

**SECOND YEAR
LANGUAGE
READER**

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Second Year Language Reader by Franklin T. Baker & George R. Carpenter & Katharine B. Owen

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SECOND YEAR LANGUAGE READER

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SECOND YEAR
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A FAIRY TOUCHED THE TREE WITH HER WAND.

See page 16.

SECOND YEAR
LANGUAGE READER

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PREFACE

THE LANGUAGE READER series is, as the name implies, a set of graded school readers in which one of the definite objects is the teaching of the language as well as the reading of good literature. This purpose has been more fully stated in the prefaces to the advanced numbers.

The present volume contains but little besides the reading matter itself. It seems best at this stage of the work not to complicate the page by the introduction of matter auxiliary to the study. Such assistance should be, and usually is, given by the teacher. It may, therefore, not be amiss to state several objects which the teacher should have in mind in this second year of the work in language.

1. It is the year in which the child should begin to gain a sense of confidence in his power to read. Children learn to read in much the same way as they learn to ride a bicycle or to skip a rope, that is by doing the thing eagerly and cheerfully. The editors have therefore sought to fill the volume with matter which children *can* read and will like to read. That is to say, they have regarded the exercise of reading as the main thing in this grade.

2. If the reading is to be intelligent, the children must be questioned about what they read and led to talk about it. And no teacher will fail to be alive to the importance of using both the oral and the silent reading.

3. The drill in phonetics given in the first year will ordinarily not be sufficient, and must be continued for a part, at least, of the second year. Some old things must be reviewed, some new things taught. For this reason the phonetic chart of the first volume is reproduced in this. But drill in phonetic groups which are already well enough known to be readily used is an unpardonable waste of time and energy. Phonetic exercises are only a means to the act of reading, not an end in themselves.

4. The forms of words — easy words as well as hard — must be noted. Spelling lessons which involve eye and ear, hand and vocal organs, should be given. It is especially important that the ordinary, everyday words be learned in this way. Transcription of sentences and short passages is a good exercise. But this formal work must not be intruded upon the reading in such a way as to kill the interest in either. The words and sentences used ought to be drawn from the things read; but the reading must be regarded as too important to be a mere adjunct to the language study. It is safer to have the two phases of the work done in separate lessons, except where the attention to words is necessary in order that the reading may proceed.

5. Composition, in the formal sense, belongs to later years. Oral composition of an informal kind, that is, free and interested talk, is the best kind of composition for this grade. What is done in writing should be short, easy, and as nearly voluntary as it is possible for school work to be. In no work of the grade will the difference in the precocity of the children be more apparent than in this. And the teacher need feel no concern if she cannot form anything like a "grade standard" in this work.