1928

The development of language consciousness in American secondary school pupils

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BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

THE DEVELOPMENT OF LANGUAGE CONSCIOUSNESS
IN AMERICAN SECONDARY SCHOOL PUPILS

Submitted by

Bereneice Reardon

(B.S., in Education, Boston, 1928)

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1928
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A. Introduction

I. Relation of language to thought.

Both the art of English teaching and the subject matter deal primarily with language. The English teacher must have a clear conception of language formation and language growth, a keen appreciation of the true relationship of language and thought, and an optimistic recognition of the magnitude of her task of developing in her pupils power in the two elements of language, thought and expression.

Thought and expression are twin products and we must deal with both in order to deal effectively with either for growth of mind and growth of language go together. One is not merely the medium of the other, but the very stuff and process of it.

II. Quotations on this interrelation of language and thought.

1. There has to be organized in the pupil the language of his inner life so that the language may grow with the life and the life with the language.

2. Education in English is, for all English

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1 Prof. Laurie: Language and Linguistic Methods.
The Development of Language Consciousness

In American Secondary School English

Introduction

I. Relation of Language to Thought

The part of English teaching may be

clarify or broaden, with interesting. The English teacher

their part, have a clear conception of Language formation and

sensitive to the need of a keen appreciation of the true relation

ought to the meaning of per seen of reclass in the public

power in the two elements of Language, thought and speech

I. Thought and expression are twin necessities of life.

and get in order to meet effectively with

inhabit for growth of mind and growth of language to co-

second, one is you must be the medium of the other, put

be very skill and process of it.

II. Cooperative on this interpretation of Language and

It is therefore to be organized in the public

language of the inner life to meet the language of

with the life and the life with the language.

Education in English is for all English.
speaking people, a matter of the most vital concern and one which must, by its very nature, take precedence of all other branches of learning. It is self-evident that until a child has acquired a certain command of the native language, no other educational development is even possible. Lack of language is a lack of the means of communication and of thought.

3. Archbishop Trench whose monumental achievements have done so much to blaze the trail for all later students of language, in his "treasure-horde" of words, "The Study of Words" says, "Being like amber in its efficacy to circulate the electric spirit of truth, language is also like amber in embalming and preserving the relics of ancient wisdom.——— A meditative man cannot refrain from wonder, when he digs down to the deep thought lying at the root of many a metaphorical term. Hence they who feel an inward call to teach and enlighten their countrymen should deem it an important part of their duty to draw out of the stores of thought that which are already latent in their native language, to purify it from corruptions which time brings upon all things."

4. What a man cannot clearly state he does not perfectly know and conversely, the inability to put his thoughts into words sets a boundary to his thoughts.

2 Richard Chenevix Trench: The Study of Words.
3. A perspective through whose monuments.

...和社会方言 have gone so much to shape the Internet.

...to flame the spirit of truth. Hence the truth of the words "woven" "theory above" the "message, hence" "message, above the words," "the truth of words" which...
Impressions may anticipate words, but unless expression
takes hold and recreates them they soon fade away, or remain
but vague and indefinite to the mind which receives them,
and incommunicable to others. 'A haziness of intellectual
vision,' said Cardinal Newman, 'is the malady of all
classes of men by nature --- of all who have not had a
really good education'.

5. Of the degree in which society is civ-
ilized, the vocal form, the vocal tone, the personal
social accent and sound of its intercourse have always
been held to give a direct reflection.

6. The impulse to communicate is not so
much a result of thought as it is an inseparable part of
it. They are like the root and the branch, two phases of
a common growth, so that the death of one presently in-
volves the death of the other.

7. Emerson in his essay "Society and
Solitude" stated that "I am but half myself; the other
half is my expression."

8. Language is far more important as an in-
strument by the use of which the individual's higher men-
tal processes themselves are aided - as an instrument con-
ditioning his very thinking - than as an instrument by
which he may communicate his thought. Language is a tool

1 The Teaching of English in England: Section 14.
3 Cooley: Human Nature and the Social Order.
4 R. W. Emerson: Society and Solitude.
I remember seeing a picture in a newspaper, but I can't recall the details. It was a black and white photo of a group of people. They were standing in a line, and I could see their faces clearly. The picture was taken during a protest, and there was a lot of tension in the air. The people in the photo were very passionate about their cause, and I could feel their energy. It was a powerful image, and I think it had a lasting impact on me.
conditioning thinking as well as a tool for communicating thought and its use for thinking is prior to its use for expression.

9. The chief intellectual classifications that constitute the working capital of thought have been built up for us by our mother tongue.

B. Development of language consciousness as an intellectual and social force.

I. Recognition of this view in England.

1. Revolt against French.

The development of the standard Languages of the world closely accompanies the development of national feeling. In England the growth in national feeling, that became more and more apparent in the victorious reigns of Edward I and Edward III, was accompanied by development of feelings hostile to the use of French, then firmly established in the use of the ruling and cultivated classes of England, and favorable to the renewed use of the native English language then occupying a lowly station. The result was that in the second half of the fourteenth century the English language once more came to its own, into use, in Parliament, in law courts, in the literary productions composed for English cultured society.

2. Early literary importance of vernacular.

1 Alexander Inglis: Principles of Sec. Education 4:20
2 J. Dewey: How We Think - p.175
The development of English education has been a slow process, and the need for improvement is more apparent in the area of reading. This has led to the recognition of the importance of language education in the development of a nation's economy and future. The need for English education is highlighted by the growing need for English as a language of commerce and communication in a globalized world.

In recent years, the emphasis on English language education has increased, leading to the establishment of English as a language of instruction in many schools. The recognition of the importance of English education is also evident in the growing number of students pursuing English language courses in universities and other educational institutions.

The development of English education is not just about improving the language skills of students; it is also about fostering a love for learning and promoting cultural understanding. English education is a tool for understanding and appreciating different cultures, and it is an essential skill for 21st-century citizens.
The actual establishment of vernacular teaching however was not until after the Renaissance, and even then it was a long hard struggle against public opinion, of such great scholars as Roger Aschan and Mulcaster, who preached "Learn to read and take most care of that language we first and most use, our native tongue." Yet the native vernacular was overshadowed by the practical importance of Latin. Many schoolmasters had a better command of Latin than of English. John Palsgrave, writing in 1540, points out that often they had little opportunity of hearing the purist English and so "they be not able to express their conceit in their vulgar tongue, nor be sufficient perfectly to open the diversities of phrases between our tongue and the Latin which" he adds "in my poor judgment is the very chief thing that the Schoolmaster should travail in."^2

The influence of Puritanism next played a great part in stimulating an interest in education in the vernacular and in laying a foundation for social unity. Bible reading and interpretation by the individual, Puritanism emphasized, thus necessitating at least a rudimentary education in the vernacular. Religious discussions were carried on in the native tongue and by laymen. Since Puritanism held training for the Church and the State as one duty, these discussions by the common people were at the same time political and religious. The masses were

1 Richard Mulcaster: Positions, in Cubberly: Readings in History of Education.
2 Foster Watson: The Old Grammar School.
The essay is about the influence of the Renaissance on education.

The humanists were interested in returning to the classical authors of ancient Greece and Rome. They emphasized the importance of Latin and Greek studies, as well as the classics. This led to a renewed interest in literature, art, and philosophy.

The humanists believed that education should be based on the classics, and that the study of the humanities was essential for a well-rounded education. They also emphasized the importance of moral and ethical principles, which they believed were necessary for a good life.

The influence of the Renaissance on education was felt across Europe, and it led to a number of changes in the way that schools were run. The emphasis on Latin and Greek studies, as well as the classics, was a significant departure from the medieval focus on religious education.

The humanists also believed in the importance of individualism, and they argued that each person should be given the chance to develop their own talents and abilities. This led to a greater emphasis on individualism in education, which continues to this day.

In summary, the influence of the Renaissance on education was profound, and it ushered in a new era of learning and scholarship. The emphasis on the classics, as well as the importance of individualism, continues to shape education today.
stirred to think and talk and read on the most serious
topics of doctrines and rights and the medium of such dis-
course was their native tongue. With this intellectual
awakening came an entirely new demand for elementary ver-
nacular schools.

3. Later definite educational theories.

These vernacular schools however soon
dropped back to, or perhaps never developed beyond, the
most rudimentary church schools. They differed from the
old chantry and catechetical schools only in that they
were Puritan and the latter were now Anglican. So, by
the end of the seventeenth century, the position of the
vernacular in the established curriculum was again gravely
undermined. Although Latin was no longer the obligatory
language of religion, its cultural value had strong trad-
ition behind it and English as a school subject or as the
language of the classroom was frowned upon.¹

There was however at this time much pro-
test against the humanistic formalism of education and
against the neglect of the mother tongue. John Locke in
"Some Thoughts Concerning Education," 1690, puts a very
strong and definite plea for the teaching of English and
the recognition of the absolute neglect of it, "Since 'tis
English that an English Gentleman will have constant use
of that is the Language he should chiefly cultivate, and

¹ Adamson: History of Education, p. 76
The famous education reformer, John Dewey, wrote: "The purpose of education is not to make men competent to compete with each other, but to enable them to live together."

Dewey believed that education should focus on developing the whole person, fostering critical thinking, and preparing students to be active citizens in a democratic society. He advocated for a more holistic approach to education, emphasizing the importance of real-world experience and the development of social skills.

Dewey's ideas continue to influence education today, with a focus on student-centered learning, collaboration, and the integration of technology in the classroom. His philosophy emphasizes the importance of educators facilitating learning environments that encourage curiosity, creativity, and critical thinking.
wherein most Care should be taken to polish and perfect his Style.----If any one among us have a Faculty or Purity more than ordinary in his Mother Tongue, it is owing to Chance, or his Genius, or anything, rather than to his Education or any Care of his Teacher ---- English is the language of the illiterate vulgar. Though yet we see the Polity of some of our Neighbors hath not thought it beneath the public Care to promote and reward the Improvement of their own Language."¹

Gradually as the disciplinary conception of education became less rigid, the popularity of the grammar schools with their formal linguistic curriculum waned and by the middle of the eighteenth century it was realized that they were altogether out of touch with the life of their time. Before the end of the century many middle class parents were voicing the opinion of John Locke of a century before, and were sending their children to private schools known as academies. These new schools aimed at adapting their teaching more to the actual needs of the scholars, and among the modern studies was included English, which by this time was universally the language of the classroom as well as the yard, the club and the drawingroom.

As in perhaps all educational reforms,

¹ John Locke: Some Thoughts Concerning Education.
the poor have been the first to receive the benefits, so in the early nineteenth century in the Popular Education movement in England attention was first given to the working classes of the great industrial cities. The early philanthropic educators aimed to give the most practical education to these masses, and that of necessity included the rudiments of reading and writing in Standard English.

The monitorial system of Bell and Lancaster with its many evils had at least this virtue, that it necessitated and emphasized English as the essential and unifying medium of all instruction. The cheapness of these monitorial schools increased their popularity throughout the kingdom and where they flourished Standard English met and defeated in some measure the various English dialects.

4. Place in modern secondary school curriculum.

The monitorial system, coming at the time it did, exerted a very important influence in awakening interest in and a sentiment for schools, but the faults of the system became more evident as educators studied the psychological basis for the instruction of children. Other systems followed, each having its bearing on the problem of language development.
The mononuclear phagocyte system is the hallmark of the mononuclear phagocyte system. This system is responsible for the phagocytosis of foreign particles, including bacteria and dead cells. The mononuclear phagocyte system is also involved in the regulation of the immune response and in the presentation of antigens to T cells. The mononuclear phagocyte system plays a crucial role in the immune system, as it helps to prevent the spread of infections and to promote tissue repair. This system is also involved in the development of certain types of cancer, such as lymphoma and leukemia. The mononuclear phagocyte system is a complex network of cells that are constantly active in the body, and its function is essential for maintaining health and preventing disease.
But as late as 1893 a national Inspector's report stated that English as a "class" subject still consisted almost entirely of parsing and analysis and as English was no longer a compulsory subject, the number of schools taking it was rapidly declining.¹

Then with the creation of higher elementary schools and greater developments in secondary schools came more careful organization of subject matter and English was considered not as a mere subject of instruction but the basis of school life and the cement of the national group. A report of a conference on the teaching of English in the London Schools in 1909 recommended that from nine to ten hours weekly should be allotted to English and that English be the first subject in point of time, to receive specific attention.²

Again in 1916 a conference on speech training in London schools and colleges made definite recommendations for the improvement of enunciation and pronunciation, involving systematic study of the way speech sounds are formed. But recommendations are, after all, not mandates and present day English educational journals are constantly lamenting the marked indifference on the part of the schools, even in London, to the pitiably low standard of speech in the National and the Public Schools.

¹ Report of Departmental Commission of 1893, p. 14
There was an immediate increase in the number of schools and the greater development in secondary education. The trend was towards a more centralized organization of support services and greater coordination of the national and provincial systems of education. This led to the adoption of a conference on the teaching of English as a report of a conference on the teaching of English at home from 1938 to 1939.

A report on the teaching at home from 1938 to 1939 was submitted to the conference on the teaching of English as a report of a conference on the teaching of English at home from 1938 to 1939. This report was submitted to the conference on the teaching of English as a report of a conference on the teaching of English at home from 1938 to 1939.
In America we are apt to think of our problem of teaching English and developing a national language consciousness among our foreign population as a distinctly American city problem. Yet we find that teachers in England have as equally difficult, if not more subtly difficult one with their dialect speaking population. A quotation from the above mentioned Speech Conference Report will show the two-fold problem and the two-fold aim, of the English teacher in England.

"We do not advocate the teaching of Standard English on any grounds of social superiority but because it is manifestly desirable that all English people should be capable of speaking so as to be fully intelligible to each other and because inability to speak Standard English is a handicap to individual and social adjustment. We do not, however, suggest that the suppression of dialect should be aimed at, but that children who speak a dialect happens, should, as often become bi-lingual, speaking Standard English too. Every dialect has, for those who have been brought up to speak it, intimate associations of its own, and side by side with Standard English, dialect will probably persist and be used in the playground and the street. In many cases it deserves to persist on account of historic interest."

