Exercises in classification to stimulate thought and develop paragraph sense

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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

EXERCISES IN CLASSIFICATION
TO
STIMULATE THOUGHT AND DEVELOP PARAGRAPH SENSE

by

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(B.S. in Ed., Boston University)
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Second Reader: Helen B. Sullivan, Associate Professor of Education
Third Reader:
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CHAPTER I
CHAPTER I

It is the purpose of the writer to construct a series of exercises in classification and organization which will develop the ability to associate ideas into common categories, organize into some clear order the confused thoughts which are inspired by suggested activities, and ultimately master paragraph sense. It is also hoped that the mental exertion required in doing the exercises will stimulate new thoughts and result in better ways of expression, improved vocabulary and recall.

The method of classification was selected because it requires discrimination even in the simplest type of exercise. To quote Rachel Salisbury:

"The basis of thinking and of study is discrimination - the selection of ideas according to their value of importance for your needs."

This ability should give the student glimpses into a new significance and shading of words which he previously knew in only one sense. In classifying words into their proper categories his judgment is challenged, and immediately, whether consciously or otherwise, some form of organization is found necessary to solve the problem. From specific data given he can learn to make simple generalizations.

Richard B. Crosscup in his "Survey and Analysis of Methods and Techniques for Fostering the Growth of Meaning Vocabulary" found that the method of classification had been used many times for the compilation of related words and for the retention of terms previously acquired. However, most of the exercises based on this system examined by the writer did not prove thought-provoking.

The writer felt there were possibilities in this method which would aid in the development of paragraph sense. The segregation of associated ideas into separate lists requires the recognition of different subjects which is an essential to paragraph building. Each paragraph should discuss one unit; each list of words and phrases which belong together must be included in one paragraph.

A confused list of words and phrases, although they pertain to one subject, is not sufficient for the development of paragraph sense. Some form of order must be considered and so some form of simple organization must be introduced.

For these reasons the exercises found in Chapter III were constructed.

Review of Research

Since the term classification signifies the act of putting together like objects or facts under a common designation and is based on similarities of nature, attributes or relations, it is difficult to isolate it completely from the term organization.

In the review of research, however, the term organization is used far more frequently than classification. In most cases organization refers to the skill of outlining while classification is concerned with the skill of grouping and arranging ideas, although both terms are sometimes synonymous.

Salisbury claims when the human mind is brought into contact with new materials, it tries to find a familiar pattern or part of one. If it does not succeed, it discovers in the pieces a new pattern that satisfies. It brings orderliness out of confusion; it establishes organization where none existed before. The eternal quest of meanings and the discovery of significant relationships among them is the primary function of the human mind, and the sign of intelligence. This involves definite thinking processes which Osburn says we require of children but have provided them

with no organized technique. He suggests the method of
classification as a possible solution since it has been
found successful in stimulating thinking and increasing
vocabulary.  

Salisbury also declares that a written composition is
an evidence of the thinking you do. The ability to plan
and write out a straightforward, clear-cut, serviceable
expression of your ideas can be the result of training in
organization.

As an example of the necessity to classify our con-
fused thoughts, Judd points out that the first impression
which an individual receives from an unfamiliar landscape,
for instance, is a vague, somewhat confused view including
in a loose aggregation a large number of items. The first
stage of experience is followed by a period of analysis.
The eye rests on one item in the landscape after another,
and the observation cultivates discriminating familiarity
with the details of various objects. After analysis has
made the mind familiar with certain items, a process of or-
ganizing synthesis begins. In this third stage of exper-
ience the observer sees in their proper relations the ob-
jects that make up the total scene. Each object takes its

5/Salisbury, Rachel - "Better Work Habits in College"
6/Judd, Charles H. - "Education as Cultivation of the
Higher Mental Processes", Macmillan Co., 1936,
pp 169,170.
place as a part of the whole and yet retains its individuality. Education is concerned both with the individual's reactions to masses of experience which comes to him in the course of ordinary life and with the devices by which these masses of experience can be organized so as to facilitate later reactions.

In discussing outlining Salisbury states that the emphasis is shifting from such a concept as "mastery of outlining for the sake of better compositions" to mastery as evidence of command of thought patterns. This includes plans made by others to read or listen to and plans made by one's self to be expressed in oral and written composition. There must be skill in discriminating among ideas, the critical analysis of ideas read or heard and the synthetic arrangement of ideas to be written or spoken.

Robbins upholds this statement in maintaining that emphasis, even in school days, should be thrown on the processes of the mind, as distinguished from the products. The aim of the school is merely to acquaint the child with a little of what is going on inside his own mind, and to encourage him to use his senses in determining what is going on in the minds of other people, (as expressed with face, gesture, actions and speech), and in the outside

world. In other words we want to drill him in observation, imagination, and reflection; in ways of judging the probable significance of what he perceives about him.

According to Thistle it is at the junior high school age that the imagination and appreciation instincts are at their peak and self-expression is the dominant trait.

Reed asserts that organization is the relation of facts to some purpose, meaningful experience, or desired result. It usually takes the form of some kind of pattern. The quality of a composition is improved by training in perceiving the pattern of a theme. Often the difficulty in writing is due to the inability to see or think of a series of related points.

Hovious calls attention to the author's plan in writing which is constructed in patterns of major and minor ideas. This leads us to the subject of analysis of paragraphs and compositions. Reed believes that if the analytical study of a model is helpful in improving a pupil's composition, then the analysis of the qualities of superior models together with the study of forms by which they are expressed.

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would be an effective method of teaching composition. Such famous writers as Robert Louis Stevenson and Benjamin Franklin admitted that they learned their art by imitating other noted writers. 

Judd found that in general disputes between the "progressive" and "conservative" educators one point on which both agree is that a complete education involves mastery of generalizations and also the power to apply generalizations to particular situations.

