

**ENGLISH IN THE
GRADES: SUGGESTIONS
FOR TEACHERS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649435579

English in the Grades: Suggestions for Teachers by Thos. C. Blaisdell

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

THOS. C. BLAISDELL

**ENGLISH IN THE
GRADES: SUGGESTIONS
FOR TEACHERS**

ENGLISH IN THE GRADES

SUGGESTIONS FOR TEACHERS

BY
THOS. G. BLAISDELL, PH.D.

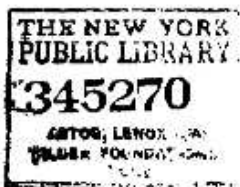
*Professor of English in the Fifth Avenue Normal High School
Pittsburg, Pa.*



NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

1015

RNC



COPYRIGHT, 1905, BY
AMERICAN BOOK COMPANY.

ENGLISH IN THE GRADES.

W. F. I

FOREWORD

THE school world to-day generally agrees to the correctness of the following propositions concerning the teaching of language:

1. *The chief ends of language teaching are (a) facility in the verbal expression of one's own thought and feeling; (b) accuracy in the use of the spoken and written forms of one's native tongue.*

2. *Power to speak and to write comes only through speaking and writing under proper guidance.* ✓

3. *Oral expression should precede written work.* ✓

4. *Language work should be based upon the child's experience.* ✓

5. *The study of English grammar at the proper age and in the proper manner has great value.*

The author believes that the proper application of the foregoing propositions will make the work of the teacher easier and better. He further believes that the following are the most effective exercises to arouse the child's interest and to lead him to *oral and written expression*:

(a) *Observation lessons*, based upon things a child does, sees, and enjoys. (b) *Picture studies*, suggesting not only stories, but also acts and

incidents that appeal to children. (c) *Stories and poems*, so treated that children will not only appreciate them, but will also talk and write about them. (d) *Letter writing*, as a simple and natural form of written expression. (e) *Dictation exercises*.

For the above exercises the school year may be best divided into periods of several weeks each. The pupil should be kept at one kind of work until he has attained some degree of skill and proficiency in it.

In the third, fourth, and fifth years each week's work should consist of four lessons in construction and one in the mechanics of writing or the simplest forms of grammar.

In the sixth, seventh, and eighth years there may be three daily lessons in composition each week and two in grammar.

This book has been written to present practical methods for carrying into effect, in the daily work of the schoolroom, the propositions stated and the exercises suggested.

The author wishes to acknowledge his indebtedness to the writings of the late Dr. Emerson E. White for the statement of many of the principles involved. To Professor L. A. Sherman, of the University of Nebraska, he is also indebted for many suggestions concerning the application of these principles.

CONTENTS

	PAGE
FOREWORD	3
I. OBSERVATION LESSONS	7
Self. Outline. The Dog. Suggestions.	
II. PICTURE STUDIES	27
III. STORIES AND POEMS	39
A Prayer. Robert Bruce. The Flag Goes By.	
IV. LETTER WRITING	58
V. COMPOSITION WORK IN THE SIXTH, SEV- ENTH, AND EIGHTH YEARS	61
Observation Work. Pictures. Literature.	
VI. GRAMMAR IN THE GRADES	73
Diagrams. Parsing. The Correction of Written Work.	

I

OBSERVATION LESSONS

i. SELF

First Lesson. — An interesting subject for every child is himself. By means of questions such answers as the following may be elicited from various members of almost any class: "My name is Minnie Jones." "I am eight years old." "I weigh sixty-eight pounds." "I am three feet seven inches tall." "The color of my hair is dark brown." "My eyes are blue." "My cheeks are rosy." "My father is a doctor." "I live in a brick house on Willard Street." "I walk a mile to school." "I like this school because there is a gymnasium in it." "I like to play every kind of game." "Oh, I like to play 'Jacks,' 'House,' 'Hide and Seek,' and 'Store.'" "We play 'Store' *this way*:—"