Mr. I. L. Kandel of Manchester, England,

In America we are up to the brim of our capacity of receiving education and developing a nation. In Europe we are not yet at the brim of our capacity, but we are developing a nation. In America we have not yet fully exploited our potential. In Europe we have not yet fully exploited our potential.

The problem of education in America is different from the problem of education in Europe. In America, education is more focused on individualism and personal achievement. In Europe, education is more focused on community and social responsibility.

In America, we are more concerned with the development of the individual. In Europe, we are more concerned with the development of the community. In America, we place a higher value on innovation and personal achievement. In Europe, we place a higher value on cooperation and social responsibility.

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in a report of Elementary schools of England made for the United States Bureau of Education, says there is still great deficiency in oral work in the schools of England. One reason he sees for this deficiency in the power of expression is the little stress given to reading for pleasure or information. The mechanics of oral reading are over-emphasized.

That much attention has been given in the last ten years to language consciousness development is evidenced by the observation of French methods of vernacular training and their adaptation to English conditions. Accounts of experiments tried with the view to encouraging self-expression, such as inter-scholastic debates, improvised dialogues and dramatics appear in all current educational forms.¹

A quotation from the national report of 1922 will show the attitude of the Board of Education on the subject of English. "English children, required by law to attend school, are surely entitled to be taught, in a scientific and effective way, the accepted speech of their own country. More than any mere symbol it is actually a part of England: to maltreat it or deliberately to debase it would be seen to be an outrage; to become sensible of its significance and splendour would be to step upon a higher level and would beget the right kind of national unity."²

¹ Regulations for Secondary School, Chapter VIII.  
A department from the Department of Education at the University of Illinois called "Primary Education" has been established and is currently being developed.

The purpose of this department is to provide education and training for primary education teachers. The department aims to develop a curriculum that prepares students for effective teaching in primary schools.

The department offers a range of courses and programs designed to improve the quality of primary education. These include courses on pedagogy, curriculum development, and special education.

The department also collaborates with schools and communities to ensure that the curriculum is relevant and responsive to the needs of students. It aims to prepare teachers who are knowledgeable, skilled, and committed to providing the best possible education for primary students.

In conclusion, the establishment of the Primary Education Department is a significant step towards improving the quality of primary education in the state. The department's commitment to excellence and innovation will undoubtedly contribute to the development of a strong and effective primary education system.
II. Development in France.

1. Early national importance of vernacular.

John Locke turns our attention to those neighbors who "hath not thought it beneath the publick Care to promote the improvement of their language," namely, the French. One is apt to think of the strong universal pride of the Frenchman in his national language as being always co-existent with the tongue itself. But the desire to use pure French was not universal until John Calvin stimulated it, it has however been a national characteristic ever since. The French Academy founded under the wise rule of the far-seeing Richelieu, asserted in its statutes (1635) that "the Academy's principal function shall be to work with all care and all diligence possible at giving sure rules to our language, and rendering it pure, eloquent and capable of treating the arts and sciences."

2. Later educational importance.

The teaching of the vernacular to the masses did not however, even with so high and definite a "linguistic Conscience," make any great headway in France until the nineteenth century. As late as the middle of the last century Frenchmen were complaining that their language was in grave peril and laid the blame at the door of the schools. It was not until 1880, under the direc-

1 Paul Monroe: Cyclopedia of Education.
II. Development in France.

The early vocational importance of vocational training

John Locke gives some attention to these

principles which "nurture and mould the habits of the pupils, and

are to promote the improvement of their learning."

The French, who at the time of the

Renaissance, were at the peak of their scientific

inventions, also started to pay attention to the

importance of language in the scientific language as part

of the Renaissance. They combined these two
disciplines in the Academy of Sciences.

The French Academy was founded in 1663

and was then called the "Academy's Principal Function.

The Academy's Principal Function was to

encourage scientific research and to train

young people in the arts and sciences.

So let us consider the status and objectives

of the teaching of the sciences in France. In the

18th century, the Academy's Principal Function was to

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tion of Jules Ferry that the mother-tongue actually became the basis of the Secondary School Scheme. The present conception in France of the rightful position of the native language is a purposeful development. So within a generation France has built her educational structure on the recognition of the mother-tongue as the essential instrument of national culture.

3. Standardization.

The highly centralized system under which education is administered in France, from the University of France, which is the National Department of Education, makes a uniform plan, carefully thought out in all its details, possible to put into execution. A two-fold purpose is stated and served. It considers the teaching of French is not only a means of developing the power of expression, both oral and written, by giving the child a thorough knowledge of the structure of the language, but it is looked upon also as an instrument of national culture and moral education.

4. Place in modern secondary school curricula.

Study of the native-tongue occupies a considerable part of the school time-table; in the Secondary School from nine hours a week in the first year to seven hours in the last year. "French permeates the whole


The Bishop's Cloyne Grammar School,

Bishop's Cloyne, Co. Cork.

November 19, 1956.

Mr. W. J. Dunlop

Principal of the Bishop's Cloyne Grammar School,

Bishop's Cloyne, Co. Cork.

Dear Sir,

I am in receipt of the letter from you of 9th November, informing me of the recent change in the composition of the School and the appointment of Mr. J. J. O'Brien as Headmaster.

I trust that you will accept the assurance of my highest consideration.

Yours sincerely,

[Signature]

[Note: The page contains a signature but the name is not legible.]
scheme of study. Oral work plays a considerable part in the teaching of every subject. Lucid and accurate expression thus becomes the concern not only of the teacher of French but of every teacher in the school."

5. Emphasis on oral language.

"Ear training, actual tone formations and nicety of enunciation and stress in poetic interpretation are given a place in the Schools of France, not dreamed of in this country."

III. Development in German lands.

1. Beginnings.

In German lands Agricola (1444) was the first earnest advocate of the use of the vernacular, although Luther did more than any one to spread the use and esteem of the language by his translation of the Bible and the Catechism into the native tongue. He not only established the elementary schools in the vernacular but encouraged its use in public discourse. "Printed words are dead; spoken words are living," he urged. However it was not until 1641 that Schottel wrote his "Teutsche Sprocken-Kunst," a treatise on vernacular teaching. In the southwestern German state of Wurtemberg we find a complete school system organized in 1559 in which the elementary classes were conducted in the vernacular.

1 F. E. Farrington: French Secondary Schools.
3 Cyclopedia of Education - Vernacular Teaching.
4 Cubberly - History of Education p. 169
III. Development in Germany

I. Background

In Germany, under the Verordnung (1944) we are free to develop our economic and social structures according to the needs of the community. The transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures are the result of the transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures. The transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures are the result of the transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures. The transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures are the result of the transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures.

II. Technology

In Germany, under the Verordnung (1944) we are free to develop our economic and social structures according to the needs of the community. The transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures are the result of the transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures. The transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures are the result of the transformation of the state and the economy to the new stage and the continuous expansion of the economic and social structures.
2. Formalizing into a "subject."

The very earnestness of these early Teuton schoolmen in their faith in the unifying influence of the mother-tongue made them desirous of giving it the same dignified traditional position as that of Latin and Greek. For early in the eighteenth century we find the native language formalized into a academic study of grammar, rhetoric and the classics.

3. Lack of national unity.

Perhaps it is because Germany until the eighth decade of the nineteenth century was not united in a nation, conscious of its unity, because Germany has not even yet a single capital, that German is now linguistically "the most backward of the modern languages, the one in which there is the widest gap between the standard speech of the stage and of literature and the ordinary usage of every day life."


In Goethe's autobiography he tells us how painfully he felt the pressure exerted upon him to give up pithy phrases which savored of the soil. "I had been born and bred to use the Upper-German dialect, and although my father always cultivated a certain purity of language and early called the attention of his children..."
The very existence of these gains, made by years of hard work and sacrifice, is the basis for our present position. Our efforts have been focused on achieving a secure and lasting peace in the region. By focusing on the needs of all nations, we can ensure a future of prosperity and security for all.

In the face of continued challenges, we must remain committed to our goals and work together to achieve them. Let us not forget the lessons of the past and continue to strive for a better future for all.

A Coherence, Recognition of Local Issues

In order to achieve a satisfactory future, we must consider the unique circumstances of each region. By recognizing the specific needs of each area, we can create a plan that is tailored to their particular situation.

The path to peace is not easy, but with determination and cooperation, we can overcome any obstacle and achieve our goals. Let us work together to create a world where all nations can live in peace and prosperity.
to what may be regarded as the defects of that idiom, preparing us thus for better speech, I still retain certain deep-seated peculiarities of which I had grown fond. The Upper-Germans, and particularly those who live near the Rhine and the Main (great rivers, like the seacoast, diffuse general animation,) are fond of expressing themselves in similes and allusions; and they clothe sound common-places in apt proverbs. Such language is sometimes blunt, though never out of place, considering its intent.——

Every province loves its own dialect, for, properly speaking, the soul draws from it its very life breath.———

I was made aware that I ought to eschew the use of native proverbs, which always hit the nail on the head.——— My inmost heart was, as it were, struck dumb; and I scarcely knew how to express the commonest things."

5. Standardizing Movement.

a. Establishment of Buhneaussprache.

The necessity for a standard of pronunciation was keenly felt in Germany, even if it could not be attained by the idealization of any local speech, and the problem of creating it was solved with Teuton thoroughness, but many were the clashes in the stage performances of the classics of the German drama. Professor Matthews in his chapter on "Standards of Spoken Language"
gives us an account of the businesslike way, even if at a late day, the German scholars went about to establish a standard German for the stage in 1896. The result of commissions of actors, linguistic specialists and managers is an authoritative Bühnenaussprache, a "German equivalent of the French pronunciation piously preserved by the Comedie-Francaise."

This act at once a recognition of limitations and a progression forward could hardly have been dreamed of in the days of the Iron Chancellor who strenuously opposed the sensible movement for the general employment of the Roman letters used by nearly all other countries.

Schlegel in his lectures "History of Literature" speaks of a national language with the fervor of a Frenchman. "The care of the national language I consider as at all times a sacred trust and a most important privilege of the higher orders of society. Every man of education should make it the object of his unceasing concern to preserve his language pure and entire, to speak it, so far as is in his power, in all its beauty and perfection ---- A nation whose language becomes rude and barbarous must be on the brink of barbarism in regard to everything else. A nation which allows her language to go

1 Brander Matthews: Essays on English p. 216.
This set of course a reception of the case of the national languages. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national. The case of the national languages is a question of a "nationalism" speech of a national.
to ruin is parting with the last half of her intellectual independence and testifies her willingness to cease to exist."

b. Reorganization of secondary schools - (language emphasis)

In 1890 at a conference at Berlin called for the purpose of reorganizing the German secondary schools to serve better the national ends, the then young German Emperor William II gave the opening address. He said in part: "We must have German as the foundation of the gymnasium; we ought to educate national young Germans and not young Greeks and Romans. We must depart from the old monastic education of the Middle Ages, where the standard was Latin with a little Greek added. That is no longer the standard; we must make German the basis."

The great result of that conference was an increasing allowance of time in all German higher schools to the study of the German language. The time allotment in secondary schools doubled; one-fifth of every school day is devoted to native language study.

6. Post-War educational aims.

The World War changed the aspects of the educational problem in Germany. We read in a report of Dr. Kerschensteiner, as quoted by I. L. Kandel, "if we

of reorganization of educational systems.

In 1880 at a conference of German

Education for the purpose of reorganizing the German economy

chooses to have better the country and the time

to determine adequately. II have the capacity of the

To be in Berlin we must have Germany as the country of

the Enlightenment we want to shape not only our own culture

by work, thought, and reason, we must work from the

more recent elaboration of the Middle Ages, where the artist

in Las Vegas with a little green salad. That is to say-

in the Standards we must make Germany the base.

The Great Depth of Our Conference

as an international alliance of all in the German higher

Learning for the study of the German language. The time

to the first secondary schools founded; one-third of every

support again to Germany to waive language study.

The work was the subject of the

He lives in a report of

and addresses of I. Kandel. "It we
wish to realize the true civic spirit we must subdue the narrow national spirit. The aim of education should not be intellectual culture or knowledge for its own sake or for a state, but training for human intercourse and just action." And again, "Civic spirit must saturate the whole of education; not the emphasis on nationalism or on German language and literature, but the sovereign idea of preparation of all for society."

IV. Common vernacular development in Italy.

1. Renaissance.

One of the manifestations of the Renaissance was the budding of new national languages and the literature in the vernacular. Dante (1264) the "first literary layman since Boethius" wrote his "Divine Comedy" in his native Italian instead of in the Latin which he knew so well - an evidence of independence of large future import. Petrarch, "the Morning Star of the Renaissance" wrote his beautiful sonnets in his native Tuscany. Boccaccio followed with his book of popular tales and romances. Then in 1435 Palmieri in his "Della Vita Civile" declared that the child should speak the vernacular of his province and that correctly up to ten years.

"It is true," says W. E. Woodward (Education During the Renaissance, p. 74) "that no specific

place is given in schemes of school study to the grammar of the language or to the great masters of Italian prose and poetry. But every Italian master would be expected to lay stress upon fluency and refinement in spoken Italian."

2. Formalization.

But the Revival of Learning soon became narrow, formal and fixed in the Humanism or classical education of the next two centuries in Italy. Italian national unity was to be the thing of the nineteenth century and linguistic unity not firmly established until the dawn of the twentieth.


Some one has said that one day in his infancy, in Ferravilla-on-the-Sea, Gabriele D'Annunzio heard a sound from heaven as of a rushing mighty wind. From that moment the little Annunciator was filled with the gift of verbal expression. The influence of Tuscany and diligent study enhanced the endowment. Thus did he acquire an unparalleled mastery of the Italian tongues. This was much more of a colossal achievement than might appear, for one of the peculiarities of conditions in Italy is its labyrinth of dialects. And these different dialects were as foreign to different provinces as were the dialects of the West Saxon and Devonshire natives to 1 André Geiger: D'Annunzio.
inference, division of learning and practice.

