

**PRACTICAL LESSONS IN  
THE USE OF ENGLISH FOR  
PRIMARY AND GRAMMAR  
SCHOOLS**

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Practical Lessons in the Use of English for Primary and Grammar Schools by Mary F. Hyde

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**MARY F. HYDE**

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IN THE  
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FOR  
PRIMARY AND GRAMMAR SCHOOLS.

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## PREFACE.

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PUPILS whose school-life ends with the common school or the grammar school should receive such training in those schools as will best fit them for every-day life. Pupils who are to receive a more extended course of instruction should have a good foundation laid for future work. The following lessons in language have been planned with reference to the future needs of both classes.

Careful attention should be given to the language used by the pupil in all recitations—every lesson, in fact, should be a language lesson. But special training must also be given upon certain points.

Throughout this work the aim is to lead the pupil to see for himself—to cultivate his powers of observation at every step.

From the first, the learner's attention is directed to the use of language as the expression of thought. His study is not confined to detached sentences. Selections from some of the best writers are introduced, that, from the study of these selections, he may learn certain facts about the English language, and at the same time form a taste for good literature. Many of the lessons are designed to awaken a love of nature or to deepen some moral impression.

Each new topic is brought out by means of oral instruction. This is followed by a written exercise, aiding the pupils to remember the facts learned, and also training them to habits of independent work.

In every lesson, a definite task is laid out for the pupil. As the child remembers best that which interests him most, care has been taken to bring each exercise as near as possible to the child's own experience.

The *reasons* why certain forms are right and others wrong are, for the most part, omitted. The aim is to lead the pupil to use habitually the right expression.

Incorrect forms for correction are not given. It is believed that incorrect forms should not be placed before children. The child is led to avoid common errors by being trained from the first to use the correct forms.

While nearly every lesson is a lesson in oral or in written composition, or in both, special lessons in composition are also given. In these lessons, the pupil is led to see clearly, before he is required to express his thoughts in writing.

Special attention is given to letter-writing and to business forms. Care has been taken to make this part of the work practical.

Thanks are returned to the several publishers who have kindly permitted selections from their publications to be used. Particular acknowledgments are offered to Messrs. Houghton, Mifflin, & Co. for permission, by special arrangement, to use selections from the works of Longfellow, Whittier, and Lucy Larcom.

M. F. H.



## SUGGESTIONS TO TEACHERS.

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IT is not expected that the exact amount of work laid out in each lesson will be all that is required for every class. Such additional exercises should be given as the needs of the class may demand. Much of the work, particularly in composition, is meant to be suggestive merely. All school studies afford material for good work in composition. Whatever the pupil is interested in, whether it be a topic connected with his reading, geography, history, or some other lesson, will afford him a good subject for composition. Topics of local or of general interest will have a new meaning to the pupil if he writes about them.

Never ask a pupil to express a thought in writing until he sees clearly what he is trying to express. If one is trained from the first to express only those thoughts which are clearly seen, he will acquire greater accuracy of expression.

In dictation exercises, read each sentence slowly *once*, then require the class to write. Pupils must be trained not only to write correctly, but also to *hear* correctly.

Require all written work to be carefully done. Accept nothing but the pupil's best work.

The sentences in large type are to be used in developing the various subjects. The pupil should read these sentences from

the book, and should answer orally such questions on them as may be asked. The questions in smaller type are for the use of the teacher, but they should not be followed too closely. The teacher should add such questions of her own as may be needed to make the subject clear. After the pupil has been led, by means of questions, to see the truth presented, he should, without assistance, write the exercise which follows.

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