

**THE BARNARD  
LANGUAGE  
READER**

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The Barnard Language Reader by Marion D. Paine

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**MARION D. PAINE**

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HARVARD LANGUAGE DEPT.  
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## PREFACE

THE Barnard Language Reader may accompany the study of any good method or system of teaching reading. It does not contain specific drill lessons in phonetics, word building, or other forms of the pure mechanics of reading. It does attempt, however, to supply material for the application of these to DRAMATIZATION, REPRODUCTION, and MEMORIZATION.

It contains seven stories suitable for dramatic work. These have been retold, for the most part, in the words of the children themselves, very simply, with a great deal of conversation, and in a form which can be satisfactorily worked out by a class after a little practice in dramatizing such things as Mother Goose rhymes.

It also includes a number of fables and folktales which are especially designed to furnish material suitable for work in reproduction, though many of them may also be dramatized successfully. These, too, are given in the form which children have pre-

ferred and enjoyed. These particular stories have been chosen partly because, illustrating as they do the various duties and faults of childhood, they may be closely tied to the ethical class teaching.

The poetry is somewhat seasonal in its character. Some of it is too difficult to be put into the hands of children, unless a partial memorization or repeated reading by the teacher precedes its study from the printed page. All of it is popular with small boys and girls. Most of it is classic as well, and may be memorized with permanent profit.

The author has given special prominence to several well-known poems by Robert Louis Stevenson — the idea being to regard him as the poet for the year — as many of the children as possible supplying themselves with copies of "A Child's Garden of Verses," and reading and learning various other poems, in addition to those given in the Reader.

It is suggested that the children be made familiar with some of the stories before attempting to read them, so that they will take up the book as an old friend.

The Reader is suited to the latter part of the first, or to the second, school year, according to the age and capacity of the class.

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