He continues:

"There is an uninterrupted series of steps leading up from the experiences which are externally conditioned, simple, and immature to the experiences which are higher because they emphasize systematically relations, abstractions, and broad generalizations. It is to the advantage of society that all individuals be stimulated to climb these steps as rapidly and as far as possible. The acceptance of this view means that the major task of the schools is to attempt to teach all individuals to make comparisons and draw contrasts, to look for explanations which will bring together ideas, to apply the systematic modes of thinking which the race has evolved, and to express clearly in language the relations between events and between facts."

McKee asserts that in all good expression, both oral and written, paragraphing represents a very important skill. Speaking and writing that fails to organize ideas in prop-

er arrangement is faulty because it lacks clearness of meaning. Any good reading program, of course, includes the job of teaching children how to organize what they read and this is fundamentally a matter of teaching paragraph sense.

The technique of classification has been used in one form or another and with different purposes by several educators.

In listing the abilities which organization involves \(^{14}\) McKee includes the abilities to see relationships, to discard irrelevant or unimportant items, and to arrange ideas in proper order.

\(^{15}\) McDowell and Anderson say that not only is the organization of ideas one of the most important abilities involved in silent reading comprehension, but such ability is a prerequisite to effective oral and written expression.

In her series of eighteen steps under "analyzing what is read" Goodykoontz listed the arranging of ideas in order and the classifying or grouping of ideas.

\(^{17}\) Cunningham in her directed vocabulary studies in the

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14/McKee, Paul - "Reading and Literature in the Elementary School", Houghton Mifflin Co., 1934, pp 408.
16/Goodykoontz, Bess- "Teaching Pupils to Organize What They Read", Elementary English Review, 7:87-90, April '30.
intermediate grades used the method of classifying words and phrases according to characters or topics in the reading material.

In measuring word meanings Kelley found the classification test seriously limited because all words could not be tested by the method.

The National Society for the Study of Education recommends the technique of classification as a means of retention of terms acquired previously.

Wilking constructed a vocabulary test using the technique of classification of words into categories based on Roget's Thesaurus as checked with the Durell-Sullivan and Thorndike word lists.

The English teacher who seeks to improve the communication skills of his students must be quite as much

22/Durell, Donald D. - "Improvement of Basic Reading Abilities", World Book Co., 1940, Appendix.
concerned with thought getting as thought giving and with this in mind must develop techniques to stimulate thinking.
CHAPTER II

In constructing these exercises the writer chose simple classification of words and phrases as the first step. This demanded recognition of similarities and opposites which in the study of words means synonyms and antonyms. Phrases selected from the general knowledge background and textbooks for seventh grade students were then introduced as an advancing process. Twenty exercises arranged in order of difficulty seemed sufficient to acquire this skill. The general aim in this group was to develop the ability to classify similar ideas and recognize differences.

The second set of exercises attempts to analyze paragraphs selected from the works of noted authors of children's stories collected in literature books, science and social study textbooks. Certain people throughout the ages have been recognized for their skill in the art of composition, so it is only natural that those seeking to develop the same ability should turn to masterpieces for examination.

There is grave difficulty in segregating paragraphs from stories because they are sometimes without meaning when isolated. In an attempt to counteract this the writer supplied a brief introduction to the ideas from each paragraph to give direction to the exercise. All phrases were
not included since some might prove too confusing to the young mind.

Since no attention has been given to organization, the first ten exercises in this series were built with the thought of bringing order out of confusion. It is assumed that the pupils have acquired the initial skills in outlining in the intermediate grades. However, if they have not developed this skill, additional exercises for this purpose should be presented at this time. In this series only one paragraph was selected, so the child could concentrate on one technique. When each exercise was complete, the worker was asked to compare his sense of order with that of the original paragraph.

In the second group of ten exercises under analysis, the directions required classification and organization of phrases selected from two paragraphs and when completed, comparison with the original.

The third major series was based on the original construction of words and phrases under a given title. These could be developed more effectively as class exercises. The situation should be presented to the class, and all ideas listed on the blackboard. Through class discussion any irrelevant material should be eliminated. The remaining phrases may require more than one paragraph, thus expanding into a longer composition. Classification of the
original ideas into categories for paragraphs should be considered next and should be followed by the placement of ideas into the most effective way of developing the paragraph. With this classified orderly list of thoughts as a guide the individual is ready to write the paragraph or composition.

The choice of material in these exercises was determined by the school curriculum and the pupil interests. Textbooks used in the seventh grade were examined for potential ideas which could be segregated into categories. Interesting matter was found in the geography, science, and hygiene textbooks, Prose and Poetry series for grades six and seven, and fiction for boys and girls of junior high school age. Activities in school, at home and during leisure time were considered also in choosing the material.

The vocabulary content was controlled to some extent by using the exact terms of the books which the pupils were required to study and which were written for the grade. Some of the exercises in Group I and Group III were suggested from the discussion with the small group of pupils who worked with the writer. Any words found too difficult were discarded and others substituted. Doubtful words which could not be tested by the pupils were checked in the Thorndike List. Since nouns make up more than half of our language, they predominate in the exercises. Adjectives
and verbs were utilized in one exercise each.

Possible situations in the life of the junior high school youngster were used to motivate each exercise in the classification and original construction groups. Simple introductions to the part of the story to be used proved effective motivation in the analysis set.

The writer regrets that she was unable to try the exercises with large classes. However, a small group of pupils representing those promoted to seventh, eighth, and ninth grades were very helpful. The order of difficulty of the exercises in Group I was determined by the results obtained from these children, individually and through discussions. They were selected from classes of normal and superior intelligence. They showed an aptitude and interest in the method and the motivation. Once the technique was mastered they were keen to note the possible categories. Nevertheless, this was just a sampling check to guide the writer in constructing and organizing the exercises, and cannot be considered a test as to their effectiveness in the light of their purpose. That can be gained only through use with large numbers of pupils of various levels of intelligence. Then, it can be determined whether they are of value for all classes, or only for those of normal or superior intelligence.

