

**FIRST BOOK.
SUPPLEMENTARY
READING FOR
PRIMARY SCHOOLS**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649716418

First Book. Supplementary Reading for Primary Schools by Francis W. Parker & Louis H. Marvel

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

FRANCIS W. PARKER & LOUIS H. MARVEL

**FIRST BOOK.
SUPPLEMENTARY
READING FOR
PRIMARY SCHOOLS**

FIRST BOOK.

SUPPLEMENTARY READING

FOR

PRIMARY SCHOOLS.

BY

FRANCIS W. PARKER,

SUPERVISOR OF SCHOOLS, BOSTON:

LOUIS H. MARVEL,

SUPERINTENDENT OF SCHOOLS, GLOUCESTER, MASS.



LEACH, SHEWELL, AND SANBORN.

BOSTON. NEW YORK. CHICAGO.

Pr.

DEPARTMENT OF EDUCATION
STANFORD JUNIOR UNIVERSITY

588136

C

Copyright, 1880, 1881,

FRANCIS W. PARKER.

LOUIS H. MARVEL.

Norwood Press :
Berwick & Smith, Boston, U.S.A.

PREFACE.

THE imperative necessity of more reading for schools than one series of reading-books affords is acknowledged by all school authorities, teachers, and parents who have given the subject a thought. Of the many plans, comparatively new, to improve education, that of supplementary reading has met with little or no opposition.

The immense waste of time, toil, and money in keeping the long-suffering little ones for months, and even years, upon books which they learn by heart in a few weeks, is too apparent to need further argument.

These lessons are not published to take the place of a series of regular reading text-books. They lack the presentation of methods and scientific arrangement, which many excellent reading-books now published contain. They are recommended for use, either while reading the regular text-book, or after it has been read.

The lessons have been prepared in response to repeated demands of teachers under our supervision, for more reading for the children in primary grades. Primary teachers seem to be of one accord in the statement that *the great want is, plenty of very easy reading for pupils during the first year's work.* One, two, three, and even four ordinary first

readers do not furnish the necessary conditions for the learning of words thoroughly. These conditions are simply: sufficient repetitions of words in many different relations (sentences) to fix them firmly in the mind; and that the subject-matter shall be as interesting to children as the repeated combinations of a very few words will permit. Learning thoroughly, in this way, three or four hundred words is a sure foundation for excellent reading.

As has been already intimated, the constant repetition of a very few words requires extreme simplicity in the thought expressed. Critics of the *FIRST BOOK OF SUPPLEMENTARY READING* will say: "How simple!" "How silly!" "How stupid!" and so on to the end of the well-known chapter. When some genius in story-telling succeeds in making interesting stories with the few words that can be well learned during the first year, our humble efforts in this direction shall immediately cease. But we are painfully aware that, owing partially if not wholly to the following reasons, not more than two-thirds of the children, in most classes which have fallen under our notice, learn to read well:—

1. Learning to read is learning a vocabulary.

A word is learned when it instantly recalls the idea of which it is a sign, in whatever relation it may be.

2. A word is learned by repeated acts of association of the word with the idea it represents, and with other words recalling other ideas.

It can be taken for granted then, that a certain number of repetitions, varying according to the intensity of the associative act, is necessary to the learning of a word. If these conditions are not fulfilled, words will be half learned,—they will be vague and dim mental objects which must be constantly struggled with, in order to be used. Hence the great amount of stumbling, blundering, mechanical word-pronouncing, falsely called reading, in our schools.

As we have said, one or more first or second readers do not present opportunities enough for repetitions essential to learning a vocabulary. Before a few words which form the nucleus of a vocabulary are learned, new words are constantly added, and the struggle to learn on the part of most children is a painful operation. Learning a few words thoroughly should be the aim of the teacher.

“But some children do learn to read well,” urges the critic. We admit the fact thankfully. They learn to read well simply because the conditions above indicated are complied with. *The children who learn to read well have plenty of good reading at home.* Give all school-children the same advantages, and all of them will learn to read well. Our common schools are for the masses, not the few. *Supply schools with plenty of supplementary reading and the value of school-work will be enhanced a thousand-fold*

These lessons are presented to teachers as an attempt to help them to the necessary conditions for learning to read. They are advised not to confine by any means the

reading of their pupils to this and the regular reading-book. "Get all the good reading you possibly can."

To the teachers under our supervision, we are greatly indebted for their active aid in composing and criticising lessons. Mrs. L. L. FOLLETT, teacher of the lowest grade in the Coddington School, has written many of the lessons in the first book.

THE AUTHORS.

BOSTON, MASS., Sept. 1, 1880.

SUGGESTIONS.

1. A sharp discrimination should be made between reading as a purely mental act, and reading aloud.

a. *Reading* is getting thought by means of words arranged in sentences.

b. *Reading aloud* is the vocal expression of the thought thus gained.

The first is the valuable mental act, and to it (getting thought) the entire concentrated attention of both teacher and class should be given, during the lesson. Nothing of detail or analysis — as spelling, punctuation, pronouncing slowly, inflection, or emphasis — should stand in the way of the clear comprehension of the thought.

Reading aloud is the teacher's best means of knowing whether the thought is properly in the mind of the reader. In order to have reading aloud perform this very important function, the following rules must be observed:—

I. *Pupils should not be required to express a thought (read a sentence aloud) until the thought is in their minds; that is, until the sentence is mentally read.*

II. If the thought is in the mind, it will *control expression*, thus making attention to punctuation, mechanical emphasis, and inflection, not only unnecessary, but a great hindrance to the proper expression of thought. Capitals and punctuation aid the eye in taking in the thought, but have nothing whatever to do with the expression of it.