

**INTRODUCTION TO THE
GRADUAL READER; OR, PRIMARY
SCHOOL ENUNCIATOR. PART
II. THE CHILD'S SECOND STEP**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649471003

Introduction to the Gradual Reader; Or, Primary School Enunciator. Part II. The Child's Second Step by David B. Tower

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

DAVID B. TOWER

**INTRODUCTION TO THE
GRADUAL READER; OR, PRIMARY
SCHOOL ENUNCIATOR. PART
II. THE CHILD'S SECOND STEP**

INTRODUCTION

TO THE

GRADUAL READER;

OR,

PRIMARY SCHOOL ENUNCIATOR,

PART II.

THE CHILD'S SECOND STEP,

TAKEN AT THE RIGHT TIME.

By DAVID B. TOWER, A. M.,

Formerly Principal of the Elliot Grammar School, Boston; late Principal of the Pennsylvania Institution for the Instruction of the Blind; Author of "Intellectual Algebra, or Oral Lessons in Algebra, for Common Schools;" "Gradual Primer, or Primary School Enunciator, Part I.;" "Gradual Reader;" and "Gradual Speller, or Complete Enunciator."

SIXTH EDITION.

NEW YORK:

PUBLISHED BY CADY AND BURGESS,

60 JOHN STREET

1849.

PREFACE.

IN the "Gradual Primer, or Primary School Enunciator, Part I," separate exercises were given on each of the elementary sounds, with words and sentences exemplifying the same, that, by taking *one thing at a time*, the pupil might be gradually made familiar with all those sounds. Directions were also given for attaining the correct utterance of each element. This book is a continuation of the plan, with alternate Lessons in Enunciation and Reading, progressively arranged. Each consonant combination is considered, and illustrated, first by single words, and then by those words in sentences.

It is a peculiar feature of this Series of Readers, that only *one thing* is required to be taught *at a time*; thus the Exercises in Articulation are kept entirely separate from the Reading Lessons, that the pupil may be drilled in the former solely with reference to attaining a distinct and correct utterance. This, experience has shown to be absolutely essential to satisfactory progress. This arrangement enables the teacher to turn at once to any combination which is imperfectly uttered, and to apply the remedy by exercise on the particular lesson which illustrates it.

Another peculiarity of this Series is the introduction of Tables for the simultaneous Review of all the Elements and their Combinations — an exercise highly commended by teachers, as productive of the most useful results.

Separate lessons, illustrated by examples, are also given on each of the *stops and marks*, as the best method of giving instruction therein.

Besides, lessons are introduced to familiarize the pupils with the *slides* or *inflections* of the voice, with directions for the use of the same.

In the Reading Lessons, references are made to the sections on Enunciation, and a few errors pointed out, to call the attention of the pupil to the subject, and to aid him while preparing his lesson at home.

The pupil should go through with a lesson in enunciation with the sole view of attaining distinctness, clearness, and force in his utterance of the *combined elements* under consideration. These lessons are intended to serve as gymnastic exercises for the cultivation of the voice, and for the gradual development and training of the organs of speech. This is the *mechanical part* of reading, and it should be attended to by itself.

When a reading lesson is under consideration, the *meaning*, the thought, and the sentiment, and how best to convey them to the hearer, are the only proper subjects of attention. These great points will be sadly neglected, if the teacher must stop his pupil in the midst of a sentence to *tinker words*, and to carry on a popgun warfare against misshapen sounds. It is not only necessary to teach one thing at a time, but to do it at the *proper time*, and in the *right place*.

No experienced teacher would wish to see *an element* or *so stuck* at the head of a reading lesson, to be either entirely neglected, or else to haunt the pupil all through the piece, to the expulsion of the thought and sentiment. Such a course would make a mere machine of any child. All the beauties of thought and expression in language would thus be marred by a useless effort to mend words and patch sounds, — useless because ill-timed and out of place.

Let the Lessons in Enunciation and the Tables be used to drill and perfect the pupil in articulation. They will afford ample exercise in all that pertains to mechanical

utterance. Let the notes and references be used by the pupil only in preparing his Reading Lesson; or by the teacher in keeping her own attention alive to the importance of the subject.

But let the Reading Lessons be viewed and used as such merely. Let the meaning of each lesson be fully understood by the pupil, and let it be conveyed by his voice as he best can, after all the explanation and aid which his teacher can give. It is better to delay several days on one lesson, than to pass over it hastily, before it is fully comprehended, and before it can be read well.

