

**BANCROFT'S
FIRST READER.**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649418473

Bancroft's First Reader. by Chas. H. Allen & John Swett & Josiah Royce

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

CHAS. H. ALLEN & JOHN SWETT & JOSIAH ROYCE

**BANCROFT'S
FIRST READER.**

BANCROFT'S

FIRST READER.

BY

CHAS. H. ALLEN,

Principal California State Normal School.

JOHN SWETT,

Principal Girls' High and Normal School, San Francisco;
Ex-State Sup't of Public Instruction, California.

JOSIAH ROYCE, PH. D.

Instructor in Philosophy in Harvard College.

SAN FRANCISCO:

A. L. BANCROFT & COMPANY.



A FEW WORDS TO THE TEACHER.

In General. There is no royal high-way to learning to read. No method, no device, no ingenuity on the part of the teacher can take the place of constant and prolonged drill upon the first few lessons, nor of the continued and attentive study of each succeeding lesson.

Intelligent teachers know that learning to read is, at first, but learning to recognize through the eye, what is already recognized through the ear. This book has been prepared with this thought constantly in mind. It does not, therefore, begin with words of two letters, nor with words having the same vocal elements in them. Children neither think nor talk in these words. On the contrary, words have been used, such as the child constantly uses. He is made familiar with these. With the phonic exercises, and the preparatory eye training, he will rapidly acquire the power to master other words.

Preparatory Drill.—Objects Before Words. It is not in the province of this book to prescribe, in detail, the preparatory drill which should be given before attempting to teach words.

The author earnestly recommends, however, that the first two weeks, at least, be entirely devoted to eye, ear, and voice training. The rapid recognition of objects held in the hand, of pictures, both on the blackboard and cut from books, will train the eye to see quickly and accurately; while questions about what is seen, descriptions of the things seen, and conversations about them,

will give the pupil confidence in talking, and constitute valuable language lessons.

Pronouncing Lesson. All the new words occurring in a lesson are placed at the beginning, and should be carefully and thoroughly taught, before the child is required to *study* the reading lesson. This may be conveniently done in the following manner: At the close of each lesson, the pupil should be required to pronounce the words in the next succeeding lesson, receiving such aid as may be found necessary to secure the correct pronunciation of each word. The constant use of the blackboard is indispensable in teaching words.

Phonic Spelling. No apology is made for the prominence given to drill in elementary sounds in this and the other books of the series. The indistinct tones which render the exercises in so many school rooms painful to the listener, still make one thing distinctly known—the need for regular and daily drills in elementary sounds. This work, therefore, is presented at frequently recurring intervals throughout the series, and in as great a variety of forms as possible. The teacher who, for a single term, faithfully takes up these exercises, will never again consent to forego them.

In the First Reader, the diacritical marks are introduced, primarily, as indications to the teacher of the sounds to be taught, and should be called to the notice of the pupil only when his observation has become quick enough to enable him to interpret readily their force; but the sound-training should begin at once, and should on no account be omitted or slighted.

Letters and Spelling. As soon as a few words have been learned by sight, it is well to teach a few letters each day as they occur in the new words, until all have been learned. To aid in this, the new letter forms of each lesson are introduced in this book separately, side by side with the phonic work. The alphabet will thus be almost imperceptibly taught, and can easily be reduced to order.

Great care has been taken to arrange conveniently for spelling, all the words used in the book. Let the child spell all the words of the lesson, at first with the book before him; but be sure he does it attentively.

Script Lessons. The script letters used should be taught by comparison with the Roman, and then copied on slate, paper, or blackboard. The script lessons, as well as the blackboard and slate exercises, are intended as suggestions for additional work to be given by the teacher, and are not designed to be exhaustive of the work which should be done.

Voice Training. Concert drill upon short poems and stories, and on colloquial phrases and sentences, is most excellent for teaching correct inflections, developing pure tones, and correcting errors in articulation; while at the same time it is a source of keen enjoyment to the child, rendering attractive his first days at school.

In this Reader the new sounds to be taught with each lesson, are indicated by letters printed in heavy type, with the diacritical marking. They are gradually introduced, and are taken from the words of the lesson. Words of the lesson composed of sounds previously learned are also introduced, to be spelled by sound; and if these exercises are properly taught, the ability of the child to pronounce new words, when he has finished the book, will be found surprising.

In Part I. of this Reader, diacritical markings of the new words at the head of each lesson, are placed on the long and short vowels only, and not on those until the sound marked has been specifically taught in the preceding lessons. Of the new words in Part II., all vowels are marked whose sounds have been previously taught.

The Script Lessons are designed to suggest the method of teaching, not the quantity to be taught. A much greater number of lessons should be given than can properly find space in the Reader

PART I.

