

**THE PROGRESSIVE COURSE IN
READING. FIFTH BOOK. PART I.
INFORMATION - LITERATURE -
ORAL EXPRESSION**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649682089

The Progressive Course in Reading, Fifth Book. Part I. Information - Literature - Oral
Expression by George I. Aldrich & Alexander Forbes

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

GEORGE I. ALDRICH & ALEXANDER FORBES

**THE PROGRESSIVE COURSE IN
READING. FIFTH BOOK. PART I.
INFORMATION - LITERATURE -
ORAL EXPRESSION**

THE PROGRESSIVE COURSE IN READING

FIFTH BOOK

PART I

INFORMATION—LITERATURE—ORAL EXPRESSION

BY

GEORGE I. ALDRICH

AND

ALEXANDER FORBES



HOME OF LONGFELLOW

NEW YORK ·· CINCINNATI ·· CHICAGO
AMERICAN BOOK COMPANY

588273

C

COPYRIGHT, 1900,

By BUTLER, SHELDON & COMPANY.

PREFACE.

IN the preparation of The Progressive Course in Reading, the compilers have kept steadily in view certain results which, in their judgment, should be aimed at by every teacher of reading, viz.: command of the art of reading, both silent and oral, a love for the best reading material, and the establishment of the reading habit.

To secure the first of these results is the all-important problem of the earliest school years, and it is believed that the first three books of this series will be found well adapted to the end desired.

After the close of the third or fourth school year, the intelligent teacher, while still endeavoring to perfect the practice of his pupils in the art of reading, will increasingly regard the reading exercises as means to such other desirable ends as the acquisition of information, an acquaintance with the treasures of printed English, and the uplift which results from such acquaintance.

The compilers of these readers recognize fully the importance of silent reading, and, in their choice of selections, have directed the attention of pupils to many books which should be read silently. Believing, however, that the practice, now so general, of supplying schools with supplementary material provides quite adequately for silent reading, they have endeavored to bring together a body of selections specially fitted to produce good oral readers.

It is assumed that pupils who use this Fifth Book have access to the dictionary and have been trained to its use. In the judgment of the compilers there is need that teachers should pay increased attention to the fine art of reading aloud. They recommend that simple, well-chosen drills, physical and vocal, be made a part of each reading exercise.

The pupil who reads well aloud reads, not to himself, but to other persons, whom he tries to impress with the thoughts and feelings already suggested to himself by the printed page. The task set for the teachers of oral reading is to render *habitual* in the reader certain practices — mental, physical, and vocal.

Such habits can be secured only by persistent drill under the guidance of competent teachers. As in the preceding books, the selections in this volume have been grouped so as to secure desirable continuity of thought, while the *groups* are sufficiently varied to stimulate and satisfy, in some measure, the pupil's craving for information, his interest in adventure, and his desire for guidance.

The selections from Charles Dudley Warner, Bayard Taylor, Nathaniel Hawthorne, and James T. Fields are used by arrangement with and permission of Houghton, Mifflin & Co., the authorized publishers of the writings of these authors.

TABLE OF CONTENTS.

	PAGE
SUGGESTIONS ON VOCAL TRAINING, PRONUNCIATION, ETC.	6
ADVICE TO READERS <i>Ruskin-Bacon-Lubbock</i>	17
SHORT READINGS FROM FAMOUS BOOKS.	
I. A Lone Island Home. Parts I, II, and III. From " <i>The Swiss Family Robinson</i> "	21
II. A Boy in the Country From " <i>Being a Boy</i> "	32
III. In School and Out From " <i>Being a Boy</i> "	38
IV. Paid in his Own Coin From " <i>Haji Baba</i> "	42
V. Hiawatha's Fasting From " <i>Hiawatha</i> "	47
VI. On Lake George in 1757. Parts I and II. From " <i>The Last of the Mohicans</i> "	60
VII. An Exciting Race. Parts I, II, and III. From " <i>The Last of the Mohicans</i> "	67
VIII. The Teakettle and the Cricket. From " <i>The Cricket on the Hearth</i> "	77
IX. The Golden Key From " <i>Barnaby Rudge</i> "	82
X. The Boy and his Book From " <i>A Boy I Knew</i> "	84
XI. A Memorable Birthday From " <i>David Copperfield</i> "	88
XII. The Star of Bethlehem From " <i>Ben-Hur</i> "	92
HEROIC TALES.	
XIII. The Ride of Collins Graves <i>John Boyle O'Reilly</i>	98
XIV. Lord Ullin's Daughter <i>Thomas Campbell</i>	101
XV. A Song of the Camp <i>Bayard Taylor</i>	105
XVI. Lochinvar <i>Sir Walter Scott</i>	108
XVII. Marcos Bozzaris <i>Fitz-Greene Halleck</i>	110
SHORT READINGS FROM HISTORY.	
XVIII. Scotland and England as Two Kingdoms. Parts I and II. <i>Sir Walter Scott</i>	113
XIX. The Norman Conquest. Parts I and II. <i>Sir Walter Scott</i>	122
XX. The Acadians and their Exile . . <i>Nathaniel Hawthorne</i>	130
XXI. The Battle of Bunker Hill <i>Horace E. Scudder</i>	135
XXII. John Paul Jones. Parts I and II. . . <i>James Johonnot</i>	141

THREE FAMOUS POEMS.

