Reed's Introductory Language Work
INTRODUCTORY

LANGUAGE WORK

A SIMPLE, VARIED, AND PLEASING,
but METHODICAL,
Series of Exercises in English
To Precede the Study of Technical Grammar.

By

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NEW YORK
Maynard, Merrill, & Co., Publishers
43, 45 & 47 East Tenth St.
1895
L�UAGUE WORK IN THE ELEMENTARY GRADES.

A Talk with Teachers.

Should Language be Taught Directly, or only Incidentally?—Careful and intelligent experiment has of late cleared away much of the fog of conflicting theory and method surrounding the subject of language teaching, so that it is now beginning to take definite form and to receive rational treatment.

The theory that language is best taught indirectly through a series of "information lessons" is giving place to the conviction that the chief business of the language teacher is with the adaptation of the expression to the thought. It is impossible to carry on a course of object lessons and a course of language lessons together and make both consecutive and progressive. One must be sacrificed to the other, and it is invariably the language work that gives way. It is comparatively easy to make a series of object lessons continuous or to fill up the time of recitation with general information, while it is extremely difficult to bring oral language lessons within any well-defined plan or purpose.

That there are forms and principles of language which may be presented at an early age and made to govern the
LESSON CLXXVI.

The Carpenter’s Shop.

1. Work.
2. Bench, planes, chisels, hammers, mallets, adz, gimlets, saws, rule.
3. Compare blacksmith and carpenter.

LESSON CLXXVII.

The Wind and the Sun—A Fable.

1. Dispute which is stronger.
2. Which can first make a traveler take off his cloak.
3. The wind blew furiously. The traveler held his cloak tighter.
4. The sun shone. The traveler threw off his cloak.
5. Kindness often better than force.

LESSON CLXXVIII.

Cruelty to Animals.

1. Animals can feel.
2. How would you like the treatment?
3. “Do unto others—”
4. Story to show that animals are sometimes grateful.