When a pupil is unable to give correct and appropriate utterance to any combination, turn, at a suitable time, to the proper lesson for eradicating this fault, and give him the requisite drilling to do it. It will be found a very useful exercise, to take a class, or the whole school at once, through some one of the Tables, for the review of the more common combinations.

The Reading Lessons have been prepared with a desire to elevate the thoughts and feelings of the pupil, as well as to interest and instruct him. When selections have been made, the compiler has taken the liberty of altering to suit the design of the book.

Reading books are already sufficiently numerous; but the author consoles himself with the thought that, where this Series is used, both teacher and pupil will escape the difficult task of *unlearning*, before the first onward step can be taken.

D. B. T.

PARK STREET BOSTON, June, 1846.

CONTENTS.

Section.	Page.
1. Enunciation. <i>o</i> as in <i>nor</i>	11
2. Enunciation. <i>a</i> as in <i>wad</i>	12
3. Enunciation. <i>a</i> as in <i>dare</i>	12
4. Enunciation. <i>e</i> as in <i>her</i>	13
5. Enunciation. <i>i</i> , followed by <i>gh</i> , like <i>i</i> in <i>pine</i>	13
TABLE I. Review of Vowel Elements	14
TABLE II. Review of Consonant Elements	15
6. Enunciation. <i>td, ff, tk, lm, lp, ls, lt, and lz</i>	16
7. Reading Lesson	17
8. Enunciation. <i>md, mp, mt, mx, nd, ne, nt, and nx</i>	18
9. Reading Lesson	19
10. Enunciation. <i>rb, rl, rm, rn, rp, rsh, rth, rv</i>	20
11. Reading Lesson	21
12. Enunciation. <i>rd, rf, rk, rv, rt, rz, ruzh</i>	22
13. Reading Lesson	23
14. Enunciation. <i>bl, fl, tk, pl, al</i>	24
15. Reading Lesson	25
16. Enunciation. <i>tah, ak, ap, al</i>	25
17. Reading Lesson	27
18. Enunciation. <i>sm, sn, sg, ngh, bx, dx, gx, vx</i>	28
19. Reading Lesson	29
20. Enunciation. <i>br, dr, fr, kr, gr, pr, tr, thr</i>	30
21. Reading Lesson	31
22. Enunciation. <i>fh, hs, ps, ts, ht, pt</i>	32
23. Reading Lesson	33
24. Enunciation. <i>du, ku, nu, tu, dzh, thz, ft, shr</i>	34
25. Reading Lesson	36
26. A Hyphen	36
27. A Comma	37
28. Reading Lesson. Voice suspended at a Comma	38
29. Simple Suspension, or Rising Slide of one Note	39
30. Semicolon	39
31. Colon	40
32. The Camel. The Woodman and his Child	41
33. Period. Dash	42
34. Enunciation. Unaccented <i>er</i> , like <i>er</i> in <i>her</i>	43
35. Morning	44
36. Enunciation. Unaccented <i>ing</i>	45
37. Autumn	46
38. Enunciation. Unaccented <i>ent</i> and <i>ence</i>	47

Index.	Page.
39. A Greenhouse	48
40. Interrogation Point	49
41. Rising and Falling Slides	50
42. Enunciation. <i>bi, bid, bis, di, did, dis</i>	53
43. Flowers	54
44. Enunciation. <i>fi, fid, fis, gi, gid, gis</i>	55
45. A Storm	56
46. Enunciation. <i>hi, hid, his, pi, pid, pis</i>	57
47. The Balloon	58
48. Quotation Marks	59
49. How Rollo learned to read	Abbott. 60
50. Enunciation. <i>si, sid, sis, ti, tid, tis</i>	63
51. Part of the Plan for Rollo to learn to read	Abbott. 64
52. Enunciation. <i>vi, vid, vis, xi, xid, xis</i>	65
53. Study made a Duty, not an Amusement	Abbott. 66
54. Exclamation Point	67
55. Mother and Child	Mrs. Sigourney. 68
56. Enunciation. <i>si, spi, spi</i>	70
57. The Perseverance of Little Jane	Useful little Stories. 71
58. Enunciation. <i>ti, tid, tis, xi, xid, xis</i>	74
59. Hymn in Prose	Mrs. Barberoid. 75
60. Enunciation. <i>vi, vid, vis, xi, xid, xis</i>	76
61. Evil for Evil; or, Temper Improved. Author of Willie Rogers. 77	
62. Enunciation. <i>vi, vid, vis, xi, xid, xis</i>	82
63. Desire to go to School	Author of Rhymes for Children. 83
64. Enunciation. <i>fi, fid, fis, gi, gid, gis</i>	84
65. The Way to obey	Abbott. 85
66. Enunciation. <i>hi, hid, his, pi, pid, pis</i>	88
67. Industry	Mrs. L. H. Sigourney. 89
68. Enunciation. <i>ti, tid, tis, xi, xid, xis</i>	91
69. The Better Country	Mrs. Barberoid. 92
70. Enunciation. <i>si, sid, sis, ti, tid, tis</i>	96
71. The Neglected Lesson	Mother's Lessons. 96
72. Enunciation. <i>vi, vid, vis, xi, xid, xis</i>	96
73. What a Child can do	Mother's Lessons. 99
74. Enunciation. <i>di, did, dis, fi, fid, fis, gi, gid, gis</i>	102
75. The Child and the Flowers	Mary Howitt. 103
76. Enunciation. Unaccented <i>ant, ants, and ance</i>	106
77. What is meant by a Fictitious Story	Abbott. 106
78. Enunciation. <i>er</i> in every, general, &c.	108
79. The New England Boy's Song about Thanksgiving Day.	
	Mrs. L. M. Child. 109

