEXT?

Almost hourly some adventure-loving individual of today is attempting a record-breaking feat of one kind or another. While scores of persons have soared about in the zone near the stratosphere, comparatively few have chosen nose dives among the squids and other deep-sea dwellers. William Beebe, the scientist, philosopher, essayist, and poet is one of these. Recently he and his mechanic, Otis Barton, sealed themselves in their bathysphere and plunged off the coast of Bermuda to a depth of 3,028 feet.

Since Mr. Beebe speaks "fish along with bird, Spanish, German, and French," his late adventure promises new and valuable information in the department of science. Moreover, his treatise will be excellently written for he seldom fails to catch the beauty behind natural facts. In truth, Beebe's name deserves a place among the other literary scientists.

Friday:

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline of the articles you read. Watch your penmanship and outline form.
- C. Be sure to state the following in your outline:
 1. Name and date of magazine.
 2. Location of magazine in the shelves.
 3. Page of article.
 4. Full title of article.

Cooperative Part-Time Education
Sheet No. 4

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 13)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-------------|---------------|------------------|
| 1. dowel | 15. poplar | 29. March |
| 2. glue | 16. mahogany | 30. April |
| 3. punch | 17. maple | 31. May |
| 4. planer | 18. hemlock | 32. June |
| 5. turning | 19. cypress | 33. July |
| 6. grinder | 20. Monday | 34. August |
| 7. hatchet | 21. Tuesday | 35. September |
| 8. planks | 22. Wednesday | 36. October |
| 9. sawdust | 23. Thursday | 37. November |
| 10. cedar | 24. Friday | 38. December |
| 11. birch | 25. Saturday | 39. Christmas |
| 12. spruce | 26. Sunday | 40. Thanksgiving |
| 13. walnut | 27. January | 41. Easter |
| 14. hickory | 28. February | 42. armistice |

Tuesday: (Item No. 14)

Recognition of the sentence in unpunctuated paragraphs.

- A. Read the following paragraphs several times, pausing between sentences.
- B. Write the paragraphs supplying the necessary capital letters and punctuation.

- C. Make sure that the title is correctly capitalized. Make your paper as neat as possible.

friends in the land of story books should you enjoy a world without books possibly there are a few children who would most boys and girls, however, like their book friends, and would be unhappy without them Jim Hawkins, Tom Sawyer, and Jim Davis, for example, seem like real pals to most boys these adventurous persons who live in books are also friends of the girls Jo, Meg, Beth, and Amy are especially admired by the girls can you name the creator of each of these characters

other boys and girls like historical tales best of all are you interested in such stories before answering, read On to Oregon by Honore Willsie Morrow many young people recommend it another favorite is V. M. Hillyer's A Child's History of the World, which is more cleverly written than most history books for children it may tell you something about the literature of ancient times don't be afraid of the word literature it simply means good stories and poems one learns about the thoughts and feelings of people through their literature.

Wednesday: (Item No. 15)

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline of the articles you read. Watch penmanship.
- C. Be sure to state the following in your outline:
 1. Name and date of magazine.
 2. Location of magazine in the shelves.
 3. Page of article.
 4. Full title of article.

Make outline neat.

Thursday: (Item No. 16)

Recognition of the sentence in unpunctuated paragraphs.

- A. Read the following paragraphs several times, pausing between sentences.
- B. Write the paragraphs supplying the necessary capital letters and punctuation.

- C. Make sure that the title is correctly capitalized.

who will write America's epic?

though there have been hundreds of good books written by American authors, our country still has no epic poem as a matter of fact, we have had very few great poets for our writers, it seems, are much more interested in prose than they are in poetry it is an interesting thought that there may be a boy or girl living today who will write a great epic poem for America this seems quite possible because the children have constant access to libraries where they read and enjoy the best books and pictures the world has produced furthermore, there has never been a time in the history of the world when there were so many excellent books written solely for boys and girls moreover, there has never been a time when the youth of the land were more interested in writing stories and poems of their own.

Friday:

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline of the articles you read. Watch penmanship.
- C. Be sure to state the following in your outline:
1. Name and date of magazine.
 2. Location of magazine in the shelves.
 3. Page of article.
 4. Full title of article.

Make outline neat.

Cooperative Part-Time Education
Sheet No. 5

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 17)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-------------|------------------|--------------------|
| 1. bare | 15. flue | 29. valves |
| 2. coarse | 16. fare | 30. screwdriver |
| 3. scent | 17. heal | 31. recondition |
| 4. flea | 18. forth | 32. approximately |
| 5. fowl | 19. maid | 33. revolution |
| 6. pale | 20. martial | 34. medium |
| 7. loan | 21. service | 35. substituting |
| 8. prey | 22. machine | 36. moistened |
| 9. sole | 23. safety | 37. definite |
| 10. blew | 24. bulletin | 38. particular |
| 11. capital | 25. council | 39. pamphlet |
| 12. current | 26. extinguisher | 40. sketch |
| 13. sealing | 27. analysis | 41. difficulty |
| 14. dew | 28. publisher | 42. responsibility |

Tuesday: (Item No. 18)

Recognition of the sentence in unpunctuated paragraphs.

- A. Read the following paragraphs several times, pausing between sentences.
- B. Write the paragraphs supplying the necessary capital letters and punctuation.
- C. Make sure that the title is correctly capitalized.

the Divine Comedy

Dante, an Italian who lived during the Middle Ages, is looked upon as one of the world's greatest poets at the period when he lived, nearly everyone was interested in Christianity; hence, the literature, the music, the painting, and the sculpturing were about religious subjects naturally Dante, whose friends were the artists and learned men of his time, wrote about religion, too his greatest poem was an epic which he named the Comedy because it ended happily it tells of the wanderings of a poet through hell and purgatory with Virgil as his guide the gloom and despair of hell almost consumes him finally, however, he enters Paradise under the leadership of the glorified Beatrice here the sordid and ugly disappear and gentle breezes, sweet sounds, and fragrant flowers surround him eventually, he finds himself in Celestial Paradise, where he feels the very presence of God the whole poem ends in a burst of triumph everyone who reads it feels uplifted in spirit the early readers of the Comedy were so inspired by it that they placed the epithet Divine before Comedy.

Wednesday: (Item No. 19)

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline. Try to improve your writing.

Thursday: (Item No. 20)

Fill in punctuation and capital letters.

- A. Write the paragraph or paragraphs supplying the necessary capital letters and punctuation.
- B. Try to improve your penmanship while writing this.

the knights of the round table

Toward the close of the Middle Ages, Europe was fairly overrun with brave knights who were going on pilgrimages of mercy and valor whenever a company of them would return after many months or even years of absence, people were so eager to hear of the knights' strange adventures that they followed them about is it not quite natural, then, that the literature of the time should center around bold knights in armor there are many legends that tell of these heroic personages, but perhaps the best English stories are these about King Arthur and his knights of the round table if you are interested in knowing how the poets have used this material, examine Tennyson's Idylls of the King and Lowell's Vision of Sir Launfal

Friday:

Reading

- A. Read something today which will give you a broader knowledge of your field of work.
- B. Make an outline. Try to improve your writing.

Cooperative Part-Time Education
Sheet No. 6

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 21)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|--------------------|-----------------------|-------------------|
| 1. automobile | 15. cinnamon | 29. hazards |
| 2. across | 16. canvass (examine) | 30. accident |
| 3. axes | 17. mentally | 31. immediate |
| 4. acquainted | 18. despise | 32. personally |
| 5. anniversary | 19. deserted | 33. community |
| 6. artificial | 20. grabbed | 34. forestall |
| 7. adjoining | 21. harnessed | 35. originally |
| 8. appendicitis | 22. handkerchief | 36. accountant |
| 9. assassinate | 23. hauled | 37. architectural |
| 10. affectionately | 24. illuminated | 38. auditor |
| 11. brilliant | 25. restaurant | 39. mechanic |
| 12. cemetery | 26. respiration | 40. bricklayer |
| 13. cartridge | 27. writing | 41. cabinet-maker |
| 14. combed | 28. Grammar | 42. carpenter |

Tuesday: (Item No. 22)

Word Usage

- A. Write out the following exercise filling in the blanks below with the correct forms of the verbs indicated in small type.

- B. The following words are used: travel, is, has, were, was, says, have been, proves, knows, no, his, gives, provides, have, beats, stay, and endure.

HABITS OF GORILLAS

When Martin Johnson and his companions be in Africa filming wild animals, he be particularly interested in the habits of gorillas. He say that his experience prove that many false stories be told about these grotesque, manlike creatures. For example, there be a newspaper article telling of a gorilla's stealing a woman away from her home. "Such a tale," say Mr. Johnson, "be silly to one who know the habits of gorillas."

No one, according to him, ever saw a gorilla with a club in his hand. Furthermore, the gorilla be so afraid of man that he give him a wide berth. Neither Mr. Johnson nor his helper have ever been able to get within eight feet of one when taking its picture.

Gorillas travel in packs and at night each family unit provide its own meal, which be a simple one consisting of the buds of mountain trees and wild celery. After the family have eaten, a bed for each member be improvised.

Gorillas are sluggish creatures and after they have gone to bed, they stay there until the hot sun beat down upon them so that they can no longer endure the heat.

Instructions: Some of these verbs are plurals and some past participles needing a helping word. Study carefully before filling in the blanks.

Wednesday: (Item No. 23)

Reading

- A. Read some interesting article along your phase of work.
- B. Make an outline of at least eight distinct points. Watch your penmanship.
- C. State magazine article and where found.
- D. Keep this article for your talk tomorrow.

Thursday: (Item No. 24)

Talks

- A. Check to make sure you have your outline in hand.
- B. When you have finished speaking give me your outline to be checked.

- C. Secretary takes over the room.
- D. The secretary will appoint the two critics. This is to be instructional criticism.

Friday:

Reading

- A. Read some interesting article along your phase of work.
- B. Make an outline of at least eight distinct points. Watch your penmanship.
- C. State magazine article and where found.

Cooperative Part-Time Education
Sheet No. 7

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 25)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|----------------|-----------------------|------------------|
| 1. immediately | 15. stanchion | 29. electrotyper |
| 2. interurban | 16. separate | 30. engineer |
| 3. lonely | 17. sweater | 31. forger |
| 4. lightning | 18. strengthen | 32. glass blower |
| 5. mattress | 19. toboggan (sleigh) | 33. laborer |
| 6. millionaire | 20. whistled | 34. lath man |
| 7. marshmallow | 21. wholesale | 35. linotype |
| 8. necessary | 22. chemist | 36. machinist |
| 9. partner | 23. compositor | 37. millwright |
| 10. pickerel | 24. contractor | 38. miner |
| 11. paralyzed | 25. coremaker | 39. molder |
| 12. restaurant | 26. decorator | 40. motorman |
| 13. receive | 27. designer | 41. nurseryman |
| 14. suffocated | 28. electrician | 42. ornamental |

Tuesday: (Item No. 26)

Word Usage

- A. Write out the following exercise filling in the blanks below with the correct forms of the verbs indicated in small type. Use care in your penmanship.
- B. The following words are used: is, lives, thinks, said, were, be, budgets, has, won, walks, attends, goes, has been, was, and talked.

- C. Some of these verbs are plurals and some past participles needing a helping word.

WHO WAS RIGHT?

Radburn, one of my best friends, live at 2550 West Twenty-Eighth Street. His home be within four blocks of Edison High School, which he attend. Being so close to the school, he not only walk in the morning but go home for his lunch as well. His record of attendance, in spite of his walking and going home at noon, be perfect. This mean he _____ be neither tardy nor absent during the term. He, more than any of the other boys, _____ win merits for our home room.

One of the boys think Radburn deserve no credit for being punctual. He say so to me yesterday when I be praising Radburn for being on time. The boy's exact words be "That be nothing for him. He live so close to the school that he should be here early."

I talk the matter over with Father last night and he say that person who live near his work be frequently the one who be tardy. He think that the boy who budget his time as well as his spending money, have true character.

Wednesday: (Item No. 27)

Reading

- A. Read some interesting article along your phase of work.
- B. Make an outline of at least eight distinct points. The points should be important ones.
- C. State magazine article and where found.
- D. Keep this article for your talk tomorrow. Study before class.

Thursday: (Item No. 28)

Talks

- A. Check to make sure you have your outline with you.
- B. When you have finished speaking give your outline to instructor to be checked.
- C. Secretary takes over the room.
- D. The secretary will appoint the two critics for each speaker. These criticisms will be instructional.

Friday:

Reading

- A. Read some interesting article along your phase of work.
- B. Make an outline of at least eight distinct points. The points should be important ones.
- C. State magazine article and where found.

Cooperative Part-Time Education
Sheet No. 8

NOV 11 1938
Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 29)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-----------------|------------------------|---------------------|
| 1. acetylene | 15. potato | 29. plasterer |
| 2. enamel | 16. tomato | 30. plumber |
| 3. culvert | 17. pajamas | 31. sheet-metal |
| 4. refrigerator | 18. underwear | 32. steamfitter |
| 5. ventilation | 19. gauntlet | 33. structural iron |
| 6. extinguisher | 20. eyelet | 34. superintendent |
| 7. tapioca | 21. rhubarb | 35. supervisor |
| 8. mustard | 22. coconut | 36. tinner |
| 9. durable | 23. celery | 37. toolmaker |
| 10. cocoon | 24. spinach | 38. treasurer |
| 11. grooving | 25. painter | 39. upholsterer |
| 12. treasury | 26. paperhanger | 40. warper |
| 13. quorum | 27. pattern maker | 41. weaver |
| 14. cravenette | 28. personnel director | 42. application |

Tuesday: (Item No. 30)

A. Points to remember:

1. A singular subject requires a singular predicate verb.
2. A compound subject joined by or or nor requires a singular predicate verb. EXAMPLE: Neither Helen nor Mary is to blame.
3. A plural subject requires a plural predicate verb.
4. A compound subject joined by and requires a plural.
5. The pronoun you requires a plural predicate verb.