Many of the exercises originally planned had to be
discarded for lack of interest or because the material proved too difficult. Others were revised to improve vocabulary or to substitute more useful matter.
CHAPTER III
CHAPTER III

EXERCISES IN CLASSIFICATION AND ORGANIZATION

TO DEVELOP PARAGRAPH SENSE

Group I  ------------ Simple classification

Group II  ---------- Analysis of paragraphs

   Exercises 1 - 10 - Order

   Exercises 1a-10a - Classification and Order

Group III  ---------- Original Construction
GROUP I

Here are some exercises in simple classification. They may seem like a puzzle at first but when you learn how to do them you will solve them faster. Read through the series of words and phrases. Can you discover how much alike some are while others are very different? Most of these exercises contain two categories (groups) but a few consist of three. You may have to make several attempts before you find the exact headings which will include all words listed.

Example

"In examining a book of illustrations Bob saw the following pictures:

cherry, lemon, gold pieces, ruby, lobster, sunflower, rouge, daffodil, lipstick, canary.

Have any of these words anything in common? Let us list all those that are similar: cherry, ruby, lobster, rouge and lipstick. These are alike because they are all red. The remaining words are yellow, so the classification is by the colors "red" and "yellow"."
EXERCISES (GROUP I)

1. The man in the corner store asked John to help him arrange the following in their proper places. Where do you suppose John put them?

   cod, bacon, beef, oyster, frankfurts, pork, halibut, ham, mackerel, salmon.

2. In listening to the market prices quoted on the radio Irene heard these names mentioned. How could she classify them?

   spinach, peaches, bananas, corn, wheat, carrots, cabbage, rye, cauliflower, oats, apples, barley, strawberries, beets, apricots.
3. The coach announced the various sports to be included in this year's athletic program. Here are some of the terms he mentioned. Can you list them under the correct topics?

- diamond
- dribble
- referee
- goal post
- basket
- bat
- pigskin
- bases
- home run
- touch down
- pitcher
- court
- half-back
- strike
- full back
- shooting
- umpire
- quarter back
- lateral pass
- line man
- short stop
- glove
- kick off

4. In examining a farm catalogue Jim found pictures of the following. How do you think they were classified?

- scythe
- plow
- rake
- hand churn
- wooden harrow
- reaper
- mowing machine
- sickle
- hay loader
- electric churn
- pitchfork
- electric milker
5. Your mother is entertaining your cousins for the whole day tomorrow and she has asked you to help her plan the meals. Here is the list of food she expects to serve. Can you arrange a menu for the day?

mashed potatoes, rolls, fruit juice, fruit cup, cheese and olive sandwiches, soup, cereal, toast and marmalade, steak, tuna fish sandwiches, tomato and lettuce salad, peas, bacon and eggs, squash, fresh fruit, coffee or milk, pie.

6. Tom paid his first visit to a general store in the country. He was surprised to see so many different items in one corner. Here they are. How would you arrange them?

hip boots, dresses, suitcases, holsters, hot water bottles, tents, sails, saddles, sheets, men's shoes, socks, tires, erasers, elastic, pilots' helmets.
7. The class has just completed a unit on the library. Here are some familiar books. How would you classify them in groups?

- dictionary, Hans Brinker, Rip Van Winkle, atlas, Young Fu of the Upper Yangtze, almanac, Courtship of Miles Standish, Treasure Island, Black Beauty, Story of a Bad Boy, encyclopedia.

8. Mary has two brothers in the armed forces. Between them they have visited these places. Mary found she could classify them in two groups. Can you find the same categories?

- Asia, Guam, North America, Africa, Iceland, Sicily, Oahu, Europe, Corsica, South America, New Guinea, Cuba, Antarctica, Porto Rico.
9. The science class went on two nature walks during last year and the following observations were made. How would you put them together?

- scarlet leaves, planting, crocuses, overflowing
- brooks, green leaves, walnuts, buds, daffodils,
- horse-chestnuts, cocoons, harvesting, frost,
- apples, birds' eggs, apple blossoms.

10. During Education Week classes were held one night for parents. Howard's mother and father attended different classes. Later, when he heard them discussing these terms, he recognized the classes they had observed. Can you list them in the correct places?

- imports, addition, inches, equator, perimeter,
- square, latitude, raw materials, products, international date line, area, multiplication,
- percentage, longitude.
11. If you were in a meadow in springtime, what would you look for to find what these action verbs describe?

flow, chirp, caw, babble, swirl, twitter, splash,
gurgle, peep, cuckoo.

12. Dot and Peter went to two different movies last night. In discussing them today they used the following adjectives to describe them. How would you list them under the proper types?

comical, funny, ghostly, weird, humorous, uncanny, spooky, amusing, haunted, witty.
13. Imagine you have just won first place in a contest. The prize is an airplane trip around the world. From your knowledge of geography can you find a classification for these places where you stop?

India, Alaska, Canada, Philippine Islands, Australia, Union of South Africa, New Zealand, Guam, Porto Rico, Panama, Canal Zone, Hawaiian Islands.

14. Mary and Tony each took a different trip last Saturday. Can you arrange these items to tell where each went and what each experienced?

feeding chickens, water dripping, darkness, riding on a hay-rick, dampness, wet stone walls, bats flying, watching the cows, weeding the garden, sleeping bats.
15. The geography class visited the lumber yard yesterday and saw samples of the following. How do you think the company classifies them for sale?

   pine, sycamore, fir, hemlock, maple, hickory, cedar,
   chestnut, beech, birch, cypress, spruce, oak, elm,
   walnut, larch, poplar, redwood.

16. Robert has been asked to broadcast on the Junior Program. Here are the items he is expected to discuss. What is his major topic, and how can he arrange the subtopics?

   automobile, trolley, blimp, steamer, jeep, airplane,
   cruiser, schooner, barge, glider, destroyer, train,
   prairie schooner, camel caravan, jinrikisha, wagon,
   sailing vessel, balloon, freighter, truck, dirigible,
   bomber, commercial transport, tug.
17. At Jane's party last night each guest was handed a card with one of the following words. To divide into teams one group was asked to meet in the living room while the other was to meet in the hall. If you were there, what cards would you expect to go to each room?

   elephant, mouse, whale, hurricane, ant-hill, sardine, shower, mountain, inch, but, mile, mansion.