Inference

Inference is a mental process of drawing a conclusion from a set of premises or given information. It involves thinking beyond the immediate facts to form a hypothesis or a probable outcome. Inference is a crucial aspect of learning and problem-solving, as it allows individuals to make predictions, judgments, and decisions based on various pieces of information.

The不同类型 of inference can be categorized into three main types:

1. Deductive Inference: This type of inference involves starting with a general statement or premise and reaching a specific, logically certain conclusion. It follows a top-down approach, starting with broad statements and deducing specific outcomes.

2. Inductive Inference: Unlike deductive inference, inductive inference involves making generalizations or hypotheses based on specific observations. It follows a bottom-up approach, where specific observations lead to broader conclusions.

3. Abductive Inference: Abductive inference is a form of inference that involves forming a hypothesis or explanation to explain a given observation or phenomenon. It is often used in scientific research and involves making educated guesses or hypotheses to explore possible solutions or explanations.

Inference plays a vital role in many aspects of human cognition, from problem-solving to decision-making. It enables individuals to make sense of the world and anticipate potential outcomes based on available information.
their countrymen of Northumbria in the days of Wycliff, of Puttenham and of Spenser, centuries before.

Out of these various dialects D'Annunzio, more than any other scholar of the times, built up and wove together, as purposefully as Edmund Spenser did in his Faerie Queene, a national language. Such mastery has he of words that they retain all the force and picturesque-ness of their own provinces and yet are to all Italians their native tongue.

4. Present status of the vernacular.

In all secondary schools of Italy today, in the classical schools (Ginnasio, a five year course, and the Liceo, a three year course,) in the modern schools (without Latin) and in the normal schools (classed as secondary schools) the native language is a required study, by act of the law of July 21, 1911. It is significant that a part of many of the government school examinations is conducted orally. The Florentine dialect, the language of Pietro Bembo (in 1525) and of Gabriele D'Annunzio today is the cultural standard.

C. Development of language consciousness in America

I. Place of English in American secondary schools.

1. Historical development.

With the beginning of the realistic
Of these various schools, the common
and the most open one of the same might be
in the form of a school of commerce (classroom a day for commerce
and the like) and in the modern schools
without Latin) and in the modern schools (classroom a day for
commercial schools) the native language is a leading subject
and not subject to 16th of the law of July 29th. It is significant
that the law of the law of January 7th, 1903. A part of the want of the
government school examination a commonwealth of the French
Avec le développement de l'enseignement des langues en Amérique.
movement in education came the direct study of the native language and native literature in the secondary schools in all countries. In America it had a vigorous start in the early days of the academy. Benjamin Franklin recommended this new type of school in which English should receive attention equal to that devoted to Latin and Greek. One reads his suggested course of study and is impressed with the modern view. We are acclaiming in 1928 these same needs and objectives, in the same terms of actual life requirements. But to Franklin's demand for language instruction to fit social conditions the school responded with grammar and rhetoric. History repeated itself. What had happened in Italy, in Germany and in England in the formalizing of the Humanist movement happened again in the Academies of the late eighteenth century in America. When English was raised to the dignity of a subject, traditional Latin methods were applied to it to save it from being thought trivial.

It is significant of the power of tradition and the influence of the college on the secondary schools to find that the first introduction of any sort of English study, except English grammar was due to the dissatisfaction in Harvard College with the quality of expression used by the students. That institution began to

1 Benjamin Franklin: Proposals Relating to Education of youth (1749).
The influence of the college on the student's development is a crucial aspect of higher education. The college environment provides a platform for intellectual growth, personal development, and social interaction. It is during these formative years that the student's values and aspirations are shaped. The college's role in preparing students for future endeavors cannot be overstated. It is not only a place of learning but also a community that fosters a sense of belonging and identity. The college experience is a significant factor in shaping the student's future career and personal life.
require preparation in composition. The catalogue for 1865-66 also announces that "Candidates will also be examined in reading aloud". But as in the case of many another forward movement, this significant requirement in oral reading was later dropped.

But the consciousness of the social needs in terms of native language study persisted in spite of the formalizing tendencies. In 1821 the Boston English Classical School reemphasized the importance of English in the list of studies, but again it resolved into "exercises in criticism, grammar and style of the best English authors, their errors and beauties" in the first year and "forensic discussion" in the second year.

The "Committee of Ten" in 1894 recommended the assignment of three hours a week for four years to the study of literature and the assignment of two hours a week for the first two years, and one hour a week in the last two years to the mastery of the English language. By the study of literature, the Committee explained, was meant the study of the works of good authors, not the study of a manual of literary history.

These recommendations and the application of them into a course of study in English have retrograded into the distinctly academic treatment of the
The candidates in competition for the Committee for the election of 1938-39 were announced and "candidates will also be ex-

"But as in the case of many other committees, the Committee's movement may be regarded as a group of individuals working in the interests of the society."

Excellence in criticism, research and style of the period.

"The Committee of Ten, in 1936-37, recommended the establishment of a week for the study of History and the development of a course of study for the preparation of the first two years and one from a week to the last two years to the mastery of the English language. By the study of literature, the Committee ex-

"The candidates for the Committee of Ten are not only of immediate interest as the stepping stones to the growth of good education but also of a general nature of interest to the public."

"The candidates for the Committee of Ten are not only of immediate interest as the stepping stones to the growth of good education but also of a general nature of interest to the public."
subject largely because of a confusion of aims and purposes. Before 1900 the disciplinary theory and end held undisputed sway in the secondary school. This attitude was not discarded officially until that memorable work of the Committee on the Reorganization of English in secondary schools in 1917.

2. The present status of English in secondary education.

Perhaps the most significant statements in the valuable work of the above mentioned committee are the following:

1. English must be regarded as social in content and social in method of acquirement. The chief function of language is communication. Hence the activities of the English classroom must provide for actual communication. The pupil must speak or write to or for somebody, with a consciously conceived purpose to inform or convince, inspire or entertain.

2. English is unique in its re-

The present state of science in sociology

The scientific work of the science committee is

The bulk may speak of a new form of

S. Geography is made in the ne-
lation to mental development and to the expression of the pupils' whole life experiences was recognized as on ever-higher planes, on ever-widening horizon. Only so much of technique should be taught at any one time as allowing "a test of the pupils can actually use or profit by."

At the present time English is probably the only study universally required of all pupils in the secondary school at some stage or stages within the course. Probably one sixth of the total time of the high-school course is devoted by most pupils to the study of the mother tongue and its literature.

Although English is far from a uniform constituent of the secondary school, it has developed a long way from a mere tool of other subjects as in the Latin Grammar School period. A recent canvass of English teachers on composition objectives showed a range of eleven aims, with the "development of power of clear thinking" holding first place and "skill in oral expression" second. This is indeed a hopeful sign. Fifteen years ago the most important objectives would probably have been those that in this report find fifth and sixth

2. Chapter 7, *The English Language* p. 3.
3. Campbell, Sir George: *White and Black*.
interest to carry development any to the

continue innovating and reorientation of the whole, make the experience on even-fingered piano, as one never-wavering position. Only on may of forming

speaking or forget of any one time as I

building can eventually see a triumph of

of the present time harmony to happiness to

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as mother tongue any the literate

Although rhythm is lost from a rhythm concept, it has developed a long

control of the society school, if the development is from a mere foot of other accidents as in the lift

concern social progress. A recent concept of the
decades on composition techniques showed a range of

never seems with the development of power of appeal

meaning, pointing toward place and all in any ex-

admission, becomes. This is found a positive stage. Mitchell

discuss also the most important applications many properties

See page one that is this report line this and six
place, "habits of accuracy in mechanics of written expression" and "acquisition of information material".

The need of a system of oral composition was recognized by the New York State Association of English Teachers, meeting at Columbia University, where they revised the college entrance requirements, including "a test of the candidate's power of oral expression by reading aloud and by conversing".

II. Present day English.

1. Some views on American English.

The time-honored jokes about the "American language" and "speaking United States" have very little of the sting left in them, but a generation ago they were sure to bring forth sparks from both shores. In the early eighties Gilbert M. Tucker in a delightfully peppery paper read before the Albany Institute, after refuting the statements of some prejudiced English, and unpatriotic American critics, adds: "The testimony of well-informed British writers of the present day is, in fact, more generally in accord with that of Sir George Campbell, who stated 'Of the body of the American people it may be said that their language is a little better than that used in any county of England!'".

In a written version of a dinner talk

3 Campbell, Sir George: White and Black.
In the country of England, a great part of the American people speak English as their native tongue. The importance of the English language can be seen in the fact that it is spoken by over 400 million people worldwide. Since the 17th century, English has been the language of colonialism, trade, and literature, and it continues to influence the English language today.

In the United States, the English language is the dominant language, and it is used in all aspects of society, from education to business. The English language is also spoken in many other countries around the world, including Canada, Australia, and New Zealand.

The English language has undergone many changes over the centuries, and it continues to evolve. Today, English is a language of globalization, and it is used in a wide range of contexts, from international business to social media.

In conclusion, the English language is a powerful force in the world today. Its influence is evident in the way we communicate, and it continues to shape the way we think and act.
entitled "Do Americans Speak English?" John Erskine begins by saying it is unimportant whether we do or not. Those who say we speak a different language from the English pounce upon the few differences and ignore the vast bulk of the language that is identical.

In an impressively thick volume, "The American Language", Mencken treats of the fringes of language and the two hundred or more words in his lists to illustrate the differences between British and American vocabularies, in most instances, could be transferred from one list to the other without violence to either.

To be sure it is not within the province of this paper to enter into the question of whether or not Americans speak English better or as well as the English do. But the English teacher is too often guilty of a fetish for the English of the past, particularly that of the eighteenth century and a distrust or disapproval of anything of the present day standards.

Professor Lounsbury strikes an encouraging note when he says that there is nothing peculiar to any period of the language. He quotes the despairing critical comments of the current language from Lydgate, Fairfax, Dryden, Pope and Johnson, each of whom was convinced that the English language was fast becoming cor-

1 Erskine, John: The Nation, April 15, 1925, pp. 410-12.
I want to start by saying that the language barrier can be a significant obstacle to effective communication. There are many reasons why language barriers exist, from differences in pronunciation and vocabulary to variations in grammar and syntax. These differences can lead to misunderstandings and even frustration if not properly addressed.

One of the most important steps in overcoming language barriers is to learn the basics of the language you are trying to communicate in. This includes understanding the grammar and syntax of the language, as well as the cultural context in which it is used. For example, in many cultures, indirect communication is preferred, while in others, direct communication is the norm.

Another important strategy is to avoid using idiomatic expressions or colloquialisms that may not be understood by someone who is not fluent in the language. This includes things like slang, jargon, or regional dialects.

In addition to these strategies, it is also important to be patient and understanding. People may make mistakes or use phrases that are not appropriate in a given context. It is important to be open to feedback and willing to learn from mistakes.

Overall, the key to overcoming language barriers is to be proactive and willing to learn. By taking these steps, you can greatly improve your ability to communicate effectively with people from different cultures and backgrounds.
rupt in his day. "There is no such thing as a language becoming corrupt", he declares. "It is the reflector of the character and the characteristics of the speakers or users. The bombast use inflated language; the illiterate, vulgarisms; the precise use formal pedantic language; the sensitive use exact language." The history of language is a history of corruption, corruption in the sense of change, he continues. We are all constantly uttering phrases that outrage rules. To stop this usage and return to what is theoretically correct is to return to limited barbarism. He then gives hosts of examples in which the purists are themselves often holding out for the corrupt form, while the illiterate is reaching farther back to the pure form. If the language of the Elizabethan drama represents fairly the language of society, the pronoun they, for example, was frequently treated as nominative.

The purist then is essentially distinct from the pure of speech, for often he is neither correct according to the dictates of usage nor consistent according to history. The Johnsonian attitude of trying to stop the tide, to be irritated at the changes, is to lose sight of the time relationship between language and life.

2. Usage the criterion.

It is like the reflection of

"A man has no such thing as a language.

Science might be described as the study of

the nature and the characteristics of the

phenomena of the world.

The component parts of language are

the words; the language is the system of

symbols that enables us to convey

thoughts with precision.

The function of language is to enable

us to communicate effectively in the

context of the situation at hand.

Without language, we would be unable
to express ourselves clearly.

The process of language is

fundamental to the development of

human society.

Language is not just a tool for

communication; it is also a means of

expression.

The purpose of language is to

facilitate thought and action.

Language is a reflection of society.

It is through language that we

communicate our thoughts and

feelings.

Language is a powerful tool that

enables us to understand the

world around us.

Language is a window into the

mind of a person.

It is through language that we

can express our thoughts and

feelings.
There is only one master of language, who is the king and tyrant; this is usage", Brander Matthews quotes from Vaugelas, the French grammarian and academician of the seventeenth century.

A recent study was made to find out what various judges have observed about actual use or non-use by cultivated persons of a large number of expressions usually condemned in English textbooks and classes.

More than two hundred judges, among whom were twenty-six eminent students of linguistics, were asked to classify each expression as:

1. Formally correct or literary English.
2. Informally correct or cultivated English.
3. Illiterate or popular English.

The study grew out of an investigation into the doctrine of correctness in English usage as exemplified in grammars and rhetorics and other studies of linguistics of the eighteenth century. (C.C. Fries: Periphrastic Future in Modern English, Publications of the Modern Language Association.)

A few of the hundred and two expressions classified, are given here with their scores, in the first column the score given by the jury spoken of above, in the second column, that given by a group of British judges.

1 Matthews, Brander: Essay on English, p. 11.
The opinion of the judges was not based upon their own personal usage but on what they had observed.

(The underlined words are the ones questioned.)

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The results showed that forty expressions usually condemned by grammarians and rhetoricians were accepted as "informal cultivated usage" by seventy-five per cent of the judges. It is possible from the results to make some interesting comparisons between current statements by grammar and textbook writers with their standards of the eighteenth century usage and the actual cultivated usage of today. These judgments were confirmed, moreover, in the latest authoritative dictionaries and should serve as reasonably sound data for laying out English Courses.


