

**TEACHERS' MANUAL FOR  
MILLER-KINKEAD  
ENGLISH LESSONS, BOOK  
I**

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Teachers' Manual for Miller-Kinkead English Lessons, Book I by William D. Miller & Robert G. Kinkead

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**WILLIAM D. MILLER & ROBERT G. KINKEAD**

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For  
**Miller-Kinkead**  
**English Lessons, Book I**

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## INTRODUCTION

The purpose of the first book is to teach the pupils to think, and to express their thoughts in correct English fluently and clearly, both in oral and in written forms. The authors believe that it is good pedagogy to secure these results as far as possible by guiding and directing the natural impulses of child life. Every child likes to talk and to tell stories, and, properly managed, the language lesson should be the most interesting part of the day's program. The ability to stand on one's feet and to talk logically and clearly is one of the most valuable acquisitions that a person can have, and the time to secure this ability is in childhood.

Oral language naturally precedes written, and for this reason in the lower grades a large proportion of the training in language should be oral. A child is not likely to use very much better English in his written work than he uses in speaking. He certainly cannot express an idea that he does not have, and he cannot write logically and clearly unless his thoughts are logical and clear. In general, the world measures a man's education by what he says.

The importance of a knowledge of written forms can hardly be overestimated. The pupils of to-day will soon be in positions of responsibility, and parents have a right to expect and to demand that they will be able to fill these positions successfully. The young man who goes into an

office as clerk or stenographer should be able to write a letter that is correct in every detail. If he cannot do this, he has a right to complain that he was not properly taught in the schools. It should not be necessary for him to go to a special school to learn these technical details. If a young man takes a position as reporter, he should be able to prepare an article that is correct in spelling and in grammar. If he cannot do this, it is because he was not properly trained in the schools. A knowledge of correct English is demanded in every responsible position. It is the business of the schools to meet this demand, and, so far as they fall short of doing this, they are falling short of doing their full duty.

Clearness of written expression necessarily involves clearness of ideas. It is useless to expect young pupils to write clearly upon a subject that they do not understand. For this reason a subject should be studied carefully, and the thoughts should be expressed orally before the pupils attempt to write. For a young child the mechanical difficulties of writing are great, and he cannot organize his thoughts and write at the same time.

The authors have tried to prepare a book that will be a real help to the teacher in her attempts to secure the results that have been mentioned as desirable and important.

No book can do more than to point out the way. The real work must be done by the teacher in the every-day exercises of the school. A single lesson on the correct use of any oral or written form amounts to little. It must be followed by faithful and persistent work on the part of the teacher until the pupils learn to use the correct form automatically.



A single lesson upon the use of *isn't* or *aren't* will be of no value if the pupils are allowed to use *aint* for the remainder of the school year. The best book will be a failure in the hands of a teacher who considers a lesson simply as a class exercise to be dropped as soon as the recitation is over, and the poorest book will be successful in the hands of a teacher who insists that a correct form that has once been taught shall be used by the pupils in their other school work.

Recognizing this need of constant drill, the authors of this book have tried to sustain the hands of the teacher by arranging the exercises so that, after a form has once been taught, it is reviewed constantly on succeeding pages. The teacher who carries out the plan of the book faithfully cannot fail to do successful work.

From the introduction of the subject to the end of the book a systematic effort is made to teach the pupils to regard the paragraph as the unit of oral and of written composition work. The aim of the book is so to train the pupil that it will be as natural for him to divide his written work into paragraphs as it is for him to use a capital letter at the beginning of a sentence and a period at the end.

If the work that is indicated is carried out faithfully, the pupils will enter the upper grammar grades and the high school prepared to do the language work intelligently and successfully.

This manual is designed to be an aid and a guide to the teacher who uses *Lessons in English*, Book I. In making the textbook, the authors had a definite plan for developing the powers of the child. The textbook was written for the use of the pupils, and any explanation of

the plans and purposes of the authors would be out of place in such a book; but this manual gives the authors an opportunity to talk in a less formal manner with the teachers who will use the book, and to explain how the book is intended to be used.

# MANUAL FOR TEACHERS

## BOOK I

### LESSON I. PAGE 1

#### The Young Robin's First Bath

The purpose of this and of similar lessons is to interest the children and to serve as a means of developing the power of connected and logical thinking and of clear and accurate expression. These are large terms to use in connection with a child of eight or nine years, but, while the beginning must be simple and adapted to the mental development of the child, it is of the utmost importance that the process of development shall be rightly guided and directed from the first, that the right method of thinking and the power of expressing clearly shall grow with the mental growth of the child.

The story should be read by the pupils if possible. If it is too difficult for them, it may be read by the teacher. If the pupils read it, they should go over it until they are able to render it intelligently and with good expression. The mere pronouncing of the words in a perfunctory manner is not enough. A pupil is more likely to read intelligently if he feels that he is reading to some one, and for this reason it is a good plan to ask a pupil to stand in front of the class and read the story to the other pupils.