

**THE HORACE MANN
READERS.
SECOND READER**

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The Horace Mann Readers. Second Reader by Walter L. Hervey & Melvin Hix

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WALTER L. HERVEY & MELVIN HIX

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BY

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THE HORACE MANN READERS

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FOREWORD

IN the school life of the child, the Second Reader stage should be a period of steady and rapid growth in power; this is the key-note of the Horace Mann Second Reader. Its contents have been carefully graded both as to difficulties of language and of meaning. It includes cumulative pieces that well-nigh read themselves; stories for straight-away reading, in which the new words are few and easy; a vocabulary consisting largely of phonic words; and a nice adjustment of phonic exercises whereby the children master new phonic words before, but only just before, the lessons in which they first occur.

Moreover, in common with the preceding books of the Series, the Second Reader avoids hindrances to progress; treats phonic work as a means, not as an end; aims to avoid over-analysis, the excessive use of diacritical marks, and the fatal substitution of word-getting for true reading.

The form of literature best adapted to the Second Reader stage is, as every one agrees, the story. This may be either prose or poetry; short or long; fable, anecdote, or fairy tale; fact or fancy; but it must be a well-knit whole with its parts in due relation; and it must be a true, vivid, and interesting picture of life,—life as it appears, or should appear, to the eyes of childhood. It is of such stories that the reading material in this book chiefly consists.

Stories of this kind are in the highest degree educative; they give to the child that sense of completeness and orderly con-

tinuity which no other form can at this stage supply; they give a widening view of the world to those whose outlook would otherwise be narrow and mean; they not only give pleasure and win to a love of reading, but they waken that feeling of wonder which is the beginning of culture, enrich imagination, form judgment and taste, arouse emotion, and play upon the will; in a word, they promote that vital interest and that sustained self-activity whereby alone progress is possible.

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