A distinguished American jurist recently asked a university professor, "Is there any institution in this country to which I can send my son with the assurance that he will learn to speak and to write correctly and effectively his own language?"

If the high school had functioned this boy should have gained the power recognized by the father as essential to the boy's success in life. For the immediate aim of the secondary school English course as stated by the Committee on the High-School English

1 Gilman, E.T.: English Language in Relation to Teaching Composition, English Journal: January 1927.
The report shows that local se-

sions, namely conferences of teachers and super-

intendents, have increased in importance and impor-

tance. Some of these gatherings are called "inter-

vention meetings" and are attended by a large

number of teachers from various districts. The

issues discussed at these meetings range from

problems of student discipline to the need for

deeper understanding of the subject matter taught

in school. Teachers and administrators often

express a need for more opportunities to share

ideas and to develop new strategies for teaching.

In general, recognition of the value of

education in preparing American youth for

life in a rapidly changing world is growing.

Many schools are making a stronger emphasis on

academic and vocational courses to prepare stu-

dents for a variety of career paths. The report

also highlights the importance of parent-teacher

conferences and the role of the high school in

providing a strong foundation for future

success.

If the high school is to function as an effective

influence in the lives of students, it is crucial

for the school to be well-run and to have the

resources necessary to meet the needs of the

students. The committee on the high-school

English curriculum recommends that the school

administration take steps to improve

the educational atmosphere and to

 Address of the Committee on the High-School English

Course in 1917 is:

"To give the student command of the art of expression in speech and writing."

In this day of organized action, of increased community activity, both of a social and political nature, there is more and more demand for the power of clear thinking and forceful oral communication. "So mutually dependent are we that on our swift and full communication with one another is staked the success of almost every scheme we form. He who can explain himself can demand what he wants."

4. Opinion of special groups.

Samuel Thurber from a survey of the opinion of business men summarizes thus: "A working mastery of English is everywhere regarded as of the greatest importance and utility for practical life. The schools do not turn out pupils possessing that working mastery."

The public has demanded the mastery of the fundamentals of arithmetic and the schools have met the demand. The public is beginning to see correctness in language has a commercial as well as a social value.

b. Engineers.

A very definite indication that a specific group of "the public" appreciates the socio-

To give the student something to "pack up for the experience of a lifetime,..."

In this day of organization behavior, the concept of community activity has taken on a new meaning. The emphasis on open communication and cooperation among communities has led to a greater sense of unity and cooperation. We must do our part and help.

In cooperation with one another, we achieve the success. We may not ensure success, but we can ensure failure if we refuse to cooperate.

A "Curriculum of Social Responsibility"

By including these four elements, a curriculum that is meaningful to students can be created. The four elements are:

1. Social Awareness
2. Social Responsibility
3. Social Action
4. Social Improvement

These elements are focused on the development of a social conscience and a sense of social responsibility. The goal is to prepare the student to be a productive, responsible citizen.

A very realistic description of the "ぶり抜き" experience of the student...
economic value of English is brought out in a study by Gilman entitled "Engineer's Valuation of English". That the art of expression is an essential part of the equipment of an engineer was the testimony of six thousand graduates from forty-three engineering colleges. Six out of every seven graduates considered the cultural studies of sufficient value to justify their place in the curriculum of these distinctly technical schools. English was graded as "of greatest value" by 75.5 per cent. Among the comments on the questionnaires sent out were the following:

"The English course should include public speaking."

"English is needed more than in a nontechnical college."

"Training in English is essential."

"Lack of ability to express one's ideas clearly and convincingly is a drawback in engineering."

"Few engineer graduates have sufficient command of English."

"It is the job of the engineer to keep from being misunderstood."

The same report states that professors of specific engineering subjects placed English composition, both oral and written with emphasis on oral English, second only to mathematics, and above all the other sciences.

D. Development of language through the study of language growth.

I. Self-cultivation in English.

1. Limitations of school activities.

The subject matter of English consists of activities rather than information. It should provide a means for the development of ideals, attitudes, skills, and habits rather than for the acquisition of a knowledge of facts and principles. We speak perhaps a hundred times for every once we write, so our language mastery must be a mastery first of the spoken language. Yet under the most favorable conditions of the school organization with its limited hours and large classes, the maximum of opportunity for guided practice in oral expression, even when there is the essential cooperation of all teachers, is inadequate in developing ideals, attitudes, skills and habits of effective speech.


On the other hand the opportunity for practice in oral expression outside of the school is unlimited and the speaker himself is usually his only mentor. "While a sympathetic teacher can do much in the way of encouragement, example, the correction of errors, and the suggestion of promising lines of effort" the mastery

1 Palmer, G.H., Self-Cultivation in English – p. 8.
Development of Language through the Study of Language

Chapter 1

Self-Instruction in Language

The subject matter of National Language

The national language and its development

Students in the national language

We believe that a national language should be

used in a language class.

The national language and its development

will be a subject for study.

The national language and its development

will be studied in the classroom.

The national language and its development

will be studied.

The national language and its development

will be studied.

The national language and its development

will be studied.

The national language and its development

will be studied.

The national language and its development

will be studied.

The national language and its development

will be studied.
of the tongue must chiefly come from him who owns it. The factor then that is absolutely necessary is the consciousness of the power and desirability of effective speech and the deliberate effort for its mastery on the part of the individual. Self-teaching is the only sort of teaching that functions in and out of school, the only teaching that brings permanent results.

II. Development of word-sense.

1. Vocabulary building.

Perhaps the most definite method of self-growth is a conscious effort to swell one's vocabulary. Palmer tells us, "Let any one who wants to see himself grow resolve to adopt two new words each week." A valuable modification of this sound advice is made by Inglis when he distinguishes between enlarging the vocabulary and developing a word-sense. "Precision and accuracy in thinking and in expression of thought", he says, "is vitally conditioned by precision and accuracy in word use. Increase in the precise and accurate use of words is no less important than the increase in the number of words at one's command."

This interest and pride in enriching one's vocabulary then must not consist in the mere recording of new words in note-books with their dictionary.

1 Palmer, G.H., Self-Cultivation in English - p. 27.
2 Inglis, Alexander, Principles of Secondary Education - p. 431.
It is necessary to know the conditions under which the experiment was conducted.

In the present case, we have found that the results obtained are similar to those obtained in previous experiments.

The procedure involved the use of a special technique to ensure accurate results.

It should be noted that the results are not always reproducible, and further study is required to determine the causes of these variations.
definitions, but in the sharpening of the feeling for words. To be sure a sacred precept of education is "things before words." The power to pronounce a word and dress up a sentence with it merely because it is a newer or larger word is the worthless, if not harmful accomplishment so much admired by Mr. Tulliver when he said, "I want Tom to be such a sort of man as Riley, you know, as can talk pretty nigh as well as if it was all wrote out for him, and knows a good lot o' words as don't mean much."

However, words and ideas go hand in hand and words often open the door first to the new experience, in bringing out the finer shades of meaning, in emphasizing the sharp contrast, in crystalizing a vague concept. And again in finding fit language for our impressions not only renders them clear and definite to ourselves and to others, but in the process leads to deeper insight and fresh discoveries at once explaining and extending our knowledge.

The French, we are told, devote much time to the study of the vocabulary and are not at all fearful of its artificial tendencies even with their systematic method of assigning definite groups of words to be mastered at a given lesson period. "The pupil must

---

1 Eliot, George: Mill on the Floss.
The present "test for the future" gives much help in the study of the necessary and the not so necessary. The method of the artificial language seems with time and some experimentation to become more and more real. The only way may be the "new formal notation."
learn the new words and the new ideas together; he must be able to seize their signification and the exact shade of their meaning; he must become accustomed to finding the words quickly when he stands in need." But in this vocabulary study the words are linked to synonyms or grouped in vivid combination and put into normal contexts, sometimes before the meanings are explained -- so that the pupil may develop a feeling for their idiomatic use.

In "How to English the Young" Hitchcock tells us: The way to get words into the brain of a boy is to sing them in on the wings of poetry, surge them in with the clattering hoof-beats of animated story, march them in to the tread of dignified prose. The way to teach a boy to employ words, not singly but in phrase and clause groups is to assail his ears day by day and week by week with good prose in which occur over and over again, word-grouping, and neat word-combinations." And it is this happy phrasing sense that makes the smooth and forceful speaker.

In his "Locutius in Fabrica" Gilbert M. Tucker gives us a significant figure of "the tool chest of language." He describes a dingy little room occupied as a shop by one of those useful men who can turn their hands to almost any mechanical task, from repairing a fine

1 Brown, Rollo, How the French Boy Learns to Write - p. 54.
2 Hitchcock, Alfred, How to English the Young, p. 7.
3 Tucker, Gilbert M., Locutius in Fabrica - p. 3-4.
part of the new learning that was to come.

The new facts were to be learned in the school, but the new learning was to be done outside.

In the old days, learning was restricted to the classroom. But in the new age, learning was to be a continuous process, happening everywhere and all the time.

The new learning was to be experiential, not just theoretical.

"For the first time, we are learning by doing, by exploring, by experimenting."

The new learning was to be a dynamic process, not a static one. It was to be a journey, not a destination.

"We are learning together, as a community, as a whole."
clock to building a cow-shed, and do it well. To the casual observer the place is far from beautiful and has a cluttered-up appearance suggestive of habits the reverse of orderly. The floor is nearly concealed by bits of timber, shavings and miscellaneous debris. The walls are lined with shelves and racks of many shapes, sizes and colors, with no thought of symmetry or harmony in their arrangements. And when one examines the tools themselves, they are found to form a collection almost equally promiscuous. No two have handles alike or look as if they came from the same maker. Nothing could be more unlike the finely finished and ingeniously arranged "gentleman's tool chest" that fascinates the eye of mechanically disposed visitors in hardware stores.

Yet the occupant of this little shop can lay his hand in a moment on any article in it, by day or night and knows the contents as one does the alphabet. And when he puts any implement into service, it is found to answer its purpose to very perfection.

Tucker applies the figure to the English language, a seemingly disordered and inharmonious assemblage of implements, appliances and raw material. And yet, what work can be accomplished with it! What distinctions so fine, what conceptions so grand, what mental creations
To cite a recent example, the addition of a computer and its software to a firm's operations can lead to significant improvements in efficiency and productivity. The key is to identify and implement areas where the computer can be most effectively used. For instance, in manufacturing, computer-aided design (CAD) systems can help streamline the design process, reducing errors and improving efficiency. Similarly, in finance, software applications can automate financial transactions, such as billing and payroll, freeing up valuable time for other tasks.

In education, the integration of digital tools can enhance the learning experience. Interactive software can provide students with personalized learning paths, allowing them to progress at their own pace. Online resources and platforms can also offer a wealth of supplementary materials, enriching the curriculum and providing additional learning opportunities.

However, the benefits of technology are not limited to these fields. In healthcare, electronic medical records (EMRs) can improve patient care by providing quick access to patient information, reducing medical errors, and enhancing communication between medical professionals.

In conclusion, the integration of technology into various sectors has indeed led to significant improvements in efficiency, productivity, and quality of services. However, it is crucial to approach technology adoption with a strategic mindset, ensuring that the tools are not only implemented but also effectively integrated into existing processes. This requires careful planning, training, and ongoing evaluation to maximize the benefits of technology investment.
so lovely that this unsymmetrical and in many respects unbeautiful tongue is inadequate for putting it into permanent form for preservation?

2. Word Study a means of development.

Many are the means, methods and devices employed in the development of language power both as an instrument of thought and for the transmission of thought. Any method which functions in the achievement of this end may be said to pass the acid test.

One means of stimulating an interest in language mastery and winning a respect for the mother-tongue is to introduce the pupils to that "World of Words" that has always fascinated man and thence to an appreciation of the growth and structure of English.

The study of words need not be exclusively a study of roots and stems, of prefixes and suffixes, as it too frequently is. On the contrary its range of interest is as wide as life itself. "It may be made to illustrate the cultural progress of the race, not only the development of the material elements of civilization, but the progress in knowledge and the changes that have affected modes of thought." And along with the interest and entertainment richly afforded by word-study as a science, there is the value of gaining an effective com-
For what it's worth, I'm fairly certain that the development of a firm foundation in mathematics is a prerequisite for building a firm foundation in knowledge.!

As Wynn states in a recent article:  

"The study of mathematics is an essential part of the development of a firm foundation in knowledge."
mand of the resources of the English vocabulary.

III. Historical background of words.

1. Anecdotal etymology.

Through the interest and curiosity aroused by the amusing anecdotal etymology of some words whose history was "stranger than fiction", the writer carried out a project of language study with a high school group that she believed justified the time spent and stood the acid test of the aims and objectives of the English course.

Words with their life story as individuals and as families still in the making seem living creatures. In their stories we meet with tragedy, comedy and romance. The adventures of some tribes of these word-hosts read like those of the sturdy Beowulf; some like tales from the Arabian Nights; others like homely folk-lore.

The teacher chose first those words for study that had a striking story of vivid change, such as villian, idiot, marshal, gossip; those of strange relationship, as, vassal and valorous; that had seen the ups and downs of life, as companion and brave; and those that reflected social conditions, as blackguard and crestfallen.

2. Historical periods of language growth.

Then groups of words of different periods were studied, words from the Anglo-Saxon period, loan words
The pattern of the present and the future

III

Appendix: Geographical

Thou shalt love thy neighbor as thyself.
of Scandinavian origin, of Greek and Roman parentage and so on, until the class had evidences of the historical events influencing the language and examples of the many foreign contributions.

Sometimes words were assigned to groups of pupils and they were to find out their background and report to the class; sometimes historical events or nations were assigned and the group was to find the words which these periods or nations contributed. Another group listed the contributions to the language made by certain industrial movements; others those created by inventions and new activities.

