

**FIRST YEAR  
LANGUAGE READER.  
[NEW YORK-1908]**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649587650

First Year Language Reader. [New York-1908] by Franklin T. Baker & George R. Carpenter & Katharine B. Owen

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.

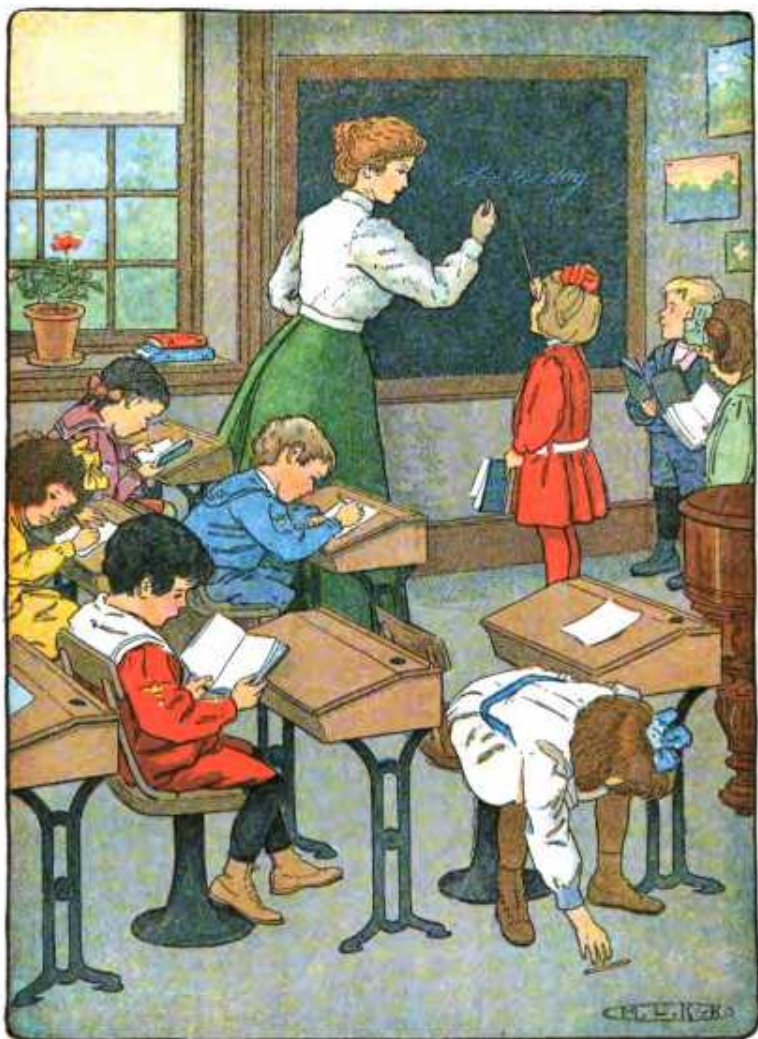
[www.triestepublishing.com](http://www.triestepublishing.com)

**FRANKLIN T. BAKER & GEORGE R. CARPENTER & KATHARINE B. OWEN**

**FIRST YEAR  
LANGUAGE READER.  
[NEW YORK-1908]**



FIRST YEAR  
LANGUAGE READER



GOOD MORNING, DEAR CHILDREN.

*See page 8.*

**FIRST YEAR**  
**LANGUAGE READER**

BY

**FRANKLIN T. BAKER**

PROFESSOR OF THE ENGLISH LANGUAGE AND LITERATURE  
IN TEACHERS COLLEGE

**GEORGE R. CARPENTER**

PROFESSOR OF RHETORIC AND ENGLISH COMPOSITION  
IN COLUMBIA UNIVERSITY

AND

**KATHARINE B. OWEN**

INSTRUCTOR IN THE CHARLTON SCHOOL  
NEW YORK CITY

*New York*

**THE MACMILLAN COMPANY**

LONDON: MACMILLAN & CO., LTD.

1908

*All rights reserved*

~~F73-1428~~

I

✓ Educ T 759.08.197

MACMILLAN LIBRARY  
TRANSFERRED FROM THE  
LIBRARY OF THE  
GRADUATE SCHOOL OF EDUCATION  
1936

an ~~and~~ University,  
Dept. of Education Library,  
Gift of the Publishers.  
8 10 1936

COPYRIGHT, 1906,  
BY THE MACMILLAN COMPANY.

Set up and electrotyped. Published March, 1906.  
Reprinted August, 1906; February, July, 1907; March,  
July, 1908.



## PREFACE

THE LANGUAGE READERS are based upon the general theory that the work in reading and the work in language should be brought into close relationship. Arguments for this theory are presented in the prefaces to the higher books of the series.

The main purpose of the reading work of the first two years must be to learn to read. By the general agreement of experience, nothing so hastens a child's progress as the *desire* to read and actual *practice* in reading. His desire to read is, in the first place, aroused by his teacher, and fostered by the pleasure he takes in the work. Not only the skill of the teacher, therefore, but the nature of the reading matter also, enters into the problem. For this reason, the editors and publishers have striven to make these books attractive to children in appearance and substance.

There is no absolutely best way of beginning the work. One of the best methods is to engage the pupils in conversation regarding objects which appear early in the book, and then show them that the things which they have said can be said in another way than by speaking, viz. by writing them on the blackboard in script or in print, or in both. When the

pupils have become used to this idea and have begun to recognize certain words as they recur, the book may be given them.

Their first task will be to accumulate a small stock of remembered words. These must appear again and again; and the teacher will see that there is a pleasure in identifying words and sentences as well as in the idea which a group of words conveys. Meanwhile, words must be pronounced and heard distinctly by both teacher and pupils. The element of sound is of great importance. The sound-word is to be brought into association with the word that is seen.

Just when the definite drill in phonetics should begin, teachers are not agreed. Some of them give this work at the very beginning; others postpone it until there is a stock of known words. It is probably safe to wait until the pupil knows fifty or more before asking him to attempt to analyze words into their phonetic elements.

When this work is begun, it should be, at first, an exercise apart from the reading, in order that it may get the pupil's whole attention. The oral word *dog*, for instance, is to be heard as *d-o-g*, and so pronounced by the pupil. When this has been done with a number of familiar words, a group of words similar in form, like *dog*, *log*, *hog*, may be analyzed into the initial sound and the two final ones, thus: *d og*, *l og*, *h og*, and the pupil be brought to see the similarity of form and sound of the *og* in each of the words. In like manner, drill in other sounds and phonograms will be given. When he is

able, by combining two known sounds and phonograms as *r* and *at* into *rat*, he has made the first step in reading for himself.

From this time on his work in phonetics should be not only an exercise in and for itself, but should be brought constantly into his reading lesson when he meets a new word or has forgotten an old one. He should be made to feel constantly that in his phonetic drill he has been given a tool whereby he may help himself.

There are many words of unusual form and spelling, whose necessity in discourse demands that they be introduced early. These should be learned as wholes, and not analyzed. So treated, they offer no difficulty.

The reading matter of this volume has been chosen with deference to the taste of children as manifested by many generations of devotion to Mother Goose and the folk tales of the nursery. It is believed that the familiarity of many of the selections is a guarantee of the children's desire to read them again. And in the child's earlier efforts to read he is not helped by having strange things set before him. The mere effort of reading presents enough of the new and difficult.

The teacher will naturally desire to make use of the children's liking for music. Most of the Mother Goose jingles have been set to music. A good arrangement of the old melodies has been made by J. W. Elliott.