

**GOLDEN TREASURY
READERS.
SECOND READER**

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Golden Treasury Readers. Second Reader by Charles M. Stebbins & Mary H. Coolidge

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CHARLES M. STEBBINS & MARY H. COOLIDGE

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BY

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PREFACE

In the making of this Second Reader the authors have constantly kept in mind the necessity for three things,—child-interest in the material, self-activity on the part of the child, and a simple and effective method.

Child-interest in Subject-matter.—If we stop to inquire into the nature of the things in which the child of seven or eight, whether of the city or of the country, is most vitally interested, we shall find that it is by no means limited to the doings of other children. The child mind reaches out to all its varied environment and to the broad realms of fancy. It delights in animal stories, in brisk nature sketches, in stories of child adventures, and in myths, legends, and fairy tales. In all this variety, however, one element is essential,—life, or action. Brisk, lively accounts of happenings connected with people, animals, or plants are a perpetual delight.

Such is the nature of the material presented in this book.

Child-activity.—Children are naturally active. They must have some outlet for their buoyant energy. The system of reading that makes provision for the proper use of that energy cannot help being a thorough success. This book makes varied demands on the activities of the child. He is engaged in real conversations with his teacher and his fellow pupils; he is given the opportunity to relate stories to his class, to write stories to be read in the class-

room, and letters to his parents and friends; moreover, he has an abundance of stories that lend themselves readily to dramatization, a never-failing source of profit and pleasure to children.

The Method.—The method underlying the books of this series is so simple that it is absolutely unobtrusive, yet so effective that extraordinary results have been obtained by it in hundreds of school-rooms. It embraces not only reading, but the whole subject of English,—all that can be taught in the lower grades,—the phonic system of word-building, the story method of reading, oral relation of stories, written composition, and the inductive study of language. This work is all carried forward without any technical terminology; indeed, without the child's realization that he is learning the principles that underlie the study of English.

The Illustrations.—Too much cannot be said about the importance of proper illustrations,—illustrations that make a strong appeal to the child's natural interest, that inform him on subjects about which he should know, that stimulate his powers, that make use of his active imagination and develop an elevated taste. The illustrations in this book not only fulfill these requirements, but they also offer a never-failing source of material for conversation, for more formal composition work, and for genuine nature study.

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