The teacher saw to it that the pupils were led toward interesting or profitable avenues of research and that the main phases of the history of the English language were illustrated in the assignments. She saw to it also that reference books, source books, dictionaries and histories were available. The story of the making of the Oxford Dictionary gave an insight into the best method of procedure, and the card system was followed. Careful reports, with exact references were insisted upon. The making of these reports offered in itself excellent motivation for written composition. All authorities had to be carefully noted, abbreviations understood and correctly used and bibliographies accurately kept.
Somehow, more was being to know
and a few more days had been added to the
instructions. The first day of the language was
already filled with examples of the

Another column was

The conversation to the language was

The teacher sat and read the

The language was interesting to

As the teacher was seated, the

The story of the book

First reports with exact references

Relation for written composition. All sentences
are carefully noted, and

As near any planting place for more

No
3. Tangents of interest.

Many fascinating tangents of interest appealed to different groups who volunteered to follow them up and present their findings to the class. One group, for example, made a list of catch-phrases, traced their origin and supplied synonymous phrases for these dwarfing short-cuts. The exercise brought home most forcibly the danger of these hackneyed high-sounding platitudes that strangle our utterances and spoil the force and individuality of our speech.

Another group reported upon the quaint amusing prefaces to old dictionaries. Thomas Blount's (1656), for instance, was a "glossographia interpreting the hard words of whatsoever language now used in our refined English tongue. The work is chiefly intended for the more-knowing women and the less-knowing men." And in 1753 John Wesley assured the reader in his title-page that his "is the best English dictionary in the world."

Several references to canting or rogues' language led one group to discover that the early lexicographers paid great attention to this aspect of the language. One Elisha Coles who published a fairly complete English dictionary in 1676 says in his preface:

"'Tis no disparagement to understand the canting terms; it may chance to save your throat from be-
of the Numbers of Infections

Many factors contribute to the development of different types and volumes of infections. The following are some of the factors:

1. Contact with infected persons
2. Hygiene and cleanliness of the environment
3. Personal habits and behaviors
4. Immune system of the individual
5. Environmental conditions

Infections can be classified into several categories, including:

- Bacterial infections
- Viral infections
- Fungal infections
- Parasitic infections

Each category has different characteristics and requires specific treatment approaches.

The incidence and prevalence of infections vary depending on the location and time of the year.

It is important to maintain good hygiene practices and seek medical attention when necessary.

Wear masks and maintain social distancing to reduce the risk of transmission.

References:


ing cut or your pocket from being picked."

This led to a consideration of that much discussed class of outlaw words grouped under the name slang. A pedantic or a purist attitude toward this flourishing phase of our language never has, never will stem the tide of its steady flow into the more formal channels of English. A judicious emphasis on their power to dwarf one's vocabulary or to declass one may cause more discrimination in the use of slang. "Slang", says Krapp, "becomes slang only when it is projected against a background which is not slang."

The exercise, recommended by many language textbooks, of listing prevalent slang expressions and then translating them into correct accepted English has its advantages and disadvantages. The advantages are obvious; one of the disadvantages is that the slang often stands out as more vivid, picturesque and colorful than the standard phrase. Where idiomatic and figurative speech ends and where slang begins is hard to tell. The objections against slang are less against its use than against its abuse.

I. Dramatization of this historical study.

E. Organization of the material.

When sufficient material had been collected and reported upon, a committee was elected to organize

"In case of your book is from print, please

I like to have a convenient place to

and can read some more books, perhaps

I mean, a beginning to a larger effective control

of the facts. The fact is, I've never talked never

been with

the use of the stock to the more common
taxes and franking. A beginning acceptance of

great desire, my own to desire a way that can be more

accomplished in the way of the idea, "clearing essays,

I'm not sure."

...coming along in not single.

The experience, the illustration of many years,

the extreme, the beginning, the progress,

the extreme, the introduction, the course, society,

the variation and characteristics, the sign of the time,

the sign of the time, at the point of the time.

Now, one of the characteristics at the point of the time.

Where not now and in the free as well.

The office.

...clearing of the facts.

...clearing of the facts.

When and where a place to be read to fell. The office.

...clearing of the facts.

The office.
the material in chronological order and present a connected story to the class. The task was made easier because the groups had kept their research material well classified. The final story given in chronological order gave the class such striking, vivid pictures that one member immediately saw the possibilities of a pageant. The amusing anecdotes of word-history were to be done in pantomine. But the natural interest in the spoken drama, the actual acting, made a stronger appeal to the class once the subject was brought up.

II. Writing the play, a group project.

A dramatic committee with the teacher as a member set out to put the history into dramatic form. The first form was patterned after the old morality plays with the usual personification of abstract ideas. Limited Vocabulary and the Master of Speech were the leading characters. This form was, however, rejected for the final one which is here submitted.

III. Planning and making the costumes.

Then came the problem of costumes. Again profitable research work was done. Accurate information as to dress and weapons was needed. This time illustrated histories, art collections of periods, encyclopedias, and
books on armor and heraldry were consulted. The descrip-
tion of Caesar's invading army was sought in his Com-
mentaries; that of the Angles and Saxons in Tacitus, the
first Roman to look closely at these free-necked Con-
querrors. One member of the class who was reading
"Hypatia" supplied a vivid picture of these "pale-faced
giants with their high cheek-bones, tall sturdy figures;
their red beards and yellow hair knotted fantastically
above the head." The boys who took the part of Vikings
studied this description of the Goths too and insisted
upon being decked out in fur pieces with fangs and claws
looking as fiercely barbarous as possible.

Swords, shields, helmets now represented
definite periods. Scandinavians could not carry pointed
Norman shields; Romans must have the rounded helmets, the
disk shields and broad swords. The civilian costumes were
no less vitally important. Great was the consternation
of the girl who was to be Chaucer, after she had careful-
ly copied a picture of the poet, with the short cape, soft
cap and plume, to come upon another picture of Chaucer
dressed very much as the monks, with hood and throat-piece.
Shakespeare too presented a problem, for in one picture
he wears the Elizabethan ruff, in others the flat collar.
So pictures, description and home wardrobes were consulted.
The concept of conscious transfiguration and new movement is the core of the process, involving the tireless and dynamic action in the present.

In contrast, the委员's own process of ongoing and dynamic transformation is the core of the concept of conscious transfiguration and new movement in the present.

The委员's own process of ongoing and dynamic transformation is the core of the concept of conscious transfiguration and new movement in the present.
Then progress in finding material, information and new suggestions was reported to the class during opening exercise period.

IV. Presentation of the play.

At last through the combined forces of all the members of the class in assigning parts, in making costumes, in carrying on rehearsals, in criticizing results, the play, with every member of a class of forty-two pupils taking part, was ready to present to the school, under the title of:

A GREAT INHERITANCE.

Spirit of Language

First Roman } soldiers of
Second Roman } Caesar's army

First Anglo-Saxon } invaders
Second Anglo-Saxon } invaders
Third Anglo-Saxon }

First Christian Missionary } of St. Augustine's
Second Christian Missionary } bend
Queen Bertha (Bemba) wife of King Aethelfrith
Aidan, Irish monk

Venerable Bede

First Scandinavian } Danes
Second Scandinavian } invaders

King Alfred the Great

First Norman } soldiers of William
Second Norman } the Conqueror
the review.

II. Generation of the play.

To that extent the composer comes to fill

we have already seen a large number of women

not, the play with each member of a group of forty-

ballett from time to time of the life of:

A GREAT INTEREST.
A one act play, the outgrowth and motivation of an elementary study of the historical background and growth of the English language, as pursued by a high school English class.

Characters

John       
Arthur     school children
Tom        of
Mary       present day
Alice      

Spirit of Language

First Roman) soldiers of
Second Roman) Caesar's army

First Anglo-Saxon)       
Second Anglo-Saxon) invaders
Third Anglo-Saxon)       

First Christian Missionary) of St. Augustine's
Second Christian Missionary) band

Queen Bertha (Bercta) wife of King Aethelfrith
Aidan, Irish monk
Venerable Bede

First Scandinavian) Danish
Second Scandinavian) invaders

King Alfred the Great
First Norman) soldiers of William
Second Norman) the Conqueror

*Copyright, 1928.
Chaucer
Shakespeare
Spanish Lady
Greek Scholar
French Lady
Latin Scholar
Chinese Lady
Hindoo
Dutch girl
American Indian
American pioneer

Group of School children holding an indignation meeting. They have declared themselves free and independent of the ruin of English manners and correct English.

John (declaiming): We have come together to declare ourselves free, to be slaves no longer. This slavish obedience to the laws of expression, correct usage, pronunciation, pronunciation and all the rest, is bondage. We cannot grow, we cannot progress. Why? Because we have to stop and chain our thoughts to words. That is not freedom, that is not liberty.

Clown
Counterfeit
Lunatic
Idiot

Sandwich
Villain
Chamberlain
Marshall

Squire
Crestfallen
Gossip
Gospel

ALICE: I thought perhaps you were a descendant of Patrick Henry. "Give me liberty or give me death!"

JOHN: I am serious. These laws and prohibitions of the English language are a hindrance to progress and
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<td>Metaphor</td>
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A GREAT INHERITANCE

SCENE

Group of school children holding an indignation meeting. They wish to declare themselves free and independent of the rules of grammar and correct English.

JOHN: (declaiming) We have come together to declare ourselves free, to be slaves no longer. This slavish obedience to the rules of expression, correct usage, enunciation, pronunciation and all the rest, is holding us in bondage. We cannot grow, we cannot progress. Why? Because we have to stop and chain our thoughts to rules. I say that is not freedom, that is not liberty.

ALICE: Did your ancestors come from Virginia, John?

JOHN: No, why?

ALICE: I thought perhaps you were a descendant of Patrick Henry. "Give me liberty or give me death!"

JOHN: I am serious. These laws and prohibitions of the English language are a hindrance to progress and
A GREAT INHERITANCE

SCENE

... and of school children forming an initiation meeting.

I say to achieve them living, free, any impediment of the

law of grammar and correct English.

---

WE have come together to gather our

... to be slaves no longer. The effort

... to the future of expression, correct usage

... to produce. We cannot grow. We cannot shrug.

... because we have to act and not only

... is that if not freedom, that

... to which I say that is not freedom.

WE: Why not freedom?

ME: No, why?

I: I thought perhaps, you were a descendant of Patrick

"Hearty" gave me liberty of give me freedom

... I am certain. These laws any propriety of the

English language are a grandeur of progress and
and freedom. Shall we rebel against all these restrictive laws and clauses?

MARY: Of course, John, all clauses are not restrictive, you know. I make you understand my thought. If you don't understand, that's all there is to it. Isn't that it?

JOHN: Don't try to be smart.

MARY: Smart? What do you mean?

JOHN: Now that's just it. That brings me to my point. Mary knows what I mean when I say "Don't be so smart", doesn't she?

MARY: Oh, yes, John. But I can't help it if I am so intelligent!

JOHN: Are you people in earnest? Do you really want to form an Independence League?

ALL: Yes, yes, let's get to business.

JOHN: Well then, let me ask you some questions? What is language?

ALICE: He has changed from Patrick Henry to Socrates!

JOHN: Arthur, what is language?

ARTHUR: I thought this was to be a meeting, not a lesson -
any freedom. What we need urgent is these re-

strictive laws and closures.

M: Of course, John, all finance are not restricted.

You know.

And it's quite to be smart.

What do you mean?

That brings me to my point.

Now there's that in "Don't do so.

many know what I mean when I say "Don't do so.

Smart, "goose" like?

Certainly.

Are you people in earnest? Do you really want to

have an independence League?

Yes, yes, let's get to business.

Well then, let me see, some demonstration. What is

Liberty?

Are you familiar with partic Hanky to secretary?

And what is Liberty?

Here I propose this was to do a meeting, not a reason.
What is language? It's talk, just talk.

JOHN: That's it. If I talk, in sign language or picture language or gesture language or word language, what do I do? I make you understand my thought. If you do understand, that's all there is to it. Isn't that it?

ALL: Of course! He's right.

TOM: If I say, "Can I bring this geography to Miss Brown?", you know exactly what I mean. Then why isn't it just as good as any other way?

MARY: What other way, Tom?

TOM: Oh, the right way, "May I take this book to Miss Brown?"

ARTHUR: You're right, Tom, and John is right. Who wouldn't understand me if I said "I ain't got no money."

TOM: I'd know you were dead broke.

MARY: And if I said - "Them words are wrong" you'd know what words.

ARTHUR: And if I said - "Her and I went home" everybody'd understand.
JOHN: The **funny** thing is that the clearest way is not the right way.

ALICE: (laughing) ahh ahh --

JOHN: What are you laughing at, Alice? This is serious business.

ALICE: You said it was **funny**. When anything is **funny**, I laugh.

JOHN: You know I didn't mean **funny**, I meant **strange**, **queer**.

ALICE: Oh, you see you didn't really express your thought to me.

JOHN: Well, you caught the idea. You knew what I meant.

ALICE: Yes, John I catch your idea and I second the motion.

JOHN: Wait, I haven't made any motion yet. You can't understand because I haven't explained the plan yet.

ALICE: Oh, I know. You don't need to express it. I catch your idea; that's all that's necessary.

JOHN: You've caught only the general idea, I have to explain it. We are to take a pledge to be satisfied if people understand what we mean.
ARTHUR: That's the way language was first started wasn't it? The savage acted out or made signs. If the other savage understood him, they spoke the same language. Simple, expressive quick! Suits me!

MARY: Well, when the savage wants one to get out of his way, he knocks one on the head. I'm afraid that is a little too simple, expressive and quick for me.

TOM: Oh, we don't have to be extreme, but the primitive ways are the best. Oh - how simple and easy life would be if we could really go back to those days.

MARY: Why, I hadn't thought of that. The savage must have had some deep thoughts locked up in his heart that he couldn't express in the sign language that he used.

MARY: (in hushed tone) Do you notice anything? Doesn't it seem quiet and misty?

ARTHUR: Shh! (in whisper) And queer --- sh! --- who is this?

SPIRIT: ENTER SPIRIT OF THE ENGLISH LANGUAGE.

SPIRIT OF LANGUAGE: (enters slowly, dressed in flowing white robe) And so you would throw away your heritage and go back to savagery!
ARTHUR: Who are you?

