

**TEACHER'S MANUAL TO  
ACCOMPANY INDUCTIVE  
LESSONS IN RHETORIC**

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Teacher's Manual to Accompany Inductive Lessons in Rhetoric by Francis W. Lewis

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**FRANCIS W. LEWIS**

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TO ACCOMPANY

INDUCTIVE LESSONS IN

RHETORIC

BY

FRANCES W. LEWIS

BOSTON, U.S.A.

D. C. HEATH & CO., PUBLISHERS

1900

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Copyright, 1900,  
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To My Mother  
WHO  
THROUGH INHERITANCE, PRECEPT, AND TRAINING  
MADE ME A TEACHER

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## TEACHER'S MANUAL.

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### PRELIMINARY.

If books are at hand, and the time of the class is limited, it will probably be as well to begin on the serious study of Clearness. But if there is time, it may be pleasanter to begin with a more interesting subject, as a pleasant beginning often helps to maintain interest through the drier parts of the work. Two or three lessons on topics less important may serve to prepare the way for what is to come. The following method for such introductory topics is suggested.

**Individuality.** — When the class assembles for the first time, require each pupil to write a list of the last ten books he has read, or of the ten he remembers best, with the author of each. Ask to have the favorite book of each list indicated, with the reasons why it is a favorite. These lists should be collected as the class disperses, and from them the teacher may judge whether the class is prepared for the subject of Individuality.

If the pupils are immature, and much of their reading has been from Oliver Optic, Mayne Reid, Louisa M. Alcott, and Pansy, it is not wise to spend time upon this topic. Such pupils are not able to appreciate individuality of style, and the topic should be omitted until they have done more and better reading. If, however, the pupils have read at all widely, and seem to have decided impressions of style and of the peculiarities of different authors, it may be well to test them by reading to them extracts from several different writers, guarding against

recognition of names,<sup>1</sup> and let the class name the author from their recognition of the style. A fairly well-read class will recognize Dickens at once, Thackeray a little less readily, and a few may be able to distinguish George Eliot, and possibly Hawthorne. These four are perhaps as strongly marked in their individuality as any of the greater novelists, and are therefore best for the purpose.

When they have recognized an author, inquire how they did it, and proceed until all are recognized if possible. From this develop the idea of individual peculiarities in good writers; ask whether the quality belongs to the expression alone, or the thought alone, and call for attempts at a definition of Individuality. When this is obtained, formulated correctly, and written upon the board where all may copy it, put the following or similar questions to bring out the idea in the outline given below:

Does individuality add attractiveness to writing? Why? Should you like your style of writing to be just like that of some one else? What advantages to the reader are there in individuality of style? What advantages to the writer? Is it well to limit one's reading to two or three kinds of style that especially please one? Can individuality of style be carried too far? Do you remember any writer who does this? How may we cultivate individuality of style?

As each thought in the study is obtained in answer to questions in the recitation, let it be recorded on the board in logical outline form, and copied by each member of the class for careful memorizing.

Such an outline accurately memorized should be made with every important subject of study throughout the Rhetoric course. It is especially important when the subject is studied inductively, as it furnishes a basis for future English study, and in

<sup>1</sup> Where names or incidents are so familiar as to be easily recognizable, other names may be substituted in reading, and the incidents may be omitted.

small compass may supply the essential facts and principles of the science. Many oppose inductive teaching because pupils forget facts and principles obtained through induction. Induction cannot do everything; and quite as much memory drill is necessary to fix the truths learned in this way, as would be required if they were gained by memorizing a text-book in the old-fashioned way.

It is not necessary that the outlines of successive classes should exactly agree. It is better to let each class form its own spontaneously, with as little crowding on the part of the teacher as possible. In this way the main points will be uniform, while the minor points will often vary in form, and sometimes in thought. This will assist the teacher in detecting "cribbing" from the notes of previous classes, and will add to the spontaneity of thought in the class.

In the study of Individuality, the teacher should enforce the necessity of self-reliance and honesty of opinion in whatever one writes. This can be cultivated only by forming the habit of doing one's own thinking.

The following outline will serve as a model to indicate somewhat the line of thought which the class should follow:

#### OUTLINE.

Individuality is that quality of style by which the author expresses his own thoughts in his own way.

##### I. Its advantages.

##### A. To the writer.

1. It gives him freshness in treating old truths.
2. It gives him the advantage of variety and novelty.

##### B. To the reader.

1. It enables him to become acquainted with the personality of his author.
2. It gives variety to his reading.
3. It enables a variety of tastes to be gratified.
4. Reading would be tedious and monotonous without it.