

**THE CHARACTER BUILDING
READERS. SECOND
READER - PART TWO**

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The Character Building Readers. Second Reader - Part Two by Ellen E. Kenyon-Warner

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ELLEN E. KENYON-WARNER

**THE CHARACTER BUILDING
READERS. SECOND
READER - PART TWO**



GEORGE WASHINGTON

THE
CHARACTER BUILDING READERS

BY

ELLEN E. KENYON-WARNER, Ph.D.

AUTHOR OF "THE CULTURE READERS"; JOINT AUTHOR OF THE
"WARD RATIONAL READERS"

SECOND READER—PART TWO

COURAGE

Moral Effect Sought: The dominant note in this book is *courage*. Not only courage as shown by acts of heroism, but also the courage that expresses itself in perseverance, patience, and self-conquest.

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INTRODUCTION

THERE is a rhythm in growth.

Interest swings like a pendulum between the self and the not self; between the personal and the abstract; between the affections of the heart and the conceptions of the mind; between the gentler and the sterner ideals of life and conduct; from beauty to duty and back again.

The mere babe first gazes with astonishment on the newest or most noticeable thing in view and then wishes to act upon it. Sentiment dawns under stimulation by mother or kindergarten. The kindergarten systematically recognizes the rhythmic action of the mind within its range of interests. The Character Building Readers continue the moral culture of the child under this law. The successive awakenings they endeavor to promote — to clear perceptions of and enthusiasm for (1) mother-love, tenderness, chivalry, etc.; (2) industry; (3) coöperation and helpfulness; (4) courage and perseverance — follow the natural swinging of the pendulum of growth.

This book contains sufficient matter on former lines to keep alive the sentiments previously trained, and a few pieces meant for relaxation and recreation only. Its more distinctive effort is to repeatedly stir those feelings which prompt a noble emulation of what are commonly regarded as the more masculine virtues in contradistinction from the more feminine as taught in the preceding books. Moral *fiber* begins to form and knit as these ideas possess the imagination and inspire the will.

The Natural Method of teaching has been sufficiently presented in the previous numbers of the Series. It is to take from the text of each day's study, whether in the reading lesson proper or any other subject, the words most worthy of attention, and to group them with others of their kind, selecting some portion of the word that stamps it peculiar as the principle deciding the group. For instance, should the word *inveigh* occur, let the class recall all the words they know in which the sound of long *a* is represented by the letters *igh*. The word *pneumonia* suggests a dictionary search for words beginning with *pn*. If the children are not yet able to consult the dictionary, the teacher should provide herself with a short list for blackboard presentation and written spelling.

THE AUTHOR.

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