

**BANCROFT'S
SECOND READER.**

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Bancroft's Second Reader. by Chas. H. Allen & John Swett & Josiah Royce

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A FEW WORDS TO THE TEACHER.

In preparing this book to succeed the first book of the series, the authors have had in mind a certain standard of proficiency to be attained by the pupil before his promotion to this Reader. To secure the best work, the standard which is here briefly outlined, must have been reached.

1. The pupil should be able to pronounce readily, at sight, all words used in the First Reader.

2. To read easily and naturally the simple stories in Part II of that Reader.

3. To spell by sounds all words given in the phonic exercises of the First Reader, and any similar words given by the teacher.

4. To spell by letter—not all, but all the more common words used in the preceding Reader.

Pronouncing Exercises.—The more difficult words are printed, with diacritical marks, at the beginning of each lesson, and, as in the First Reader, should be carefully pronounced before the reading lesson is studied.

Phonic Spelling.—This exercise is systematically continued, and in this book no pains should be spared to train the voice so as to secure pleasant tones, full enunciation, and distinct articulation. This is, indeed, the proper time to secure the best results from vocal exercises. Be careful to see that the "school tone," so often found among pupils of this grade, is avoided.

Script Work and Language Lessons.—A Reader is not the book from which to teach penmanship or grammar, but writing and language exercises should be made to assist in the comprehension of the reading, and in adding interest to it.

The *script* exercises in this book will give abundant practice in copying, and if the teacher will always demand the best the pupil can do, excellent results will follow.

The *Language Lessons* will familiarize the pupil with the use of words, increase his vocabulary, enable him to construct easily, simple sentences, and may be so taught as to be intensely interesting. These lessons have been carefully graded, and, in each case, are meant to be rather suggestive than exhaustive.

Supplementary Reading.—The teacher should secure as much supplementary reading as possible. In this grade, no difficulty will be found in getting suitable books. A pupil rarely reads well who has read from his school reader only.

Model Questions.—To some of the lessons model questions have been appended. These are designed to be suggestive of questions to be asked on other lessons. They should not, generally, be such as require only verbal memory, but such as call for thoughtful study, compelling the pupil to observe and compare, to reflect and judge. In all cases, to secure proper study, they should be asked *before* the lesson is read in the class.

Spelling.—Pronouncing exercises are not always the best spelling lessons. To most of the reading lessons, therefore, groups of words selected for spelling are specially added. From the "Pronouncing Exercises" such words only are taken as are most desirable for the purpose.

Conclusion.—As the end to be secured is *good reading*, the pupil should be trained to read each lesson *well*. Let the standard be such reading as would be acceptable around the fireside, at home.

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1. LEARNING TO SPIN A TOP.

PRONOUNCING EXERCISE.

| | | | |
|---------|--------|-------|---------|
| lĕarned | strĭck | thĕir | ĕould |
| stŏpped | grōund | quĭte | ġāme |
| lāughed | smŏōth | wārm | strĭngs |

The questions at the end of this lesson, and all questions upon any reading lesson, should be asked after the lesson has been studied, and before it is read in the class.

1. "Come, boys," said Ned, "let us have a game of top. It is a fine, warm day."

2. So the boys took their tops and strings and went out to a smooth, hard place, and made a ring with chalk.

3. Ned could do best, for he had