6. In a question or in a sentence beginning with here or there, the subject follows the predicate verb. If in doubt, turn the sentence around to get the normal sequence. EXAMPLE: Are the books here? The books are here. Here are the pictures. The pictures are here.

- B. Fill in the blanks with correct forms (or contractions) of the verbs be, go, do extend, accept. Be sure that the verb agrees with its subject in number.

A GOOD DEED

There a _____ ten of us boys who _____ to the children's hospital last week. When the matron heard what our plans for entertainment _____, she said they _____ so good that every one of the nurses _____ invited. "While it _____ matter which one of you _____ the invitation, I am sure it will be better if one of you boys _____ it."

Now the matron is one of those women who _____ accustomed to wielding authority, consequently there _____ no hope of our evading the personal invitations.

Desiring to avoid an awkward pause, Jack said with finality, "Either Ed or Tony _____ nominated to take our respects to the ladies. It _____ important to me which one of you _____."

Neither of the boys _____ particularly enthusiastic about going, but finally Tony said, "I suppose this is one of the things that one _____ for society. Now if there _____ no Beau Brummel among us, I will go. Is my tie straight?"

In a remarkable short time there _____ nurses everywhere. Then the "Christmas trees" were set up and _____ being decorated by us boys.

Dick's hair _____ so curly that it proved a good lodging place for the decorations. By the time we had fastened bright-colored balls around his ears and a star on the top of his head, the children _____ shouting with laughter. Even the ones confined to their beds _____ laughing. When we had finished, there _____ stockings of candy, oranges, apples, dolls and books fastened all over Dick from head to foot.

Bill _____ equally funny as a Yuletide decoration. The boys had pinned gaily colored birds in his straight, blond hair and glittering ornaments _____ hanging from his outstretched fingers. The children _____ so excited and happy that they _____ sorry when Santa took the gifts off the trees. It _____ conceded by all that the two boys _____ the strangest and funniest trees they had ever seen.

Wednesday: (Item No. 31)

Reading

- A. You may make your own selection. Select something as worthwhile as possible.
- B. Turn in a well worded and nicely written outline.

Thursday: (Item No. 32)

Formal Speech. (Introduction)

In the matter of making and acknowledging introductions, custom has established certain forms that well-mannered persons are careful to observe. To save embarrassment, it is well for boys to know these forms:

A younger person is presented to an older one. This is accomplished by speaking the older person's name first.

A man or boy is presented to a woman or a girl.

Other guests are presented to a person of distinction or to a guest of honor.

The name of a newcomer is spoken first when he is being introduced to a small group. When there are a number of persons in the room, a newcomer is not introduced to each in turn, but only to the ones nearest him.

A man or a boy stands while he is being introduced. Men usually shake hands, but when a man is presented to a girl or woman, he waits for her to offer her hand.

A woman usually remains seated except to pay tribute to a much older person or to a distinguished guest.

Accepted forms for introductions

"Mrs. Green, may I present my sister, Miss Cox?"

"Mr. Jones, may I present Mr. Rainey?"

"Father, I want to present Richard Spencer."

For less formal occasions:

"Mother, this is Patricia Radburn. Patricia is the girl who wrote the Queen Elizabeth play that we put on last week."

"Miss Knell, I want you to meet my father. He is interested in antiques, too."

"David, this is my old friend, Lee Foster. He is a tennis enthusiast, also."

"Dr. Conley, my daughter Jessica."

"This is my son Addison, Mrs. Brooks. He will be glad to show you the garden."

"Dorothy, I should like you to know my brother Tom. He, too, goes to Mount Vernon High School."

In acknowledging an introduction you may simply say:

"How do you do, Mrs. Green?"

"How do you do, David?"

"I am glad to know you, Jessica."

The name may or may not be repeated. If the occasion permits, the acknowledgment may be followed by some remark that will lead to a brief conversation.

Courteous forms for leave-taking.

"It has been an enjoyable afternoon, Ruth."

"Good night, David. I have surely enjoyed the evening."

"I thank you for inviting me, Patricia. It has been a delightful afternoon."

"Good night, David, I have surely enjoyed the evening."

"Good-by, Ruth. It was good of you to invite me. I have surely enjoyed myself."

To a guest introduced earlier in the evening: "Good night, Anne. It has been a pleasure to know you," or, "I hope I shall see you again."

The hostess may say: "Good-by, Mary Louise. It was a pleasure to have you. Call me up soon."

- A. Class discussion. Make this as practical as possible.
- B. Introduce some member of the class to the instructor.
- C. Introduce one boy to another.
- D. Give an example of courteous form for leaving.

Friday:

Reading

- A. You may make your own selection. Select something as worthwhile as possible.
- B. Turn in a well worded and nicely written outline.

Cooperative Part-Time Education
Sheet No. 9

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 33)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|---------------------|----------------------|-------------------|
| 1. countersink | 15. cornice | 29. attitude |
| 2. calipers | 16. sewage | 30. assume |
| 3. dividers | 17. siphon | 31. eliminates |
| 4. pliers | 18. cistern | 32. patronage |
| 5. timbers | 19. urinal | 33. cultivate |
| 6. molding | 20. hydraulic | 34. service |
| 7. template | 21. ferrule | 35. circular |
| 8. mural | 22. flange | 36. appropriate |
| 9. dormer | 23. coupling | 37. competitor |
| 10. rounding | 24. fixture | 38. announcements |
| 11. channel | 25. stationary | 39. calendar |
| 12. frieze (fringe) | 26. refrigerators | 40. specialties |
| 13. bolster | 27. weatherstripping | 41. advertising |
| 14. clinch | 28. lubricating | 42. mimeograph |

Tuesday: (Item No. 34)

Verbs

- A. Write out the entire article filling in the words needed.
- B. Underline the words you use.
- C. Use forms of the verb to go. (went, have gone, has gone, or had gone)

A TRUE ADVENTURER

In the last part of the thirteenth century Marco Polo's father and uncle _____ on a long journey from Venice, Italy, to far-away Cathay in China. At first they traveled by sea, but after they _____ a long way they reached the heart of China and _____ directly to the palace of Kublai Khan. He had _____ away for a time, but when he returned he received them kindly.

Now the Polos _____ to China to buy spices, so naturally they appreciated the king's welcoming them. In the course of their many conversations with him, Marco's father once said, "I _____ from one country to another to trade, and my brother _____ with me. We have visited many strange lands, but none have been so rich and so beautiful as yours."

The king was greatly pleased with these words from men who had been to so many different countries. He soon became well acquainted with the Polos and liked them, so sorry was he when he found that they _____ back to Venice. He knew, however, that they would return, for he himself had visited them before they _____ away and they had promised to come back.

Wednesday: (Item No. 35)

Reading

- A. Read some interesting article along your phase of work.
- B. Make an outline of at least eight distinct points. Watch your penmanship and outline form.
- C. State magazine article and where found.
- D. Keep this article outline for your talk tomorrow.

Thursday: (Item No. 36)

Talks

After the roll is checked the secretary will take charge of the class. Be prepared when you are called upon for your talk.

Friday:

Free Reading

It is suggested from now on that you read for recreational and hobby interest development. This reading should help you develop a greater interest and ability in some hobby. It will also provide you an opportunity to gather material for making reports.

Cooperative Part-Time Education
Sheet No. 10

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 37)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|---------------|-------------------|-----------------|
| 1. apparatus | 15. Iowa | 29. session |
| 2. apricot | 16. Cincinnati | 30. apparent |
| 3. creek | 17. was | 31. ascending |
| 4. data | 18. aged | 32. cereal |
| 5. get | 19. quickness | 33. extremely |
| 6. diploma | 20. Italian | 34. imagine |
| 7. example | 21. Wisconsin | 35. innocent |
| 8. vaudeville | 22. South Dakota | 36. license |
| 9. salve | 23. Missouri | 37. magnificent |
| 10. roof | 24. benefactor | 38. mosquito |
| 11. gratis | 25. abbreviations | 39. mysterious |
| 12. ate | 26. consequently | 40. occasion |
| 13. ignorant | 27. punctuation | 41. relieve |
| 14. laugh | 28. reference | 42. sacrifice |

Tuesday: (Item No. 38)

Verbs

- A. Write out the entire article filling in the words needed. Watch your penmanship.
- B. Underline the words you use.
- C. Use forms of the verb to go. (went, gone, had gone, and have gone.)

A YOUNG MAN'S FIRST JOURNEY

When his father and uncle _____ back to China, young Marco, a youth of seventeen, _____ with them. How joyous he was as they swept over the blue waters in one of the fastest sailing vessels of the day.

After they had been _____ for many weeks, they came to an Eastern country well known to Venetian traders. From there they _____ overland as before, riding on the backs of camels. Some of the party, discouraged by the hardships that they _____ through, _____ back at this point, but the Polos continued on their way.

When they _____ over hundreds of miles of mountainous country, they came to walls of burning oil and hills of salt. Next they rode into towns where the people were clothing of soft, lustrous silk, a fabric unknown in Venice at that time. When they _____ into the markets, they saw not only shimmering silks but also swords of pliable steel. They had not yet reached their destination, so they journeyed on. Finally, after they _____ over the roof of the world, they reached China.

They _____ at once to the court of Kublai Khan where they learned that he _____ to his summer palace. So off to the palace the Polos _____. As they approached it, they saw a shining white stone structure surrounded by a wall sixteen miles in length. The guards, who remembered them as friends of the emperor, admitted them to the grounds and the palace. As they _____ through the spacious, richly furnished room they noted with astonishment that each was lined with gold. Then, indeed, was young Marco glad that he had endured all the hardships of the journey, for never had he imagined anything so splendid. With wide, shining eyes he said to his father, "You and my uncle _____ to many lands, but surely you have never seen, in all your travels anything so magnificent as this."

Wednesday: (Item No. 39)

Reading

- A. Read a good article in some magazine.
- B. Hand in a synopsis of the article naming the magazine and publication. Take care in your penmanship please.
- C. Get an article which will be an advantage to you on the job if possible.

Thursday: (Item No. 40)

Punctuation and Capitalization

- A. Proper punctuation in letter writing or any other composition is of great need, especially so that you may be better understood in written words.
- B. Place the proper capitalization and punctuation in the following paragraph and hand in your paper.

the first booksellers

the Book of the Dead is one of the oldest books in all the world it was written on papyrus rolls by the ancient Egyptians it describes an imaginary journey of the soul after death the Egyptians held this book so sacred that many of them learned long passages from it they did this to prepare themselves to meet their gods in fact, it was a burial custom to put a copy of the Book of the Dead into the tomb along with the body of a departed loved one it was supposed to help him on his journey after death naturally, the undertakers who kept copies of these books for sale became the first booksellers.

Friday:

Free Reading

Read something for recreational and hobby interest development.

Cooperative Part-Time Education Tulsa Central High School
 Sheet No. 11 Instructor:
 R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 41)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-------------------|------------------|-----------------|
| 1. bribery | 15. accidentally | 29. antique |
| 2. eligible | 16. boundary | 30. bicycle |
| 3. executive | 17. scissors | 31. consequence |
| 4. statesman | 18. organization | 32. disease |
| 5. resignation | 19. emergency | 33. fatigue |
| 6. constitution | 20. appreciate | 34. foreigners |
| 7. citizenship | 21. sincerely | 35. grease |
| 8. organization | 22. athletic | 36. nonsense |
| 9. statistics | 23. extreme | 37. resources |
| 10. indivisible | 24. practical | 38. science |
| 11. personality | 25. proceed | 39. sensible |
| 12. satisfactory | 26. cordially | 40. vehicle |
| 13. perpendicular | 27. character | 41. vicinity |
| 14. particularly | 28. separate | 42. immediate |

Tuesday: (Item No. 42)

Punctuation of a letter

- A. Short talk on importance of letter writing.
- B. Place the proper punctuations in the following letter:

East Pittsburgh Pennsylvania
November 12 1938

Messrs G L Evans & Co
3568 Jackson Street
Nashville Tennessee

Gentlemen

We are very sorry to learn through your letter of the twelfth that you are having trouble with our last shipment of lamps.

You may be assured that we are more than anxious to make an adjustment that will be satisfactory to you and to apply if possible some remedy here to prevent a repetition of this unfortunate experience in the future We shall therefore greatly appreciate your packing these lamps carefully and forwarding them to us by express at our expense You will hear from us again as soon as we have had an opportunity to examine the lamps and locate the trouble

Yours very truly

FAIRVIEW ELECTRIC AND MFG COMPANY

C. When completed place your papers upon the desk.

Wednesday: (Item No. 43)

Reading

- A. Read a good article in some magazine.
- B. Hand in a synopsis of the article naming the magazine and publication.
- C. Get an article along industrial lines.

Thursday: (Item No. 44)

- A. Place on your paper the numbers from 1 to 100 in four columns of twenty-five each. When the director has finished the second reading of each sentence, write after the figure on your paper corresponding to the number of that sentence, a plus sign (+) if you think the sentence is grammatically correct, a (-) minus sign if you think it is incorrect.
- B. Hand in papers after you have finished.

Friday:

Free Reading for recreational and hobby interest development.

Cooperative Part-Time Education Tulsa Central High School
 Sheet No. 12 Instructor:
 R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 45)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|-----------------|-------------------|-------------------|
| 1. geography | 15. pronunciation | 29. confectionery |
| 2. arithmetic | 16. articulation | 30. development |
| 3. occasionally | 17. fourteenth | 31. distillery |
| 4. laboratory | 18. height | 32. employees |
| 5. librarian | 19. convenient | 33. familiar |
| 6. recognize | 20. receipt | 34. financier |
| 7. perspiration | 21. preliminary | 35. intelligent |
| 8. government | 22. disappoint | 36. mistletoe |
| 9. often | 23. especially | 37. opportunity |
| 10. overalls | 24. annual | 38. peculiar |
| 11. horisomal | 25. committee | 39. persevere |
| 12. invaluable | 26. artificial | 40. reproached |
| 13. accurately | 27. associates | 41. treachery |
| 14. enunciation | 28. beneficial | 42. decision |

Tuesday: (Item No. 46)

Letter Writing

- A. Class discussion on proper letter form and technic.
- B. Write a business letter about something which you are interested.
- C. After you have your letter written bring it up to the desk to be checked.
- D. Rewrite your letter on the back of the same sheet of paper.

