

JUNIOR HIGH SCHOOL ENGLISH

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Junior High School English by Richard L. Sandwick

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RICHARD L. SANDWICK

**JUNIOR HIGH
SCHOOL ENGLISH**

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BY

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PRINCIPAL DEERFIELD-SHIELDS HIGH SCHOOL, HIGHLAND
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WORD BOOK" AND "HOW TO STUDY
AND WHAT TO STUDY"

Book Three

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PREFACE

Material. — The grammar material in this series consists of sentences from everyday speech, containing thoughts interesting to young people.

The composition work aims to fix correct English idioms and to eliminate from oral and written speech both colloquialisms and solecisms. Studies made by investigators in the school systems of several American cities show that the same errors of speech recur everywhere among pupils; and these studies, as published by the National Society for the Study of Education, have been of service to the author.

Special attention is given to oral composition as the most fundamental need in English expression. The composition work is so arranged as to motivate the grammar. The material for composition is in part based on recommendations of the committee of the National Education Association of which Mr. James Fleming Hosis was chairman. Added to these are themes which the times demand, such as those related to the now vital subject of thrift and other ideals of good citizenship.

Arrangement. — The psychological rather than the strictly logical arrangement is employed; thus, parts of speech are taught along with parts of the sentence in order to strengthen both by the association.

The greatest care is taken to make the work conform to fundamentals of the learning process. The gradation of lessons is by such easy steps that the book almost teaches itself.

Methods. — The method is that of the laboratory—learning to do by doing: always something to do with lips or pencil registers something learned. This makes the work interesting to active children. A happily chosen device, called graphic analysis—simple, clear, searching—pictures the relations in

sentences and is believed to promote a clearer understanding of everything read and studied in every phase of school work.

Nomenclature. — The nomenclature is that adopted for universal use in all languages by committees of the National Education Association, the Association of Modern Language Teachers, the National Association of English Teachers, and the Classical Association. The adoption of this nomenclature makes the study of English grammar a preparation for the study of foreign languages, while it greatly simplifies the English grammar itself.

Practical Character. — A cursory glance will reveal the practical character of the work. Formal grammar is eliminated; every page is clearly helpful in securing good English expression.

Bacon's statement that "studies do not teach their use" does not apply here; for every chapter is so motivated that the pupil cannot help seeing that his English work is important for the needs of daily life. The pedagogical error of trying to teach English grammar by teaching definitions and rules is made impossible by omitting definitions in Books I and II, while class development of definitions for the notebook is substituted. The teacher will find definitions printed in small type in the appendix.

Suggestions. — Teachers are asked to make use from first to last of as many of the habit-forming drills in Appendix B as are needed. They are also asked to use the method of discrimination with association described on page 106 of the author's *How to Study*, asking questions like these: How is the adverb like an adjective? How is it unlike an adjective? How is a phrase like a clause? How unlike a clause? How is a predicate noun like a direct object? How unlike a direct object? How is a participle like an infinitive? How unlike an infinitive?

The "lessons" in this series are not to be regarded as daily assignments. The teacher must use her own judgment as to the ability of a particular class to complete a lesson in one, two, or three days.

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