

**GRADED INSTRUCTION
IN ENGLISH: FOR THE
USE OF TEACHERS**

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Graded Instruction in English: For the Use of Teachers by Orville T. Bright

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ORVILLE T. BRIGHT

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IN ENGLISH.

FOR THE USE OF TEACHERS.

BY
ORVILLE T. BRIGHT,
PRINCIPAL OF DOUGLAS SCHOOL, CHICAGO



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P R E F A C E .

THE following course of instruction in English was prepared solely for use in the school of which the author is principal. The solicitation of fellow-workers in Chicago who have watched its success is the reason for publishing it in its present form.

The plan has already many friends, and the number is rapidly increasing as teachers see its practical working in the school-room.

There is no denying the fact that, when judged by results, the usually adopted methods of teaching the correct use of the English language are a sad failure.

This arises partly from faulty methods and partly from the lack of direct and systematic instruction during the first years of school life. Indeed, it is not too much to say that, in the *majority* of our public schools, during the first three or four years' attendance, children receive

no instruction whatever in the use of English excepting that which is incidental to other studies.

These, the most impressible years of life, are especially adapted to this instruction, because of the interest that may be aroused and the permanence of the habits of speech then formed.

So far as the common use of language is concerned, correct habits of speech will never be formed by the study of English grammar.

One of the most common charges brought against the public schools by the journals is that pupils leave the grammar schools without being able to write a respectable letter, and with no knowledge of the most common business forms. Unfortunately, as regards the great majority of schools, the charge is true, and it is just as true that such results are unnecessary.

The teacher who attempts the following plan without understanding the whole scope and intent of it, at least from the beginning of the book to the end of her own grade, and who does not make daily preparation for the lesson to be presented, can have only partial success—or failure. The plan proposed is meant to be suggestive, but the teacher is expected to prepare and arrange her own lessons.

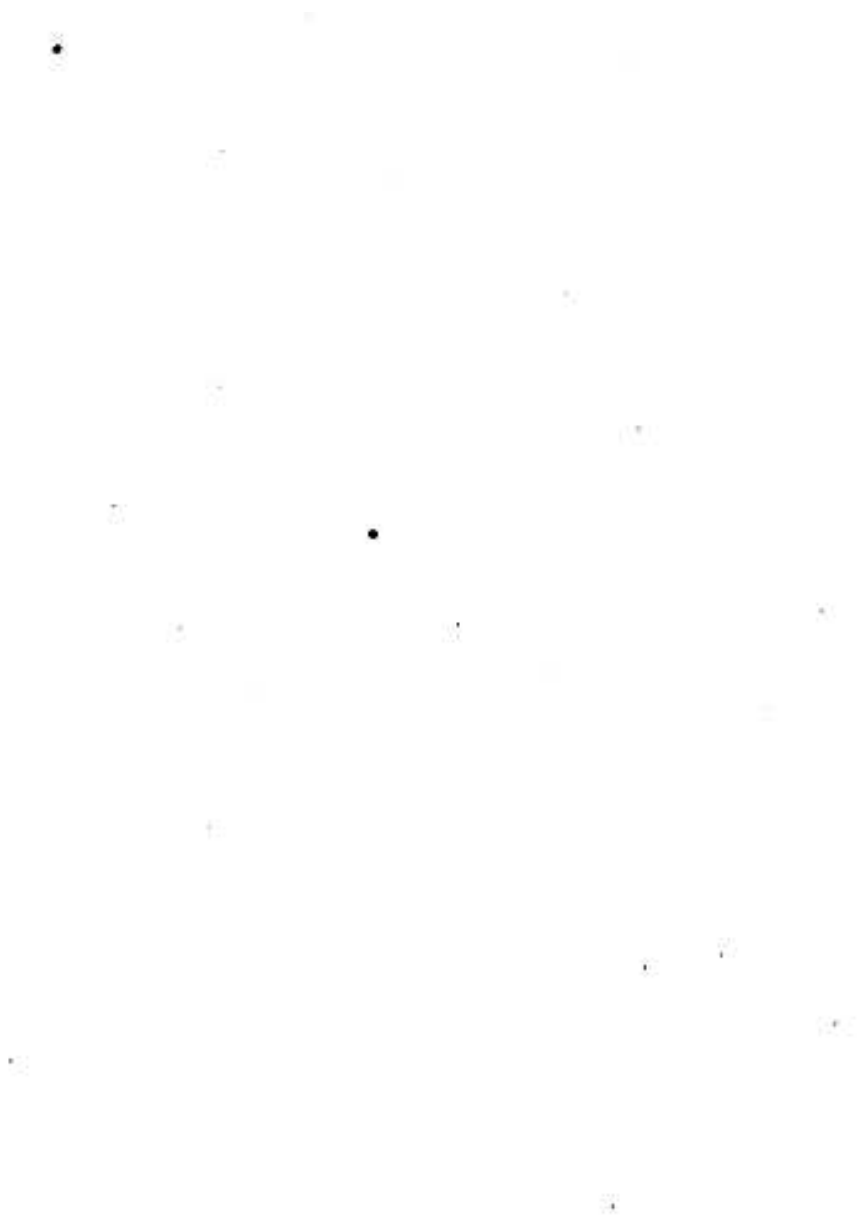
What is wanted with little children is *practice* and not *reasons*. This can not be too strongly

impressed. Hence, in early language-lessons omit the "why" altogether. The frequent repetition of this thought in the succeeding pages, is due to the strength of the author's belief in it, and his wish to impress it upon young teachers.

A large majority of all ungrammatical expressions may be grouped under a limited number of topics. It is believed that these topics may be successfully presented to children in primary grades. This is the special object of this course of study.

The arrangement of every topic presented and every suggestion connected therewith has been thoroughly tested in the school-room.

DOUGLAS SCHOOL, CHICAGO, *September 1, 1882.*





INSTRUCTION IN ENGLISH.

GENERAL REMARKS.

IN giving language-lessons to little children, the prime object should be to lead the children to talk freely about the objects and incidents that come within their observation, and through means of this freedom to lead them to use correct forms of speech. If a thought is correctly expressed in oral language, it will be in written, provided the child can spell correctly. Hence the prime importance of what is so greatly neglected—*teaching children to talk correctly.*

To be sure, there are many outside influences, especially the practices of the home, that will operate against the success of the teacher. But it must be remembered that, while in recitation, the mind of the child is on the alert for impressions, and that the word of the successful teacher is "law and gospel" to the learner. Hence an hour a day spent on this subject by an earnest teacher will largely, if not entirely, overcome the influences referred to.