

**ENGLISH IN  
SERVICE:  
BOOK TWO**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649574513

English in Service: Book Two by W. Wilbur Hatfield & A. Laura McGregor

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**W. WILBUR HATFIELD & A. LAURA MCGREGOR**

**ENGLISH IN  
SERVICE:  
BOOK TWO**



**ENGLISH IN SERVICE**  
**BOOK TWO**



The School Committee of the City of Boston  
ADMINISTRATION LIBRARY  
15 Beacon Street  
**ENGLISH IN SERVICE**  
**BOOK TWO**

BY  
**W. WILBUR HATFIELD**

*Head, Department of English,  
Chicago Normal College*

AND

**A. LAURA MCGREGOR**

*Vice-Principal, Washington Junior  
High School, Rochester, N. Y.*



GARDEN CITY                      NEW YORK  
DOUBLEDAY, PAGE & COMPANY  
1922

Edinet 759.22.442  
✓

HARVARD COLLEGE LIBRARY  
GIFT OF  
BOSTON SCHOOL COMMITTEE LIBRARY  
MAR 23 1932

COPYRIGHT, 1922, BY  
DOUBLEDAY, PAGE & COMPANY  
ALL RIGHTS RESERVED, INCLUDING THAT OF TRANSLATION  
INTO FOREIGN LANGUAGES, INCLUDING THE SCANDINAVIAN

PRINTED IN THE UNITED STATES  
AT  
THE COUNTRY LIFE PRESS, GARDEN CITY, N. Y.  
*First Edition*



## PREFACE

A TEXTBOOK in composition should include those principles of rhetoric, grammar, and mechanics which will be immediately useful to the pupils who are to use it—all of these principles and no others. Accordingly, the authors of *English in Service* have carefully reviewed their own teaching experience and studied the various reports on "essentials" to determine just what technical instruction pupils in the seventh, eighth, and ninth grades find profitable. The plan of revealing to the pupils their need of each principle before asking them to learn it has acted as a further check upon the selection of such material. It may be confidently asserted that nothing of major importance has been omitted and that the body of technical information presented is all valuable to the children who will study the book and is as extensive as they will have time really to master.

A textbook should harmonize with the best methods of teaching. The authors of *English in Service* take it for granted that

1. Pupils learn best when they are most interested;
2. They are most interested when they are attempting to realize purposes of their own;

3. As a rule junior high-school youngsters can be more deeply interested in actual communicating than in developing technical skill in language;
4. The surest way to give any idea the associations which will assure its recall is to use that idea in solving a problem or realizing a purpose;
5. The more the purposes formed and the conditions under which they are carried out are like those of extra-school life, the more likely the solutions are to be used on proper occasions outside the classroom;
6. The way to develop initiative in children is to give them opportunities for its exercise;
7. The best means of training children for democracy is to train them in democracy.

The entire books, the chapters, and the individual sections have been organized in accordance with these principles.

The arrangement of the materials in *English in Service* may best be revealed by an examination of the structure of the chapters. First in each chapter some undertaking in communication is presented as attractively as possible, means of carrying out the undertaking are considered, provision is made for the actual speaking or writing involved, and the learners are led to estimate the degree of their own success and to discover so far as possible the causes of success and failure. From this consideration of the effective and the undesirable in the pupils' expression the second part of the chapter develops a specific problem of form, and helps the learners to work out its solution. When the nature of this solution permits,

there is provided formal drill in its application sufficient to make the learners certain in their knowledge of what is right. Since formal drills will never set up habits likely to function in informal—or, better, natural—situations, no attempt is made to use them for that purpose. The third step in each chapter is the presentation of more composition undertakings. Shortly, as the fourth step, a second problem of form is developed and solved. In most chapters one of the problems lies in the field of rhetoric and the other in that of grammar or of mechanics. The fifth and last portion of the chapter—usually more than half—consists of further practice in actual communicating, so chosen as to call for the use of the principles taught in the second and fourth steps and so conducted as to make evident the usefulness of the principles in those activities.

This text gives unusually detailed directions for the conduct of class activities. These directions introduce into the classroom the procedures employed by successful speakers and writers the world over. They are well calculated also to develop initiative, originality, and self-control in the pupils by allowing them to form purposes rather than to obey directions, to seek out means of accomplishing these purposes, and to cooperate with others almost constantly. Such suggestions in the body of the text and in the margins have been made complete enough to make possible genuinely socialized work without *requiring* the teacher to do anything more than merely keep order. This, of course, for the sake of overburdened and inexperienced teachers. Those