

**A TEACHER'S COMPANION TO
"READING IN A TWELVEMONTH"
OR THE PROBLEM OF TEACHING
TO READ**

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A Teacher's Companion to "Reading in a Twelvemonth" Or the Problem of Teaching to Read by
A. Sonnenschein

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A. SONNENSCHIN

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BY
A. SONNENSCHNEIN

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PREFACE.

THE four parts of *Reading in a Twelvemonth*, to which this little book may be regarded as a Teacher's Companion, adhere in the main to the principles that underlie *The English Method of Teaching to Read*, first published for myself and Professor Meiklejohn in 1869 by Messrs. Macmillan & Co. The experience gained by myself and many other teachers in using the books during this long intervening period has revealed many grave defects in the adaptation of the method to the requirements of elementary schools: tedious redundancies have been cut out, gaps filled up, and numerous other blemishes rectified or removed.

A desire to make the reading Exercises more attractive to children has entailed the necessity of altering the sequence and gradation of the lessons, all of which are entirely new, and of adding illustrations to some of the sentences and stories.

I have to thank Messrs Macmillan & Co. for their courtesy in consenting to my publication of a new series of Readers.

A. SONNENSCHN.

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INTRODUCTION.

ON TEACHING TO READ.

CHAPTER I.

"She could read any English book without much spelling."

—GOLDSMITH.

§ 1. THE exact meaning of the above passage is perhaps not very clear to the general reader. The present writer remembers the time when it was not an uncommon practice for an unskilful reader to stop at a difficult word and spell it out letter by letter, and often very absurdly too. To acquire the knack of reading with ordinary fluency was considered quite an attainment, on which years, literally years, were spent, and indeed are still spent. In the *Western Mail* of the 29th of March, 1899, a certain Mr. John H. Lucas, discussing the subject of teaching to read, narrates that he is the father of three boys, respectively twelve, nine, and eight years old. Tom, the oldest of the three, is a "Sixth Standard Boy," and being required to read aloud a passage from the *Western Mail* felt difficulty in reading such words of perfectly regular structure as "fulmination," "preponderance," "representative," "humane," etc. And yet this boy had been six years at school! Next his brother Will, nine years old, tried his hand and failed still more completely, whilst the neighbour's child, slightly younger than Will, "read