

**THE ELEMENTARY
COURSE IN ENGLISH: A
SYLLABUS WITH GRADED
LISTS AND REFERENCES**

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The Elementary Course in English: A Syllabus with Graded Lists and References by James Fleming Hosic

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BY

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TO THE
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PREFACE

This syllabus grew out of the needs of a particular group of schools. It was found that in order to co-operate intelligently, a body of teachers requires something more explicit and, at the same time, more general than the brief outline courses of study which boards of education usually provide. Hence the working principles which had proved most important in actual practice were compiled, and to these were added suggestions for the various grades, brief bibliographies, and a series of graded and annotated lists of poems, stories, and other material. The work represents, therefore, experience of a comprehensive and varied character, and is offered with some confidence as a working guide for teachers of elementary English.

The book is intended primarily as a manual for the teacher's desk. An effort has been made to indicate definitely the character of the activities to be carried on in the several grades, and to arrange a collection of material sufficiently varied to meet changing conditions and so selected and listed as to be readily accessible. The system of indexing, by which a poem or story can easily be found in one or more of a small number of volumes, which the teacher can reasonably expect to have

access to, is believed to be new, and has been found exceedingly convenient.

Great care has been exercised to include only really good versions of the traditional stories. This is by no means an easy matter, for the freedom with which the old tales have been garbled by well-meaning but inartistic pedagogues is appalling. Truly the printing-press, especially that of the schoolbook house, is the deadly enemy of the classical literature of the folk. *Cinderella* in words of one syllable and sentences of four words is neither delectable nor edifying, and a strong animal tale like the famous *Story of the Three Bears* loses itself completely in the sentimental, kindergartenized *Goldie Locks*, now too widely current. Classics will stand the test of time, but this does not insure them, it seems, against the tinkering of education-mongers.

It is hoped that classes in normal schools, teachers in institutes, teachers and principals in individual schools, and parents in club meetings may find the syllabus convenient, both as a basis of discussion and as a bibliography. Indeed the book has been satisfactorily used in these ways. The plan of the work forbade the elaboration of any topic; hence no apology is offered for the dogmatic tone of the suggestions.

The lists of references make no pretense to completeness. They are intended for general use, not for specialists. The latter will, no doubt, prefer to compile lists of their own. The most comprehensive and generally useful references are placed first. These often contain extensive bibliographies, which will open the way to as wide and thorough reading upon the various topics as inclination or circumstances may prompt.

It remains only to acknowledge the author's obvious indebtedness to sundry books, pamphlets, and courses of study, many of which are named as references, and especially to the teachers and principals of the Chicago public schools. It was through their influence that the material was first assembled, and it is because of their kindly appreciation that the work is now offered to a wider audience.

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