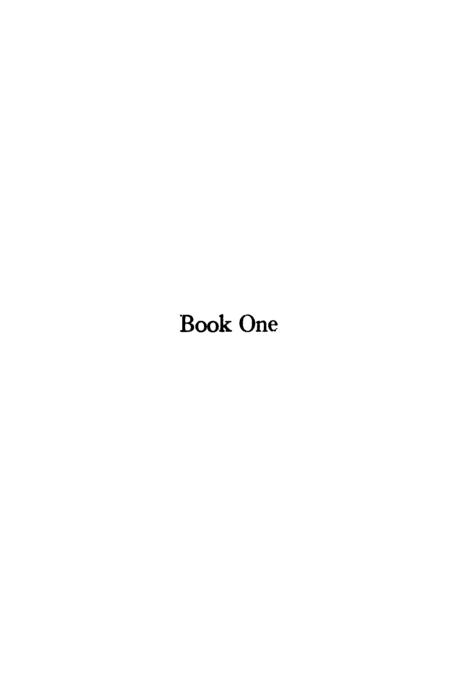
GUIDE BOOKS TO LITERATURE

Engleman and McTurnan

JUNIOR HIGH SCHOOL

Book One





"All of Life and Literature lie buried within the pages of a printed book."

GUIDE BOOKS TO LITERATURE

 $\mathbf{B}\mathbf{y}$

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With Decorations B& CLABENCE BIE!



JUNIOR HIGH SCHOOL BOOK ONE

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TEACHERS' FOREWORD

THE Junior High School opens new doors of opportunity. This is particularly true in the field of Literature. If the pupil has had the right kind of training, he is now able to secure thought quickly and accurately from the printed pages—the first objective in reading. The aim and purpose of this book is to discover to boys and girls the joy of reading—the second objective.

It is generally agreed that we get the greatest good from reading when we read voluntarily—"required reading" may inform but it does not educate in the largest sense. In order for us to find pleasure in reading, the material must be not only good literature—it must be interesting. There must be that appeal to the imagination which grips and holds our attention by the sheer joy of reading. This has been kept constantly in mind in organizing the material for this book. While it contains many of the indispensable classics that are, and should be, the heritage of each succeeding generation, there is an unusually large amount of fresh material that opens new windows that look upon thrilling scenes of adventure, achievement and heroism.

Attention is called to the wide variety of the selections—in subject matter, in length, in literary form, in appeal to the imagination and in ethical content. Infinite variety is a great stimulant to interest. Many of the shorter selections are included not as "lessons" to be studied but for the tonic of their pointed message. Another unique quality of the book is the new emphasis it lays on ethical teaching. It has been widely recognized that the education of the last one hundred years has developed the head at the expense of the heart. This fact is strikingly illustrated by the marvelous development in Science and Industry, and the

"moral slump" in which the whole world finds itself at the present moment. Unless moral education keeps pace with material advancement, our boasted civilization will go the way of all those that have preceded ours. In order to call attention to the danger, and contribute ever so little to the "national defense," we have included a considerable number of selections of a distinctly ethical and moral quality. The titles of the section headings, themselves, hold a challenge to higher ideals and right emotional reactions. This is illustrated by such suggestive titles as "Heroes of Peace," "The Common Good," "Getting on in the World," and "Literature and Home Life." The fact that this ethical teaching is usually done by suggestion and indirection, will, we believe, make it all the more effective.

To secure the right emphasis, and hold the pupil's attention, the book has been arranged in Five Parts, each of which presents and carries out a general theme.

Another device that has been used to stimulate thought is concealed within the "Aids to Understanding." These are not dry biographical sketches of authors—but real "aids" to the understanding of the selection to be read.

Perhaps the most unique feature, however, is found in the "Test and Study Activities" which are not so fearsome as they sound. Assuming that the pupil has completed his "word study," and read the selection silently and understandingly, he comes face to face at the close with a challenge that compels thought. These "Test and Study Activities" stimulate thinking and thought getting.

While the educational philosophy of the Junior High School is still in the formative state, a serious effort has been made both in organization and material, to have this book conform to the standards set by the highest authorities on Junior High School literature.

J. O. Engleman
Lawrence McTurnan



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PART ONE CITIZENSHIP AND SERVICE

An American

To be an American is the highest honor in citizenship that can come to any man. One may become a citizen of America by birth or naturalization and yet not be a true American in spirit. To be a real American one must believe in and be loyal to those ideals which have dominated America from the beginning and made her what she is.

