

**THE WALTER-KRAUSE  
GERMAN SERIES. FIRST  
GERMAN READER**

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The Walter-Krause German Series. First German Reader by Max Walter & Carl A. Krause

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FIRST GERMAN READER



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Wilhelm II.

THE WALTER-KRAUSE GERMAN SERIES

FIRST  
GERMAN READER

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## PREFACE

„Mehr Freude an der Schule.“

Our FIRST GERMAN READER is simple. Nevertheless, since we are addressing ourselves to adolescents, it is never childish, nor does it overlook the importance of introducing the student to a German atmosphere. The selections for reading, consisting of description, narration, and conversation, are arranged upon sound pedagogical principles, proceeding from the known to the unknown, from the better known to the less known, from the less difficult to the more difficult, from the immediate environment to which the pupil adjusts himself more readily, to the more remote. Definite grammatical phenomena are embodied in each piece. The *self-activity* of the student is stimulated everywhere.

Most naturally, we have followed our own BEGINNERS' GERMAN in the presentation of grammar topics. However, our FIRST GERMAN READER can be used to advantage in conjunction with or after any other Grammar. At all times, we have had in mind the limitations of actual class-room work. Our endeavor has been, above all, to insure on the part of the pupil the acquisition of a definite, realistic working vocabulary and of usable grammatical facts. The material and the vocabulary as well as idioms are in all essentials similar to those of our initial book. We desire to arouse and to sustain interest, to bring forth real effort, and to effect genuine direct *reading ability* in the student.

The principles enunciated in our BEGINNERS' GERMAN obtain, of course, likewise for this book. We again beg leave to give a few suggestions as to an effective mode of using our FIRST GER-

MAN READER — although no teacher is expected to tie himself down to one particular system:

- (1) Develop the material orally, with books closed.
- (2) Ascertain by questions and answers whether the pupils have the proper understanding of the oral work. Every answer should be repeated *by the class*.
- (3) Call for a continuous oral review of the whole piece.
- (4) Have the assignment read, individually and in chorus.
- (5) Let the matter covered be written or dictated.

*Never* let a wrong pronunciation pass muster. Do not assign a lesson unless it has been fully explained and prepared in class *by the living voice*.

The *questions* as laid down in our book are intended for the *student*, to insure proper review at home. Such review may be oral or written. Of course, these questions do not limit the individual teacher in any way and are merely suggestive. But they do outline the work of the pupil definitely so that the matter in hand shall be thoroughly dealt with and mastered. *Answers* should always be given in *complete* sentences.

We have added fifteen extracts for supplementary reading. They, in turn, are arranged in order of grammatical and syntactic difficulty. The melodies of the ten songs given in the body of the book, as well as five additional ones, are printed separately. The Grammatical Tables furnish only the absolute essentials of German accidence in systematic arrangement, and are reprinted from our basic book.

Yielding to repeated requests, we are giving an abstract of German grammar with brief explanations in German. This abstract contains a set of grammatical terms in German for practical use. We have purposely given the preference to Latin nomenclature since it is more widely employed in German higher schools, and since it is more readily intelligible to our American pupils.

The illustrations, we trust, will be welcomed by teachers and

pupils alike. They were chosen with much care and can be utilized to great profit in class.

We wish here again to acknowledge a debt to numerous American and German colleagues and friends who have served us by their keen criticisms or by helpful suggestions. We are especially indebted to Dr. A. Busse, Associate Professor of German, Normal College of the City of New York, for his valuable advice and aid in the critical reading of the proof.

THE AUTHORS.

APRIL 2, 1913.