Section.	Page.
80. Enunciation. <i>er</i> in <i>generous</i> , and <i>or</i> in <i>regular</i>	112
81. The Great Creature a Balloon.....	<i>Merry's Museum.</i> 113
82. Attempt to write Poetry	<i>Mrs. C. Gilman.</i> 116
83. Enunciation. <i>Terrible, probable, &c.</i>	118
84. Little Mary is cross to-day.....	<i>Mrs. L. M. Child.</i> 119
85. Little Mary (continued).....	124
TABLE III. Review of Consonant Combinations	123
86. Rising Inflection before <i>or</i> , and Falling Inflection after it, in a question	129
87. Little Children.....	<i>Mary Howitt.</i> 130
88. Rising and Falling Inflections.....	132
89. The Parrot	<i>Mrs. L. M. Child.</i> 133
TABLE IV. Review of Consonant Combinations.....	139
90. The Use of Flowers	<i>Mary Howitt.</i> 140
TABLE V. Review of Consonant Combinations.....	142
91. All Things decay	<i>Mrs. Barbauld.</i> 143
92. Enunciation. <i>dn, dnd, dnz, fn, fnd, fnz</i>	145
93. All Things fade, to be renewed	<i>Mrs. Barbauld.</i> 146
94. Enunciation. <i>kn, knd, knz, pn, pnd, pnz</i>	147
95. The Apple-Tree.....	<i>Mary Howitt.</i> 148
96. Enunciation. <i>sn, snd, snz, tn, tad, taz</i>	150
97. A Fairy Story	<i>Mother's Lessons.</i> 151
98. Enunciation. <i>sn, snd, snz, zn, znd, znz, tn, taz</i>	153
99. The Rainbow	<i>Author of Rhymes for Children.</i> 154
100. Enunciation. <i>tr, ted, rtd, pts</i>	156
101. Night. The Eye that never sleepeth.....	<i>Mrs. Barbauld.</i> 157
TABLE VI. Review of Consonant Combinations.....	161
102. Happiness from charitable Industry... ..	<i>Author of Chit-Chat.</i> 162
103. Enunciation. <i>e</i> and <i>o</i> , in unaccented <i>ern, ers</i> , and <i>ors</i> , like <i>e</i> in <i>her</i>	164
104. The Revengeful Tortoise.....	<i>Rufus Dawes.</i> 165
105. The First Grief	<i>Anonymous.</i> 166
106. Enunciation. Final <i>ou</i> like <i>o</i> in <i>no</i>	168
107. The Old Slate.....	<i>Mrs. L. J. Hall.</i> 169
108. Enunciation. <i>ai</i> in <i>ain</i> , and <i>i</i> in <i>iae</i> , when unaccented, like <i>i</i> in <i>pin</i>	173
109. Too lazy for any Thing	<i>Rufus Dawes.</i> 174
110. Enunciation. <i>e</i> , in unaccented <i>ess</i> , like <i>e</i> in <i>less</i>	175
111. The Parenthesis	176
112. Forgiveness.....	<i>Mrs. F. S. Osgood.</i> 177
113. Exercises for the Slate.....	178