Wednesday: (Item No. 47)

Reading

- A. Read some interesting article helpful to you in your work.
- B. Outline the article read. Be sure to make a neat outline.
- C. Hand in the paper to be checked.

Thursday: (Item No. 48)

Verbs

- A. Write out the entire article filling in the words needed. This is a good chance to improve your penmanship.
- B. Underline the words you use.
- C. Fill the blanks with the following verbs: given, become, had seen, were, came, sang, broken, saw, asked, taken, had been, have come, began, and knew.

A WIDE-AWAKE REPORTER

Now Kipling, who is a cousin of Mr. Baldwin, the noted English statesman, and of Burne-Jones, the celebrated artist, know that they would help him if he ask for assistance. He hoped, however, to win through merit rather than through influence. Consequently he again begin his interviews with newspaper men. At first he was give no opportunity whatsoever to prove his worth. Finally a young reporter with a nose for news see him and recognized him. At once he asked for an interview and Kipling, having time on his hands, gave it to him.

At last the spell was break and soon Kipling become as popular as Dickens be in his day. Every-one sing his praises. By that time his influential relatives see the articles about him in the papers and they come to see him. They asked why he had not take more interest in them, and said that they would gladly come to his rescue. They know however, why he had not come and be proud of his independence and courage.

Friday:

Free Reading

Read something beneficial to you in your work. Try to improve your vocabulary by reading.

Cooperative Part-Time Education
Sheet No. 13

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 49)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|----------------|-----------------|----------------|
| 1. bracket | 15. gallery | 29. twist |
| 2. balcony | 16. attic | 30. pound |
| 3. arch | 17. porch | 31. turn |
| 4. belfry | 18. transom | 32. tighten |
| 5. steeple | 19. stairs | 33. scrape |
| 6. accommodate | 20. aisle | 34. throw |
| 7. mantel | 21. counterfeit | 35. mark |
| 8. entrance | 22. cut | 36. carry |
| 9. eaves | 23. weld | 37. shake |
| 10. partition | 24. finish | 38. measure |
| 11. vestibule | 25. build | 39. fasten |
| 12. corridor | 26. pull | 40. break |
| 13. basement | 27. dig | 41. crush |
| 14. accuracy | 28. lift | 42. Pallissard |

Tuesday: (Item No. 50)

Letter Writing

- A. Write a business letter about something which you are interested. Business letters should be very neat.
- B. After you have your letter bring it up to the desk to be checked.

- C. Rewrite your letter on the back of the same sheet of paper, adding corrections noted by your instructor.
- D. Turn in your letter to be checked.

Wednesday: (Item No. 51)

Reading

- A. Read magazines.
- B. Try to read something today which will give you a broader knowledge of your field of work.
- C. Make an outline for your talk tomorrow. Outline only the points you need to give a good talk.

Thursday: (Item No. 52)

Talks

After the roll is checked the secretary will take charge of the class.

Friday:

Free Reading

Read something beneficial to you in your line of work.

Cooperative Part-Time Education
Sheet No. 14

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 53)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|----------------|-----------------------|-----------------------|
| 1. carpenter | 15. baker | 29. climb |
| 2. dentist | 16. chauffeur | 30. creak (to grate) |
| 3. cashier | 17. gardener | 31. desert |
| 4. librarian | 18. teacher | 32. immense |
| 5. miner | 19. mover | 33. earn |
| 6. miller | 20. druggist | 34. leopard |
| 7. fireman | 21. conductor | 35. find |
| 8. dessert | 22. alter | 36. grate |
| 9. motorman | 23. buy | 37. hew (cut to form) |
| 10. jeweler | 24. bury | 38. haul |
| 11. tailor | 25. bore | 39. hire |
| 12. grocer | 26. beat | 40. hear |
| 13. laundryman | 27. break | 41. knead |
| 14. tinner | 28. canvas (material) | 42. marmalade |

Tuesday: (Item No. 54)

Letter Writing

- A. Write a business letter to some company wanting free material which may be used as information on your job. Try to improve your penmanship as you go along.
- B. Points to be included in the body of the letter.
 1. State what you want short, definite, and clear.
 2. Reason for wanting this information.
 3. Where you found the company's name and address.
(Paper, Magazine, Pamphlet, or other source.)

- C. Fold letter for envelope. Do this in accordance to size of envelope.
- D. Address envelope on back side of sheet. (Mark off space the size of an envelope.)
- E. Hand in letter to be checked.

Wednesday: (Item No. 55)

Reading

- A. Read something today which will give you a broader knowledge of your field of work. Make a check up on your reading speed and comprehension.
- B. Make an outline for your talk tomorrow.

Thursday: (Item No. 56)

Talks

- A. After the roll is checked the secretary takes charge of the room.

Friday:

Free Reading

Use care in selecting material to be read so it will help you learn some new phase of your work.

Cooperative Part-Time Education
Sheet No. 15

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 57)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|--------------|---------------|--------------|
| 1. print | 15. splice | 29. forge |
| 2. pinch | 16. telephone | 30. mold |
| 3. burnish | 17. condense | 31. warps |
| 4. floor | 18. conduct | 32. shrinks |
| 5. resaw | 19. tackle | 33. install |
| 6. panel | 20. climb | 34. invest |
| 7. fit | 21. macilage | 35. manage |
| 8. couple | 22. guard | 36. consign |
| 9. deliver | 23. taper | 37. crate |
| 10. crank | 24. bore | 38. ship |
| 11. remodel | 25. thread | 39. occupies |
| 12. repair | 26. ream | 40. propels |
| 13. transmit | 27. turn | 41. insures |
| 14. connect | 28. drill | 42. cleanse |

Tuesday: (Item No. 58)

Letter Writing

- A. Write a business letter to some company wanting free material which may be used as information of your job. Be careful with your penmanship. Try to improve it.
- B. Points to be included in the body of the letter.
 1. State what you want short, definite, and clear.
 2. Reason for wanting this information.
 3. Where you found the company's name and address.
 4. Identify yourself as to position.

C. Fold letter for envelope. Be sure to fold in accordance with size of envelope.

D. Hand in letter to be checked.

Wednesday: (Item No. 59)

Reading

Make an outline for your talk tomorrow. Make the outline practical.

Thursday: (Item No. 60)

Talks

A. Instructor will check the roll.

B. Secretary will take charge of the class for talks.

Friday:

Free Reading for recreational and hobby interest development.

Cooperative Part-Time Education
Sheet No. 16

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 61)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|---------------|------------------|--------------------|
| 1. kill | 15. stare | 29. representative |
| 2. know | 16. steal | 30. intellectual |
| 3. lessen | 17. seem | 31. superstitious |
| 4. plane | 18. tear | 32. temperature |
| 5. pump | 19. taper | 33. nutritious |
| 6. pour | 20. waste | 34. appropriate |
| 7. peal | 21. wrap | 35. consistent |
| 8. peddle | 22. treasurer | 36. nucleus |
| 9. read | 23. pianist | 37. biography |
| 10. raise | 24. statement | 38. preferable |
| 11. orchestra | 25. foreign | 39. root |
| 12. slay | 26. superficial | 40. weapon |
| 13. sell | 27. cavalry | 41. annuity |
| 14. scar | 28. amphitheater | 42. chimney |

Tuesday: (Item No. 62)

Letter of application.

- A. State your qualifications.

1. Age
2. Experience
3. Education
4. Physical qualities
5. Any special trait you might have along this line of work.

- B. Where you found out about the opening.
- C. Reference.
- D. You will first be judged on the accuracy and neatness of your letter.
- E. Carefully address the envelope.
- F. You need not write your letter in the order which is outlined.
- G. This is an excellent place to improve your penmanship.

Wednesday: (Item No. 63)

Reading

Read something today which will give you a broader knowledge of your field of work. Compare comprehension and speed with previous check ups.

Thursday: (Item No. 64)

Contractions

- A. You have heard that heat makes iron expand and that cold contracts it. We contract words also. When we shorten a single word we have an abbreviation; for example, President--Pres. Later you will be supplied with a useful list of these. When two words are united so that letters are omitted and the apostrophe takes their place, we have what are called contractions; for example, do not--don't. They are not necessary, but are often convenient in speaking. Since, as you have found our written English is determined in large measure by our speaking habits, it is natural that we frequently write contractions. The ones most used are given below, so that you will be reminded of the apostrophe.
- B. Use supplementary reference books for any help which you might need.
- C. Write the contractions for the following words. Writing the words and follow by the contractions.

1. I will	8. he is	15. have not
2. I have	9. he will	16. has not
3. I am	10. should not	17. let us
4. do not	11. would not	18. it is
5. will not	12. did not	19. they are
6. cannot	13. does not	20. you are
7. shall not	14. are not	21. it is

Friday:

Free Reading

It is suggested that you read for recreational and hobby interest development. This reading should help you develop a greater interest and ability in some hobby. It will also provide you an opportunity to gather material for making reports.

Cooperative Part-Time Education
Sheet No. 17

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 65)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|------------------|----------------|------------------|
| 1. auctioneer | 15. pattern | 29. pumpkin |
| 2. manufactured | 16. spliced | 30. moisture |
| 3. derrick | 17. flask | 31. cereal |
| 4. draws | 18. forges | 32. creeper |
| 5. degree | 19. shop | 33. loyalty |
| 6. divided | 20. hydrant | 34. delegate |
| 7. climbed | 21. planed | 35. inauguration |
| 8. wasted | 22. parliament | 36. eloquent |
| 9. ladder | 23. cucumber | 37. suspicion |
| 10. pulls | 24. hazelnut | 38. sympathy |
| 11. lathe | 25. buckwheat | 39. persevere |
| 12. strengthened | 26. oxygen | 40. shot |
| 13. ground | 27. nitrogen | 41. possess |
| 14. pully | 28. dandelion | 42. recommended |

Tuesday: (Item No. 66)

Letter of Application

A. State your qualifications

1. Age
2. Experience
3. Education
4. Physical qualities
5. Any special trait you might have along this line of work.

- B. Where you found out about the opening
- C. Reference
- D. You will first be judged on the accuracy and neatness of your letter.
- E. Carefully address the envelope.
- F. You need not write your letter in the order which is outlined here above.
- G. Use greatest of care in your penmanship.

Wednesday: (Item No. 67)

Reading

Make an outline of the article or articles you read.

Thursday: (Item No. 68)

Possessive Forms of Nouns

- A. The sign of possession requires the use of the apostrophe. Some people find that its correct position is a difficult thing to determine. The system is not really hard to master. The rules are here briefly stated and examples are furnished.
 1. When the singular does not end with s, add the apostrophe and s.
 EXAMPLES:
 boy--the boy's hat George--George's hat
 man--the man's hat Captain--the Captain's hat
 2. When the singular ends with s, either add the apostrophe and s, or the apostrophe alone; the final s is omitted if this omission seems to make the sound of the word more pleasing.
 Dickens--Dickens' Works or Dickens's Works.
 3. When the plural does not end with s, add the apostrophe and s.
 EXAMPLES:
 men--the men's wages
 women--the women's ballots
 children--the children's toys

4. When the plural ends with s, add the apostrophe only.
EXAMPLE: girls--the girls' dresses
5. The names of firms are treated as single nouns, the apostrophe and s being added only to the final name.
EXAMPLE: Davis and Winter--Davis and Winter's store.
6. The apostrophe should not be used with possessive adjectives like his, ours, and its.
It's is a contraction and means it is.

- B. Write out the following paragraphs placing the apostrophes where they belong.

A DOG'S EXPERIENCE

Jack London's The Call of the Wild is the thrilling story of a dog's experiences in Alaska during the gold strike. Buck, as the doughty animal was called, was not a native of the icy Northland. His real home was old Judge Millers place in the sunny Santa Clara Valley of California. There his freedom was complete. He could chase rabbits if he chose or go romping with the Judges grandchildren. He was so intelligent and reliable that the childrens love for him was justified, and they spent many happy days together. The girls amusements interested him as well as the boys, though he liked best to hunt among the hills.

Bucks free happy life and the hunting excursions gradually developed strong limbs and iron muscles. The gardeners helper often watched the big fellow with his thick shaggy coat and powerful muscles, knowing that dogs were wanted for the Klondike country. When an opportunity offered, he stole him and sold him to a trader to be trained as a sledge dog. Bucks struggles to free himself, his new masters treatment of him, and his life in the North make a story never to be forgotten.

Friday:

Free Reading

Try to read something interesting and educational.

Cooperative Part-Time Education
Sheet No. 18

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 69)

Spelling

- A. Spelling words will be presented orally by the instructor at the beginning of the class period.
- B. Each student will then grade his own paper and study the words missed.
- C. After the study period the spelling words will be orally repeated by the instructor.
- D. You are then to hand in your paper to be checked for accuracy.

Spelling Lesson.

