

**BARNES' FIRST YEAR
BOOK: A SILHOUETTE
READER. ILLUSTRATED BY
MARY TUCKER MERRILL**

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Barnes' First Year Book: A Silhouette Reader. Illustrated by Mary Tucker Merrill by Amy Kahn

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AMY KAHN

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A SILHOUETTE READER

BY
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NEW YORK
THE A. S. BARNES COMPANY
1910

THE PREFACE

BARNES' First Year Book has been written with special reference to the practical work of the schoolroom. The lessons have been successfully used. While they are well within the child's understanding, great care has been taken not to simplify them too much.

Nature lessons, phonics, number lessons, recitations, memory gems, prose lines to be memorized, fables and games have been used.

The illustrations are a unique feature which the children will greet with delight. The silhouette has always possessed peculiar fascination for the young. The resourceful teacher turns this interest to good advantage by having paper cuttings made to illustrate stories. The charming silhouettes that are given will serve as models and will endear the book still more to the little ones.

Phonic lessons are very important and claim a large share of the book. Stories may be introduced for the phonic work. These stories are to be found in "Suggestions To Teachers."

Individual recitations in phonics will greatly aid the pupil. Phonics train the eye, the ear and the vocal organs. The ear is trained to hear the sound; the eye

to recognize the written expression of the sound, and the vocal organs are trained for distinct articulation and clear enunciation.

The lips and the position of the vocal organs when the child is uttering the sound must be carefully noticed by the teacher.

The nursery rhymes and the memory gems have been chosen from a selected list given for the first year pupils. "These," the New York City Syllabus says, "are to be memorized not only to give that which is beautiful in thought but to present certain forms of good English."

Stories for reproduction are to be found. Encourage the child to tell the story. Always insist on proper expression. Do not have a story reproduced till you and the child select the proper events in their right order.

By the use of rhymes, the pupils acquire readily a stock of sight words.

Selections for dramatization occur. Some are designated as such; many others may be chosen for that purpose. Dramatization is now generally recognized as an important feature, for it cultivates the imagination and encourages reproduction. Without this, it is frequently a difficult task for the child to express in words the story that has been told or read.

Selections to be read to the pupils are given; some in prose and some in poetry. These selections give the children pleasure, foster an interest in reading, and furnish the pupils models in oral expression.

The poetry that is read to the child or taught to him should instil a love for poetry.

Fables have been distributed throughout the book. These have an ethical value.

Lessons to inculcate moral truths are not forgotten. These are written to appeal to the child's better nature; to strengthen his desire for right doing.

The aim of the book has been to make the reading matter lifelike, interesting and instructive; to increase the child's vocabulary; to encourage natural and good expression, and to create a desire to read.

When the desire to read becomes fixed the field of literature is quickly open to the child.

This book is the product of the author's long experience with the little folks of the first year.

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AMY KAHN.

Baby
Baby



like
like

Baby, baby, baby.
Baby, baby, baby.

I like the baby.
I like the baby.



kitty See run.
kitty See run

See kitty.
See kitty

Run kitty run.
Run kitty run.

Kitty is pretty.
Kitty is pretty.