18. Some of the pupils attended their first symphony concert the other night. They reported to the class that they recognized these instruments. How should they be classified?

   violin, trumpet, trombone, snare drum, harp, oboe, clarinet, English horn, French horn, cymbals, viola, kettle drum, 'cello, bassoon, bass viol.
19. Here is a reproduction of the famous painting "The Song of the Lark" by Jules Breton. In examining the picture you will notice these items. How would you classify them in connection with the art work?

- barefoot, flaming disk of molten gold (sun), path,
- rough ground, coarse clothing, simple blouse, sickle,
- dark skirt, a lark, blue apron, expression of happiness.

20. Imagine you are watching a beautiful sunset from the beach. Note all possible things taking place so you can write home about it in order.

- blue sky, white clouds, rippling of waves on the beach, red rays of the sun reflecting on the water,
- whistling breeze, ship on the horizon, peeping of the sandpiper, splash of the surf against nearby rocks, gulls flying above waves.
GROUP II

Exercises in Analyzing Paragraphs

These phrases were chosen from paragraphs in some of your textbooks and story books. You must arrange them in the order which you think would prove most effective if you were planning to write a paragraph on the subject. Some items belong first, some last and some in the middle. In the exercises numbered 1 to 10 one paragraph was selected so you will have only one list. When you have completed each exercise, compare your results with those of the author to see if you put the items in the same order.
(Front of Sheet)

1. Do you know the parts of a simple leaf? Try to arrange these phrases from paragraphs about them, so that the reader could follow the order of thinking.

    rose and apple leaves have stipules; parts of a simple leaf; leaflike parts from petiole called stipules; blade, veins and petiole; petiole wrongly called stem.

(Back of Exercise)

The parts of a simple leaf are the blade, veins, and petiole. The petiole is that part of the leaf that is sometimes wrongly called the stem. Sometimes in addition to the blade, veins, and petiole there are leaflike parts extending from the petiole. These parts are called stipules. Rose and apple leaves have stipules.

From "Junior High School Science"

Corwin, Peterson, Corwin

Harr Wagner Publishing Company, 1937

Page 54.
2. Do you recall the scene in "The Adventures of Tom Sawyer" by Mark Twain in which Tom is whitewashing the fence? Here are the items the author used for a paragraph. Can you arrange them in the same order that he did?

comparing, melancholy spirit, Tom's appearance, with bucket of whitewash and brush, sat down on a tree box discouraged, surveyed the fence, looked at thirty yards of board fence, repeated operation, dipped brush, passed brush along top plank.

(Back of Exercise)

Tom appeared on the sidewalk with a bucket of whitewash and a long-handled brush. He surveyed the fence, and all gladness left him and a deep melancholy settled down upon his spirit. Thirty yards of board fence nine feet high. Life to him seemed hollow, and existence but a burden. Sighing he dipped his brush and passed it along the topmost plank; repeated the operation; did it again; compared the insignificant whitewashed streak with the far-reaching continent of unwhitewashed fence, and sat down on a tree-box discouraged.

From: "Prose and Poetry Journeys
Greer, Van Arsdale, Wilber
The L. W. Singer Company, 1935
Pages 84 and 85
3. Imagine you are learning to graft branches. Here are some phrases from a paragraph in a science book which would help you. How would you arrange them in order?

one branch growing; branch to be grafted called cion; stock produces its own fruit; secret of success is to get green layers of branches to touch and grow together; two branches same size; root plant called the stock; cion will produce fruit like the tree it was taken from; other cut from different tree.

(Back of Exercises)

In grafting, the secret of success is to get the green layers of branches to touch and grow together. The two branches to be grafted should be about the same size in diameter. One branch will be growing. The other branch must be cut from a different tree. The plant that furnishes the root is called the stock. The branch you are grafting on the stock is called the cion. When the cion grows it will produce fruit like the tree it was taken from. The stock will continue to produce its own kind of fruit.

From: "Junior High School Science"

Corwin, Peterson, Corwin

Harr Wagner Publishing Company, 1937

Pages 64 and 65
4. Have you ever watched ants at work? Do you think they might even have a fire department? Here are some phrases which were used in a paragraph to explain about them. In what order would you put them if you were outlining the paragraph?

French woman naturalist; just beginning to discover the cleverness of ants; courageous little fireman; to prove her statement, squirted liquid from their mouths; candle flame; ants have fire departments; lighted candle; tore at the flame; an ant hill; many died.

A French woman naturalist says that ants have fire departments! To prove her statement, she placed a lighted candle on an ant hill. Immediately an army of ants rushed to extinguish the flame. Some of the courageous little firemen squirted liquid from their mouths at the candle flame; others tore at the flame. Many of them died. This French naturalist says that human beings are just beginning to discover the cleverness of ants.

From: "Flying the Printways" -- Hovious

D. C. Heath and Company

Page 83,
5. John Ruskin could paint pictures with words better than many artists could paint them on canvas. Here is a word picture from his "King of the Golden River". Put it in the order best suited to writing a paragraph using these phrases, and then compare your results with his.

Young flowers opened suddenly along the river sides; as stars leap out when twilight is deepening; as Gluck gazed; inheritance (estate) which had been lost by cruelty was regained by love; fresh grass sprang beside the new streams; thickets of myrtle and tendrils of vine cast lengthening shadows over the valley; creeping plants grew and climbed among the moistening soil; Treasure Valley became a garden again.

As Gluck gazed, fresh grass sprang beside the new streams, and creeping plants grew and climbed among the moistening soil. Young flowers opened suddenly along the river sides, as stars leaped out when twilight is deepening, and thickets of myrtle and tendrils of vine cast lengthening shadows over the valley as they grew. And thus the Treasure Valley became a garden again, and the inheritance which had been lost by cruelty was regained by love.

From: "Prose and Poetry For the Sixth Year"

The L. W. Singer Company, 1929

Page 282
6. In the story "The Happy Prince" by Oscar Wilde we find a swallow who does a kind deed. Here are some phrases which tell of some of the things he did in one paragraph. In what order do you think they happened? Compare with the original to see if you were right.

in he hopped; saw lanterns hanging to the masts of ships; fanned boy's forehead with wings; passed over the river; saw Jews bargaining; passed over Ghetto (section of city where Jews lived); flew gently around bed; weighing out money in copper scales; mother asleep; laid ruby beside woman's thimble; came to poor house; boy tossing feverishly.