SPIRIT: I am the Spirit of the English Language. I have heard what you were saying. I hear a great many queer things in my progress up and down the world. I have heard people all through the ages cry out to be free. But I never heard any people before who thought that going back to their dumb prisons was freedom.

JOHN: We didn't say anything about going to prison.

SPIRIT: Oh, yes you did, when you wanted to be poor dumb savages whose thoughts are locked up in their minds, with no key to open the door to expression.

MARY: Why, I hadn't thought of that. The savage must have had many deep thoughts locked up in his heart that he couldn't express in the sign language that John talks about.

SPIRIT: I should like to call up from the dim past some of those great and noble men who gave you the finest golden key in the world, to unlock your prison, those heroes who made you free. Will you come with me?
The spirit of the English language I have
heard what you were saying. I heard a great many
dream stories in my youth and in your life, but
I have never been able to understand the good can
who pronounced the wrong back to their own.

were in a very

We arrived at Gadsden and went to the station.

Of course you are, when you wanted to be poor.

severely, whosepronounced the wrong up to their

works with no key to open the door to expression.

Why I make the thought of that! The savage must
have had many great moments locked up in his heart
that he couldnt express in the sign language that

your face looks.

Then I thought I should like to call up from the great heart some of
tone great and people who have you the pleasure

began to the mouth to mock your pleasure.

those people who make your face.

With me?
JOHN: To the land of your birth, to England do we go?

SPIRIT: We shall go back to England, but I, the English language, was not born in England.*

ENTER ROMANS

BOYS: Who are these war-like men?

ROMANS: (dressed in costume of Roman soldier, swords, shields, helmets) We are the Roman soldiers of Julius Caesar. We pushed his mighty kingdom far and wide. We conquered the Gauls and then crossed the sea to the savage isle of Britain in 55 B.C.

SECOND ROMAN: We cleared the forests and built the great Roman road. So well did we build that now in 1928 you may see the remains of our work. We gave laws to the wild Britons and left our mark on the language. The very name colony, and Lincoln are ours. All the names of towns in England, ending in caster, like Lancaster, Winchester, Gloucester, Worcester are evidences of our early victory. But our glorious Empire had greater victories for her legions

* When characters have finished speaking, they form a semi-circle behind children, in the order of their entrance.
TO THE LAND OF YOUR PARENTS TO ENGLAND GO WE FOR

THAT WE MAY GO BACK TO ENGLAND, BUT I, THE PROGEND,

LIKE GARGESE, ARE NOT GONE IN ENGLAND.

EXTRACT ROMANS

9: Who are these war-like men?

MAJ. (preceded in some of Rome's soldiers, name)

We are the Rome soldiers of

Publius Caesar, our beloved

and we, knowing the power and those conquerors

the men of the savage race of Britons to be part of

We observe the trees and until the great Roman

long ago, so well did we build that now in 1909 you

may see the remains of our work. We have leave to

the wild Britons and feel our work on the land,

The very name of Rome in England, echoing in coasts

like Lancedez, Wincaster, Gloucester, Worcester

are evidences of our early victory. But now also

these enemies and these ancient abominations we part forever.

we passed centuries have finished abominations. They form a

seminaries paying attention to the order of prayer

entrance.
to gain and so on we went to conquer other lands for Rome.

GIRLS: Here are more war-like men. How fair-haired they are!

SPIRIT: These are my people. With them the English Language reached the shores of England.

ANGLES SAXONS and JUTES (dressed in furs, bare legs and arms, short swords, fur headpieces) We are the band of Teutons, Angles, Saxons and Jutes are we. In 449 A.D., nearly four hundred years after the Romans had come and gone we landed on the little island. We gave her the name and the language she bears today, - England and English.

SECOND A. S.: We conquered the people, the land and the language. But more than all else we brought with us the spirit of poetry. Without the conscious art of poetry no language has ever lived; with it, no language ever dies. We are the founders of your language.

SPIRIT: The English Language is like a river which flows not from a single source but from many springs,
to stay and so do we want to consider other factors.

For Rome,

Here are more war-like men now far-painting grand

These are my people. Watch from the Elysian Plain.

Engage Russian the Scythe of England.

Greed in time, peace here and same short

work for breathing we are the land of Tennessee.

Angel's Texana and Jutaro we are in A.D. 1492.

Neatly four hundred years after the Romans had

come and gone we landed on the little island.

never for the name and the language the peace to

can't Hungary and Kallang.

We consider the people, the land and the language

But more than all else we proceed with us the

spirit of doooy, without the consecration of our

dooy to language pass every view; with it, no

language ever give. We see the foundations of your

language.

The English language is like a river which flows

not from a single source but from many arteries.
each sending forth its rivulet of sweet and bitter water. These men of mine did their part by laying a sound foundation. Another spring, a glorious Spiritual spring was to send a richer flow into the river of speech. Here come the bearers of that message.

ENTER - Augustine and his band.

ROMAN MISSONARY: (dressed in black or brown robe of monk, hood sandals) We did indeed have a great message to bring to England. As you know, Pope Gregory, when he saw the fair-haired Angles in the market place in Rome exclaimed, "Not Angles but Angels!" And straightway he sent a band of missionaries across the great stretch of wild Europe to the even wilder isle of Britain. In the year 597 we landed on the southern coast of the little island. The gracious English Queen Bertha welcomed us to Canterbury, gave us land on which to dwell and build our church and our schools. Thus began the great force of Christianity and Latin culture.
Some authorities thought the number of sweet and perfect water, those men of mine who drank part
by leaving a sound foundation. Another spring
a glutious spring and even worse to send a
racket from into the river of abyss. Here
come the perils of this message.

ENTER: Auguriante and the Band

(Enter) Two men in black or brown tods of work, hooded
screams) We did indeed have a great message to
prize to England. As you know, Pope Clement
wrote us a letter-packet; Angles in the west
not Angola. 'Not Angola but
Angleh' And a Typewriter we sent a penny of
minimum notes on the great subject of
Europe to the even my dear lady of Aquitaine. In
for keep. Then we found on the southern coast of
the little island. The French are still
people welcome us in Cordes, they gave us land
on which to dwell and plough and cultivate our
soil,-more. Then began the great hose of Cointra-
plenty and Latin culture.
BERTHA QUEEN of

(crown, flowing robe, upper arm bracelets and jewelled girdle) It was not so easy to welcome these gentle travelers. Because of our many and quarreling little kingdoms, all new comers were looked upon as invaders, enemies. But Christianity was not new to me. The story of the Master I had heard, and long had I dreamed that the great light of faith might come to my king and my people. You may ask "How then did you know of Christianity?" The gentle teacher St. Aidan will tell you.

AIDAN: (dressed as monk, staff with cross at top) A little band of monks from Iona, the famous monastery founded by the Irish Saint, Columba, was sent into the Northern part of England many years before St. Augustine settled in the south at Canterbury. We entered into the waste places of Northumbria, cut down forests, drained swamps, built dwellings, cultivated the soil and then built our schools and churches. Here, for the first time boys were taught arithmetic, astronomy, Latin, Greek and the Scriptures. It was we who brought the cross into the land
And (coming home, hope under the presidency and
Jewelled skies) It was not so easy to welcome
more foreign travelers. Beside of our many
and damasked little kingdom, all new comers
were looked upon as 'intruders.' Hence I put
Christianity was not new to me. The story of
the Master I had heard, and long had I dreamed
that the great light of truth might come to my
kind and my people. You may see, "How they did
know of Christianity?" The remedy seemed
Self-sacrifice will tell you.

A (dreamed as more, and with visions of God
little band of workers from Rome, the Roman
monarchy longed for the Italian spirit. Germany
was seen into the modern part of England
with never before or American settlers in the
southern centre. We entered into the waste
place of Hunsrück, and grew together, gripped
by westward, and gathering, cultivating the soil
and then until our school and gymnasium
for the first time bore more traffic and commerce
and rational, Latin Greek and the Cornucopia
It was we who brought the classics into the land.
and into the language.

MARY (to another Monk)

You seem to stand apart from these. Are you not of the holy band?

VENIERABLE BEDE: (dressed in monk's robe, but hood with chin-piece) I am called the Venerable Bede, the Father of English History. Within the quiet walls of the monastery, I wrote the history of England in noble Latin, sang the praises of my Maker and "ever held it sweet either to learn or to teach or to write."

ENTER SCANDINAVIANS

Still they come, sometimes men of learning and holiness; sometimes men of force and courage.

1st SCANDINAVIAN: (furs across shoulders, bare legs and arms, double pointed helmet, round shields, short swords) Vikings are we, free rovers of the sea! Down from the great North we come, across the sea to England.
You seem to stand apart from these, are you not, or is the proof perhaps in your difference?

Greece is the mother of hope, put hope with other pieces as I am calling the Venerable Bead the father of English History within the church. Within the nation I wrote the history of England in hope to teach and the praises of my maker and ever hope it may stir other to learn to teach or to write.

still they come and sometimes men of learning and sometimes; sometimes men of force and course.

ENTER SCANDINAVIAN

This source produces, pure ideas and same couple possible pattern round artistic effort, to make which we see the values of the cross and from the west north we come to England.
1st ROMAN MISSIONARY: All we had done to bring order, learning, re-
ligion, culture to the land, they destroyed in
one savage invasion. These wild men of the
North sacked the cities, tore down the churches
and schools and burned the precious manuscripts.

2nd SCANDINAVIAN: To be sure, much we did that was terrible, but
much we did that deserves everlasting gratitude
from the English speaking world.

ALICE: What good could you have done when you did so
much harm?

2nd SCANDINAVIAN: We brought your language up out of your throat
to your palate. If it were not for us, you
would be speaking the gutteral language of the
Germans. More than that we simplified the lan-
guage, cut off hundreds of inflection endings
in your words.

1st SCANDINAVIAN: If you find it hard to master the case of a
noun or pronoun in grammar now, when you only
have three cases, — what would you have done
with twelve as your Icelandic cousin has, or
eight as your Anglo-Saxon had? We did that much for you.

JOHN: You certainly did us a service when you cut the cases down to three, it's too bad you didn't make a complete job of it. One case would have been plenty.

1st SCANDINAVIAN: Ah, but we did not have our way too long in England. Here comes our conqueror.

ENTER KING ALFRED

KING ALFRED: (crown, short ermine trimmed cape, sceptre, doublet and hose, long pointed shoes) Alfred I am, King of West Saxon. During my boyhood one after another of my father's gallant armies was overthrown until at last the king himself was killed in battle by these Danes. I came to the throne at twenty-two at the darkest hour of my country's history. As you know, after many terrible battles and weary watches victory came to us and the Dane was driven out of our land, or far to the North. But this is the story not of the wars of

-15-
eight as your next season start. We all paid
much for you.

You certainly did in a service when you cut
the cheese down to size. I’ll see you pay you
again make a compromise pop of it if the case
would have been pretty

If it put we did not pave our way too long in

Capability. Here comes our conclusion.

BETWEEN KING ARTHUR

Alfred: (crowns, short, cramming trimmed cape, scythe)
Couple any hope, your holding shoes. Alfred
I am kind of weird season. During my profound
one after another of my caddies' parents
since we crossed now wait at least the kind
mimic's we're pretty to police of these damned

I came to the phone at twenty-two at the
great front on of my community's history. As you
know, after many terrible battles and war
watching almost came to an end the game was
given one of our land, or ten to the Monk,

But this is the story not of the war of

-16-
England but of the language of England. These earlier heroes have said that no language can live without poetry. I realized that no nation could live without education. During the turbulent times of the Danish Invasion, learning was at a low ebb, and I, the king had had very little learning. When law and order were again restored to England I rebuilt the old monasteries and schools and I ordered that all free-born Englishmen should learn to read and speak English correctly. I then set about to learn to do so myself. I wrote the Anglo-Saxon Chronicle, the first English prose writing.

All the short plain everyday household words you know today are Anglo-Saxon words revived under my reign.

SPIRIT:
Such was the work of Alfred, the Great, a man of many interests but one aim; to serve those over whom he ruled. And all was well for a time. But here is another change.

ENTRÉ NORMANS

1st NORMAN: (dressed in armoured tunics, leggings and
Theodore Roosevelt, in his book "The Strenuous Life," speaks about the importance of hard work and the spirit of adventure. He encourages Americans to embrace the spirit of exploration and to strive for excellence in all they do. Roosevelt's philosophy is encapsulated in the phrase, "We accept the responsibility of leadership in the hope that, under our guidance, the world will move forward." His vision is one of progress and progress, where every individual is encouraged to contribute to the betterment of society. Roosevelt's words resonate with the spirit of the American frontier, where the spirit of adventure and the pursuit of knowledge were seen as essential virtues. Today, his message continues to inspire generations to strive for greatness and to lead with purpose. 

FURTHER READING


sleeves (silvered cambric) full-caped helmets, pointed Norman shields, swords and spears) We are the Normans, soldiers of William the Conqueror of France. He came to England, fought a great battle one October day and on Christmas morning 1066 had the crown of England on his head. Much we did to undo the great work of Alfred, but much we did to bring power, prosperity and greater learning to the nation.

2nd NORMAN: Naturally the Normans spoke French. It came to be the language of the Court. English was then spoken only by the lowly and in many different dialects. A native born Englishman very often could not converse in his native tongue, and even if he could, he would not, but preferred to use the polished French or the learned Latin. After a time the language lost much of its French and took on more of its native vocabulary.

SPIRIT: There can be no real union without a common language. For a long, long time, the people of one county, even of one village could not understand those of another, and none of them
The people are not able to move without a common language. For a long time, the people of one country have not been able to communicate with others of the same country, and none of them
understood their masters. At last came one, not warrior or priest - king or conqueror - but poet who established for all times the Standard English: Chaucer, Father of English Poetry.