- | | | |
|---------------|-----------------|-----------------|
| 1. majority | 15. sausage | 29. schedule |
| 2. crystals | 16. chimney | 30. peaceable |
| 3. measles | 17. surprise | 31. exhibit |
| 4. cancer | 18. yeast | 32. skillful |
| 5. diphtheria | 19. height | 33. gratis |
| 6. rheumatism | 20. children | 34. counterfeit |
| 7. pneumonia | 21. concentrate | 35. mortgage |
| 8. alcohol | 22. omitting | 36. illustrate |
| 9. corduroy | 23. forehead | 37. preserve |
| 10. apron | 24. vandyke | 38. garage |
| 11. khaki | 25. resemblance | 39. tribune |
| 12. flannel | 26. gluing | 40. which |
| 13. lettuce | 27. desirable | 41. restaurant |
| 14. banana | 28. statistics | 42. seized |

Tuesday: (Item No. 70)

Verbs

- A. Write out the following paragraphs filling in the blanks. This is a chance to improve your penmanship.
- B. Forms of the verbs

Present Time			Past Time			
rise	rises	rose	have risen	has risen	had risen	
sit	sits	sat	have sat	has sat	had sat	
lie	lies	lay	have lain	has lain	had lain	

ABOVE THE CLOUDS

Dr. Albert Einstein, the greatest scientist and mathematical genius of the world, often _____ early and _____ by his open window to ponder over his work. The problems that his keen mind solves are staggering to the ordinary individual. Indeed, only a few persons who _____ high in the scientific world are able to understand his clever deductions.

No doubt, when he is working over a problem, he _____ by the window and gazes into space or _____ on the couch and looks beyond the treetops into the blue of heaven. But whether he is sit- or _____ by his long, open window, he is never too preoccupied to smile a cordial greeting to the milkman or the trash collector. Thus many stories _____ about his friendliness and charming simplicity.

Wednesday: (Item No. 71)

Reading

Make an outline for your talk tomorrow.

Thursday: (Item No. 72)

Talks

Friday:

Free Reading

Take advantage of this reading and try to benefit yourself by it.

Cooperative Part-Time Education
Sheet No. 19

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 73)

Spelling

- | | | |
|-----------------|------------------|------------------|
| 1. isosceles | 15. trigonometry | 29. alkaline |
| 2. similar | 16. resultant | 30. soluble |
| 3. equivalent | 17. theorem | 31. vaporization |
| 4. surgeon | 18. formulas | 32. cemetery |
| 5. coefficient | 19. absorb | 33. recommend |
| 6. equilateral | 20. atmosphere | 34. acquaintance |
| 7. equation | 21. thoroughly | 35. parasite |
| 8. acute | 22. crystallize | 36. ammonia |
| 9. segment | 23. propagation | 37. oscillate |
| 10. complement | 24. liquefy | 38. compressible |
| 11. proportion | 25. antiseptic | 39. saturate |
| 12. mensuration | 26. ductility | 40. eliminate |
| 13. algebra | 27. judgment | 41. endeavor |
| 14. geometry | 28. filtrate | 42. enthusiasm |

Tuesday: (Item No. 74)

- A. The article an is used before the vowel sounds a, e, i, o, u, and sometimes w and y. The article a is used before the consonants.

EXAMPLES: This is a good piece of wood.

The studious boy has an open mind.

- B. Write out the following exercise filling in the blanks.

A GAME

Sometimes we play _____ interesting game at school. We blindfold _____ unusually alert person and place something that has _____ aroma, such as _____ rose or _____ apple, under his nose to see if he can name it readily. We usually have _____ number of things to test his power of discrimination, such as _____ orange, _____ pear, _____ onion, _____ flower, olive, _____ empty tomato can, _____ banana, or _____ bit of cheese.

It is hard to believe that one's olfactory nerves could be in such _____ undeveloped state that he would call _____ unlighted candle violets, but that is what happened to me.

Wednesday: (Item No. 75)

Reading

Make a full page outline on the articles you have read.
Make your outline neat.

Thursday: (Item No. 76)

Word Usage

- A. Write out and fill in the blanks.
- B. Choose suitable connectives from this list for the exercise below: and, that, after, but, when, which, consequently, because, but also, nor, if, and not only.

THE SINGING TOWER

Many years _____ the Island of Nightingales had become a place of refuge for storm-driven birds _____ men, a Dutch immigrant boy named Edward Bok was struggling manfully to make his way in a new world. So well did he succeed _____ he was able, in later years, _____ to mass a moderate fortune for himself, _____ to do a great many things for the community in _____ he lived.

_____, at the age of fifty-six, he gave up his successful career as a newspaper man, he told reporters he was planning merely to be a good citizen of his adopted country. "People," he remarked, "Spend many years in making a living, _____ few take time to live." _____ he set about using his money and influence toward making Philadelphia a happier and more beautiful city.

_____ did Bok limit his efforts to his own community. He interested himself in world peace _____ he considered that it would be a great service to the nation and to the world _____ he could help to arouse people to the necessity of guarding against the terrible waste and destruction of war.

Friday:

Free Reading

Read for recreational and hobby interest development.

Cooperative Part-Time Education
Sheet No. 20

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 77)

Spelling

- | | | |
|------------------|-----------------|-------------------|
| 1. vaudeville | 15. vase | 29. advertisement |
| 2. bouquet | 16. grimy | 30. ratio |
| 3. gratis | 17. cordial | 31. neither |
| 4. data | 18. parallel | 32. simultaneous |
| 5. status | 19. lever | 33. cauliflower |
| 6. economic | 20. physician | 34. lenient |
| 7. either | 21. porcelain | 35. tedious |
| 8. athlete | 22. suite | 36. recognize |
| 9. extraordinary | 23. Chicago | 37. chandelier |
| 10. film | 24. granary | 38. leisure |
| 11. apparatus | 25. syllables | 39. poinsettia |
| 12. Roosevelt | 26. apologize | 40. detail |
| 13. culinary | 27. effect | 41. discipline |
| 14. millinery | 28. appropriate | 42. fatiguing |

Tuesday: (Item No. 78)

Irregular Verbs (lay and lie)

A. Write out the following sentences filling in the blanks.

B. Helpful instruction

Lay and lie are two entirely different verbs with different meanings. Both verbs may be used with things that are alive and with things that are not alive. Study the distinctions given here.

LAY

lay laid laying (present participle)

This verb always means to place something in some place. It always takes an object except when it is used in the passive voice.

EXAMPLES:

Active: She laid the flowers on the table.

Passive: The flowers were laid on the table.

CAUTION: Laid always means placed; it never means reclined. Laying always means placing; it never means reclining.

lie lay LIE
lain lying (present participle)

This verb always means to recline or rest. It can never take an object. The hardest form of this verb to use is the simple past tense, lay. Notice that no form of this verb contains a d; laid is not a part of this verb.

Right
 The child lay on the bed
 for an hour.

Wrong
 The child laid on the bed
 for an hour.

Train yourself to use the present participle, lying, correctly.

Right
 The book is lying on my
 desk.

Wrong
 The book is laying on my
 desk.

With has, have, or had use lain when you mean reclined or rested.

Right
 The letters have lain
 unnoticed for a week.

Wrong
 The letters have laid
 unnoticed for a week.

CAUTION: Laid is never a form of this verb. When you mean reclining, use these forms: Lie, lay, lain, lying.

Written Exercise

1. She lay, laid on the sand for an hour yesterday.
2. The dolls were laid, lain side by side in a row.
3. Bobby has laid, lain in the sunshine for half an hour.
4. They were laying, lying aside their books when the bell rang.
5. My keys lay, laid here a moment ago.
6. She was laying, lying on the couch when you called.
7. The cards had laid, lain where they belonged all the time.
8. Mary lay, laid her books on her desk.
9. The pen laying, lying on the desk is mine.
10. Have you lain, laid your papers away?
11. She picked up a book which was laying, lying on the table.
12. She told the maid to lay, lie away the clean clothes.
13. Mrs. Brown laid, lay the blame for the accident on us.
14. Those valuable papers lay, laid unnoticed in that drawer.

15. He lies, lays in bed late every morning.
16. The keys are laying, lying where we left them.
17. Every day Billy lays, lies his book away as soon as the bell rings.
18. She felt faint; we told her to lay, lie down for a few minutes.
19. The treasure still lies, lays buried in the sand.
20. His tools had laid, lain in the wet grass all night.
21. I have laid, lain two letters on your desk.
22. We finally looked in the dining-room for the key; there it lay, laid on the table.
23. A package laying, lying, on the ground attracted our attention.
24. His secretary lays, lies all his papers in order every morning.
25. The patient has laid, lain quiet most of the night.

Wednesday: (Item No. 79)

Reading

Hand in your outline from the article or articles you have read.

Thursday: (Item No. 80)

Verbs "lie and lay"

- A. Read your information for Sheet 20, Item No. 78.
- B. Write out the following exercise.
 1. The books were laying, lying on my desk.
 2. The men were laying, lying the plants in rows.
 3. There they lay, laid for a long time.
 4. He has lain, laid quiet for an hour.
 5. The dinner lay, laid before them, but they couldn't eat.
 6. She stood there laying, lying the pattern on the material.
 7. The kitten was laying, lying, on the rug fast asleep.
 8. I had laid, lain in a cramped position for a long time before I was rescued.
 9. Are those my gloves lying, laying on the table?
 10. The maid was laying, lying the sheets on the bed.
 11. The Czar lay, laid ill on the royal bed.
 12. Miss Clark wished to lay, lie down for a little rest.
 13. The scissors are laying, lying on the table.
 14. The buried treasure had laid, lain there for many years.
 15. My books laid, lay on the table yesterday.
 16. The scissors are laying, lying where they belong.

17. Charles is laying, lying quietly in his little crib.
18. I found the gloves laying, lying where I had left them.
19. The diary had laid, lain open till the pages were yellow.
20. He tried to lay, lie on his side, but the pain was too great.
21. The book was lying, laying open on the davenport.

Friday:

Free Reading

Read for recreational and hobby interest development.

Cooperative Part-Time Education Tulsa Central High School
 Sheet No. 21 Instructor:
 R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 81)

Spelling

- | | | |
|------------------|----------------|------------------|
| 1. garage | 15. route | 29. nasturtium |
| 2. penalize | 16. profile | 30. immediately |
| 3. effort | 17. forehead | 31. kerosene |
| 4. contemplate | 18. enunciate | 32. mischievous |
| 5. concentrate | 19. envelope | 33. municipal |
| 6. extraordinary | 20. patronize | 34. persistence |
| 7. gladiolus | 21. patroness | 35. privilege |
| 8. luxury | 22. progress | 36. stationery |
| 9. example | 23. pianist | 37. sufficiently |
| 10. chassis | 24. isolate | 38. combustible |
| 11. appreciate | 25. apricot | 39. guaranty |
| 12. associate | 26. military | 40. lieutenant |
| 13. coupon | 27. diphtheria | 41. occurrence |
| 14. fatiguing | 28. nephew | 42. pneumonia |

Tuesday: (Item No. 82)

"Well and Good"

A. Helps

Good is an adjective; it describes.

EXAMPLES: It was a good book. This candy is good.

Well is an adverb; it tells how.

EXAMPLES: She did her work well. How well does he play?

EXCEPTION: Well is used idiomatically to indicate health.

EXAMPLE: I am well today.

B. Write out the following sentences filling in the blanks.
 Use good penmanship.

1. She sings _____.
2. The machine has a _____ motor.
3. Harry has done his work _____.
4. The cake tastes _____.
5. The rope is still _____.
6. She was a very _____ child today.
7. It is made _____.
8. This is _____ material.
9. Helen plays the piano _____.

10. I am very _____, thank you.
11. How _____ do you play golf?
12. You certainly played your part _____.
13. My sister plays the piano _____.
14. Does she write _____?
15. If he can work _____, he can find employment.
16. She does _____, don't you think?
17. Yes, I am very _____, thank you.
18. He certainly speaks _____.
19. Yes, indeed, I am _____.
20. Jack does everything _____.
21. She sings _____.
22. He did not pay attention in class; therefore, he could not outline _____.
23. George Arliss acted the part _____.
24. He could paint portraits _____.
25. He did not understand the "Farewell Address" _____.

Wednesday: (Item No. 83)

Reading

Make an outline for a talk tomorrow on the article or articles you read.

Thursday: (Item No. 84)

Talks.

Friday:

Free Reading

Read for recreational and hobby interest development.

Cooperative Part-Time Education
Sheet No. 22

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 85)

Spelling

1. elevation	15. luminous	29. because
2. angle iron	16. theorem	30. drowned
3. bushing	17. axiom	31. foliage
4. valve	18. maneuver	32. glycerin
5. proficiency	19. illiterate	33. iodine
6. villain	20. intercept	34. address
7. cantaloupe	21. coincident	35. deaf
8. strategy	22. attacked	36. chloride
9. lateral	23. particularly	37. catch
10. oxidation	24. height	38. miniature
11. embryo	25. indict	39. embarrassment
12. assimilation	26. various	40. sovereign
13. equation	27. paraffin	41. syndicate
14. inevitable	28. asked	42. appendicitis

Tuesday: (Item No. 86)

"Who and Whom"

EXAMPLES: This is the boy who (not whom) will do the work.
(Subject of will do)

He is a man who (not whom) we think will succeed.
(Subject of will succeed)

With whom (not who) did he exchange books?
(Object of with)

NOTE: There is a "colloquial" use of who for whom when it stands as the first word of an interrogative sentence.

Who did you see at the party? (Colloquial)

A. Use references for further help.

B. Write out the following sentences filling in the blanks.

1. Who, Whom did you see?
2. I do not know whom, who it will be.
3. I do not know whom, who you want.
4. He is the one who, whom I believe has accepted the call.
5. I am ready to work for whoever, whomever is selected by the commander.

6. I am ready to work for whoever, whomever the commander selects.
7. Try out whomever, whoever, presents himself at the rehearsal.
8. Who, Whom did you say was the nominee?
9. Who, Whom did you find was defeated in that campaign?
10. Who, Whom did you think he was?
11. Call whoever, whomever comes this way.
12. Who, Whom do you plan to invite?
13. He seemed annoyed at whoever, whomever asked him about the automobile accident.
14. I wrote to whoever, whomever he named for the place.
15. She is the girl who, whom you know was chosen as valedictorian.
16. Mrs. Osborne, who, whom I was going to have you meet, has gone back to India.
17. Who, Whom did you say was to blame?
18. Who, Whom was the letter addressed to?
19. Can you guess who, whom it was that I saw at the window?
20. I shall be glad to talk to whoever, whomever can give me a clue.
21. The man who, whom you see taking tickets is Donald White.
22. Whoever, Whomever she found late, she reported.
23. Whoever, Whomever she found was late, she reported.
24. He could not imagine who, whom he was to see.
25. Who, Whom did he want?

