

**THE BATTERSEA SERIES OF
STANDARD READING
BOOKS FOR BOYS. BOOK
II. FOR STANDARD II**

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The Battersea Series of Standard Reading Books for Boys. Book II. For Standard II by Evan Daniel

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EVAN DANIEL

**THE BATTERSEA SERIES OF
STANDARD READING
BOOKS FOR BOYS. BOOK
II. FOR STANDARD II**

THE BATTERSEA SERIES
OF
STANDARD READING BOOKS
FOR BOYS.

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BOOK II.
FOR
STANDARD II.

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PREFACE.

THIS series of Readers is intended to follow 'The Battersea Primers,' but, being graduated in accordance with the requirements of the New Code, may be used with any Primer.

The aim of the Editor in the earlier books has been to lighten, by the attractiveness of the lessons, the labour of overcoming the mechanical difficulties in learning to read, and to give children a taste for reading. Once a child has been got to *love* reading, his progress is sure and rapid.

The later books contain much interesting and useful information, but all through the series the Editor has subordinated the communication of knowledge to the primary object of a Reader, viz., the teaching a child to read. When the difficulties of scientific lessons are superadded to the difficulties that

belong to reading proper, it is not surprising that both science and reading suffer.

The plan of Books I. and II. has been to place at the head of each lesson the chief words occurring in it, and at the end a few sentences in which the words are used in fresh combinations. These combinations the teacher is recommended to multiply for himself. Young children do not derive much benefit from verbal explanations, but they readily pick up the meaning of a word, by induction, from examples. This is, of course, the way in which they first learn to speak. In Books III. to VI. words are explained, but here also examples are given to illustrate the use of the word glossed. This is a novel feature in reading books, and the writer attaches considerable importance to it. The common defect in reading in our elementary schools is lack of intelligence. This is largely owing to the limited vocabulary of the children. They are often called upon to read an unknown language. No opportunity, therefore, should be thrown away of

familiarizing their minds with the meaning of the words which occur in the books they employ.

The Editor would strongly urge upon teachers the importance of getting children to *prepare* the reading lessons. Five minutes spent in learning the hard words, by way of preparation, would save much loss of time in the progress of the lesson, and would render needless those constant interruptions by which, to the hindrance of an intelligent comprehension of the passage read, and to the great discouragement of the learner, the continuity of the reading is so frequently broken.

The Editor has to express his grateful acknowledgements to many authors and publishers for their kindness in allowing him to make extracts from their works.

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