

**GOLDEN TREASURY
READERS.
FIRST READER**

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Golden Treasury Readers. First Reader by Charles M. Stebbins & Mary H. Coolidge

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CHARLES M. STEBBINS & MARY H. COOLIDGE

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BY

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By CHARLES M. STEBBINS

PREFACE

THE essential characteristics of a first reader are the same as those of a good primer, — vitally interesting subject-matter, an effective system, and an attractiveness in the book itself that will arrest the child's attention and hold his interest.

Subject-matter. — The stories used in this book all deal with things that have been found to be intensely interesting to children; and they are told in language and in a style pleasing to children. Another feature of the material is its wide variety. As a result appeal is made to the widely differing temperaments among children, as well as to their various moods. The serious, the humorous, the pathetic, the real, the imaginative, the moral, — all find a place. In other words, the stories make a many-sided appeal to the child; and, consequently, lead to symmetrical mental development.

Method. — The method of teaching reading that underlies this book does not lay principal stress on the learning of a vocabulary, — a task which at best is irksome to the average child. The plan followed is simple, interesting, and extremely effective. The child is told the story by his teacher; he is led to talk about it, to tell it and retell it, till it becomes thoroughly his own, till he uses all the words freely and naturally in conversation. As soon as

he has learned to tell the story fluently, he undertakes to read it, and the undertaking is a comparatively easy matter. The stories in the book are divided into natural units, so that it is an easy matter to take each lesson as a story in itself; while the several units, taken together, form a kind of serial story, which continually leads the child's interest forward. Finally, the child learns to write about the story he has read.

Illustrations.—The pictures in the book are an essential part of the method. Their attractiveness, of course, adds to their value. In the study of the story before the class undertakes to read at all, the pictures form the basis of interesting conversational exercises, which both develop the child's power of observation and make free use of his imagination. All of this tends toward naturalness and force of expression.

Vocabulary.—The number of new words used in this book is intentionally somewhat smaller than that of most first readers. Time is given the pupil to master what he uses, and to practice word building by means of rhyme-families. Many of the words in the stories are studied first in the lists of rhymes. The vocabulary is so arranged at the end of the book that the teacher can use it to test pupils on their knowledge of each day's lesson.

All the verse selections in the book should be memorized by the pupils.

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