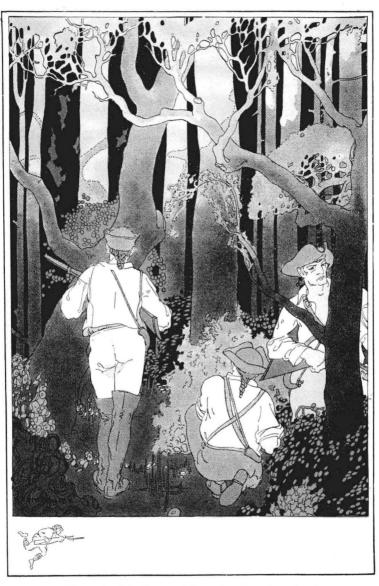
He must believe in the spirit of freedom, as did the pioneers of colonial days—who not only demanded freedom for themselves, but were willing to grant it to others.

He must believe in the common good of the common people and be willing to forego if necessary certain things for himself if they injure other people or the common welfare.

He must believe in education as the privilege and duty of all. He must know the history and hero stories of America, and the sacrifices that have been made so that he may enjoy the blessings of freedom.

To be a real American, he must love America above any other country in the world and be willing to vote whenever opportunity offers, to accept public office as a public trust, and to serve the common cause in every way possible. He must honor the American flag as the symbol of his country and protect it from harm or discredit.

To be a real American, he must live in the Spirit of America, for the honor of America, and in helpful cooperation with all other Americans.



Men who "A thoroughfare for Freedom beat Across the Wilderness!"



THE SPIRIT OF FREEDOM

The Central Thought

The spirit of freedom does not mean freedom to do as we please. If every boy and every girl did as he or she pleased on the playground, in the school or in the home, there could be no playing or working or living together. It is necessary to make rules and to obey rules to preserve order, and protect the rights and opportunities of all.

The spirit of freedom really means freedom to play and work and grow just as long as we do not injure others. Keep this central thought in mind as you read the following selections.

PAUL REVERE

WORDS FOR YOU TO LEARN

To appreciate this biographical sketch of Paul Revere fully you must be familiar with each word used in it. Some of the more difficult words are listed here. You will find their meaning and pronunciation in Words to Learn page 624.

artistic	evacuation	privateer
divers	genius	sufficed
enrich	munitions	romantic
Huguenot	Guernsey	caricatures

AIDS TO UNDERSTANDING

This is the story of the life of Paul Revere, one of our early American patriots. Long before he made his midnight ride which Longfellow commemorated in his stirring poem, Revere was known as a substantial and patriotic citizen.

Paul Revere was one of the leaders of the Boston Tea Party, and gladly served his country whenever opportunity offered. He was forty years old and recognized as an expert horseman, when he was chosen by General Warren to warn the farmers between Boston and Lexington of the approach of the English troops. Paul Revere crossed the Charles River in a boat to Charlestown, where he waited for the signal that was to start him on his wild seventeen mile ride to Lexington. At the same time William Dawes rode by way of Roxbury to warn the farmers along the southern route. When Revere reached the house where John Hancock and Samuel Adams were sleeping, the guard at the door called out: "Don't make so much noise!"

"Noise!" shouted Paul Revere, "You'll soon hear noise enough. The Regulars are coming!"

A bronze tablet beside the road now marks the point at which Paul Revere was forced to turn back to escape capture by the English troops.

PAUL REVERE

PAUL REVERE really lived, and his "midnight ride" actually took place. Longfellow obtained the facts, which furnished the inspiration for his famous poem, from a letter which Paul Revere wrote about twenty-two years after the events it describes. This letter was based on a deposition which Revere made shortly after the ride.

Paul Revere was, in fact, one of the most versatile men of his generation: patriot, politician and soldier, goldsmith and silversmith, artist and engraver, mechanic and inventor, bell founder, industrial pioneer, and contributor to the efficiency of the American navy and merchant marine. Like most American patriots of 1776, he could do many things besides talk and fight.

Paul Revere was the son of a French Huguenot, Apollos Rivoire, who emigrated from Guernsey to Boston early in the eighteenth century. Born in Boston on December 21, 1734, Paul learned his father's trade of goldsmith and silversmith, and eventually inherited his business. As a