Wednesday: (Item No. 87)

A. Reading

B. Make an outline on article or articles read.

Thursday: (Item No. 88)

"Whoever and Whomever"

A. EXAMPLES

Send whoever (not whomever) will do the work. (Subject of will do.)

Give it to whomever (not whoever) you choose. (Object of choose)

Whomever (not Whoever) you invite will be received. (Whomever is object of invite.)

NOTE: Whoever as used in the following sentence is accepted as a colloquialism in good standing by some authorities:

Ask whoever you like to the picnic.

B. Write out, filling in the blanks with the proper word.

1. I am ready to work for whomever, whoever the commander selects.
2. I am ready to work for whomever, whoever is selected by the commander.
3. Try out whoever, whomever presents himself at the rehearsal.
4. Call whoever, whomever comes this way.
5. He seemed annoyed at whoever, whomever asked him about the automobile accident.
6. I wrote to whoever, whomever he named for the place.
7. I shall be glad to talk to whoever, whomever can give me a clue.
8. Whoever, Whomever she found late, -she reported.
9. Whoever, Whomever she found was late, she reported.
10. I persuaded whoever, whomever was in doubt to consult you.
11. They permitted whoever, whomever could pass the examination, to go on the trip.
12. The catalogues will be sent to whoever, whomever asks for them.
13. Will you vote for whoever, whomever I shall support?
14. Give it to whoever, whomever you feel is worthy and ambitious.
15. I promised to give the slides to whoever, whomever you thought would make the best use of them.
16. The manager recommended whoever, whomever had done the best work.
17. I shall be glad to receive whoever, whomever is sent by the committee.
18. The council voted to send resolutions of thanks to whoever, whomever had taken part in the pageant.
19. Why don't you ask whoever, whomever is interested in the work to help you?
20. He wanted whoever, whomever was interested in flowers to have free access to his gardens.
21. All complaints should be sent to whoever, whomever is in charge at your local office.
22. I shall be glad to employ whoever, whomever has your confidence.
23. Free samples will be sent to whoever, whomever applies for them.
24. The contract will be given to whoever, whomever in the opinion of the Trustees submits the best plan.
25. Whoever, Whomever I found in need of help was promptly relieved.

Friday:

Free Reading about something which will be of benefit to you and your work. Increase your reading speed and at the same time get something out of your reading.

Cooperative Part-Time Education Tulsa Central High School
 Sheet No. 23 Instructor:
 R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 89)

Spelling

1. hydraulic	15. circuit	29. bearing
2. hydrant	16. induction	30. gears
3. basement	17. solder	31. ladle
4. gasket	18. splicing	32. oven
5. chauffeur	19. volume	33. foundry
6. motor	20. energy	34. gluing
7. battery	21. momentum	35. pinion
8. kilowatt	22. chuck	36. braze
9. dynamo	23. burnish	37. shellac
10. converter	24. gravity	38. cylinder
11. armature	25. plunger	39. fillet
12. rheostat	26. spindle	40. boring
13. magneto	27. assemble	41. turning
14. transformer	28. casting	42. joints

Tuesday: (Item No. 90)

The Use of "Sure" and "Surely"

- A. Many people are not able to use sure and surely correctly. Practice this lesson until you are sure you will not make such an error.

Sure is an adjective. It means secure, safe, certain.

EXAMPLES: It is a sure foundation. I am very sure it is true.

Surely is an adverb. It means certainly, truly,

EXAMPLES: Surely, I will do it. I surely do think so.
 I will surely try.
 How can you be so sure?
Surely it will arrive today.
 She surely will come.

- B. Write out the following sentences filling in with sure or surely. Here is a chance to improve your penmanship.

1. Mary will _____ send it.
2. _____, I do.
3. I am _____ it is true.
4. _____ that was she.
5. I _____ think so.
6. Are you _____?
7. That will _____ happen.
8. Do you think so?
9. That is a _____ way to find out.

10. He will _____ know.
11. That was _____ an interesting program.
12. _____ I will come.
13. If she cannot come, she will _____ let you know.
14. _____ that is the best thing to do.
15. _____ the story was true.
16. _____ it is.
17. I _____ think so.
18. _____ I can come.
19. There is _____ some reason for it.
20. _____ that is correct.
21. Oh, _____, haven't you seen it?
22. _____ you must come to my party.
23. They will _____ come on time.
24. "_____, I can," he answered.
25. He _____ is a fine boy.

Wednesday: (Item No. 91)

- A. Read magazines
- B. Find something which will be of benefit to you and your work.
- C. Make a full page outline of the article, stating where the article was found, page, magazine, and box number.

Thursday: (Item No. 92)

The Use of "I" for "Me"

- A. I is often misused for me in the objective case.
 1. She spoke to you and me (not I).
 2. Jack called Grace and me (not I).
 3. She sent the flowers for Jane and me (not I).
 4. They thought him to be me (not I).
 5. She would not let you and me (not I) do this.
 6. You helped him more than me (not I).
- B. Write out the following sentences filling in with I or me.
 1. She surely saw Dorothy and _____.
 2. He will look at neither you nor _____.
 3. Miss Thompson wrote a letter to my sister and _____.
 4. There is no doubt that it was _____.
 5. Our friends sent mother and _____ some beautiful flowers.
 6. There is no better plan for Mary or _____.
 7. She turned to Florence and _____ for comfort.
 8. Yes, it is _____.
 9. If it were _____, I should answer.

10. They were surprised to know that it was _____.
11. That poor, lonesome student was surely _____.
12. That was _____ who answered the call.
13. He saw Mary and _____ at the concert.
14. They met Jack and _____ at the game.
15. My teacher invited my parents and _____ to the tea.
16. Is it _____ whom you wish to speak to?
17. She asked Dorothy and _____ to serve tea.
18. They invited Mary and _____ to ride in their car.
19. They said goodbye to Grace and _____ at ten o'clock.
20. My father and _____ will go to the city.
21. She saw my father and _____ at the theater.
22. They wanted mother and _____ to come.
23. Are you sure it was mother and _____?
24. No one could blame Harry and _____.
25. Helen and _____ were on that crowded car.

Friday:

Free Reading

Read something that will broaden your knowledge in the educational field.

Cooperative Part-Time Education
Sheet No. 24

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 93)

Spelling

1. drill	15. file	29. damage
2. panel	16. shingle	30. compensation
3. level	17. rivet	31. commerce
4. plane	18. wind	32. economize
5. paint	19. wrench	33. assessable
6. solder	20. telephone	34. calculate
7. nail	21. skate	35. promptly
8. joint	22. play	36. quantity
9. saw	23. comb	37. cartage
10. glue	24. spade	38. director
11. center	25. chisel	39. expense
12. design	26. mallet	40. transfer
13. estimate	27. carbon	41. violate
14. square	28. sirup	42. analyze

Tuesday: (Item No. 94)

Nouns and Verbs

A. Definitions

1. Noun is the name of something.
2. Verb is a word that expresses action, being, or state of being.

B. Make meaningful sentences or complete statements out of the first twenty-four words of Monday's spelling lesson.

C. In the first sentence use the word as a noun and in the second sentence as a verb.

EXAMPLES:

1. The drill is sharp (noun).
2. Drill the hole through the shaft. (verb)

D. Turn sentences in to be checked.

Wednesday: (Item No. 95)

Don't and Doesn't.

A. Don't is the contraction of do not. It should not be confused with doesn't which is the contraction of does not.

B. Correct Contractions

I don't; You don't; He doesn't; We don't; You don't;
They don't.

Here are the correct contractions of do not and does not. The third person singular is the one that is hard to use; notice it has the s which occurs in all English verbs in the present, third person singular. In place of he any singular noun may be used, as "The child doesn't know his lesson." Never be guilty of saying "It don't" or "He don't."

C. Write out the following sentences filling in with the correct word or words. Watch your penmanship.

1. Jack _____ like music.
2. _____ you think the scenery is beautiful?
3. It _____ seem possible!
4. He _____ read much.
5. My cousin _____ want to go.
6. _____ she like to swim?
7. The child _____ want to study.
8. Harold _____ think seriously.
9. That book _____ interest me.
10. His car _____ look new.
11. His business _____ prosper in that location.
12. My cat _____ get along with your dog.
13. Jack _____ care for music.
14. That _____ seem right.
15. That _____ seem to be a sufficient reason.
16. He says he _____ like tragedies.
17. Mrs. Jones _____ associate with her neighbors.
18. This news _____ concern you.
19. The paragraph _____ seem clear to me.
20. This book _____ impress me much.
21. _____ it amuse you?
22. He _____ seem to care in the least.
23. It _____ seem right to accuse him.
24. It _____ seem right for her to leave her sick mother.
25. He _____ like oatmeal for breakfast.

Thursday: (Item No. 96)

Let and Leave

- A. Leave is often misused for let. Leave means to let alone or to abandon. Let means to permit.

RIGHT
Let me go.

WRONG
Leave me go.

CAUTION: Do not use leave when you mean permit or allow.

B. Write out the following sentences filling in the blanks.
Use good penmanship while filling in the blanks.

1. _____ me stay at home.
2. Will your mother _____ you go to the beach?
3. Will you _____ her go with you?
4. Why don't you _____ the boys go with you?
5. The cross little boy screamed "_____ my toys alone!"
6. Since the sidewalks are so slippery, wouldn't it be well to _____ someone go with you?
7. Put the knife away and _____ it alone.
8. _____ me do that for you.
9. _____ those nails alone.
10. If you will _____ the child alone I think she will soon go to sleep.
11. _____ the boy play with those balls if he wishes to.
12. Bolt the door and don't _____ any one come in until you hear me give the signal.
13. _____ the jelly stand there on the window sill until it cools.
14. He would not _____ us ring the bell.
15. _____ us go to the football game.
16. Please _____ me go home.
17. You may _____ school early.
18. Mother, will _____ us go for a walk?
19. Please _____ the house at once.
20. Don't _____ him go yet.
21. Please _____ me study my lesson.
22. Why did you _____ me alone?
23. Will you _____ the children play in the yard?

Friday:

Free Reading

Read for recreational and hobby interest development.

Cooperative Part-Time Education
Sheet No. 25

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 97)

Spelling

- | | | |
|------------------|-----------------|------------------|
| 1. accumulate | 15. changeable | 29. facsimile |
| 2. extravagant | 16. arrangement | 30. enumerate |
| 3. management | 17. serviceable | 31. commodity |
| 4. depreciate | 18. accommodate | 32. adjustment |
| 5. unanimous | 19. economical | 33. proficiency |
| 6. judgment | 20. magnesia | 34. noticeable |
| 7. authorize | 21. acetylene | 35. advantageous |
| 8. calendar | 22. beneficiary | 36. condemnation |
| 9. pneumatic | 23. liabilities | 37. promissory |
| 10. receipt | 24. accuracy | 38. terminus |
| 11. acknowledge | 25. all right | 39. procedure |
| 12. infringement | 26. restaurant | 40. expiration |
| 13. privilege | 27. guarantee | 41. certificate |
| 14. license | 28. promiscuous | 42. liquidate |

Tuesday: (Item No. 98)

"Lay" and "Lie"

A. Use of Lay and Lie.

These two are altogether different verbs, but they cause confusion because the present form of lay is spelled the same as the past form of lie, which is lay.

EXAMPLES: May I lie (not lay) down now?
I lay (not laid) down yesterday.

No form of the verb lie can take an object, and every form of the verb lay must have an object.

B. Write out the following sentences filling in the blanks correctly.

1. He _____ on the sand for an hour yesterday.
2. My keys _____ here a moment ago.
3. The village _____ at the foot of a mountain.
4. She told the maid to _____ away the clean clothes.
5. He _____ in bed late every morning.
6. Every day Billy _____ his book away as soon as the bell rings.
7. She felt faint; we told her to _____ down for a few minutes.

8. The treasure still _____ buried in the sand.
9. His secretary _____ all his papers in order every morning.
10. Miss Clard wished to _____ down for a little rest.
11. He tried to _____ on his side, but the pain was too great.
12. If I _____ the book down now I cannot finish my book review.
13. The boat _____ lightly on the water.
14. They were _____ aside their books when the bell rang.
15. Have you _____ your papers away?
16. The pen _____ on the desk is mine.
17. The cards had _____ where they belonged all the time.
18. Mary _____ her books on her desk.
19. She was _____ on the couch when you called.
20. Bobby has _____ in the sunshine for half an hour.

Wednesday: (Item No. 99)

Reading

Please turn in a full outline of your findings. Use good penmanship while making your outline.

Thursday: (Item No. 100)

The use of Sit and Set

- A. The verb Sit, sat, sitting never takes an object. It means to rest in a settled position.

EXAMPLE: You may sit here. She sat at the window.

The verb Set, setting always takes an object. It means to cause to sit, stand, or rest. It means to place something in an upright or sitting position.

EXAMPLE: She set her basket on the table. Mary set the child in the chair.

CAUTION: Never use set when you mean to sit down.

- B. Write out the following sentences filling in with the correct word.
1. She _____ down quickly.
 2. Will you _____ here?
 3. He _____ the appointment at ten o'clock.
 4. Please _____ still for the picture.

5. You may _____ in this chair.
6. _____ one plate on top of the other.
7. When I once _____ down, I hate to get up.
8. _____ the vase on the table.
9. You will please _____ in this chair.
10. You may _____ the bags down here.
11. The man was told to _____ the instrument down carefully.
12. The old woman _____ on the doorstep.
13. The boy _____ down on the fly paper.
14. I _____ the bucket on the table yesterday.
15. The bucket _____ there after I _____ it there.
16. I saw the bucket _____ there.
17. I _____ here yesterday where I have often _____.
18. I often _____ myself down here at this desk.
19. The sun will _____ at six o'clock.
20. This jelly did not _____ well.
21. We must wait for the concrete to _____.
22. We saw the man _____ the scenery on the stage.
23. We saw the man _____ in the shade.
24. We bought a _____ of eggs.
25. After the farmer _____ the hen, she will _____.