(Back of Exercise)

He passed over the river, and saw the lanterns hanging to the masts of the ships. He passed over the Ghetto, and saw the Jews bargaining with each other, and weighing out money in copper scales. At last he came to the poor house and looked in. The boy was tossing feverishly on his bed, and the mother had fallen asleep, she was so tired. In he hopped, and laid the great ruby on the table beside the woman's thimble. Then he flew gently around the bed, fanning the boy's forehead with his wings. "How cool I feel!" said the boy, "I must be getting better"; and he sank into a delicious slumber.

From: "Prose and Poetry For The Sixth Year"

Avery - Leitzell

The L. W. Singer Company, 1929

Page 109
7. Although rats are small animals they cause great trouble and loss of money to human beings. The following thoughts on the subject have been developed into a paragraph. How would you arrange them in order if you were writing the paragraph?

most dangerous and destructive animals alive; destroy valuable grain; devour helpless chicks; hordes tackle a full grown man; sharp teeth; eat chicken eggs; gnaw wood and plaster; attack babies.

(Back of Exercise)

Rats are small, but they are one of the most dangerous and destructive animals alive today. They will eat almost anything and everything. Every year, for example, they destroy thousands of dollars' worth of grain, fruits, and vegetables. They break into chicken houses and eat the eggs; they devour helpless baby chicks. Their sharp teeth gnaw through wood and plaster. They are so fierce that they will attack human babies. Hordes of them have even been known to tackle a full-grown man.

From: "Flying the Printways"

Carol Hovious

D. C. Heath & Co.

Page 74
8. The name "Buffalo Bill" immediately recalls pioneer days in the old West. Here are ideas in a paragraph which was written to show how we can enjoy his exciting life even though we did not live in his time. Arrange them in the order which would develop a good paragraph.

Old West; Buffalo Bill galloping over prairies; had to ride for his life; can read Buffalo Bill's story; life in those stirring times; gun smoking in his hands; might be attacked by Indians or bandits; carrying the mail; can't go back to old days.

In the days of the Old West, Buffalo Bill went galloping over the prairies, carrying the mail. Any moment he might be attacked by Indians or bandits. Oftentimes he had to ride for his life, his pony running low under him, his gun smoking in his hands. You and I can never go back to the old days of the Wild West, but we can read Buffalo Bill's own story of what life was like in those stirring times.

From: "Flying the Printways"

Carol Hovious

D. C. Heath & Co.

Page 6
9. "For Sale-Dragon's Breath, Cheap" is a selection from Elizabeth F. Lewis's Young Fu Of The Upper Yangtze. Here are some phrases which tell of Young Fu's first sight of snow. Some of the comparisons are very good. How would you arrange them in order for a paragraph?

   beautiful like white jade; gazed with renewed interest; walked to the door; mistily outlined in the dawn; hills; fields; "Dragon's Breath"; trees; twisting paths; soft, like silk in a cocoon; lay bewitched under the spell of this white magic; looked at the country about him.

   From: "Prose and Poetry Journeys"
   The L.W. Singer Company, 1935
   Page 37
10. Here are some descriptive phrases of Southwest Wind, Esquire taken from a paragraph in The King of the Golden River. Arrange them as you would if you were writing the paragraph and then compare with the original.

eyes twinkled merrily through long, silky eyelashes; enormous black glossy-looking cloak; most extraordinary-looking little gentleman; a very large nose slightly brass-colored; cheeks very round and very red; hair of mixed pepper-and-salt color; mustaches curled twice round like a corkscrew; wore a conical pointed cap decorated with a black feather; about four-feet-six in height.

It was the most extraordinary-looking little gentleman he had ever seen in his life. He had a very large nose, slightly brass-colored; his cheeks were very round and very red, and might have warranted a supposition that he had been blowing a refractory fire for the last eight-and-forty hours; his eyes twinkled merrily through long, silky eyelashes, his mustaches curled twice round like a corkscrew on each side of his mouth, and his hair, of a curious mixed pepper-and-salt color, descended far over his shoulders. He was about four-feet-six in height, and wore a conical, pointed cap of nearly the same altitude, decorated with a black feather some three feet long. His doublet was prolonged behind into something resembling a violent exaggeration of what is now termed a "swallow-tail", but was much obscured by the swelling folds of an enormous black, glossy-looking cloak which must have been very much too long in calm weather, as the wind, whistling round the old
(Back of Exercise)

house, carried it clear out from the wearer's shoulders to about four times his own length.

From: "Prose and Poetry for The Sixth Year"
The L.W. Singer Company, 1929
Page 251
In these exercises numbered 1a to 10a you will still find words and phrases that seem confusing. You are to do two things with them: (1) classify them, or put them in the right categories; and, (2) organize them, or list them in the best order possible for the development of a good paragraph. When you have finished each exercise, compare with the original to see if you have included the right phrases in the correct paragraph as the author planned, and how your order compares with that of the model.
Andrew Lang's "The Arabian Nights" gives us the story of Aladdin and the Wonderful Lamp. Most people like magic, so here is your chance to see if you can place these phrases from that story into their proper categories and then organize them into logical arrangement.

Word treasure; flat stone with a brass ring; Aladdin forgot his fears; fire was lit; disclosed steps which led into the earth; earth trembled; grasped the ring; magician threw upon it a powder; saying some magical words; saying the names of his father and grandfather; stone came up easily.

When the fire was lit the magician threw upon it a powder he had with him, at the same time saying some magical words. The earth trembled a little and opened in front of them, disclosing (revealing) a square, flat stone with a brass ring in the middle by which to raise it. Aladdin tried to run away, but the magician caught him, and gave him a blow that knocked him down.

At the word treasure, Aladdin forgot his fears, and grasped the ring as he was told, saying the names of his father and grandfather. The stone came up quite easily, disclosing some steps which led down into the earth.

