

**ECLECTIC EDUCATIONAL
SERIES; NEW LANGUAGE
EXERCISES FOR PRIMARY
SCHOOLS. PART TWO**

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Eclectic Educational Series; New Language Exercises for Primary Schools. Part Two by C. C. Long

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C. C. LONG

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SCHOOLS. PART TWO**

ECLECTIC EDUCATIONAL SERIES

NEW
LANGUAGE EXERCISES

FOR PRIMARY SCHOOLS

Part Two

BY

C. C. LONG

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NEW-YORK ❖ CINCINNATI ❖ CHICAGO

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PREFACE.

INSTRUCTION in language often deals too much with the forms of sentences and too little with thought. Grammatical drill has little effect upon the correctness of every-day expression. The child should be continually engaged in forming exact ideas about objects of study, and in expressing them clearly and accurately. Language is a medium, merely, for the *expression of thought*, and it is important that its nature and purpose be kept in mind.

The value of the lessons in this book is to be sought in the habits of observation and reflection they teach, and in the practice they give in forming exact ideas, and in expressing them clearly. Things seen every day, pictures, choice stories, animals, letter-writing, etc.,—subjects upon which the thoughts of children exercise themselves spontaneously,—furnish material for these lessons.

The terms "noun," "verb," "adjective," etc., have been used for convenience, and not for the purpose of definition and minute grammatical classification. The children will soon become familiar with them and will use them properly, just as they use many other class words which they can not define formally.

Most of the exercises in this book have been subjected to the test of class use. It is believed that they will commend themselves to teachers who are seeking rational methods of instruction in language.

CINCINNATI, *October*, 1889.

SUGGESTIONS TO TEACHERS.

Oral Work.—Each subject should be discussed until the thought is perfectly clear.

Dictation.—This aids in teaching the correct use of capitals and punctuation. The exercise should not exceed forty words. It may previously be put upon the board and covered. First illustrate on the board the principles to be taught. Read the complete exercise once, and then dictate each sentence slowly. Finally, uncover the model on the board and let the pupils correct their own work.

Reproduction of Stories.—First place the unfamiliar words on the board, and teach their form, pronunciation, and use. Then read and discuss the story. Request one or more pupils to tell the story. Help by suggestions if necessary.

Pictures.—First use for a lesson in *description* by leading the pupils to tell: (1) what is represented; (2) the position of each object with reference to some important figure; (3) what each object is doing.

Then use as the basis for a *story*. (1) Children give titles and choose the best; (2) pupils ask questions about the picture, which are written upon the board; (3) rewrite these in logical sequence; (4) pupils write answers to the questions; (5) connect these answers to form a complete story.

Letter-writing.—In the lowest grades, models should be placed upon the board for the class to *copy*. Request pupils to write letters *similar* to the model. More advanced pupils should write from *topics* which they themselves suggest.

Memory Lessons.—Both poetry and prose are helpful. Selections may be studied from the board with assistance from the teacher. Occasionally a complete poem may be memorized by learning one stanza daily.

Criticism of Written Work.—Combine in one exercise the errors common to the class. Write this upon the board. Then rewrite, sentence by sentence, the pupils correcting the errors. With small children corrections may be made while they write.



THIRD READER GRADE.

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LANGUAGE EXERCISES.

THIRD READER GRADE.



THE SENTENCE.

Lesson 1.—*Think something about:*

an apple; a bird; the flowers on the desk.

Tell what you think.

Think of objects you saw while coming to school. Tell one thing about each object.

When you use words to tell what you think, you make a sentence; as, The apple is sweet.