Friday:

Free Reading for recreational and hobby interest.

Cooperative Part-Time Education
Sheet No. 36

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 101)

Spelling

1. antiseptic	15. meteor	29. subpoena
2. antitoxin	16. brake	30. syndicate
3. buoyancy	17. molecule	31. tapestry
4. cantilever	18. perspective	32. temperance
5. orchestra	19. petition	33. trust
6. delta	20. projection	34. universe
7. equator	21. objection	35. vacuum
8. evolution	22. proportion	36. vegetarian
9. ferry	23. quarantine	37. microscope
10. forestry	24. rainbow	38. wave
11. gelatin	25. rotation	39. wealth
12. impact	26. sculpture	40. zenith
13. dike	27. silage	41. zoology
14. jute	28. speculation	42. locomotive

Tuesday: (Item No. 102)

Use of He, Him, She and Her.

- A. He is sometimes misused for him after the infinitive to be, which takes the same case form after it as before it.

EXAMPLES: 1. They thought me to be him (not he).
2. I was believed to be he (not him).

The two forms she and her are frequently confused. The correct form with the nominative case is she; the correct form with the objective case is her.

EXAMPLES: 1. I was thought to be she (not her).
2. Mary took me to be her (not she).

- B. In the following sentences write the correct form of he, him, she or her.

1. Did the manager blame you and she, her?
2. You and she, her were not to blame.
3. He must have misunderstood Helen and he, him.
4. They wanted him and she, her to play golf.

5. Stephen and she, her had other plans.
6. You and he, him were not at home.
7. Everybody was present except she, her.
8. It is he, him who was elected.
9. The stranger in the door is him, he.
10. Could it have been you and he, him?
11. She spoke pleasantly to he, him.
12. They invited his brother rather than he, him.
13. Mary studied more than he, him.
14. Can she play as well as he, him?
15. His son looks like he, him.
16. Is his son as skillful as he, him?
17. It was she, her who called.
18. It was he, him who was sent on the errand.
19. The girls voted to send Mary and she, her.
20. Tom and he, him went to the city.
21. Was it he, him who answered?
22. Was it Mary and he, him whom you saw?
23. That was she, her in the back seat.
24. You may sit between Harry and she, her.
25. Both Jane and he, him have worked hard.

Wednesday: (Item No. 103)

- A. Read magazines.
- B. Find something which will be of benefit to you and your work.
- C. Make a full page outline of the article, stating where the article was found, page, magazine, and box number. Use good penmanship while making your outline.

Thursday: (Item No. 104)

Use of We and Us.

- A. These forms are very frequently confused. Sometimes pronouns are used with close appositive modifiers. In such instances, the case of the pronoun depends upon its use in the sentence as does any pronoun.

EXAMPLES: We boys went to the football game. She called us girls to her office.

MEMORY CHART

We children had a party.
She wanted us girls to stay.
We men did the heavy work.
 It was we boys who were asked.

B. In the following sentences write the correct form of we, or us.

1. We, us boys went swimming.
2. We, us Americans love liberty.
3. The public was very suspicious of we, us politicians.
4. We, us children must play more quietly.
5. She told we, us boys to come around to the back door.
6. We, us students enjoyed his class immensely.
7. Do you think we, us boys were to blame?
8. They have traveled more than we, us.
9. The architect showed his plans to we, us.
10. We, us boys went to the game.
11. It was we, us who found the lost child.
12. They took mother and we, us for a long ride.
13. The ones chosen should have been we, us.
14. Is it we, us who are to blame?
15. Yes, the people in the lobby were we, us.
16. We, us boys went to father's office.
17. The guest were we, us.
18. They are more prosperous than we, us.
19. I am sure you are no more to blame than we, us.
20. She knew we, us boys when we were children.
21. I know you will arrive sooner than we, us.
22. They drive a better automobile than we, us.
23. They expected we, us Americans to travel first class.
24. Yes, those weary travelers were certainly we, us.
25. That happy crowd at the beach were we, us.

Friday:

Free Reading

Cooperative Part-Time Education
Sheet No. 27

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 105)

- | | | |
|----------------|-----------------|------------------|
| 1. needles | 15. lever | 29. bacteria |
| 2. potatoes | 16. explosive | 30. splice |
| 3. bananas | 17. ingratitude | 31. flywheel |
| 4. discontinue | 18. safety | 32. balloon |
| 5. coconut | 19. tariff | 33. glacier |
| 6. dyestuffs | 20. veneer | 34. lacquer |
| 7. vaseline | 21. apprentice | 35. longitude |
| 8. leather | 22. lease | 36. latitude |
| 9. ocher | 23. traction | 37. altitude |
| 10. vinegar | 24. crockery | 38. patriotism |
| 11. cellulose | 25. acoustics | 39. sextant |
| 12. alcohol | 26. aquarium | 40. viaduct |
| 13. drainage | 27. tunnel | 41. refrigerator |
| 14. oxygen | 28. aqueduct | 42. fusion |

Tuesday: (Item No. 106)

Use of come and came.

- A. Came is always used by itself; no other verb is used with it.
Come, except when it is present tense, is used with have, has, had, shall, will, may, do, did.

EXAMPLES: He came yesterday.
He has come to visit us.

- B. Write out the following sentences filling in the blanks.
This is a chance to improve your writing.

1. We have _____ to visit.
2. She should have _____ yesterday.
3. The postman _____ late.
4. The doctor _____ to see my mother.
5. Mary will _____ early.
6. I have _____ to see you.
7. He _____ to school with me.
8. He could have _____ home earlier.
9. The man had _____ at last.

10. March _____ to the door in a hurry.
11. Those musicians _____ back to the city last fall.
12. We have _____ home early.
13. She _____ to see me on Friday.
14. Try to _____ early.
15. I _____ last week.
16. Mary has _____ for a visit to her mother.
17. She has _____ to see her mother.
18. She _____ early.
19. When he _____ over the hill, I saw him.
20. She has _____ to see if I may go.
21. I _____ up just as they were leaving.
22. After the play they _____ up and shook hands with us.
23. He has _____ to say good-by.
24. John _____ home an hour ago.
25. They have _____ for the laundry.

Wednesday: (Item No. 107)

Reading

Make an outline of the article or articles you read.

Thursday: (Item No. 108)

The use of His and Their.

- A. Their is often misused after such words as one, anyone, anybody, nobody.

EXAMPLE: Anyone would be glad to lend his (not their) assistance.

Their is misused for his after such words as each and every.

EXAMPLE: Every boy should bring his (not their) books.

- B. Write out the following sentences filling in the blanks.

1. Anyone can read _____ own writing.
2. Somebody has left _____ hat.
3. Everyone should sign _____ name.
4. Few people see _____ own faults.
5. Every student should call for _____ card.
6. Each answered to _____ name.
7. Not one of the boys was in _____ seat.
8. Some students did not hand in _____ work.
9. Each of the boys found _____ own mistake.
10. Every person must do _____ work.
11. Everybody took _____ turn.
12. Each of the boys was asked to do _____ share.
13. Nobody knew where _____ place was.
14. Every student in the class had prepared _____ lesson.
15. Some of them forgot _____ tickets.
16. Everybody sat in _____ own seat.

17. All of them sat in _____ own seats.
18. Each one of the team gave _____ own opinion.
19. Everyone was prepared for _____ examination.
20. Anybody should be able to make out _____ own schedule.
21. Neither could see _____ way.
22. Each pilot would take _____ turn.
23. Both pilots would take _____ turns.
24. Does each of the boys know _____ part?
25. Do all of the boys know _____ part?

Friday:

Free Reading

Read something of benefit to you.

Cooperative Part-Time Education Tulsa Central High School
 Sheet No. 28 Instructor:
 R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 109)

Spelling

- | | | |
|----------------|-------------------|--------------------|
| 1. arcade | 15. rust | 29. minimum |
| 2. atmosphere | 16. trade-mark | 30. abnormal |
| 3. magnet | 17. flood | 31. transportation |
| 4. subway | 18. skyscraper | 32. subnormal |
| 5. tax | 19. sundial | 33. underfed |
| 6. arch | 20. derrick | 34. inclosure |
| 7. barometer | 21. gymnasium | 35. automotive |
| 8. gravitation | 22. lightning rod | 36. antisaloon |
| 9. bandage | 23. maximum | 37. biennial |
| 10. thrift | 24. commerce | 38. international |
| 11. wave | 25. casualty | 39. microscope |
| 12. strategy | 26. option | 40. semicircle |
| 13. astronomy | 27. copyright | 41. counteract |
| 14. smoke | 28. monopoly | 42. encircle |

- B. Spelling words will be presented orally by the instructor.
 C. Each student grade his own paper and study words missed.
 D. After study period the spelling words will be orally repeated by instructor.
 E. Hand in papers to be checked.

Tuesday: (Item No. 110)

The use of went and gone.

- A. Went is never used with another verb. Gone is always used with another verb, unless it is an adjective modifier.
 Have, has, and had are most often used with gone.
- B. Write out the following sentences filling in the blanks.
1. My sister _____ home yesterday.
 2. I had _____ before he came.
 3. They had _____ without us.
 4. We _____ to the concert.
 5. I shall have _____ to work by eight o'clock.

6. He has _____ to see his mother.
7. The children _____ out quietly.
8. They had _____ for a ride.
9. We might have _____ also.
10. It is _____ forever.
11. We had _____ to the auditorium early.
12. She has _____ to the market.
13. Before we could call him he had _____ away.
14. After John had _____ to the store, Jim dropped in.
15. We have _____ to the club several times this spring.
16. They had _____ when we arrived.
17. Father has _____ to the city.
18. He has _____ home.
19. I had never _____ to Chicago before.
20. Father _____ to town yesterday.
21. We _____ to the store yesterday.
22. She has _____ home.
23. Where has she _____ ?
24. Mother has _____ shopping?

Wednesday: (Item No. 111)

- A. Read magazines.
- B. Find something which will be of benefit to you and your work.
- C. Make a full page outline of the article, stating where the article was found, page, magazine, and box number. Try to improve your penmanship as you make outline.

Thursday: (Item No. 112)

Use of did and done.

- A. Did is always used alone, never with has or had. Done is always used with another verb. (Has, had, shall have, will have, is, are, was, were, has been, shall be, may be, can be.)
- B. Write out the following sentences filling in the blanks.
 1. He _____ his work quickly.
 2. She has _____ the best she could.
 3. Mary _____ her lessons well.
 4. You _____ very well.
 5. Father has _____ much for me.
 6. I _____ it last night.
 7. He had _____ his work early.
 8. My cousin _____ it for me.
 9. Harry has _____ well.
 10. Margaret _____ her best.

11. I know I _____ the required work in that course.
12. "I have _____ the best I could," she sobbed.
13. Have you _____ all of your work?
14. Certainly, I _____ the errand yesterday.
15. I _____ my work; have you _____ yours?
16. He _____ it before he thought.
17. He _____ surely _____ very well.
18. Who _____ that?
19. The work was _____ before seven o'clock.
20. Your work has been _____ well.
21. He _____ it and ran away.
22. I _____ my best to get here on time yesterday.
23. He has _____ his work well.
24. Who _____ that mischief?
25. Muriel has _____ well in school.

Friday:

Free Reading

- A. Read magazines.
- B. Find something which will be of benefit to you and your work.
- C. Summarize in your mind what the article was about.
- D. Increase your reading speed and at the same time get something out of your reading. Check up on your reading and compare with previous check ups.

Cooperative Part-Time Education
Sheet No. 29

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 113)

Spelling

- A. Write out the following paragraph correcting the misspelled words. Use good penmanship.
- B. Underline the words you change.

In an article in the Journal of the National Education Association for September, 1937, Howard R. Driggs, professor of English Education, New York University, has this to say in answer to the recent criticisms of the teaching of grammar, "All talk about 'throwing grammar out of the window' needs critical examination. Such condemnations of this worthy subject comes from a lack of understanding of the living relationships of grammar and the language. What we need is not less grammar but better grammar."

Tuesday: (Item No. 114)

- A. The negatives are no, not, none, nothing, nowhere, nobody, and the contractions containing not. Common sense teaches us to use only one negative for one idea. To use two negatives shows a lack of clear thinking. It is also a mark of ignorance and illiteracy.

EXAMPLES: I couldn't get none. WRONG (two negatives)
I couldn't get any. RIGHT (one negative)

Notice that the wrong sentence above may be corrected by discarding either negative.

- B. Fill in the blanks in the following sentences with the correct form.
1. I _____ (have, haven't) no book.
 2. I haven't _____ (any, no) book.
 3. Aren't you going to give me _____ (none, any)?
 4. We didn't eat _____ (nothing, anything).
 5. We _____ (ate, didn't eat) nothing.
 6. They weren't going _____ (nowhere, anywhere).
 7. They _____ (were, weren't) going nowhere.
 8. Mother wouldn't give us _____ (any, none).
 9. There _____ (were, weren't) no more left.

10. There weren't _____ (any, no) more left.
11. There _____ (is, isn't) no more paper.
12. I can't do _____ (anything, nothing) to help her.
13. There _____ (are, aren't) no more peaches in the ice box.
14. Isn't there _____ (nothing, anything) she can do about it?
15. I _____ (don't know, know) nothing about it.
16. I never had _____ (none, any) in the beginning.
17. I can't find my books _____ (anywhere, nowhere).
18. Nobody _____ (has, hasn't) come yet.
19. She _____ (hadn't, had) heard no news from her sister.
20. Helen didn't do _____ (anything, nothing) in class today.
21. He hasn't left _____ (any, none) for us.
22. She has _____ (has, hasn't) no more judgment than a child.
23. There wasn't _____ (nothing, anything) we could do.
24. He said he didn't want _____ (anything, nothing).
25. The story didn't mean _____ (anything, nothing) to her.