From: "Prose and Poetry for the Sixth Year"

The L. W. Singer Co., 1929

Page 223
2a. "A Fourth of July Celebration" is a selection from Thomas Bailey Aldrich's *The Story of a Bad Boy* which is his autobiography. Following are some words and phrases chosen from two paragraphs. Can you arrange them in order and tell what is described in each paragraph? Begin with the object that might first meet your eye in either situation and work from there.

Forty-two desks; smooth hard ground; six rows; blackboard; two story brick building; pair of globes; three or four sickly trees; marble holes; recitation bench; raised platform; two windows; master's table; center of square piece of land; surrounded by high picket fence.

The Temple School was a two-story brick building, standing in the center of a great square piece of land, surrounded by a high picket fence. There were three or four sickly trees, but no grass, in this enclosure, which had been worn smooth and hard by the tread of multitudinous (many) feet. I noticed here and there small holes scooped in the ground, indicating that it was the season for marbles.

The owners of the forty-two caps were seated at small green desks like the one assigned to me. The desks were arranged in six rows, with spaces between just wide enough to prevent the boys whispering. A blackboard set into the wall extended clear across the end of the room; on a raised platform near the door stood the master's table; and directly in front of this was a recitation
bench capable of seating fifteen or twenty pupils. A pair of globes, tattooed with dragons and winged horses, occupied a shelf between two windows, which were so high from the floor that nothing but a giraffe could have looked out of them.

From: "Prose and Poetry Journeys"
The L. W. Singer Co., 1935
Pages 61-62
3a. One day while Rip Van Winkle was resting on the slope of the mountain he saw two views. Here are Washington Irving's phrases to describe them. Place them where you think they make sense, then rearrange them in order. Did you discover what is described? When you finish, compare your work with the original.

with the reflection of a purple cloud; sail of a lagging bark (small boat) sleeping on its glassy bosom; wild, lonely, shagged; bottom filled with fragments from impending cliffs; scarcely lighted by reflected rays of the setting sun; losing itself in the blue highlands; moving on its silent but majestic course; from an opening between the trees; far, far below him.

From an opening between the trees he could overlook all the lower country for many a mile of rich woodland. He saw at a distance the lordly Hudson, far, far below him, moving on its silent but majestic course, with the reflection of a purple cloud, or the sail of a lagging bark, here and there sleeping on its glassy bosom, and at last losing itself in the blue highlands.

On the other side he looked down into a deep mountain glen, wild, lonely, and shagged, the bottom filled with fragments from the impending cliffs, and scarcely lighted by the reflected rays of the setting sun.

From: "Prose and Poetry Journeys"
The L. W. Singer Co., 1935
Pages 234-235
4a. Two members of the animal kingdom are described in these words and phrases. Can you discover who they are and list the proper phrases under each title? Then compare your results with the original.

largest, fastest, strongest bird; gangster of the animal world; towers seven or eight feet; weighs as much as three hundred pounds; kills deer; can run sixty miles an hour; runs thirty-five miles an hour; speedy; thick sturdy legs; steals melons; queer-looking little wings; catches prey by sly tricks; covers twenty feet in one stride; great menace to wild life; bushy tail; thin, slinking form; grabs lambs from flock.

The coyote, with his bushy tail and his thin, slinking form, is the gangster of the animal world. Each year he does an enormous amount of damage. He steals melons from the farmer's patch. He slinks into a flock of sheep and grabs a lamb. He kills ten deer for every one killed by a hunter. He can run about thirty-five miles an hour, but he prefers to catch his prey by sly tricks instead of by chasing it. Coyotes are one of the greatest menaces to the wild life of our forests.

From the African and Arabian deserts comes the largest, fastest, and strongest living bird in the world, the ostrich. Seven or eight feet into the air he towers, well above the head of the average man. The mammoth bird weighs as much as three hundred pounds. But the most amazing thing about him is his speed. His queer-looking little wings are no good at all for flying, but they act as sails to help him gather running speed. At a single stride the monster bird will cover as much as twenty-five
He can outrun the fleetest Arabian horse. Reports say that his top speed is somewhere near sixty miles an hour. His great strength makes the ostrich a dangerous enemy. One blow from his thick, sturdy legs will send a full-grown man sprawling into the dust.

From: "Flying the Printways"
Carol Hovious
D. C. Heath & Co.
Pages 50-51
5a. From Hans Christian Anderson's story "The Pine Tree" the following phrases were selected from two paragraphs. Classify them into categories and then put them in the order in which you would write them in a paragraph. Compare with the original.

pretty little pine tree; far out in the forest; Christmas came; never see comrades again; parting not pleasant; the little bushes and the flowers; sun shone brightly on it; sad to leave its home; plenty of fresh air; many taller comrades, pines and firs; tree first to be cut; desired to grow taller; ax entered deeply; fell groaning; pain and faintness.

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Far out in the forest grew a pretty little pine tree. It had a favorable place; the sun shone brightly on it, and there was plenty of fresh air, while many taller comrades, both pines and firs, were thriving around it. The little pine tree longingly desired to grow taller!

Christmas came at last, and the tree was the first to be cut down. The ax entered deeply into its stem; the tree fell groaning to the ground; a pain and a faintness overcame it; it was unable to think of the happiness to come, it was sad that it had to leave its home, the spot where it had grown up; it knew well enough that it would never see again the dear old comrades, the little bushes and the flowers, and perhaps not even the birds. Part-
ing was not at all pleasant.

From: "Prose and Poetry for the Sixth Year"
The L. W. Singer Co., 1929
Pages 30, 34
A. J. Church has written in prose the Story of Ulysses which was first told in a long poem by the ancient Greek poet, Homer. This is a story of adventures, thrills and excitement. Here are some phrases taken from two paragraphs, one following the other, telling what the travellers saw in the land of the Cyclops. Arrange them into their groups, organize in order and compare with the original.

entered cave; Cyclops returned home; closed entrance with huge rock; milked flocks; Cyclops away in the pastures; dwelling of rich and skillful shepherd; vast bundle of pine logs on his shoulders; drove flocks within; pens of young sheep and goats; a mighty giant; threw them with a great crash; kindled fire; full milk pails; saw Ulysses; baskets full of cheeses.

