

**THE BEGINNERS'  
READERS. NO.III**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649306213

The Beginners' Readers. No.III by Helen M. Cleveland

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Cover @ 2017

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BY  
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LEACH, SHEWELL, AND SANBORN  
BOSTON NEW YORK CHICAGO

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Noted Press :

J. S. Cushing & Co.—Berwick & Smith,  
Boston, Mass., U.S.A.

## TO THE TEACHERS.

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MISUNDERSTANDING of German methods has been one fruitful source of evil in teaching language in our country. "They mingle the elements of all the sciences with first lessons in language," reported educators who had been over there and observed.

Teachers endeavoring to meet the new demand — awakened ideas — covered the blackboard with scientific names, and tried to put into practical use methods manufactured by men who had never taught an hour in a primary school.

The French and Germans do teach their native language, perhaps all language, better than we, but according to the writer's observation the best primary teachers in Germany are not creatures of method. After very thorough courses in a university and normal school, a gentleman of great skill and reputation explained that he began in the lowest primary grade, and year by year, as his class advanced, he was promoted. When he finished the highest grade with them he preferred to go back to the lowest primary and



remain there. Now he may be called an expert. Such teachers in Germany do present the elements of science in connection with language with marvellous skill, but close observation showed that the awakened idea was left in the pupil's mind without a name until the time came when it could be grasped in all its relations. When the idea stood out boldly in the pupil's mind the name was taught in a very careful and exact manner.

These books are a growth. They were begun in a struggle to teach large masses of non-English speaking pupils to read our language quickly. Later normal school work intensified our interest in the subject of teaching a child his native language. Finally, determined to get at practical methods as well as general principles, we studied the best schools in this country and then went to Europe.

Our aim was to get close to the teacher's work, and to do this we often became a familiar helper, instead of a formal visitor.

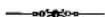
What is recorded here is simply what the writer has seen and studied. The books come straight from the school-room, and that is claimed as their merit.

Our thanks are due to many European and American teachers for helpful suggestions and kindly hints.

H. M. C.

Bosros, August, 1894.





**Hints.**—Talk about the picture. Ask why the bird is named Sweet-Voice. Explain the mark between *sweet* and *voice* by telling the pupils that it is put there to show that two or more words have been used to make one.

## NEW WORDS.

Sweet-Voice      out

“Sweet-Voice is calling to get out of his cage,” says Dick.

Sweet-Voice is Mary’s bird and Mary says: “Take him out, Dick.”

“I will let him see some bread and he will fly to my finger to eat it,” says Dick.

Sweet-Voice is on Dick’s finger now and is eating the bread. Susie’s little brother has bread for the bird, but Birdie likes to eat from Dick’s finger.