Wednesday: (Item No. 115)

- A. Read magazines.
- B. Find something which will be of benefit to you and your work.
- C. Make a full page outline of the article, stating where the article was found, page, magazine, and box number. This is a good chance to improve your reading.

Thursday: (Item No. 116)

The use of very and real.

- A. Avoid using real for very. Real, an adjective, means genuine, true, not an imitation.

EXAMPLE: It is a real diamond.

Very, an adverb, means in a high degree. John was a very intelligent boy.

- B. Fill in the blanks in the following sentences with real or very.
 1. That was a _____ interesting story.
 2. He made a _____ effort.
 3. A _____ tall man stood at our door.

4. She sings _____ well.
5. That painting is a _____ masterpiece.
6. She spoke _____ distinctly.
7. A _____ honor was bestowed upon him.
8. He was _____ much surprised.
9. She was _____ sad when she heard the news.
10. The ore contained _____ gold.
11. It was a _____ cloudy day.
12. Are you _____ much interested in art?
13. I was _____ glad to hear of your good fortune.
14. The circumstances were _____ distressing.
15. She plays _____ well.
16. I was _____ tired at the end of the day.
17. Certainly it is a _____ diamond.
18. I am _____ glad to see you.
19. That was a _____ interesting story.
20. They all thought she was a _____ charming girl.
21. We had a _____ pleasant time.
22. She danced _____ well.
23. She wore a _____ old shawl.
24. Mrs. Smith was a _____ talented violinist.
25. The only records they had were _____ old.

Friday:

Free Reading

Cooperative Part-Time Education
Sheet No. 30

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 117)

Spelling

In the following paragraphs are misspelled words, you are to correct the incorrectly spelled words:

No matter how long or serious an illness may be, a contented mind promotes recovery. This has a sound bases in modern medicine. Few things affect the patient's well-being more adversely than worry over his progress and symptoms. Music's Colning effect is well recognized; it is often forgotten that reading is equolly quiteing. To persons who are ill, the idea of strugling through long, weighty volumes is apolling, and their consciencies may trouble them over too many detective stories. Not infrequently they regard sickness as time taken out of their lives, and fume and frat at the waste.

The Reader's Digest almost completely fullfills the requirements of those confined to bed. It takes care of the two chief strands, physacal and menteal. Its light weight and small size make it easy to handle the clear type entails a minimum of eye faitgue; and the articlies are not long enough to be tiring. In it the patient can find a perscription for almost any ill--worthwhile reading with a modicum of physical affort and a maximum of mental profit.

Tuesday: (Item No. 118)

The use of "Like" and "As"

- A. People who are used to hearing good English usually use prepositions naturally and correctly. Others, especially foreign-speaking people, have more difficulty. Great care should be taken not to confuse prepositions and conjunctions. As is a conjunction; it usually introduces a clause with a subject and a predicate, expressed or understood.

EXAMPLE: Wait your turn as the others do. "As if and as though" are conjunctions; they introduce clauses also. Like is usually a preposition, but never a conjunction. It may be followed by a noun or pronoun, never by a clause.

EXAMPLE Wait your turn like the others.
It looks like rain.

B. Fill in the blanks in the following sentences with as or like.

1. I wish I could play _____ you do.
2. The child looks _____ him.
3. She acted _____ though she were frightened.
4. He walks _____ if he were lame.
5. I didn't suppose she would act _____ that.
6. He drove at a great speed _____ if there were not a moment to lose.
7. I want a bag _____ the one in the window.
8. He did the work _____ she directed.
9. She acts _____ if she were a queen.
10. I did _____ she wished.
11. He plays golf _____ if he were an experienced player.
12. The man talks _____ a foreigner.
13. She greeted John _____ if she knew him.
14. Doesn't it look _____ if it would snow?
15. Is there another book _____ this one?
16. Do this _____ I do.
17. Prepare your lessons _____ the teacher directed.
18. She came just _____ she had promised to do.
19. Billy eats _____ if he were hungry.
20. It seems _____ if she could have done better work.
21. We shall act _____ if nothing has happened.
22. Do not act _____ if you are afraid.
23. He greeted the boys _____ if he were an old friend.
24. Do _____ you are told.
25. I wish I could play tennis _____ she does.

Wednesday: (Item No. 119)

- A. Reading
- B. Find something which will be of benefit to you and your work.
- C. Make a full page outline of the article, stating where the article was found, page, magazine, and box number. Take care in using good penmanship.

Thursday: (Item No. 120)

The use of were or was.

- A. Were is sometimes misused for was when a clause is introduced by each, every one, followed by of.

EXAMPLE: Each of the girls was (not were) pleased.

B. In the following sentences fill in the blanks with were or was.

1. I wish I _____ going with you.
2. If that _____ my book, I should read it.
3. If you _____ I, would you respond?
4. Sometimes I wish I _____ a millionaire.
5. She acted as if she _____ a small child.
6. If she _____ chosen, the queen, she would surely go.
7. I wish Mary _____ coming.
8. If I _____ in his place, I should work very hard.
9. I wish I _____ in the mountains.
10. If she _____ at home, she would answer the bell.
11. If that _____ my home, I should be very proud of it.
12. If Mary _____ here, we could start.
13. I wish I _____ clever.
14. If she _____ my child, I should teach her to be courteous.
15. I wish my brother _____ coming too.
16. I wish that lovely shawl _____ mine.
17. To the left of him _____ the gardens.
18. No one _____ present but the manager.
19. There _____ ten books on the table.
20. Every one of the ships _____ lost.
21. _____ you interested in the lecture?
22. My lunch _____ two sandwiches and a glass of milk.
23. There _____ no one at home.
24. At the end of the garden _____ a row of hollyhocks.
25. Each of the books _____ worn.

Friday:

Free Reading

Cooperative Part-Time Education
Sheet No. 31

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 121)

Spelling

In the following paragraphs are misspelled words, you are to correct the incorrectly spelled words.

There was published recantely a table showing reasons for discharge from industrial establishments in 4,375 cases. There is nothing new in the study; it only emphasizes again the facts all of us have know. These facts, too, are known to the boys and girls now in school, themselves moving steadiley along the road to faillure in buseiness because daily in the classrooms they are formeing the habits of failure. And what are these causes for discharge? The table shows clearly that incompetence is the largest single cause for discharge in the cases studied. Incompetence--the very word itself suggests the weakleing, the missfit, the uncourageous. The incompetant does not bother to develope his skill to his highest possibility he hopes that he will "get by" without masterring the technical knowedge called for by his school course. The incompetant in business is the wasteer in school, the wasteer of hours of preceious time and days of golden opportunities. The really significant work of the world must be done by those who have skill and an understanding of human relationshipes or job wisdom. Without these, no real achievement is possible. Let us find a place in this old world of work where we can get happiness and in turn give much of the job of living to others. As we pass down the highway of live, we should hear the present call of jousous living as well as the near and far call of more serious duty. Wise men have found that there must be a properly balanced response of these calls.

People who are made of the right kind of materiel do not make excuses they work. They do not whinene; they keep forgeing ahead. They do not wait for an opportunity; they make it. Those who complein of no chance confess their weakness, their lack of efficelency. They show that they are not equal to the occassion, that they are not greater than the obstacele that confrants them.---(Marden)

Tuesday: (Item No. 122)

The use of Is and Are.

- A. A verb should agree with its subject in person and number. This is a fundamental rule of grammar. When a sentence is introduced by there, the subject follows the verb. When you speak of one thing, say there is or there was; when you speak of more than one thing, say there are or there were. The contraction there's means there is; it is singular. The contraction there're means there are; it is plural.
- B. Fill in the following blanks in the following sentences with is or are.
1. There _____ some apples in the basket.
 2. There _____ a letter for you in the box.
 3. There _____ many windows in that house.
 4. There _____ my lost gloves.
 5. There _____ many beautiful parks in Chicago.
 6. There _____ many students in that class.
 7. _____ there any tickets left?
 8. Where _____ my keys?
 9. Neither of the boys _____ at home.
 10. Everybody _____ willing to go.
 11. Either of those students _____ responsible.
 12. Some one _____ at the door.
 13. Mary, as well as her mother, _____ not at home.
 14. Mary and her mother _____ not at home.
 15. The vice president and secretary of the company _____ Mr. Jones.
 16. The nurse, with the two children, _____ in the park.
 17. The nurse and the two children _____ in the park.
 18. Neither my book nor yours _____ here.
 19. The orchestra _____ directed by Mr. Smith.
 20. Elizabeth and Dorothy _____ good students.
 21. That drove of cattle _____ very valuable.
 22. Anyone _____ lucky to inherit a fortune.
 23. There _____ some fresh peaches in the ice box.
 24. A basket of apples _____ on the table.
 25. There _____ two automobiles parked near our house.

Wednesday: (Item No. 123)

- A. Read magazines
- B. Make more than a page outline of the article, stating where the article was found, page, magazine, and box number. Try to improve your penmanship while writing.

Thursday: (Item No. 124)

The use of Shall and Will.

- A. Among good speakers and writers the distinction between shall and will has almost disappeared. For ordinary use in expressing future time, use shall in the first person and will in the second and third persons.

EXAMPLES: The children will be delighted.
We shall stop for a minute.

- B. Fill in the blanks in the following sentences with shall or will.

1. They _____ be very much pleased.
2. I _____ leave early.
3. I _____ not do anything so absurd.
4. _____ you promise?
5. They _____ answer this in court.
6. _____ the boys know about it?
7. You _____ enjoy it I am sure.
8. The children _____ arrive at three.
9. We _____ think it over.
10. _____ we ride in this car?
11. I _____ go to school Monday.
12. I am determined that I _____ not fail in algebra.
13. We _____ go for a ride this evening.
14. We _____ be glad to go.
15. I _____ think about the matter.
16. Indeed I _____ do as I please.
17. Yes, I promise you I' _____ do the work.
18. They _____ be forced to settle the account.
19. We _____ take our music lessons at four o'clock.
20. We _____ have our themes ready in an hour.
21. I think I _____ go to town tomorrow.
22. I _____ defend my rights.
23. They _____ help us.
24. They _____ not destroy our property.
25. Sam, _____ you depart tomorrow?

Friday:

Free Reading

Read something closely connected with the industry in which you are employed.

Cooperative Part-Time Education
Sheet No. 32

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 125)

Spelling

- A. In the following paragraphs are misspelled words, you are to correct the incorrectly spelled words.

WHY PEOPLE CANNOT TRADE

The first reason why people cannot trade all their goods and services is because some people who have only services to exchange are not allowed to exchange them.

Machinery is invented which does their work better and more quickly, and they are told they are no longer needed. We ought to be grateful to the engineers who invented these wonderful labor-saving machines. But are these machines installed to lighten men's work and give them a chance to get more out of life? Not at all. They are put in to cut the cost of making the product, so as to make more money when it is sold.

For instance, in 1929 four dollars had to be paid for the making of one automobile door. Today fifteen cents is all it costs for the same work. The wages paid for body-framing used to be three dollars. The present cost is thirty-five cents. Hand-finishing the body-frames of wood before paneling used to cost three dollars. Now it costs only twenty cents.

The men who have been displaced by the machines cannot find any other place where their services can be used. Perhaps you think they can find a place in the factories that make the machines. Or perhaps you think these workers will be used in making new products as soon as business picks up. But this hasn't happened in the past. These men must be able to exchange their services for money if the system is to keep on working. The manufacturer is dependent upon their having money to buy the product which the machines make.

Tuesday: (Item No. 126)

The use of were and was.

- A. As a rule a verb agrees with its subject in person and number. The intermission between the subject and predicate of such expressions as with, accompanied by, together with, as well as, no less than, including, does not change the number of the subject.

EXAMPLE: The captain accompanied by his men, was (not were) here.

Two or more singular subjects joined by or or nor require a singular verb.

EXAMPLE: Neither Ruby nor Grace was (not were) at the meeting.

If a compound subject is made up of both a singular and a plural form joined by or or nor, the verb agrees with the form nearer.

EXAMPLES: Neither Fred nor the girls were (not was) with us.

Neither the girls nor Fred was (not were) with us.

- B. Fill in the blanks in the following sentences with were or was.

1. _____ they present at the concert?
2. Everybody _____ concerned.
3. On both sides of the trench there _____ soldiers.
4. If he _____ older, he might spend his money more wisely.
5. Neither of the occupants of the car _____ was badly hurt.
6. Everybody _____ enjoying the party.
7. The box of jewels _____ lying open on the dresser.
8. Every one of the answers on his paper _____ correct.
9. _____ you in the accident?
10. The vase of yellow tulips _____ over on the piano.
11. Each of the boys _____ dirty from working on the car.
12. Each of the criminals _____ found guilty.
13. There _____ many people at the horse show.
14. Every one of the apples _____ spoiled.
15. _____ you going to get up early in the morning?
16. There _____ several broken chairs in the attic.
17. A pile of magazines _____ left in the attic.
18. The shelf of books _____ dusty after the sand storm.
19. If Jessie _____ not spoiled, she would be more attractive.
20. Before him _____ several choices.

21. _____ you interested in the lecture?
22. My lunch _____ two sandwiches and a glass of milk.
23. There _____ no one at home.
24. At the end of the garden _____ a row of hollyhocks.
25. Each of the books _____ worn.

Wednesday: (Item No. 127)

- A. Reading
- B. Find something which will be of benefit to you in your work.
- C. Make more than a page outline of the article. Try to improve your writing as you make your outline.

Thursday: (Item No. 128)

The use of sit and set.

- A. The verb sit, sat, sitting never takes an object. It means to rest in a settled position.

EXAMPLES: You may sit here. She sat at the window.

The verb set, setting always takes an object. It means to cause to sit, stand, or rest. It means to place something in an upright or sitting position.

EXAMPLE: She set her basket on the table.