They entered the cave and judged that it was the dwelling of some rich and skillful shepherd. Within there were pens of young sheep and goats, and baskets full of cheeses, and full milk pails arranged along the wall. But the Cyclops was away in the pastures.

It was evening when the Cyclops returned home--a mighty giant, very tall and huge in size. When Ulysses' companions saw him they fled into a secret place in the cave in great fear. On his shoulders he bore a vast bundle of pine logs for his fire. He threw them down outside the cave with a great crash. Then he drove the flocks within and closed the entrance with a huge rock, which none but a
giant could move. He milked the flocks, and half of the milk he left to make cheese while the other half he set ready for himself to drink for supper. Next he kindled a fire with the pine logs, and the flame lighted up all the cave, showing to him Ulysses and his companions.

From: "Prose and Poetry for the Sixth Year"
The L. W. Singer Co., 1929
Page 393
7a. These phrases were selected from Dickens' *Christmas Carol*. Can you tell the type of person described in these two paragraphs? Arrange them in order to develop two effective paragraphs.

squeezing; wrenching; thin blue lips; found pleasure in everything; covetous old sinner; watched people; frozen features; walked the streets; stiffened gait; shriveled his cheek; looked down into kitchens of houses; a tight-fisted hand at the grindstone; secretive; patted children on the head; hard and sharp as flint; went to church; made his eyes red; looked up to the windows; solitary as an oyster; full of happiness; questioned beggars; grasping, clutching; cold within him; nipped his pointed nose.

(Back of Exercise)

Oh! But he was a tight-fisted hand at the grindstone. Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous, old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secretive, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shriveled his cheek, stiffened his gait; made his eyes red, and his thin lips blue.

He went to church, and walked about the streets, and watched the people hurrying to and fro, and patted children on the head, and questioned beggars, and looked down into the kitchens of houses, and up to the windows, and found that everything could yield him pleasure.

From: "Prose and Poetry Journeys"
The L. W. Singer Co., 1935
Pages 288 and 348
8a. These ideas were found in two paragraphs in your science book. Can you classify them and arrange them in order to make sensible sequence and effective paragraphs?

- home of animals; valuable for fur; save the people;
- increase length of life; loved for their songs and beauty;
- fight dangerous insect enemies; destruction causes loss of beauty and wild life; valuable for food; clean community;
- fruit for food for animals; poor citizen; keep home and community clean; rich grazing plants; native flowers in natural homes; prevent disease; American soldier;
- throw all trash in proper containers.

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Forest Homes.—The forest is the home of many animals. Some of these animals are valuable for their fur and some are valuable for food. The birds are loved for their songs and for their beauty. The forest plants give nuts and fruit for food for forest animals. The branches of the trees give shelter and shade. At the foot of the trees are rich grazing plants. Native flowers should be allowed to grow in their natural homes. A destruction of forests would cause the loss of much beauty and wild life.

A Clean Community.—You have learned that a clean community increases the length of life of the people. You should do your part in keeping your home and your community clean. You are a very poor citizen indeed if you do not throw orange peels, banana peels, apple cores, papers, and all trash in proper containers. You are responsible for all of the trash you throw away. Perhaps no one else knows it is there. Be a good citizen and clean up. While cleaning up, remember you are preventing
disease. You do not have to fight people to be a good American soldier. You can fight dangerous insect enemies and save the people.

From: "Junior High School Science"
Corwin, Peterson & Corwin
Harr Wagner Publishing Co., 1937
Pages 127 and 169
The story of Hans Brinker is located in Holland. In two separate paragraphs the author, Mary Mapes Dodge, has described the types of people found (1) any day on the canal; and (2) at the races in holiday costume. Arrange these phrases in the best order to describe the groups. Compare your paragraph set-up with the original.

peasant folk in costume; shy, young rustics in brass buckles; peddlers; pleasure-seekers; simple village maidens with flaxen hair under gold bands; work people with weary eyes; stately men of note; women in striped skirts and windmill bonnets; kind-eyed clergymen; barge-men with shaggy hair and bleared faces; women with shaved heads and close-fitting caps; women with short corkscrew curls; market-women with loads upon their heads; groups of children; women with long narrow aprons stiff with embroidery; whizzing past toward the distant school.

Not only pleasure-seekers and stately men of note were upon the canal. There were work-people, with weary eyes, hastening to their shops and factories; market-women with loads upon their heads; peddlers bending with their packs; barge-men with shaggy hair and bleared faces, jostling roughly on their way; kind-eyed clergymen speeding perhaps to the bedside of the dying; and, after a while, groups of children, with satchels slung over their shoulders, whizzing past, towards the distant school.

There were the peasant folk arrayed in every
possible Dutch costume -- shy young rustics in brass buckles; simple village maidens concealing their flazen hair under bands of gold; women whose long, narrow aprons were stiff with embroidery; women with short, corkscrew curls hanging over their foreheads; women with shaved heads and close-fitting caps, and women in striped skirts and windmill bonnets.

From: "Prose and Poetry Journeys"

Greer, Van Arsdale & Wilber

The L. W. Singer Co.

Pages 5 and 11
10a. When Washington Irving wrote Rip Van Winkle, he used some beautiful descriptive phrases. Arrange them in order according to ideas and see if you can discover what are described in the two paragraphs. Then compare with the original.

swelling up to a noble height; shingle roofs gleam among the trees; gable fronts surmounted with weather cocks; print bold outlines against the sky; clothed in blue and purple; houses of small yellow brick; where the blue tints of the upland melt away into the fresh green of the nearer landscape; light smoke curling up from the village; lording it over the surrounding country; latticed windows; glow and light up like a crown of glory; gather a hood of gray vapors about their summits; are seen away to the west of the river; in the last rays of the setting sun; of great antiquity.

Whoever has made a voyage up the Hudson must remember the Kaatskill mountains. They are a dismembered (separated) branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. ---- When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a hood of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like
a crown of glory.

