

**THE ALDINE
READERS; A
SECOND READER**

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The Aldine Readers; a Second Reader by Frank E. Spaulding & Catherine T. Bryce

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FRANK E. SPAULDING & CATHERINE T. BRYCE

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A SECOND READER

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PREFACE

THIS Second Reader, like the two preceding books of the Aldine Series, combines material and method in such a way that the former does not suffer, while the latter gains by the combination. That is, the subject-matter of the book, both the text and the illustrations, is just as suitable and just as interesting as it could be made were there no such thing as method; indeed, the sole sign of method, as one reads the book, is the parenthesis about certain words preceding the stories. At the same time, this subject-matter, both the text and the illustrations, embodies in systematic arrangement the most effective principles of mastering the mechanics of reading.

Children who have read thoroughly the preceding books of this Series have acquired independence, the habit of self-reliance, and the power of self-help to such a degree that they will be able to master this book with little or no direct aid from the teacher. And when they have thus mastered this book, they will be good readers. That is, so far as the mechanics of reading is concerned, they will be able to read unaided anything which they can

understand; so far as the subject-matter is concerned, they will be able to understand from the printed page anything which they can understand through the spoken word. More than this, if the teacher has contributed her part, most such children will have realized the utility and tasted the real delights of reading to such an extent that they will continue to read of their own accord; most of them will also be good oral readers, reading with appropriate expression and genuine enthusiasm.

These statements are not mere predictions of the hoped-for results of untried theories; they are simple, unexaggerated expressions of facts which have been observed in the work of thousands of children of a score of nationalities.

To secure such results a complete mastery and intelligent observation is necessary of the principles and plans described in the authors' *Manual for Teachers*, entitled "Learning to Read."

The authors gratefully acknowledge their indebtedness to Miss Marie Van Vorst for the use of "Three of us Know" and "The Sandman"; to Mrs. Emily Huntington Miller for "The Bluebird"; to Messrs. Houghton, Mifflin & Co. for the use of the poem "Discontented," by Sarah Orne Jewett, and "Calling the Violet," by Lucy Larcom; to Messrs. Charles Scribner's Sons for "The Wind," by Robert Louis Stevenson.

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