

**GRADED LITERATURE
READERS:
SECOND BOOK**

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Graded Literature Readers: Second Book by Harry Pratt Judson & Ida C. Bender

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HARRY PRATT JUDSON & IDA C. BENDER

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Kate put out her hand to touch the doll. (See page 106.)

GRADED LITERATURE READERS

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SECOND BOOK



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PREFACE

It is believed that the Graded Literature Readers will commend themselves to thoughtful teachers by their careful grading, their sound methods, and the variety and literary character of their subject matter.

They have been made not only in recognition of the growing discontent with the selections in the older readers, but also with an appreciation of the value of the educational features which many of those readers contained. Their chief points of divergence from other new books, therefore, are their choice of subject matter and their conservatism in method.

A great consideration governing the choice of all the selections has been that they shall interest children. The difficulty of learning to read is minimized when the interest is aroused.

School readers, which supply almost the only reading of many children, should stimulate a taste for good literature and awaken interest in a wide range of subjects.

In the Graded Literature Readers good literature has been presented as early as possible, and the classic tales and fables, to which constant allusion is made in literature and daily life, are largely used.

Nature study has received due attention. The lessons about scientific subjects, though necessarily simple at first, preserve always a strict accuracy.

The careful drawings of plants and animals, and the illustrations in color—many of them photographs from nature—will be attractive to the pupil and helpful in connection with nature study.

No expense has been spared to maintain a high standard in the illustrations, and excellent engravings of masterpieces are given throughout the series with a view to quickening appreciation of the best in art.

These books have been prepared with the hearty sympathy and very practical assistance of many distinguished educators in different parts of the country, including some of the most successful teachers of reading in primary, intermediate, and advanced grades.

INTRODUCTION

It has been possible in the Second Reader to give more selections of a purely literary character than in the First. Among less familiar stories it has been thought wise to include a number of the old-time favorites, which are perennially fresh and charming to children.

Some of the stories are rather longer than those usually given for this grade. These have been found more interesting to pupils than the usual short and fragmentary selections. Any inconvenience which might arise from their length is removed by their careful division into sections.

The lists at the head of the lessons include all new words, except simple derivatives formed by the addition of one or two letters to the primitives. Pupils are taught the formation of these by simple exercises early in the book.

Some lessons may appear a little difficult owing to the number of words at the head of the selections. It has been thought better, however, to include every one of the new words. The teacher will exercise her own discretion as to assigning them for study. In actual use the book will be found no higher in grade than other books which omit word lists entirely or give only a few of the more difficult words at the head of each lesson.

The frequent language and phonetic exercises are varied and suggestive, and are devised so that the teacher can expand or contract them at will. Words which do not occur in the text of the reading lessons proper, are occasionally used in the phonetic exercises to give practice in combining familiar sounds.

The last pages are given to a list of words used in this book which were not in the First Reader. This will be valuable for review and for drill in pronunciation and spelling; it will also prepare the pupil for the use of a dictionary.

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