

**LIPPINCOTT'S SCHOOL TEXT
SERIES. THE CHILD'S OWN
ENGLISH BOOK: AN
ELEMENTARY ENGLISH
GRAMMAR. BOOK ONE**

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Lippincott's School Text Series. The Child's Own English Book: An Elementary English Grammar. Book One by Alice E. Ball

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ALICE E. BALL

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The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations.

In the second section, the author provides a detailed breakdown of the monthly budget. It includes categories such as housing, utilities, food, and transportation. Each category is further divided into sub-items, allowing for a granular view of where the money is being spent.

The third section focuses on investment strategies. It explores various options, including stocks, bonds, and real estate. The author discusses the risks and potential returns of each, providing a balanced perspective on how to allocate funds for long-term growth.

Finally, the document concludes with a summary of key financial goals and a call to action. It encourages the reader to regularly review their financial status and make adjustments as needed to stay on track with their objectives.



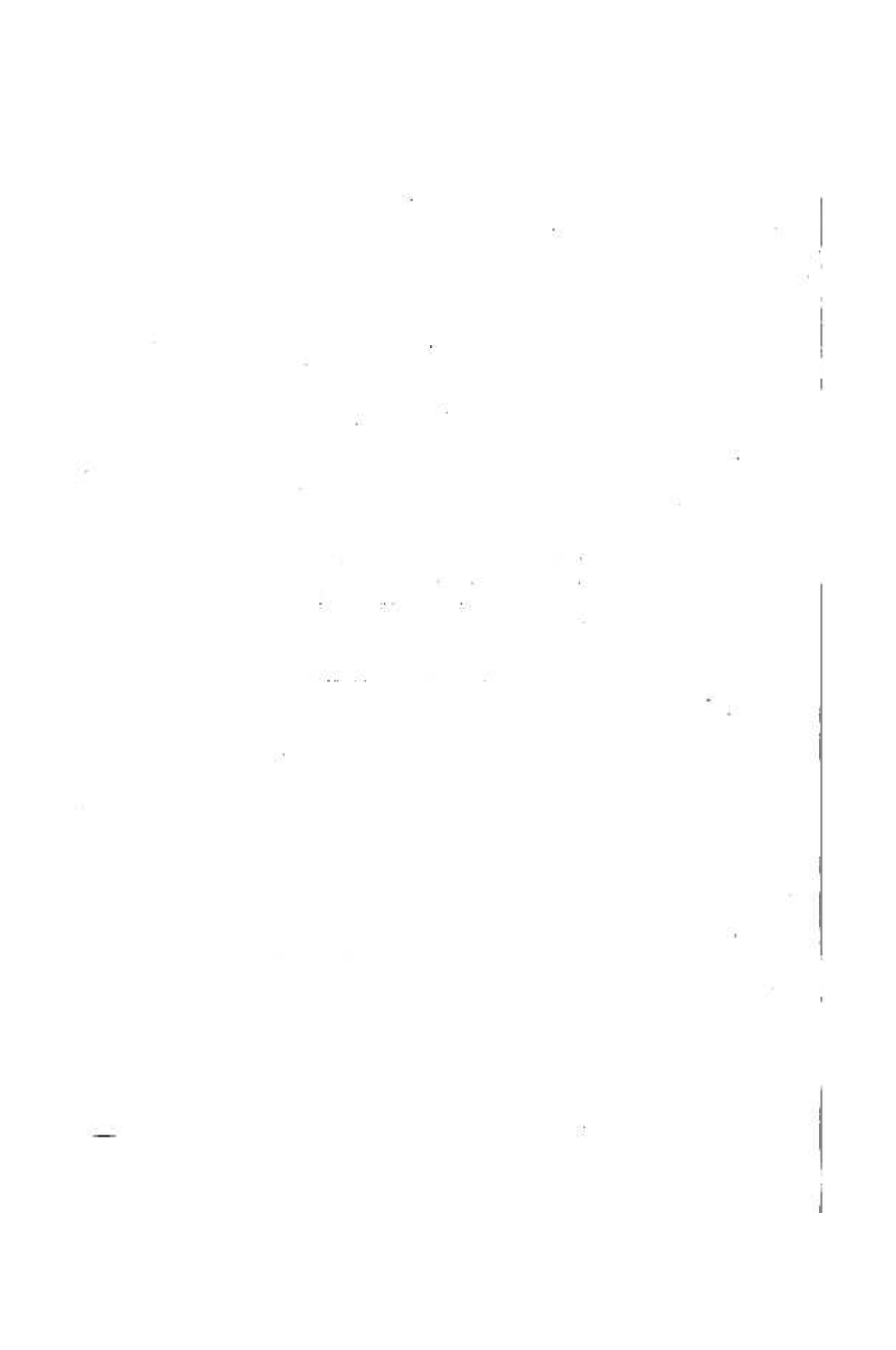
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EDITED BY WILLIAM F. RUSSELL, Ph. D.

DEAN, COLLEGE OF EDUCATION, STATE UNIVERSITY OF IOWA

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THE CHILD'S OWN ENGLISH BOOK

AN ELEMENTARY ENGLISH GRAMMAR

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BOOK ONE



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PREFACE

OUR semi-grammarless age—a period of conflicting opinions regarding the teaching of English in lower schools—has resulted in confusion of mind to many pupils, and in discouragement to many upper-class teachers.

Because of the writer's firm conviction that the difficulties with the subject in disrepute are largely owing to wrong methods of presentation, an attempt is now made to approach it from a new angle. Two of the strongest factors in child-growth—love of play and a strong dramatic instinct—are used to assist in bringing life to what has usually seemed a "dead language," or, at best, a cordially disliked subject.

The query of the anti-grammar group is always, "Of what use to a fifth- or sixth-grade child is knowledge of a noun?" The pro-grammar adherents agree that unless such knowledge is made a part of the child's experience in a vital, organic way, it is futile; but they believe that, as preparation for more advanced, critical study in later years, it is as essential to know early the fundamental structure of the English tongue, as it is to know geographical nomenclature, or the simple elements of arithmetic.

The use of games in teaching spelling and correct habits of oral speech has been proved of value; it is the purpose of this book to apply similar methods to