At the foot of these fairy mountains, the voyager may have descried (discovered) the light smoke curling up from a village, whose shingle roofs gleam among the trees, just where the blue tints of the upland melt away into the fresh green of the nearer landscape. It is a little village of great antiquity, having been founded by some of the Dutch colonists, in the early times of the province, just about the beginning of the government of the good Peter Stuyvesant, and there were some of the houses of the original settlers standing within a few years, built of small yellow bricks brought from Holland, having latticed windows and gable fronts, surmounted with weathercocks.

From: "Prose and Poetry Journeys"  
Greer, Arsdale & Wilber  
The L. W. Singer Co., 1935  
Pages 229-230
GROUP III

Exercises in Original Construction

This set of exercises is more difficult since each one calls for originality of ideas, in classification and organization. These are class exercises. All suggested ideas should be listed on the blackboard, those not needed should be eliminated, and the pertinent ones classified and organized to develop effective paragraphs through class discussion. For variation the last two steps could be done individually and then compared with the combined efforts. The director may require the pupils to write the paragraph or composition after the class development if desired.
GROUP III

Exercises in Original Construction

1. Let us imagine it is a summer night in the country. What words and phrases can you think of to describe the sights and sounds you experience? (List all ideas on the blackboard. Then, as a class, group the ideas and organize them in order.)

2. The class decides to go on a sleigh ride. Thinking of the winter night and the fun enjoyed, what ideas come to you?
3. What a pretty picture a lovely garden presents in July! What thoughts can you suggest to express the colors and fragrance enjoyed?

4. If you had been living in 1862 and had the privilege of meeting Abraham Lincoln, what terms would you employ to describe him? (Think of qualities as well as features.)
5. Let's pretend we are a family gathered around the fireplace in the living room on a cool autumn evening. How could we classify and organize our ideas to be effective?

6. If you had a chance to adopt a Chinese orphan, how do you imagine he would look and act if you could meet him?
7. On a sunny day in October you are invited to tour through some nearby mountains. Describe the things you see and the feelings you experience.

8. Sports demand a great deal of action. What phrases can you suggest to describe quick or slow action during a football game?
9. We all know the sights, sounds and feelings experienced during a thunder storm. How many good phrases can you think of to describe one?

10. The Kiwanis Club sponsors a yearly fishing contest for boys of various age groups. The winners are invited to the club dinner and asked to tell their experiences in catching the prize winning fish. If you were a winner, how would you list the important happenings leading up to the big moment of the "catch"? Remember to make it interesting.
11. During the canning season all sorts of marvelous things happen in the kitchen. Tastes and smells predominate but sights and sounds also enter the picture. How can you build good ideas, with these in mind, which could be used to develop several paragraphs?

12. If you were elected president of the Student Council, how would you organize and classify your thoughts in order to carry on your first meeting in the proper manner?
13. Suppose you had just finished constructing a model airplane and wished to write to a friend telling him all about it. What items would you need to include and how can you best arrange them to make it clear to him?

14. Have you ever talked to your grandmother or some other old person about travel in her day? It makes an interesting interview. Imagine you have and wish to write your ideas. What are the most outstanding, most interesting facts you can compose? Arrange them in effective order.
15. If you were talking to a boy who had just arrived from Europe to live in the United States, what could you tell him to help him become a good American? Consider the duties of the country to its citizens, and the duties of the citizens to their country. Arrange them in the best order possible.

16. When we celebrate Mother's Day each year, many descriptions are written which can apply to all good mothers in general. Think of the qualities and deeds of your own mother and let us combine our thoughts into lists.
17. For an assignment in English class you are asked to write your autobiography, the story of your own life. You cannot tell every little detail that happened, so you must group those you intend to use. Let us outline our ideas in general terms so that all can write an individual life story from it.

18. Your uncle was a pilot in the air corps and has been discharged. He purchased a plane and he has promised you the first ride. Describe your feelings before the trip and then the actual thrills of the trip itself. Arrange in order the lists.
19. Imagine you are a modern Rip Van Winkle. If you fell asleep today to wake up in 1965 (or twenty years from now), what changes might you notice? Remember that every good paragraph is about one subject only, so if you introduce more than one, you must place it in a new category or list.

20. For a patriotic assembly the class has been asked to present an original play depicting the life of some famous patriot. Who shall we select for our hero or heroine? What facts should be considered about him or her? List all ideas, eliminate the unnecessary ones, classify and organize the remaining items into scenes and acts.
SUMMARY
Summary

In summarizing it may be said that the technique of classification is a thought-provoking process and has proved successful in the growth of vocabulary and the arrangement of ideas in order. It was found too limited in testing the meanings of words. Several of the references indicated the need for clear thinking and organization of ideas, and one suggested the technique of classification to help solve the problem.

There is no doubt that it is a challenging tool to make pupils think and it holds their interest but whether it will be of real value as a technique for the development of paragraph sense can only be proved by experimental checking of the exercises with pupils of various levels of intelligence, which the writer plans to carry out during the next school year.

The method of analysis has been recommended as a technique in developing good style in writing and, as such, has produced some fine authors. Its possibilities are to be tested, too, as a means of improving paragraph sense in the exercises presented in Group II, Chapter III.

In the limited experiment with a small group of pupils the writer found that the exercises did stimulate thinking, required concentration, improved the ways of expression, and proved interesting and challenging to all members.
WHAT NEXT?

The possibilities of the technique of analysis of paragraphs should be investigated more thoroughly, especially in developing and studying style in composition in the senior high school classes. Finding descriptive paragraphs using the same subject but written by different authors, comparing them for organization, vocabulary and style, and then allowing the student to write his own paragraph on the subject, would certainly be a worthwhile successor to these exercises.

Experiments in classification technique as applied to all school subjects would be valuable if they could prove useful in stimulating deeper thinking and improving the value and intensity of word meanings in vocabulary.

A Thesaurus for children of intermediate and junior high school age written on the plan of Roget's Thesaurus - from the idea to the exact word needed to give the perfect explanation - would be a valuable contribution.
BIBLIOGRAPHY