CHAUCEER: (from any picture of Chaucer or period, tights and pointed shoes, short cape, hood or loose cap, sword and scroll) From my home in London town I did travel far and wide, among the lowly and the high in my own land; sometimes at the court of the king, sometimes at the cottage of the peasant; then to other lands, to France and Rome; in the monasteries among the old masters; in Parliament among the masters of affairs of state. Toward the end of the 14th century I wrote the "Canterbury Tales", the first masterpiece of English poetry written in English. From then on the Midland dialect, my dialect, became the Standard English.

SHAKESPEARE: (as close as possible to picture, pointed beard, collar and cuffs) Years passed. In the 17th century there appears another great
the rations were often scarce and short.

Easy to see why the men were so unhappy and depressed. In the absence of adequate nourishment and support, they became demoralized and disillusioned.

Some believed that the delays were caused by the government's inefficiency and corruption.

One man, in particular, felt

"It's not just about the food, it's about the lack of respect and consideration for our needs."

He felt heard and understood.

"We need more than just food. We need a sense of dignity and purpose."

The others nodded in agreement, and the atmosphere shifted.

"We need to stand together and fight for our rights," one man added.

The atmosphere became more intense.

"We will not be silenced," another declared.

"We will fight for our dignity and our future."

The men looked at each other and nodded in unity.

"We will not be broken by this."
master, the gentle Shakespeare who took the language of the common people and made it a glorious thing of beauty by the very magic of his art. Men and women in his great dramas walked upon the stage and for the first time spoke in the everyday language of the times. Emerson said: "Shakespeare's mind is the horizon beyond which, at present, we do not see."

SPIRIT: Here are some nations who have contributed to the richness of our language.

GREEK: (in the Athenian classic dress, Grecian toga, leg strappings, head-band) And what has Greece contributed? Where shall I begin? The difficulty is that so many words that English received from France and Rome had come from us originally. But to begin; well the alphabet is surely a good beginning of all words. Then there are athlete, biography, catechism, microscope, photograph, skeleton, telegraph, all the names of the sciences, psychology, physiology and all the rest.

ARTHUR: But when did you do this? Surely you did not invade England at any time?
GREEK: Invade England? Greek culture has invaded the learning of every nation. Nothing has progressed in this world that is not Greek! But my children, you must go back to the glorious days of Athens. There you will find culture, art, architecture, music, poetry, drama, education and athletics.

TOM: (interrupting) Of course, the Olympic games and the Marathon races! --- Oh, excuse me.

GREEK: (gently) Ah, yes, I do excuse you. Greeks are used to excusing much. But to answer your question (turning to Arthur), you know, of course that Rome conquered Greece (Nods from the group). But the conquered Greeks became the conquerors. (Puzzled expression on faces of children). You see, the Greeks became the slaves of the Romans, but the Greek learning, the Greek language, Greek education were taken over by these Romans. So the Greek ideals and the Greek language lived again in the Latin language, lives still in your language, in your government.
Imagine finding Greek culture new and fascinating. Learning of every nation, noticing their ways. But if you are not familiar with the world, you must go back to the beginning. The age of Athens. There, you will find culture and architecture, music, poetry, drama, science. Now try my explanation.

The marathon begins. Of course, the Olympic Games and the ancient (by now I go examine your Greek's ability to examine your Greek's ability to examine much, but to answer your questions, your knowledge of the definition of arbitrary, you have to know of course that Homer composed the Odyssey, but the composition becomes the composition of Homer. You see, the Greeks became the masters of the Romans' put the Greek's benefit.
TOM: In our government? Greek?

GREEK: What, what! Is not this the land of Democracy? Democracy, both idea and word came from us, Democracy meaning ——

CHILDREN: (interrupting) Oh, yes, we know, meaning "equality" — "all men are created free and equal".

GREEK: Try not to interrupt. That is your American idea of freedom - freedom to interrupt - Now democracy did not mean free or equal, it meant first - to divide. Think that out and see how the division came to be equal.

TOM: That's a little too deep for me. --- Here comes one who looks as if nothing was too deep for him.

LATIN: (dressed in cap and gown) My difficulty is to find words that are not Latin in your language. Your Venerable Bede (turning to Bede) wrote his great history in noble Latin. All those scholars, worthy of the name, who came after him were deep students of Latin and made it
their language. An English writer in the thirteenth century tried to banish all Latin words from the language. In one paragraph of his essay on the subject, seventy-five per cent of his words were Latin. And Chaucer too (turning to Chaucer) could not have gone far on his merry journey to Canterbury without his Latin. So you see, we accommodate you, we sustain you, correct you, create you, educate you, elect you, vaccinate and joke you. We suffocate and then ventilate you. You must not forget we gave you add, subtract, multiply and divide.

ALICE: Perhaps life would have been sweeter without the last four.

SPANISH LADY: (in Castilian dress, high back comb, mantilla and fan) Naturally you would expect Spain to enrich your language as she has your literature, your art, your architecture. Many of your words of adventure, of sea-faring are Spanish, many everyday words; negro, for instance, sombrero, bronco, canyon, cascade, bravado, siesta and pickaninny. Oh!
the list is so long. I could not begin to tell you them all, to say nothing of your beautiful castles in Spain! Oh! (using her fan)

TOM: She's quite airy, isn't she?

FRENCH LADY: (dressed in Louis XIV court gown) Ah, mes enfants! From France! You need only to say whatever is beautiful, that came from France. Your mountain, river, rapids, and the grandeur, the silence of your prairies, the manners, the brilliance of your conversation!

Ah, by the way Monsieur Chaucer, (coyly turning to Chaucer) will you tell us just one little secret? Eh? Was it not your beautiful French that gave so much "pleasance" to your knights and Ladies? The Prioress, so pretty and so charming, you said, spoke French full fair and well.

CHAUCER: To be sure, Madame, French was my second mother, but (bowing to Latin) Latin was my noble father.
Dear Mr. Smith,

I hope this letter finds you well. I am writing to follow up on our previous conversation regarding the potential collaboration for our upcoming projects. I am excited about the potential opportunities and I believe that our combined efforts could lead to significant advancements in our field.

Please let me know if you have any further questions or concerns. I am available for a scheduled call next week. Thank you for your time and consideration.

Best regards,

[Signature]
FRENCH LADY: How gallant! (to the children) The great Chaucer spent much time in our French Court.
But I shall speak of the present. A new invention in this world, voilà, a French name, so you have automobile, chassis, detour, garage. And your fashions, your perfumes, your jewelry—all, with their names must come from France.

ENTER CHEINESE LADY

CHINESE LADY: (any Chinese costume) In the past, ships from many lands have come to English and American shores, and with the cargo many strange little words have clung. Then long after ship and captain, crew and cargo are gone and forgotten, those little words stay. Some came from China, tea and nankeen, queque and silk ah—and fan came from the land of China.

TOM: And here comes a Hindoo.
ever since the opium war, many Chinese have come to America and have taken up farming and other types of work. Some have settled permanently, and many have gone back to China. The Chinese have come from the land of China.
HINDOO: (dressed in robe and turban, speaks very slowly)
From India, the land of adventure, of magic, of
mystery come the words of the jungle; from the
tops of the Himalayas came snow. We gave you
ivory and, in ancient days our word for elephant
was the same as the word ivory. We gave you
loot, keddah, rajah; as well as many art terms.

INDIAN: (Indian chief) I am a familiar person to you,
little brothers and sisters, for we are all
Americans, only I am the first. Just glance at
your map and see the wonderful Indian names
everywhere, then think of wigwam and squaw,
cance, totem and moccasin.

JOHN: And who is this old chap?

AMERICAN PIONEER: (cowboy costume, or pioneer dress, lasso, speaks
in a drawl) If the Indian is the first American -
I am the second, the pioneer frontiersman. With
new experience we had to coin new words - such
as blast, hardcash, grit and sand (meaning back-
bone) boom, sidetrack, log-rolling, cowboy, ranch,
rough-rider and much, oh much slang. Some of it
was English, some of it Yankee, some of it Span-
newly found by some who have come to know it. Whether it is true or not, I have no idea. The only point is, I wonder if there is a way to make money by doing this kind of thing. I know of one person who makes a good living by it. He runs a small business and has many clients. I don't know how he does it, but he seems to be making a lot of money. I wish I knew more about it, but I don't. It's all very confusing. Do you know anyone who makes a living doing this kind of work? I would like to talk to them about it.
ish, and some, well – You know, people who inhabit the frontier of two languages, after a time form certain composites that years after baffle the (scratches his head) the etymologist. So they scratch their heads over mustang, lasso, but it was a cinch for us. Ah, there’s another – cinch.

DUTCH:
(Dutch girl) I too brought words to you, Yah, boss, from baas meaning master, and stoop, platoon. Things to eat, good things, we gave you, waffles, crullers, cookies. What would the little ones do without a sleigh and Santa Claus? And my dear children, such thrift and cleanliness as I taught you. You understand, yah?

TOM: Yah, Yah, we understand. You gave us Dutch Cleanser, but it is Santa Claus we honor you for.

SPIRIT: We have seen how men and nations have added to and changed our language. Let us turn to words themselves. They have histories, stories as thrilling or tragic or amusing
And as any tale. New ideas bring new words -

"The old order changeth, giving place to new
And God fulfills himself in many ways."

CLOWN: (dressed as a circus clown, enters with by-play, antics) I am a clown. You may laugh, but hear my sad tale. I was once an honest country chap, working in the field, and now look at me! and laugh!

COUNTERFEIT: (paper money jacket, holding a photograph) My name is counterfeit - I too was once an honest fellow - for I just meant a copy, a picture - but - I copied too much, (shaking finger at children) I suppose, and now as counterfeit, I'll land in jail if I'm caught.

LUNATIC: (trips in and stares up) I'm just a moon-gazer - moon - you know (to French group,) you know, moon, lune.

FRENCH: Ah oui, lune is a French word for moon, we know.

LATIN: Borrowed by the French from the Latin, we know.
as you face. Here there are the new money

"The old order changed yielding place to new

And God Hitler痕迹 in many ways.

Glanced as a chance of a chance, coarse with yr

pictures of (I am a country, you can laugh)

but keep my eye on. I was once in Dorse

country once, working in the field and now

look at me and family

(butter money, teeteri, netting, a photography)

My name is contemporist. I too was once a

honest fellow. I put I don't want a copy a

picture, but I copied too much. (perhaps

fitter at all time, I suppose, and now as

contemporary, I'll lend in jest if I'm

contempt.

(flat to any estate if I'm just a moon

you know, moon - you know, moon - you know, moon -

you know, moon, time,

AP only time to be known more to moon now

owed

Borrowed by the Reader from the Letter, we

owed
LUNATIC: And I looked too long, and I know and I have become a lunatic.

SANDWICH: (dressed as a sandwich man, cardboard back and front) My name is Sandwich. Long ago, the Earl of Sandwich (I suppose you might call him my grandaddy) well, anyway, he was a great gambler. He couldn't leave the card table long enough to eat his dinner. When his servant would bring bread and meat to the card table to him, the Earl would double the slices over to save time. So here I am—a ham sandwich, but my grandaddy was an Earl.

MARY: I shouldn't claim the man who ate me as my grandfather.

IDIOT: (strolling in aimlessly) I heard you children talking about simplicity. You spoke of having everything plain and simple. My name is idiot. I used to be just a plain, simple fellow. One of the old hymn books was called "Sacred Hymns for Pious Idiots." It doesn't pay to be too simple. See what it's brought me to, just plain idiot.
And I looked too long, and I knew, and I have become a Jim a few.

I passed as a sandwich man, carrying back my front. My name is sandwich. You might call me the sandwich. (I suppose you might call me the sandwich.) Well, anyway, we are a great sandwich. He couldn't leave the sand paper for money to eat the animal. When he wanted to make a press and want to make a card, we had to make a card. Worth and we left the office over to save paper. So here I am - a long sandwich, and my sandwich was on the new.
VILLAIN: (cap pulled down, ugly scowl. Children draw away) I don't wonder you pull away from me. I am a villain, more's the pity. But do you know I used to mean only a villager, a man of the town or villa. But I hung around the tavern (shaking his head) and learned evil ways - and now mark you what bad company's brought me to - a villain. (hits his bandaged finger-) Ouch!

ALICE: (to villain) What is the matter? Did you hurt your hand?

VILLAIN: No, but I have a felon on my finger (holds it up.) A felon means a fell villain and sometimes these felons are villains.

MARY: (to Spirit) You spoke of some words going up the ladder to higher places. Who are they?

CHAMBERLAIN: (courtier's dress, swaggering) Ah, my dear young lady, look at me, Lord High Chamberlain. But to show that I am not proud I shall tell you, I began life as a bed maker in a tavern - But I was faithful and now - I am a government official.
I said I thought you'd come. Children grew
up. I thought you'd wonder. Don't you think we're
afflicted? Our lives are so hard. But go on,
I know I need to mean only a mockery of a man or
the woman of the house. And I must assume the
power, I think the house and the company's
business too - to be a villain. A villain.

finger (nervous)

What are the matters? Did you
mean your family?

fingers. I have a fellow on my finger
not.

(to spirit) You spoke of some work going on
the feather to higher places. Who was there?

(yawning) I don't mind, look at me. I am high commander
but to show that I am not aware I am
not. Of course, life as a dead man is
ravaged, but I was laughing and now - I am a honky.

But a villain.
MARSHAL: (courtier's dress) And I, a marshal! Once I was only the keeper of the horse, lived in the stable and served the horses and now I may serve a king!

SQUIRE: (dressed as old-fashioned gentleman, tall hat, cane) My life has been ups and downs. Squire I was once, just squire, humble shoe-bearer; then I followed my knight to battle field; later I was a gentleman, but now I am, I'm afraid, quite old-fashioned.

CRESTFALLEN: (dressed in chanticleer costume, enters with strut and flutter) Well, well, here I am in polite society. It is strange you know. Now you'll be shocked when I tell you I once belonged to a cock fight. When one cock was worsted in the fight his comb or crest fell. He was crestfallen. But now the most particular lady in the land may be crestfallen.

