

**SECOND PRIMARY
LANGUAGE BOOK**

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Second Primary Language Book by O. S. Reimold

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LANGUAGE BOOK**

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BY

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FORMERLY DIVISION SUPERINTENDENT OF SCHOOLS
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PREFACE

THIS book aims to develop logically the work begun in the First Primary Language Book, and to give the pupil a knowledge of the simplest principles of the English language and an understanding of its structure that will be a solid foundation for all his subsequent study. In addition it gives special attention to the correction of those errors which are universal among Filipino students during the first years of English work. The fact that most children leave school upon completion of the primary course makes this feature especially important.

Many exercises and drill devices are provided to give the pupil that unconscious familiarity with correct forms so essential for conversational use of the language. Bearing in mind both the importance and the difficulty of the study of the verb, the author has taken care to present the work on the primary tenses of verbs in simple, untechnical language. In the treatment of sentences—affirmative, negative, and interrogative—word order receives particular attention.

Clear, concise, and logical expression is aimed at in all exercises. The lessons on informal letter writing and simple business correspondence present interesting material for composition work and give the pupil a useful, practical training. Further material for composition work is suggested by the series of Robinson Crusoe stories. These stories, dealing with Crusoe's long exile on a tropical island, his primitive industries, his inventiveness, and his perseverance, present many valuable object lessons and will hold the child's interest throughout the book.

The teacher will find that the needs of the crowded school have been kept in mind. The simplicity of explanations, the explicit directions for all work, and the question method of developing topics, will help the pupil to help himself. The frequent notes, the suggestions to teachers, and the pages of conjugations in the back of the book will help the teacher and tend to lighten his work.

In the preparation of the manuscript, the author has had valuable assistance and suggestions from a number of persons of experience

in Philippine schools, as well as from experts in the teaching of foreign languages to children. The book was sent to the Philippines in proof form, and was criticised and tested by teachers in actual practice. The author desires to extend special thanks to Miss Margaret A. Purcell, John W. Ritchie, Parker H. Fillmore, Walter I. Chapman, Miss Gertrude E. McVenn, Miss Mary H. Fee, Mrs. Pearl B. Carter, J. V. Barrow, Russell Trace, E. H. Hammond, George L. Swank, Austin Craig, H. C. Theobald, W. E. Chapman, Lot D. Lockwood, James C. Scott, W. W. Marquardt, Will S. Ireys; also to W. L. Harrington, author of a series of books for non-English-speaking people, and Phil. Huber, Superintendent of Schools, Saginaw, Michigan.

The Revised Edition, which contains twenty-four additional pages, incorporates the latest recommendations of the Advisory School Texts Committee, to whom all changes and additions were submitted before the book was published in this final revised form.

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