

**ELEMENTARY ENGLISH,
BOOK ONE: BASED ON
STEPS IN ENGLISH**

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Elementary English, Book One: Based on Steps in English by John Morrow & A. C. McLean & Thomas C. Blaisdell

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JOHN MORROW & A. C. MCLEAN & THOMAS C. BLAISDELL

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BY

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PLAN AND PURPOSE

THIS volume consists of work for the third, fourth, and fifth years of the child's school life, — one exercise for each school day. These exercises may, of course, be taken in larger or smaller groups, at the discretion of the teacher. Each year has :

A group of Observation Lessons.

Ten weeks' Picture Studies.

Studies of Stories and Poems.

A group of Notes and Letters.

Each week's work contains four daily exercises in composition and one in the application of some of the simpler principles and forms of the English language.

The authors are indebted to the late Dr. E. E. White for the suggestion of this grouping, his idea being to keep the child on one line of work until a good degree of proficiency is attained.

The most effective school work in composition is done by inciting pupils to speak and to write with the utmost freedom, without hampering them in the beginning with rules. The composition exercises given are not intended to teach reading, natural history, or spelling, but if possible to induce the pupil to tell or to write something.

The Observation Lessons are intended to suggest, for oral and written work, subjects with which the child is

already somewhat familiar. It is not expected that each child will answer every question. All children may not be familiar with each subject. The teacher may, of course, substitute other suitable subjects.

The Pictures used are such as will suggest stories of interest to children, and about which they will talk or write freely.

The Stories and Poems have the additional object of leading the pupils to appreciate some of the best things in children's literature.

The other lessons are arranged as follows:

First Year. The Mechanics of Writing, — a simple treatment of capitals and punctuation.

Second Year. Simple principles and forms.

Third Year. Application and review of principles and forms.

In order that the children may attain some proficiency in the easier oral forms before undertaking the more difficult written expression, the oral work is kept well in advance of the written exercises.

For the use of classes capable of more work than is given in the text, additional exercises are provided in the Appendix.

The selections from the writings of John Burroughs, James T. Fields, and Henry W. Longfellow are used by permission of and by special arrangement with Houghton Mifflin Company, the authorized publishers of their works. Thanks also are due to all other authors and publishers from whose works selections have been made.

TO TEACHERS

THIS book is made in view of the following facts :

1. That children of the grades for which it was written have already a good working vocabulary and a stock of ideas both original and acquired.

2. That they like to make known these ideas in speaking and writing.

3. That it is both undesirable and impossible to keep pupils from making known their thoughts to others. Oral composition is a necessity.

4. That it is undesirable and an injury to the child to prevent him from making known his thoughts in writing. Written composition, properly presented, is a pleasure, a stimulus, and a benefit.

5. That repetition is valuable as an aid in forming the habits of speaking and writing correctly ; but the correction of his own errors by the child, when pointed out by the teacher, is equally valuable.

6. That the child's world of thought and action should be the source, to a great extent, from which material for language work should be drawn. There should be a constant appeal to his own experiences.

7. That good literature, within the comprehension of the child, should be used to enlarge his vocabulary and to furnish him with new ideas and ideals.

8. That while the acquirement of the habitual use of correct language forms is important, it is secondary to the

larger object — the awakening of mind and the development of power.

SUGGESTIONS

The authors believe that facility in the expression of thought can be acquired only by persistent practice under wise guidance.

They have endeavored to supply suitable material for practice and to give frequent suggestions for guidance; but no text-book can give all the special instruction needed in individual cases.

The Observation Lessons are intended to be suggestive. The best results can be attained from their use only *when the object under consideration is before the class*. If possible bring the real object into the schoolroom; if not, use pictures.

Do not hesitate to change the order of lessons, or to substitute other objects of thought if circumstances render it advisable. Location in the North or the South, in the city or the country, may suggest objects of greater interest to the class. These should, of course, be used freely.

The work of the teacher is to *awaken* thought, to *encourage* it, and to *lead* to its correct expression.

It must be constantly borne in mind by the teacher that the questions in the various exercises are intended to bring out material for oral and written expression rather than to call forth information.

Accept *kindly* and commend *heartily* every honest and independent effort, however crude.

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