

**A CHILD'S  
READER IN VERSE**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649450800

A Child's Reader in Verse by Emma L. Eldridge

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**EMMA L. ELDRIDGE**

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THE CHILD AT PLAY

# A CHILD'S READER IN VERSE

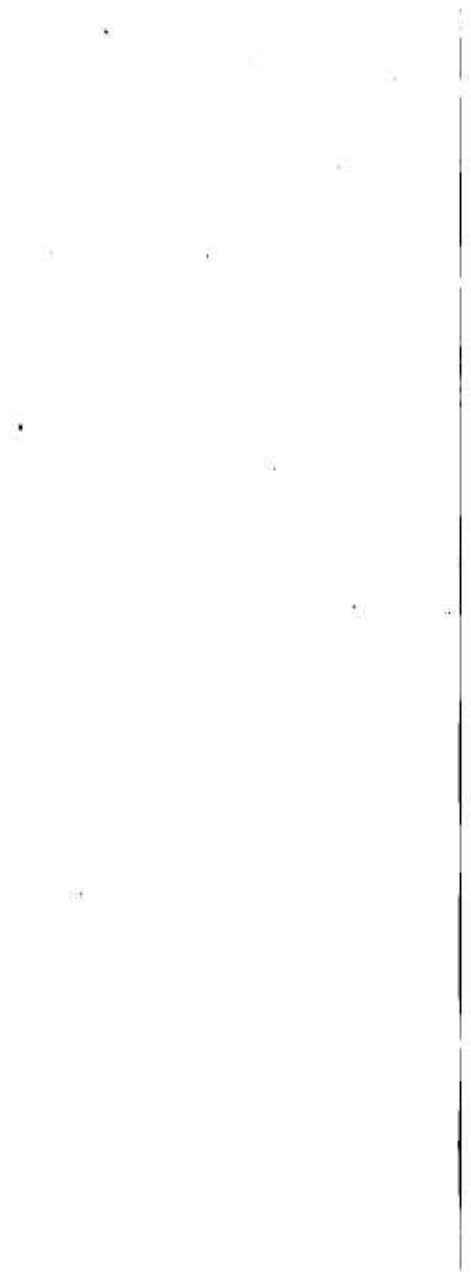
BY

EMMA L. ELDRIDGE



NEW YORK ·· CINCINNATI ·· CHICAGO  
AMERICAN BOOK COMPANY

THIS  
BOOK OF VERSES  
IS  
AFFECTIONATELY DEDICATED TO  
ELIZABETH AND MARGARET  
BY  
THEIR MOTHER





## PREFACE

THIS book was written with a keen appreciation of the needs of the primary school. Its purpose is twofold: to furnish reading lessons, each word of which will hold the pupil's attention; to make each lesson convey a thought that is worth the teaching—a lesson that will develop character and mental strength. The lessons have been written in verse because children love rhythm and rime, and these therefore assist in securing their willing attention.

The vocabulary has been kept strictly within the limitations of the primary pupil; for, no matter what thoughts a lesson may contain, when it exceeds these limitations it is worthless to the child.

Reading, in the final analysis, is getting thought from the printed page. It may be necessary while teaching reading, by the various methods, to use only such words as are required to develop those lessons, almost regardless of the thought contained; but the real purpose of reading, "thought getting," should by no means be overlooked in any grade. Therefore, for supplementary reading, where methods are for the time lost sight of, this book will be most useful.

Training the child, from the beginning, by means of well-selected material, to read thoughtfully and with appreciation is one of the royal roads to mind culture. Silly jingles are unsuitable for this purpose, because they underestimate the understanding of the child. On the other hand, many of the so-called "poems for children" are equally objectionable. It is a mistake to suppose that all poetry about a

child is interesting to him. Take, for instance, Eugene Field's poem, "Wynken, Blynken, and Nod." Many adults consider it beautiful, and so it is; but there are few children who really understand what it means. They fail to appreciate it because its imagery and deeper meaning are beyond their comprehension. The same is true with very much of the poetry in children's books.

It is often argued that such poetry will be recalled and appreciated in after years. Would it not be better to so train the children's minds with material which they can understand and appreciate, that they will be mentally equipped, when grown up, to appreciate the volumes of unread literature on our bookshelves?

In these verses I have tried to speak from the standpoint of the child, not forgetting the duties of a teacher. Conversation pertaining to the lesson should always be encouraged. The children should read a story two or three times, until they master the new words and get the trend of the thought; then the lesson should be reviewed, one thought at a time, and freely discussed. The children should be led to do the talking. Let them study silently, then tell the thought in *their own* words. It is not intended that these lessons should be read strictly in the order of the book. Select that lesson for each day which is most in accord with that day's work.

This book may also prove valuable when used to supplement the language lessons of the first or second year, as much of the subject matter is well adapted to illustrate and exemplify such work.

That this book may bring pleasure and profit to the children for whom it was written, with much love, is the sincere wish of the

AUTHOR.

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