

TO THE TEACHER.

THE Second Reading Book is composed almost exclusively of Nursery Rhymes and Tales and Fables of a kind likely to prove pleasing to the mind of childhood. A principal cause of the very frequent want of proper modulation and appropriate inflection of voice, on the part of pupils, in reading, is to be found in the fact that heretofore our reading books have largely consisted of selections that were on subjects more or less above the easy comprehension of the pupil, or that were not written in a style sufficiently simple and agreeable. A child cannot read with expression that which he does not readily understand, or does not readily engage his attention; while, on the other hand—provided his eye is familiar with the word-signs—he can scarcely fail to read naturally, and, consequently, with propriety, a rhyme or a story that enlists his sympathy and awakens his interest.

A portion of the First Section of the Second Book is devoted to the completion of the scheme of lessons on the letter-sounds, which was commenced in Part I, and carried on through Part II, of the First Book—the attention being here chiefly

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