

**INDIANA STATE
SERIES;
SECOND READER**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649700165

Indiana State Series; Second Reader by Charles H. Allen & John Swett & Josiah Royce

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

CHARLES H. ALLEN & JOHN SWETT & JOSIAH ROYSE

**INDIANA STATE
SERIES;
SECOND READER**



INDIANA STATE SERIES.

SECOND READER.

BY

CHAS. H. ALLEN,

Principal California State Normal School.

JOHN SWETT,

Principal Girls' High and Normal School, San Francisco;

Ex-State Supt of Public Instruction, California.

JOSIAH BOYCE, Ph. D.,

Instructor in Philosophy in Harvard College.

REVISED BY

Indiana State Board of Education.

INDIANAPOLIS, IND.:

INDIANA SCHOOL BOOK CO.

Edgewood T 458.94.135

HARVARD COLLEGE LIBRARY
GIFT OF
GINN & COMPANY
MARCH 17, 1927

COPYRIGHT, 1883, BY
A. L. BANCROFT AND COMPANY,

COPYRIGHT, 1888, BY
JAS. E. BLYTHE,

COPYRIGHT, 1894, BY
EDWARD HAWKINS,

SUGGESTIONS TO THE TEACHER.

Pronunciation of New Words.—The new words in each lesson have been separated into two groups,—one made up of those that are similar to words already known, and the other of those that are dissimilar. Through the first part of the Second Reader, these similar words are printed in heavier type, and are followed by a brace including a word or words the children have learned that will help in the pronunciation. In the other words, most of the sounds are indicated by diacritical marks, and the words are separated into syllables and the accent shown. Great stress should be put upon the first plan of pronunciation. The pupil may frequently be assisted by reading the sentence in which the word occurs, the right pronunciation being suggested by the meaning. The context should be used if the pronunciation, from a view of the word itself in connection with other like words, does not suffice.

In the second part of the book, the words which the pupil should be able to pronounce by means of old ones are placed in heavier type, but the known words are not suggested. After having these known words given through the last part of the First Reader and the first part of the Second, the pupils should be able to suggest these similar words themselves.

Script and Language Exercises.—As it is not the purpose of a Reader to take the place of a copy book or of

a language book, these exercises are introduced mainly as being suggestive of different phases of work that may be done in these lines; and it follows that a great deal more work should be done than is here given.

Spelling.—To most of the lessons is appended a list of words to be spelled. The words selected are those which at this stage of the work the child may wish to use in his written exercises, and *not* necessarily the new words in the lesson. Occasionally there are lessons without a list of these words, and, if desired, reviews may be conducted in these places.

Nature of the Reading Work.—The teacher must see clearly that true reading is an *act of the mind* and not an act of the lips only. The great end in reading is to give the child readiness in getting the thought out of printed and written language. It is a good thing to be able to express this thought well; but, after all, this is a secondary matter, and besides, if the thought is fully comprehended, the oral expression of it is comparatively easy.

There are so many phases of a selection, that it is well to state definitely to the class just what is wanted at each preparation. It may be that the teacher desires the child to construct a definite picture for himself, and in most lessons this is sufficient for a single exercise. Then the recitation may consist of a statement of the elements entering into this picture, and the parts of the lesson that show they should have such a picture.

It is just as necessary that the pupil should state the exact language of the selection which is his authority for

inserting the different elements in his picture, as it is that he should construct the picture itself. The ability which the child should get from these reading lessons to construct pictures is valuable, but not as valuable as the habit of being able to analyze the language thoroughly, and to hold himself to its exact requirements. The construction of a picture with the strictest fidelity to the meaning of the language is a much more judicious exercise of the imagination than is the construction of a picture according to the mere fancy of the reader.

Or, the work of the recitation may be to determine just what was the author's purpose in writing this lesson,—whether he was anxious to give us some point of knowledge valuable in itself; whether he wished us to have a feeling of beauty, admiration, love, hate, or contempt; or whether he hoped to make us act in a certain way. And other phases may be suggested; but whatever phase is taken, the language itself should be as carefully considered as is suggested in regard to the construction of pictures. To say, "Study the lesson," is by far too indefinite a direction to lead to the most successful work. Tell the class what points to look for or to determine.

The *oral* reading should be the *last* thing done in the work on any lesson. It is, in the main, a test of how well the pupil has gotten the thought, and should not come until the lesson has been thoroughly discussed.

It is a good plan to take up a lesson occasionally without any reference to the list of new words at the head. Often a pupil will not find a word hard, and not think of its being new, if his attention is not called to it at first.

Supplementary Reading.—Encourage the pupils in reading selections in papers, magazines, and other Readers, and occasionally have a recitation upon a selection from some other than this Reader. At the close of the book, several sources of good supplementary reading are mentioned.