

**THE SILVER SERIES OF  
LANGUAGE BOOKS.  
FIRST STEPS IN ENGLISH**

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The Silver Series of Language Books. First Steps in English by Albert LeRoy Bartlett

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**ALBERT LEROY BARTLETT**

**THE SILVER SERIES OF  
LANGUAGE BOOKS.  
FIRST STEPS IN ENGLISH**





THE JOY OF THE MORNING.

*F. Dobrak*

*The Silver Series of Language Books*

# First Steps in English

BY

Albert LeRoy Bartlett, A.M.



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1899

## TO THE TEACHERS WHO USE THIS BOOK.

The work in language in the earlier years is done in a somewhat broad and diversified field. It begins in the lowest primary grades with the little finger-plays and play-stories; it comprehends the stories told to the children, and their reproduction of these stories; it tactfully corrects the errors that are bred in out-of-school associations, and inculcates the habits of grammatical speech; it makes a beginning within simple lines of the written work that, later, grows into the more formal compositions; and it plants the seed—scarcely more than that—that shall ripen in the child's mind under later direction into a knowledge of the grammar of the English language.

The teacher's fitness for the work of making language a Land Beautiful and Charming must arise largely from her being endowed with the graces of tact, sympathy, and patience—that patience that plants, waters, and then hopefully trusts and expects each seed to spring up, become a stalk, and bear the rich wheat-head.

The mission of the text-book is to be a hand-servant to the teacher; to furnish a series of lessons and exercises with a definite aim, a progression, a well-preserved balance between

the several divisions, and a final attainment—in short, to supply good seed for the sowing.

I have sought to write an elementary lesson book, of which each part shall be pure, bright, interesting, and inspiring, having as a foundation of whatever is to be taught, simple sentences and groups of sentences that in themselves teach something, and that appeal to the interests of children, arouse their powers of observation, and implant honor, courtesy, and love. Practice in talking upon worthy themes, abundant exercise in simple sentence building, when the sentence must contain some worthy thought, and daily written work of some kind upon the board or on the practice paper—these are the stepping-stones to correct and graceful speech. The using of each new lesson not only to teach new principles but also to review those that have been taught previously will strengthen the practice of such speech into its habitual use. Much that the book suggests will form themes for original lessons by the teacher, while the definitions and principles which are italicized—and which should be memorized finally—will form a sure foundation for the more purely technical grammar that the child will study in the higher grades. *Each lesson in this book should be studied by the pupils with the teacher, and only after the child has thoroughly comprehended what it teaches should he be required to memorize any part of it.*

The selections for memory, which have been made with much care, are chosen in the belief that they should be melo-



dious and of high literary value, and should contain some message of cheer that will sing on in the heart as well as in the mind in all the coming days of life.

Much use has been made of simple yet exact teachings about flowers and birds and the little animals, because I believe with the author of "The Making of Matthias": "The skies and the flowers, the winds and the stars—they are of God and they carry God's message. That is life—to love all that God has made. Love every flower, and every tree, and the birds and beasts; hurt nothing, and respect everything, for love is God."

ALBERT LEROY BARTLETT.

SILVER HILL,  
HAVERHILL, MASSACHUSETTS.



## TO THE CHILDREN.

There is nothing that we use so constantly as *language*. As soon as we awaken in the morning we begin to talk to our mothers or fathers, or to our sisters and brothers. We talk with our companions on the way to school; we talk while reciting our lessons in school; we talk on the way home; and at home we chatter and talk until sleeptime comes again. All day long thoughts keep arising in our minds, and we wish to let others know these thoughts. And how many things we talk about! The pets at home, the flowers and sights along the way, the lessons at school—hundreds of things daily interest us, arouse our thoughts, and become subjects for talk with our friends.

Do animals talk? Do they convey their thoughts to their companions? Does your dog ever ask you for something to eat? Does he ever tell you that he should be very happy, indeed, to walk with you? Does he tell you that he is glad to see you when you get home from school? Well, how does he tell you these things? By signs, I think. If you and I, how-

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ever, had to let others know our thoughts by signs, we could not say the hundredth part of what we do now, and life would not be nearly so full of gladness and joy as it is. For it is one of the greatest pleasures of life to talk with our friends, to hear the dear voices of our fathers and mothers, to tell them the things that interest us, and to listen to their pleasant words of comfort and cheer when anything troubles us.

Since God has given us this wonderful power of talking, we ought always to use it carefully and rightly. We ought to say things that are helpful and kind, and to use the power of speech to make ourselves better and wiser; but we ought also to learn to speak in such ways as the best educated people have decided is most correct and beautiful. And this is the object of our studying language—to learn to speak and write the English language correctly and gracefully—and to gain this object is worth all the study and all the patience that we may have to give to it.

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