- B. Fill in the blanks in the following sentences with sit or set.
 1. The little girl _____ there listening.
 2. She _____ down quickly.
 3. Will you _____ here?
 4. Please _____ still for the picture.
 5. He _____ the appointment at ten o'clock.
 6. You may _____ in this chair.
 7. _____ one plate on top of the other.
 8. When I once _____ down, I hate to get up.
 9. _____ the vase on the table.
 10. You will please _____ in this chair.
 11. You may _____ the bags down here.
 12. The man was told to _____ the instrument down carefully.
 13. The old woman _____ on the doorstep.
 14. I _____ the bucket on the table yesterday.

15. The boy _____ down on the fly paper.
16. The bucket _____ there after I _____ it there.
17. I saw the bucket _____ there.
18. I _____ here yesterday where I have often _____.
19. I often _____ myself down here at this desk.
20. The sun will _____ at six o'clock.
21. This jelly did not _____ well.
22. We must wait for the concrete to _____.
23. We saw the man _____ in the shade.
24. We saw the man _____ the scenery on the stage.
25. We bought a _____ of eggs.

Friday:

- A. Read magazines. Read something which will be of benefit to you.
- B. Summarize in your mind what the article was about. Make a check up on yourself to see if your reading has improved.

Cooperative Part-Time Education
Sheet No. 33

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 129)

Spelling

- A. In the following paragraphs are misspelled words, you are to correct the incorrectly spelled words by re-writing the entire article. This is another opportunity to show improvement in your writing.

SOCIAL OWNERSHIP OF POWER

In a power age, it is not enough to own the credit agencies and the natural resources. The government must also control the billions of energy horses which form so large a part of our natural wealth, so that they can be harnessed to serve the nation. We are all dependent upon these energy horses in one way or another.

In our complicated machine civilization electricity becomes as important as water. It is almost as important as the air we breathe. Let the electricity be shut off in a city, and streets and houses would be dark. Elevators and street cars would stop running. Many houses would be without heat and refrigeration and stoves for cooking. Anything as vital as this in the lives of men, women, and children, should be distributed as a service at the lowest possible cost.

Already we have tested the possibility of government ownership and operation of light and power plants. Although most of the power in the country is still furnished by private companies, the publicly owned plants provide a yardstick by which we can measure the rates and the efficiency of the two methods. In a study of the entire country, the average rate of the privately owned companies is considerably higher than that of the publicly owned plants.

If all the current consumed in homes, by street-lights and by small businesses were purchased at the rate charged by the government plants, the saving to the people of the country would amount to one million dollars a day. Why are private rates higher? Mainly because they are based upon false valuation of property and equipment. On this artificial capital structure they expect a return of 7 or 8 percent.

It is certain that under one unified power system with no excess investment or valuations upon which interest and dividends must be paid, the price of electricity and gas would be much cheaper.

Tuesday: (Item No. 130)

The use of Who and Whom.

A. This is the boy who (not whom) will do the work.
(Subject of will do.)

He is a man who (not whom) we think will succeed.
(Subject of will)

Who and whom are very frequently confused. The form used is determined by the case. The nominative case form is who; the objective case form is whom.

NOTE: There is a "colloquial" use of who for whom when it stands as the first word of an Interrogation sentence.

B. Fill in the blanks in the following sentences. This will help you improve your writing.

1. _____ went with you?
2. With _____ are you going?
3. I saw the man for _____ you are looking.
4. _____ is that man?
5. _____ did you see?
6. That is the boy _____ I met.
7. I do not know _____ you are.
8. _____ do you think should go?
9. Of _____ are you speaking?
10. _____ do you want?
11. _____ is the president of the senior class?
12. To _____ does this belong?
13. The man _____ was here has gone.
14. It was he _____ called me.
15. Did you know _____ he was?
16. To _____ did you give the letter?
17. _____ are you?
18. _____ do you like best?
19. It was I _____ you saw.
20. To _____ did you send the package?
21. Was it you _____ I saw?
22. _____ do you think it was?
23. He is the one _____ they called captain.
24. To _____ are you sending these flowers?
25. _____ will the boys choose for their next president?

Wednesday: (Item No. 131)

- A. Read magazines. Find something which will be of benefit to you.
- B. Make more than a page outline of the article you read. Try to improve your writing.

Thursday: (Item No. 131)The use of I for Me.

- A. I is often misused for me in the objective case.
1. She spoke to you and me (not I).
 2. She sent the flowers for Jane and me (Not I).
- B. Fill in the blanks in the following sentences with I or me.
1. She surely saw Dorothy and _____.
 2. He will look at neither you nor _____.
 3. Miss Thompson wrote a letter to my sister and _____.
 4. There is no doubt that it was _____.
 5. Our friends sent mother and _____ some beautiful flowers.
 6. There is no better plan for Mary or _____.
 7. She turned to Florence and _____ for comfort.
 8. Yes, it is _____.
 9. If it were _____, I should answer.
 10. They were surprised to know that it was _____.
 11. That poor, lonesome student was surely _____.
 12. That was _____ who answered the call.
 13. He saw Mary and _____ at the concert.
 14. They met Jack and _____ at the game.
 15. My teacher invited my parents and _____ to dinner.
 16. Is it _____ whom you wish to speak to?
 17. She asked Dorothy and _____ to serve tea.
 18. They invited Mary and _____ to ride in their car.
 19. They said goodby to Grace and _____ at ten o'clock.
 20. My father and _____ will go to the city.
 21. She saw my father and _____ at the theater.
 22. They wanted mother and _____ to come.
 23. Are you sure it was mother and _____?
 24. No one could blame Harry and _____.
 25. Helen and _____ were on that crowded car.

Friday:

Free Reading

This is a good chance to improve your reading speed and comprehension.

Cooperative Part-Time Education
Sheet No. 34

Tulsa Central High School
Instructor:
R. L. Pallissard

RELATED ENGLISH

Monday: (Item No. 133)

- A. In the following paragraphs are misspelled words, you are to correct the incorrectly spelled words by re-writing the paragraphs. This is a good chance to improve your writing.

NOT ENOUGH JOBS

American has been known as the Land of Opportunity. We have been brought up to believe that any man could get a job if he wanted one. And if he had enough ability and energy, he could make a fortune. But this is not true. In 1929 there were about forty-eight million workers. Now nearly one-fourth of them are idle. And there are five million more college and high school graduates who have never been employed, and are therefore not counted.

Do you know how many a million really is? Or eleven million? It's not easy to grasp such a number, so we'll help you.

If all the eleven million unemployed men and women were lined up in one long bread line, standing just close enough together for one man to be able to lay his hand on the shoulder of the one in front, that line would extend from New York to Chicago, to St. Louis, to Salt Lake City, yes, to San Francisco. And that's not all. It would extend all the way back again--twice the distance across the continent!

But these men and women do not exist as isolated human beings. They have families or relatives who have been dependent upon them, and who must be cared for either by the government or by other people. Now, if we suppose that these families of the unemployed average two and one-half persons each, and if we were to imagine them all living together in one city, it would make a city the size of the largest twenty cities in the United States put together!

And what have been the chances of a man's getting a job? In August 1929, commercial employment agencies reported that there were 264 men applying for every 100 jobs. In August, 1930, there were nearly 2,000 applying for the same number of openings. A year later there were about 5,000 men after the same 100 jobs.

Tuesday: (Item No. 1134)

The use of His and Their.

- A. Their is often misused after such words as one, anyone, anybody, nobody.

EXAMPLE: Anyone would be glad to lend his (not their) assistance.

Their is misused for his after such words as each and every.

EXAMPLE: Every boy should bring his (not their) books.

- B. Fill in the blanks in the following sentences with his or their.

1. Anyone can read _____ own writing.
2. Somebody has left _____ hat.
3. Everyone should sign _____ name.
4. Few people see _____ own faults.
5. Every student should call for _____ card.
6. Each answered to _____ name.
7. Not one of the boys was in _____ seat.
8. Some students did not hand in _____ work.
9. Each of the boys found _____ own mistake.
10. Every person must do _____ work.
11. Everybody took _____ turn.
12. Each of the boys was asked to do _____ share.
13. Nobody knew where _____ place was.
14. Every student in the class had prepared _____ lessons.
15. Some of them forgot _____ tickets.
16. Everybody sat in _____ own seat.
17. All of them sat in _____ own seats.
18. Each one of the team gave _____ own opinion.
19. Everyone was prepared for _____ examination.
20. Anybody should be able to make out _____ own schedule.
21. Neither could see _____ way.
22. Each pilot would take _____ turn.
23. Both pilots would take _____ turns.
24. Does each of the boys know _____ part?
25. Do all of the boys know _____ part?

Wednesday: (Item No. 135)

- A. Reading
- B. Find something which will be of benefit to you and your work.
- C. Make more than a page outline of the article you read. Try to improve your penmanship.

Thursday: (Item No. 136)The use of don't and doesn't.

- A. Don't is the contraction of do not. It should not be confused with doesn't which is the contraction of does not. Here are the correct contractions of do not and does not. The third person singular is the one that is hard to use; notice it has the s which occurs in all English verbs in the present, third person singular. In place of the any singular noun may be used as "The child doesn't know his lesson."
- B. Fill in the following sentences with don't or doesn't.
 1. Jack _____ like music.
 2. _____ you think the scenery is beautiful?
 3. It _____ seem possible.
 4. He _____ read much.
 5. My cousin _____ want to go.
 6. _____ she like to swim?
 7. The child _____ want to study.
 8. Harold _____ think seriously.
 9. That book _____ interest me.
 10. His car _____ look new.
 11. His business _____ prosper in that location.
 12. My cat _____ get along with your dog.
 13. Jack _____ care for music.
 14. That _____ seem right.
 15. That _____ seem to be a sufficient reason.
 16. He says he _____ like tragedies.
 17. Mrs. Jones _____ associate with her neighbors.
 18. This news _____ concern you.
 19. The paragraph _____ seem clear to me.
 20. This book _____ impress me much.
 21. _____ it amuse you?
 22. He _____ seem to care in the least.
 23. It _____ seem right to accuse him.
 24. It _____ seem right for her to leave her sick mother.
 25. He _____ like oatmeal for breakfast.

Friday:

- A. Reading
- B. Find something which will be of benefit to you in your work.
- C. Summarize in your mind what the article was about.
- D. Increase your reading speed and at the same time get something out of your reading.

CHAPTER

IV

COMPOSITE SUGGESTIONS FOR CONTENT USE
AND CONTINUED IMPROVEMENT

The recommended content listed in the previous chapters may be used in group instruction or individualized instruction. For instance if an employee is out for a few days, one method of caring for him is to give him, upon his return, his back assignment sheets and permit him to make up these lessons in spare time out of class. According to the experience of the instructor spelling words missed should be given before or after class hours.

One method of issuing this material is to issue each student a sheet on Monday containing his week's assignment, which is the method used by the writer in Tulsa.

The following suggestion is given by the writer to further improve the Related English course. Make work sheets and have them available for the students or employees to work on during class period at their own rate of speed. After having satisfactorily completed these sheets and recommended tests, he would be eligible for credit in a two year's course of Related English.

As more occupations are added to the cooperative part time program, or changes in industry occur, the sheets may be revised by adding new terms and other relations which might enter.

The instructor must have, available for his use, a supply of magazines, pamphlets, house organs, and other material which might be of interest to the employee.

This material must be filed and shelved in some systematic order, which will make it possible for this type of boy to use it more effectively. New material should be secured periodically that will need to be shelved for the boys' immediate use.

It is not compulsory to use the sheets in sequence as they have been numbered. They should be used in the order that will render the students the best assistance.

Occasionally, on Friday or some other day per week, minor phases of English or review could be presented as the instructor might see necessary.

Further study should be given to the completion of word lists, sentence construction, and amount of reading to be expected of students in a cooperative part-time program in order eventually to secure a more accurate and comprehensive list of items to be included.

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APPENDIX

CENTRAL HIGH SCHOOL
TULSA, OKLAHOMA



Dear Sir:

Will you please supply me with the following information by checking the items applying to your program?

1. The trades in which your students participate:
 - A. Agriculture, Forestry, Animal Husbandry ()
 - B. Extraction of Minerals ()
 - C. Manufacturing and Mechanical Industries ()
 - D. Transportation and Communication ()
 - E. Trade ()
 - F. Public Service ()
 - G. Professional Service ()
 - H. Domestic and Personal Service ()
 - I. Clerical Occupations ()

2. Do you use instruction sheets? Yes _____ No _____
Course outlines? Yes _____ No _____
Please forward me a list of the above material with price of each.

3. What method, or methods, do you use in introducing your students to Related English? (Check the ones you use.)
 - A. Finding out from students what they need. ()
 - B. Use entrance achievement test to see if the course as set up fits their needs. ()
 - C. Do not consult the students. ()
 - D. Explain to them that you received information from industries as to their needs. ()
 - E. Any others: _____

4. Place as to importance, by letters, the following phases of English in your course.
 - () Memorizing
 - () Spelling
 - () Reading
 - () Talks
 - () Outlining

- () Penmanship
- () Proper Speech
- () Grammar
- () Reading Novels
- () Reading Classics
- () _____
- () _____

5. Do you have a regular adopted or accepted text for your course? Yes _____ No _____
List those used: _____
6. Do you use the following for reference? Text Books, () Pamphlets () Organized material from other schools () Foreign Publications () Only material organized by your department or yourself () Any others: _____
7. Do you have students from only one trade in a class? Yes _____ No _____
8. Please explain the method you use in securing the content you teach (a) to the group as a whole and (b) to each trade group.
9. Please include a copy of any course outlines you have in use, or list below if they are not available in writing.

Your state supervisor has referred me to you as one having an effective Related English program hence I shall be very glad to receive your reactions to these questions. It will assist me in making a study which I hope will strengthen the teaching of this work in the Oklahoma schools.

I shall be glad to send you a synopsis of my findings if you desire it.

Yours truly,

R. L. Pallissard

RLP:SS

T. Anne Cochran, typist