

**STANDARD READER SERIES;
TEACHERS' MANUAL FOR FIRST
READER, CONTAINING AN
INTRODUCTION FOR THE ENTIRE
SERIES**

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Standard reader series; Teachers' manual for first reader, containing an introduction for the entire series by Isaac K. Funk

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ISAAC K. FUNK

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Teach

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FIRST READER

CONTAINING AN INTRODUCTION FOR
THE ENTIRE SERIES

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GENERAL INTRODUCTION

In the following pages is repeated somewhat largely the Introduction to the First Reader, but thoughts there given are here enlarged upon, and others are introduced.

A child learns words in trying to tell or understand some thought. Keep him interested in the thought, and

**Teach Words
by Thoughts**

the battle is soon won. The prattling babe is not told that this is the name of a cat or a dog. The father asks him, "Does Frank wish a cat?" "Does Frank wish a dog?" And the child tries to understand the thought, and afterward he tries to express it by imitating what he has heard. The words come to his lips without any effort; it is nature's way. In teaching words to a child, the words should not be separated from the thought, and the child should be kept free as possible from self-consciousness.

A child learns words as easily when the thought expressed is something worth knowing as when it is trivial.

**By Thoughts
Worth
Knowing**

It is the aim in this series of Readers to make each lesson instructive. We have sought to follow this ideal even in the First or Primary Reader. The child is not told that "The hen laid an egg in John's hat," or that "The cat sat on the mat." Yet we have tried to keep easily within the reach of a child of five or seven years of age—seeking to be childlike, but not childish.

Preference has been given to that kind of information that is in-*form*-ation—that which builds character.

Every effort has been made to bring the mind of the pupil into contact with thoughts

**That Make
Character**

that inspire love for home, for country, for all people, for nature, for truth because it is truth; to awaken love for the inner *other* world; to impress thoughts that help to make close-observing, self-respecting, self-controlled, courageous men and women. Thoughts that suggest cruelty, envy, meanness are avoided, for it is well to make life beautiful to a child. His

nature is easily quickened and lifted by love, by hope, by joy, by things sweet and attractive.

All children should be in close contact with nature. A First Reader especially is fatally faulty that does

**That Lead
Back to Nature**

not smell of the earth, of the woods, of the new-mown hay, of flowers—that is not full of the chirping of insects, the song of birds, the murmur of water. Teach a child to love nature, and the chances are greatly increased that he will grow up a good citizen. Pullman, the inventor, said: “I have flowers in front of every home in this city of Pullman; their civilizing influence reaches through the mothers and the children to the fathers.”

Children should be taught the names of the various animals and plants of their neighborhood—the birds, trees, shrubs, flowers, and blossoms—and facts about them. They should be led intelligently to watch the spider spin his web, the ant dig in the ground, the bird build her nest; to wonder at and revere the spark of life in every insect; to look up at night and see the splendor of the sky. As Emerson says,

“If the stars appeared only once in every thousand years, what a marvel upon marvel it would be, how their appearance would be handed down from generation to generation, and how all the world would turn out at their reappearance to see the city of God.”

With intelligent encouragement and direction, nature will remain a great school-

**Nature Talks
Freely
to Children**

house to children, and a source of never-failing and wholesome enjoyment and instruction, for

she is responsive to children, and it is beautiful to see how easily they learn of her. She has a thousand tongues for little folks where she is dumb to the average adult; but train a generation of children to keep in love with nature and to commune with her, and she will not be dumb to them when they are full grown. Nature loves a lover and is never done talking to him. When God created a flower, He had in His mind a distinct thought, and we never fully understand a flower until it awakens in us that thought.

Yet there is danger that in the backward swing of the pendulum, too much emphasis may be given to nature lessons. We have striven in this matter to be moderate, but

not too moderate, remembering that there are other lines of thought with which the little ones should be made acquainted to start them rightly.

The mind and heart of a child of six years are not too young to have uncovered in them

**Schools
Should Grow
Character** the bubbling springs of true philanthropy, patriotism, love for truth, heroism, religion. It

would be worth far more than all the diamond fields of Africa were this thought fixed in the mind of every teacher, even to the primary classes and the kindergarten :

The school that does not grow character is a failure.

Truthfulness, honesty, loving others, living for others, self-denial, self-dependence, capacity for prolonged effort, patience, obedience, humility, courage, true heroism, love for home, love for parents, love for country, all should be woven on the loom of the school into the texture of the minds and hearts of children.

It is not difficult to get the children, even in the primary class, to help make the neighborhood prettier by now and then planting an acorn or other seed of either