	PAGE
XXIII. The Nineteenth Psalm <i>The Bible</i>	149
XXIV. The Spacious Firmament <i>Joseph Addison</i>	151
XXV. The Glory of God in Creation <i>Thomas Moore</i>	153

LESSONS FOR LIFE.

XXVI. If I were a Boy Again <i>James T. Fields</i>	156
XXVII. Success in Life <i>James A. Garfield</i>	157
XXVIII. The Importance of Little Things <i>Samuel Smiles</i>	161
XXIX. Desirable Objects of Attainment <i>John Stoughton</i>	165
XXX. Abraham Davenport <i>John Greenleaf Whittier</i>	168

SHORT READINGS IN POPULAR SCIENCE.

XXXI. The Moon <i>Richard A. Proctor</i>	171
XXXII. Fossils and their Lessons <i>Edith Carrington</i>	175
XXXIII. One of Nature's Giants <i>Edith Carrington</i>	179
XXXIV. Lecture on a Candle <i>Michael Faraday, F.R.S.</i>	182
XXXV. Combustion and Respiration. Parts I and II. <i>Michael Faraday, F.R.S.</i>	188

FROM FOREIGN LANDS.

XXXVI. A Week in London <i>Bayard Taylor</i>	198
XXXVII. Residence in Frankfort <i>Bayard Taylor</i>	204
XXXVIII. Haste Not, Rest Not <i>Johann Wolfgang von Goethe</i>	209
XXXIX. The Minstrel <i>Johann Wolfgang von Goethe</i>	210
XL. Leipzig and Dresden <i>Bayard Taylor</i>	212
XLI. Hymn to Joy <i>Johann C. F. von Schiller</i>	218
XLII. The Alpine Hunter <i>Johann C. F. von Schiller</i>	222
XLIII. Vienna <i>Bayard Taylor</i>	224
XLIV. Beethoven's Moonlight Sonata	230
XLV. Among the Austrian Alps <i>Bayard Taylor</i>	234
XLVI. Mozart's Requiem	237
XLVII. What Constitutes a State? <i>Sir William Jones</i>	240

SUGGESTIONS ON VOCAL TRAINING.

In training for correct vocal expression, the aim should be to cultivate: (1) correct habits of **breathing**; (2) the accurate utterance of the **elementary sounds**, and the ability to pronounce with ease any given **combination of sounds**; (3) variety of **pitch and inflections**, and flexibility of **movement**.

To provide abundant opportunity for special training in each of these directions, there has been inserted in the body of this book a series of exercises designed to facilitate the task of the teacher, and to suggest additional lines of work. It should be remembered that *the spontaneous exercise of any power is the result of previous voluntary efforts repeated until the reiteration has created a fixed habit of action in a particular manner*. There should, therefore, be no neglect of the daily drill on elemental sounds and processes.

The apprehension sometimes expressed, lest an over-precise and strained method of enunciation may result from such exercises, may be dismissed, if the distinction between the expression of thought, and the gymnastic training that makes the adequate expression of thought possible, be kept clearly in mind.

When the pupil is reading from one of the selections in this book, his attention should be centered upon the *thought* to be conveyed to his fellow-pupils and upon the *quality of the emotion* that he desires to arouse in them.

In the first case, the important thing is the correctness of muscular action; in the second case, it is to observe whether the drill has borne fruit in greater ease and purity of expression.

The exercises at the close of the several lessons are a vital part of the equipment supplied to the teacher in this book. In using them, the teacher should note that they may be made to serve an end distinct from that of gymnastic training, since the words chosen for drill are largely those most commonly mispronounced, or with which the pupil is least likely to be familiar. He should be required to study the *pronunciation* and *meaning* of these words in preparing for the reading lesson, and the teacher should test the results of this study by requiring him to give the pronunciation from the spelling. Thus the correct pronunciation of specific words, and the general habit of correct enunciation, together with a knowledge of their true meaning, may be cultivated at the same time.

On pages 8 and 9 will be found the Tables of "Vocals," "Vocal Equivalents," "Subvocals," "Aspirates," and "Subvocal and Aspirate Equivalents." These tables afford excellent material for numerous exercises, both oral and written. No teacher should be content until his pupils can utter each vocal sound with clearness and precision, and also give its name and the symbol which represents it. To this end every one should become familiar with the names and uses of each of the diacritical marks, viz.: *macron*, *breve*, *tilde*, *circumflex*, *dots*, *bar*, *cedilla*. This knowledge is required in studying the pronunciation of words, in either text-books or dictionaries, and without it no one can properly interpret the printed symbols found in such books.