

**THE PROGRESSIVE COURSE IN
READING; FOURTH BOOK, PART
I: INFORMATION – LITERATURE
– ORAL EXPRESSION**

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The Progressive Course in Reading; Fourth Book, Part I: Information – Literature – Oral
Expression by George I. Aldrich & Alexander Forbes

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GEORGE I. ALDRICH & ALEXANDER FORBES

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THE PROGRESSIVE COURSE IN READING

FOURTH BOOK

PART I

INFORMATION — LITERATURE — ORAL EXPRESSION

BY

GEORGE I. ALDRICH

AND

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PREFACE.

THE ability to cognize printed symbols lies at the very foundation of the ability to read either silently or orally. Therefore, the first four books of *The Progressive Course in Reading* provide for the systematic study of each word used, both singly and in its relations to other words. For this purpose, each printed symbol is registered in connection with the lesson in which it first occurs, and numerous special exercises familiarize the pupil with the literal and phonetic analogies of our language, and so cultivate his power of translating the printed symbol into the spoken word.

This *Course in Reading* differs from its many competitors in the attention given to *words*, and in the importance which it attaches to their study. True, all this work is only *preparatory* to reading, but it is believed to be essential. The vocabulary of *First and Second*, and even of *Third Readers*, is a mere introduction to that which is used in ordinary books, so that its acquisition is only a preparation for the work of the more advanced books of the series.

The number of word-forms in common use is very much larger than is generally supposed, and their mastery is the result of conscious and systematic study, rather than of indefinite and spasmodic effort. In the first three books of this series, the pupil comes in contact with some three thousand word-forms, and in the *Fourth Book* he increases this vocabulary to some five thousand words, — quite a large number, indeed, but, in fact, not more than one half the number he must command in order to read the books used in *Grammar Schools*.

For many years the *Fourth Readers* generally in use in this country have been made up of isolated and wholly unrelated selections. Besides, many of these have been criticised for the difficulty of their language and thought as compared with those found in the third books of the same series. For these reasons, many teachers have protested against the use of *Fourth Readers*, and, as a consequence, a strange assortment of papers, pamphlets, and books has displaced the regular

readers in some schools. This arrangement has not realized the expectations of its advocates, for the simple reason that the pupil was set to skimming over many pages, guessing at words that he did not know, and thus cultivating slipshod habits of reading and study.

A careful examination of this book will show that it is not open to the objections cited above. Its matter is included under some one of the following topics: Tales and Myths, Geography and History, Songs, Narratives, Fables and Allegories, Science, Brave Deeds in Verse and Prose. In short, in the arrangement of its material, the plan of the Third Reader of this series has been followed.

The topics mentioned above are a guarantee that the lessons afford both *continuity* and *variety of matter*. Careful gradation has been kept in mind constantly. A glance at the close of any lesson will show that the number of *new* words taught is comparatively small, and that both their pronunciation and meaning receive due attention.

The interests of the learner have been consulted, not only in the arrangement of the matter, but also in its selection. The lessons are believed to be interesting and instructive in themselves, and introductory to some books that pupils should be encouraged to read for themselves. In fact, the purpose of the higher numbers of this series is to furnish good reading matter, bring its sources to the attention of the pupils, and stimulate them to read the whole of the book from which each selection is taken.

The names of the authors, and the books from which many lessons have been drawn, are given. It is suggested that since these books will afford the choicest supplemental reading, they should be found in every school library. Certainly many pupils will be interested in the perusal of some of the following books, from which extended quotations have been made:

Harding's "Greek Gods, Heroes, and Men," "The City of the Seven Hills"; Asbjørnsen's "Tales of the North"; Guerber's "Story of the Thirteen Colonies"; Scudder's "Short History of the United States"; Franklin's "Autobiography"; Kingsley's "Madame How and Lady Why"; Buckley's "Fairyland of Science"; Sewell's "Black Beauty"; and the works of Andersen, the Grimms, Louisa M. Alcott, and others.

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PREPARATORY LESSONS.

I. SPOKEN WORDS AND ELEMENTARY SOUNDS.

We express our thoughts by the use of words. In childhood we learned *spoken* words, and by their use we are now able to make our thoughts known to persons who understand our language.

There are many thousands of words in our language, all of which are composed of some forty-five simple or ELEMENTARY sounds. In pronouncing the six words, *owe*, *no*, *toe*, *own*, *tone*, *note*, only three elementary sounds are employed, — namely, those of *o*, *n*, and *t*.

In speaking, the lips, tongue, and other organs of speech change their relative positions, and we notice that the resulting sounds differ in quality. In the spoken word *his*, the first sound is pure breath, the second is pure voice, and the third is composed of voice and breath united. Therefore, the elementary sounds have been divided into VOCALS, SUBVOCALS, and ASPIRATES.

A *vocal* is an elementary sound made of pure voice or tone. A *subvocal* is an elementary sound made of voice and breath united. An *aspirate* is an elementary sound made of pure breath.