# THE CHILDREN'S SECOND READER

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The Children's Second Reader by Ellen M. Cyr

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## **ELLEN M. CYR**

## THE CHILDREN'S SECOND READER



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## SECOND READER

BY

ELLEN M. CYR

AUTHOR OF THE CHILDREN'S PRIMER, ETC.

BOSTON, U.S.A.
GINN & COMPANY, PUBLISHERS
1894

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#### PREFACE.

If "Heaven lies about us in our infancy" the realm of poetry cannot be far distant. It is a significant, as well as a beautiful fact, that our poets have been so noble and true that we are glad to have the children learn of them. They have manifested, too, such a love of innocence and childhood in their home lives, that the little ones who never have had the privilege of looking into their faces may yet understand this beautiful relationship, and so, being drawn closer to their lives, appreciate and love their poems.

In introducing the poets Longfellow and Whittier into the following pages the author has not undertaken any comprehensive account of their lives; but the purpose has been to picture them to the children in such a way as to make them real personages, and also to lead up to such of their poems as appeal to the little ones.

There is generally a period in childhood when life seems very real and prosaic. The make-believe plays are discarded, fancies are ridiculed, and flights of imagination are looked upon with scorn. While it is of the greatest importance that the practical side of life should open before them, and that they should look duty and responsibility squarely in the face, the imagination should be carefully cherished, for it is a God-given faculty and plays an important part in every life.

For this reason, let true poetry, with its choice language, be presented to the little child, explaining such words as lie outside his vocabulary, and fostering the power to see

> "Sermons in stones, Books in the running brooks, And good in everything."

The poems of Longfellow and Whittier are introduced by permission and arrangement with Houghton, Mifflin & Co., and are intended to be read by the teacher to the children, so that the thought may not be marred through mechanical effort and lack of interpretation.

After this rendering, when the class seem to have caught the spirit of the poem, they may read it silently, and perhaps some poems may be read aloud by the children; but never allow the beauty of thought to be carelessly dealt with by the little ones.

The other stories are closely allied to Nature-work and child-life, as it has been judged wise not to confine the lessons in a reading-book of this grade too closely to one line of thought.

This book is sent forth with the hope that many little hearts may catch something of love and reverence for these two poets.

ELLEN M. CYR.

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