

**THE NEW
MCGUFFEY
SECOND READER**

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The New McGuffey Second Reader by William Holmes McGuffey

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WILLIAM HOLMES MCGUFFEY

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NEW MCGRAW, SECOND E.
E-P 2

PREFACE

THE present revision of *McGuffey's Readers* has been made with due recognition of the advancement that has taken place in methods of instruction since the appearance of the former edition somewhat more than twenty years ago. While embodying those features which represent the latest and best ideas relative to the theory and art of teaching reading, this new edition retains those distinguishing characteristics which have given to the McGuffey series a more widespread and enduring popularity than has ever been attained by any other school text-books. More than half of the selections used are new to the series, and all have been carefully revised and adapted in conformity with the general plan of this revision. The aim has been, while avoiding experiments and whatever may prove to be of short-lived interest, to hold fast to all those features that are worthiest and most valuable, whether new or old.

Lessons inculcating worthy ideas in regard to right thinking and right living form a considerable portion of the contents of this book. Stories relating to common objects and phenomena of nature are so presented as to encourage habits of observation and inquiry. Selections from the most popular writers for young people are given, and the pupils are introduced to a few of the best and most enduring productions in modern literature.

The transition from the preceding book is without any break or unexpected difficulty; and care has been taken throughout the volume to make the pupil's progress evenly gradual. Only a few new words are used in each selection, and all such as would present the slightest difficulty to the learner are given in an appropriate word list at the head of the lesson. These the pupils should learn to recognize by sight, as well as to spell and pronounce by the aid of the diacritical marks that accompany them.

INTRODUCTION

TO THE TEACHER: It is not intended that the pupils shall begin the book by a formal study of this introductory chapter. It contains, however, certain facts relative to the mechanics of reading, with which every child should become familiar while studying the Second Reader. It is the teacher's duty to present these facts gradually and in an interesting manner, illustrating them by practical reference to their application in the reading lessons. Here are materials and suggestions for many interesting and valuable oral lessons.

The Sounds of the Letters.—There are twenty-six letters in the alphabet. Six of these letters are called vowels; all the rest are called consonants.

The six vowels are *a, e, i, o, u, y*.

The twenty consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z*. The letter *y* is a consonant when it is followed in the same syllable by *a, e, i, o, or u*.

Each letter has at least one sound; some of the letters have several different sounds. In the dictionary and also in the word lists in this book certain marks are used to show the different sounds of the vowels. These marks help us to know just how the word in which they are used is pronounced.

The long sounds of the vowels are shown as follows:—

<i>ā</i> , as in <i>gāte</i> .		<i>ē</i> , as in <i>shē</i> .
<i>â</i> , " <i>câre</i> .		<i>ê</i> , " <i>hêr</i> .
<i>ä</i> , " <i>ärm</i> .		<i>î</i> , " <i>îçe</i> .
<i>â</i> , " <i>lâst</i> .		<i>ô</i> , " <i>cöld</i> .
<i>â</i> , " <i>ball</i> .		<i>û</i> , " <i>ûse</i> .

ÿ as in *flÿ*.

The short sounds of the vowels are marked thus:—

ǎ, as in <i>ǎm.</i>		ǫ, as in <i>dǫg.</i>
ě, “ <i>pět.</i>		ǔ, “ <i>ǔp.</i>
ĭ, “ <i>ĭn.</i>		ŷ, “ <i>mŷth.</i>

Other sounds are shown by still other marks, as:—

a, as in <i>what.</i>		ōō, as in <i>schōōl.</i>
ê, “ <i>thêre.</i>		ōō, “ <i>bōōk.</i>
ī, “ <i>sīr.</i>		ô, “ <i>fôrk.</i>
ò, “ <i>sòn.</i>		õ, “ <i>wõrk.</i>
o, “ <i>wolf.</i>		u, “ <i>full.</i>
o, “ <i>to.</i>		û, “ <i>bûrn.</i>

u, as in *rude.*

Some of the consonants also have two or more sounds, and are marked as follows:—

e, as in <i>ean,</i>	<i>has the same sound as k.</i>				
ç, “ <i>içe,</i>	“	“	“	“	“ s.
ġ, “ <i>ġem,</i>	“	“	“	“	“ j.
n, “ <i>think,</i>	“	“	“	“	“ ng.
ş, “ <i>iş,</i>	“	“	“	“	“ z.

Sometimes two vowels are required to form a single sound, as:—

ōō in <i>rōōm.</i>		oy in <i>boy.</i>
ōō “ <i>lōōk.</i>		ou “ <i>round.</i>
oi “ <i>toil.</i>		ow “ <i>cow.</i>

Sometimes two consonants are required to form a single sound, as:—

th in <i>thĭn.</i>		sh in <i>shĕll.</i>		ph in <i>ĕl'e phant.</i>
th “ <i>thĭs.</i>		gh “ <i>laugh.</i>		qu “ <i>pique.</i>

Silent Letters.—In many words one or more letters are used that are not sounded at all. Such letters are called silent letters, and are usually not marked. Name the silent letters in the following words:—

wāke	ōft'en	light	taught
bōat	měad'ow	stāirs	čarn
bēach	thick	heārts	hān'dle

PUNCTUATION

In whatever you read you will find, besides the words, certain marks called *punctuation marks*. These marks are used to help make the meaning clear.

A **period** (.) is used at the end of a complete statement, as:—

All the children are happy to-day.

A **question mark** (?), or interrogation point, is used at the end of a question, as:—

Do you know why?

An **exclamation mark** (!) is used after words or sentences that express pleasure, surprise, or some other sudden thought or feeling, as:—

Oh, look at the moon!

A **comma** (,) is used to separate the parts of a sentence.

The **semicolon** (;) and the **colon** (:) are also used between the parts of a sentence, but where the separation is more distinct than that shown by a comma.

A **hyphen** (-) is used at the end of a line when a word is divided and part of it carried to the next line, as in the second line on page 10.

CONTENTS

	PAGE
The First Day of School	9
Lucy's Garden	11
Henry's Train	13
The New Book	14
The Full Moon	15
Going to Town	16
Our Teacher's Story	20
The White Rabbits	21
Birdie and Baby	22
The Bird's Nest	23
The Little Birds	25
Happy Children	27
The Mice	28
The Little Schoolboy	29
The Winds	32
The Pet Lamb	33
The Bee	35
A Kind Brother	37
The Mother Bird	38
The New Boat	40
The Ant	43
The Dove	44
The Hunter	45
The Brook	46
Henry and his Dog	47
How the Dog saved Henry	49
The Quarrel	51
The Sail	53
The Swing	56
The Fireside	57
The Cat and the Fox	59
The Squirrel to the Little Boy	61