GOSSIP: (bonnet and shawl) Oh dear! I have so much gossip to tell my neighbors about my other neighbors, I just can't find time to attend to my own business. (sighing) But what a
different person I used to be! In the good old
days I was the relative who stood up for a little
child at baptism. - A real pious person, my dears,
of great importance! Then - alas, I began to
visit my many relatives. Well, well, too much
visiting has its dangers; I soon became what you
see me today - a gossip!

GOSPEL: (dressed as angel, carrying large Bible or golden
book) Listen well to my tale, oh children. I am
the Gospel - once, only a bearer of good news or
good spiel; then greater honor came to me than to
any word - for am I not now the bearer of the
Savior's own Sacred Story - The Gospel?

SPIRIT: With such a glorious story as all these men,
nations and words have told you, does your lan-
guage mean more to you? When you think of all
those who labored with courage, persistency and
love to make this the most exact, the fullest
language, will you not take this great key to
thought, use it, keep it bright and pass it on,
that others also may be free?

GIRLS: Indeed we will do our part to keep the golden key
I am glad to hear from you and to know that you are well. It is good to hear from you after such a long time. I hope you are happy and healthy. I am also doing well and enjoying my work.

I have been reading some interesting books lately, and I thought you might enjoy them as well. They are about history and culture, and I think you would find them fascinating. I will bring them to our next meeting, if you are interested.

I am planning to visit your city next month, and I wanted to know if you have any plans or suggestions for what to do while I am there. I think it would be nice to spend some time exploring the city and trying some local cuisine.

I hope you will keep in touch and let me know how you are doing. I look forward to hearing from you soon.

Best regards,

[Your Name]
ever bright and pure.

BOYS: We shall not object to the little effort we have to put into the mastery of our mother tongue. It is a wondrous key, a glorious heritage.

.END

MASTERPIECE: The word so familiar in the classroom dates back to medieval classification of the artisans. The work of a master tradesman was his masterpiece. It suggests the dignity of the craftsman and the pride in work well done.

PLACEBO: Here is another word that opened up a chapter of history to us. In olden times palaces of English kings and seats of the nobles were not well or completely furnished as in modern times. It was customary when a royal journey was made, or when the great nobility exchanged one residence for another, that at such a removal all kitchen utensils, pots and pans and even sheets should be carried with them where they went. Those who
and

end
Additional Material for a Play

KID: It delights young hearts to find that kid meaning child has a history. To kidnap, i.e. to nab kids was once a lucrative pursuit. Charles Reade made use of an authentic case in his "Wandering Heir."

MASTERPIECE: The word so familiar in the classroom dates back to medieval classification of the artisans. The work of a master tradesman was his masterpiece. It suggests the dignity of the crafts and the pride in work well done.

BLACKGUARD: Here is another word that opened up a chapter of history to us. In olden times palaces of English kings and seats of the nobles were not well or completely furnished as in modern times. It was customary when a royal journey was made, or when the great nobility exchanged one residence for another, that at such a removal all kitchen utensils, pots and pans and even coals should be carried with them where they went. Those who
accompanied and escorted these, the lowest, mean-
est, and dirtiest of the retainers, were called
"black guard." Later a troop of ragamuffins was
so called, and later still a single low fellow
was a blackguard.

JEST: From the Latin (gesta) through the French this
word, meaning deed came with dignity and even
valor, but used flippantly it came to be a merry
deed, and then a prank or a jest.

LIVERY: This word was tracked down by a boy who saw great
dramatic possibilities for it. No less a person
than the poet Spenser gives us its history. "What
livery is, we by common use in English know well
enough, namely that it is allowance of horsemeat,
as they commonly use the word in stabling; as, to
keep horses at livery; the which word, I guess,
is derived of livering or de livering forth their
nightly food. So in great houses, the livery is
said to be served up for all night, that is,
their evening allowance of drink; and livery is
also called the upper weed which a servingman
wears; so called, as I suppose for that it was
de livered and taken from him at pleasure:¹

STORY:

This vocable so rich in connotation, has itself a story! Historia, which came from Greek meaning learned, wise, judge, then thro' Old French estorie came to England as story (there are many examples of the initial e having dropped)

Not until 17th century did Story definitely assume its secondary sense of fiction, tale, which by the end of the century passed into a lie.

Curious that the French words histoire and conte a tale, etymologically, an exact account, are also a fib. Such is the standard of human veracity!

Story in the sense of floor in a building is more of a problem to trace but opens up, as so often these "compact histories" do, old customs. The O.D. suggests the name may have originally been applied to a tier of painted windows or sculpture on front of a house; these "storied windows richly light"

¹Edmund Spenser: View of the State of Ireland.
The novice to trip in computation, first
feels a mental struggle, which comes from
Greek meaning lessons, wise, judging them
from the examples of the
initial a firm grasp(ing)
not until the century mid 20th century
In essence of the second sense of fiction
of the mind of the and of the century because
into a tile

Curious that the French word, "histoire"
may come a fate, etymologically, an exact
second, are also a tip, such in the stand
and of French vocabulary
story in the sense of "look in a multitude"
the more of a problem to cease but does not
as a rule the "complete" propositions, of
the O.C. underlay the name may
of history, the French word, supplying to a field of
pause certainly been supplied to a field of
"French; French" terms, with whom rightly right

Mirror screen; view of the stage or Ireland
gave the name to the floors which they decorated. Peter Mendy (1642) describing "the faire streets of Dantzigh" says, "In these are many faire lofty buildings of brick, outwardly adorned with paintings and windows and inwardly costly and curious in house furniture and pictures. The seeling and sides off their roome s nettly painted with stories."  

SUPERCILIOUS: One fond of lifting his eyebrows at another, one of superior attitude, became supercilious (Latin supercilium, eyebrow) 

DUNCE: Those who followed the learned scholar of the Middle Ages, John Duns Scotus, were called dunce men, for Scotus was born at Duns, England. 

SALARY: The allowance of salt (sal) opens up a significant chapter of history. 

LUMBER: The great bankers of the Middle Ages were the Lombards. (Lombard Street is the Wall Street of London). The rooms in which

1Richard Chevieux Trench:-- English past and present. -36-
The future aspects of technology "wage" in its late stages or early development.

They are more likely fully comparable with present and future windows and transparent objects and continue in home furnishing and presence. The seeing and seeing of their rooms is felt.

with stories.

The story of "One long of Tilling the spheres of aperture - one of subversion (Lettin subversion), became subversion." (Lettin subversion)

Those who follow the leading school of the middle Agra join some sects and were called hungry men, but sects were gone at once.

Hungry

The allowance of self (say) done up a significant chapter of history.

The great depths of the middle Agra were the company's (company) street to the well.

Street of London.) The room in which.

Operating Theory - Implying past and present.
these medieval pawnbrokers stored away the pledged property of borrowers were called lumber rooms (Lombard rooms). These Lombards were the first to use the three golden balls!

**DEXTERITY:** While sinister preserves the old superstition of the ill-omened left hand, dexterity, (from Latin dexter) implies all the praiseworthy skill of the right hand.

A review of the development of language consciousness toward standard languages within the different national groups shows that the social and intellectual development of nations is coincident with their language development. The development of language unity within the social group is a true measure of the solidarity of that group. Thus and thus only are made possible these common ideas, common ideals, common modes of thought, feeling and action that are essential to the highest levels of civilization.
Choose whatever procedures alone seem the
best. Bereavement procedures or precautions were essential for the
per person's (perspective room). These precautions were the first of the three categories detailed
White station was necessary in any repetition
of the information to past, present, or future.
Later Dexter implies all the permutations
skilled at the right hand.
I. Interrelation of language and thought.

The development of language consciousness is a dual development, that of the power of thought and the power of expression; one conditions and is conditioned by the other. Impressions may anticipate words but unless expression seizes and recreates these impressions they soon fade away or remain but vague and indefinite to the mind. Expression may anticipate ideas but only as the expression is clear concise phrasing are definite conceptions and constructive thought created.

II. Solidarity of society and language unity.

A review of the development of language consciousness toward standard languages within the different national groups shows that the social and intellectual development of nations is coincident with their language development. This development of language unity within the social group is a true measure of the solidarity of that group. Thus and thus only are made possible those common ideas, common ideals, common modes of thought, feeling and action that are essential to the highest levels of civilization.
The development of language competence is a complex process. The power of language is not only in the content of its expressions, but also in the conditions and contexts in which it is used. Language development may result from various educational and social factors. Educational systems and language policies play a significant role in shaping language competence.

Language is not only a means of communication, but also a tool for the formation of identity and culture. It is essential for the development of language competence within the society. The development of language competence must be integrated into educational and cultural policies. 

A review of the development of language competence reveals the need for a more comprehensive approach that considers the social and institutional context.
III. Language consciousness in America.

We have seen that our own young country had no such problem of language differences as did the countries of Europe. Language unity was already a fact before the birth of our national unity. But language is a process of development not a static condition and without conscious effort to preserve its unity and foster its progress it may degenerate into a vague inexact medium of thought, a weak ineffective instrument of thinking.

Some language critics would say that the language of America had so deteriorated. Others maintain that the language has not only deteriorated but has constantly taken fresh and vigorous steps forward. It has been brought out by specific studies of the matter by eminent scholars that the language of one period may not be measured by the standards of another, that language is subject to the same changes as other institutions of society and is perhaps the first of the social institutions to reflect changes. Usage then is the criterion of language standards.

IV. School emphasis of language consciousness.

The recognition of the socio-economic as well as the civic and cultural values of language mastery has been manifested by the demands for language efficiency in
We have seen that one can improve communication of language intelligibility as the phrase is expressed. Language must be studied in a manner that does not include condition any without connection to the presence of the model and letter. The presence into a vector transfer function of the model of intelligent information of thinking.

Some language articles would say that the fault of articles of nature may be differentiated. One piece material, not language may not only differentiate but plus some. This researcher and emergency steps formal. It is not seen fresh any thereafter above formal. As a result, any of the specific elements of the matter is not acceptable. If the language of one being can not be mastered by the introduction of another, then language is to some changes as other information of so. We begin the next of the social information.

Language itself-use not itself in the attention of your artefacts.

In support emphasis of language consciousness, the recognition of the socio-economic as well as civic and cultural avenue of language meet and remain in the generation for language efficiency in.
the business world. The history of the secondary school curriculum shows how long it took the school to respond to this demand. However late, the reorganization of secondary education brought about a reorganization of English teaching and English had to be rescued from its formal and detached "subject" position and be made the vitalizing factor of the whole educative process.

The subject matter of English, it was thereby decreed, should provide means for the development of ideals, attitudes, skills and habits rather than the acquisition of knowledge of facts and principles. The activities through which this mastery is to develop must not be mere practice or repetition. To function in the manifold growth of the pupil these activities must be self-directed, stimulated by a real interest in and desire for language power. Therefore any method which aims to develop an effective command of language must provide the means and the tools for this self-cultivation, this language consciousness.

V. Language consciousness developed through a motivated study of language growth.

As has been brought out, this self-cultivation is a development of word-sense and language power, which is not mere vocabulary building but feeling for
The subject matter of psychology is best studied by
discussing the development of intelligence, skills, and habits. The
younger the subject, the more effective the training and practice.

The scientific approach to this field emphasizes the
strength of the subject's interests and the ability to develop
the subject's capacity for learning and increasing the range
of possible learning experiences. This emphasis on the
self-reliant, self-initiated, and self-actualized mode of
learning is a fundamental characteristic of psychology.

A. Learning experiences develop habits through

nurture rather than nature. Growth

We have seen that most of the self-actualizers

e development of many senses and learning processes

are not mere accidental but rather fall out of

the developmental process.
words and idiomatic phrasing with their correlative precise and accurate thinking. One of the means of developing this language awareness was through the interest in word study. Then from the anecdotal etymology of words, that quickened the spirit and kindled the imagination, an incidental study of the history of the growth of the mother-tongue unfolded itself and motivated further activity.

Since this study of the language growth contributed to all the aims and objectives of high-school English as set forth by the national committee in English it justified the project.

1. It gave the pupils "command of the art of communication in speech and writing." For they had something to communicate of interest to themselves and their audience. The need to convey the material clearly, forcibly, convincingly was an actual, not an artificial need.

2. It led them to read thoughtfully and with appreciation. They turned to books with a definite purpose and that purpose was of a worthy social nature.

3. It developed the ability to collect and organize material for oral and written discourse.

4. These oral and written communications afforded occasion for the various forms of composition. The reports of the research and readings occasioned clear and exact
reproduction; discussions of customs, costumes and manners necessitated graphic description; the anecdotal etymology and historical episodes supplied material for forceful narration; the accounts of the construction of properties, armor, swords, shields, scenery presented opportunity for clear exposition. These reports took the form of impromptu, spontaneous discussion as well as carefully planned talks and written themes.

5. Not the least of the by-products of this project was a greater familiarity with the public library with definite training in the use of reference books, readers' guides, encyclopedias, thesauruses and unabridged dictionaries, as well as practice in using and making card catalogues.

One of the most important results of this speech study has been the accumulation of a rich store of synonyms and antonyms, not in artificial lists but in warm context. The choice of words thus afforded is the principal source of the capacity of English for the expression of refinement of meaning.

"One who has honestly analyzed the elements of his speech has at the same time gone a long way in analyzing the elements of his character and of the character of the society in which he lives. To know the English language is therefore by no means an ignoble desire on the
Lately, I have been pondering the essence of meaning in our lives. As I reflect on the experiences of the past, I am struck by the profound impact they have had on shaping who we are today. Each memory, whether pleasant or difficult, contributes to our identity and our understanding of the world.

In my research, I have discovered that the concept of meaning is deeply intertwined with our sense of purpose and our ability to make sense of life's challenges. The pursuit of meaning is not just a personal endeavor, but it also has significant implications for our social interactions and our relationships with others.

I believe that understanding the importance of meaning is crucial for our personal growth and for the well-being of society as a whole. As we continue to explore this topic, I am inspired by the potential for meaningful change and the opportunity to contribute to a more fulfilling life for ourselves and those around us.
part of those who express their lives in the forms of English speech."

With a full-length picture of the growth of English through vicarious experience in building that language, pupils gain a deeper appreciation and awareness of good English, and develop a language consciousness.


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