

**LESSONS IN THE
SPEAKING AND
WRITING OF ENGLISH**

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Lessons in the Speaking and Writing of English by John Matthews Manly & Eliza R. Bailey & Edith Rickert

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JOHN MATTHEWS MANLY & ELIZA R. BAILEY & EDITH RICKERT

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TO THE TEACHER

IN this book our constant effort has been to coöperate with you.

Your aim in teaching English is to enable the child to think and to express his thought in clear, exact, and effective language. Our aim is to suggest materials and methods suited to different types of children in different parts of the country, which will aid you in working out your problem — one of the most difficult and important problems in the world.

Instead of discussing in a preface the content of the Primary Book, we have tabulated it in the Analytical Surveys of Contents (pp. vii-xvii). These show by grades the different types of work; the lesson materials; the distribution of different kinds of composition work, both oral and written; the details of correct form and usage studied and practiced.

As classes in the same grade differ widely in their working power, the content of a lesson will sometimes be found too much or too little for a particular class. To meet this difficulty, the lessons have been subdivided into numbered paragraphs, each with its heading. This device, with the aid of the Additional Exercises (pp. 180-182), will enable the teacher to shorten or to extend a lesson according to the needs of each class.

The Material for Teachers (Appendix, pp. i-xxii) not merely suggests methods of developing subject matter and projects, some of which you may be interested to try, but also furnishes supplementary stories and references. It is referred to, as needed, by index numbers attached to the headings or text.

The fundamental ideas on which the series is based may be summed up as follows:

1. Supervised Study, to teach the child how to use his mind.
2. Inductive treatment of new subjects, to establish an active state of mind and the habit of observing and reasoning.
3. Class Talks, in which the teacher merely suggests and guides, to train for the working out of democratic ideals.

4. Short Talks by individual pupils, aided by the constructive criticism of the class, to train in the organization of material in the presence of an audience.

5. Use of materials (literature, pictures, and subjects related to the pupils' environment and activities) designed to stimulate interest, to awaken ideas, and to create a sense of ethical values.

6. Games and jingles in which pupils are led by interest and amusement to the repeated speaking and hearing of correct idioms and sounds.

7. Progressive correlation between English and other studies, and between school work and life at home and outside, to show the direct bearing of language upon other activities.

8. Continual use of oral discussion and composition to prepare for written composition.

9. Daily practice in the correction of work, both oral and written, by pupils themselves, taking three forms: correction after an interval by the individual pupil; suggestions for improvement by another pupil; and suggestions for improvement by the class. Exercises of this kind, planned for every lesson, had to be omitted for lack of space, but suggestions are given occasionally and the method is explained in the *Material for Teachers* (pp. i-ii). The effect of carrying it out consistently will be rapid gain by the pupil and rapid decrease in the drudgery of correction by the teacher.

10. Minimum of formal knowledge and maximum of practice. Continual informal review of a small number of essentials, each year; the reestablishment of fundamental principles on a deeper and wider basis of understanding each successive year; and the use of fresh materials and methods for the retaining of that vital interest without which no amount of study or practice is profitable.

ACKNOWLEDGMENTS

IN preparing this new series of Lessons in English we have received from many experienced teachers invaluable aid in the form of criticisms, of suggestions, and of experiment with different types of work. More particularly our thanks for detailed constructive criticism and for the testing of many lessons by practical trial in school are due to Mrs. May Bumby Severy of the Wisconsin State Normal School and several teachers in the Milwaukee Public Schools, to Prof. L. V. Cavins and his associates in the School of Education of the University of West Virginia, and to Miss Jessie E. Black, principal of the Perry School, Chicago. To Miss Nina Leubrie, formerly of the Francis Parker School, Chicago, we are indebted for help of many kinds on Book I. To Mr. Don C. Bliss, superintendent of schools in Montclair, N. J., and to Miss Catherine A. Dole of Lebanon, N. H., we are under obligation for many helpful suggestions and criticisms. To Mr. E. C. Noyes, assistant superintendent of schools in Alleghany County, Pennsylvania, our indebtedness is greater than we can easily express. Of books of this sort it may truly be said that they are not so much written as worked out and rewritten. Mr. Noyes twice read our manuscript while it was in the formative stages, each time giving us much valuable criticism and making many fruitful suggestions. Finally, we have profited by the criticisms of the unknown critics who, at the suggestion of the publishers, read the proof sheets of both volumes.

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ANALYTICAL SURVEYS OF CONTENTS

SECTION I

References are to lessons and sections

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30 (2); 31 (2); 32 (1); 33 (2); 34 (1); 37 (1); 38 (1);
39 (1); 40 (1); 42 (1); 44 (3); 46 (1); 47 (1); 48 (1);
49 (1); 50 (2); 53 (1); 54 (1); 55 (1); 56 (1); 57 (1);
59 (1); 60 (1); 61 (2); 62 (1); 63 (1); 65 (1); 66 (1);
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29 (1); 30 (1); 31 (1); 35 (1); 36 (1); 39 (2); 41 (1);
43 (1); 44 (1); 45 (1); 46 (1); 51 (1); 52 (1); 55 (1);
58 (1); 61 (1); 64 (1); 71 (1); 74 (1); 79 (1)

B. SILENT WORK (supervised study)

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32 (2); 34 (2); 41 (3); 43 (2); 44 (2); 45 (2); 46 (2);
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