

**THE SECOND PRIMARY READER:
CONSISTING OF EXTRACTS IN PROSE
AND VERSE, WITH
EXERCISES IN ENUNCIATION. FOR THE
USE OF THE SECOND CLASSES IN
PRIMARY SCHOOLS**

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The Second Primary Reader: Consisting of Extracts in Prose and Verse, with Exercises in Enunciation. For the Use of the Second Classes in Primary Schools by G. S. Hillard

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CONSISTING OF

EXTRACTS IN PROSE AND VERSE.

WITH

EXERCISES IN ENUNCIATION.

FOR THE USE OF

THE SECOND CLASSES IN PRIMARY SCHOOLS.

By George Sullivan, F. C. S.

BOSTON:
SWAN, BREWER AND TILESTON.
CLEVELAND: INGHAM & BRAGG.
1880.

P R E F A C E .

THIS book is designed as an introduction to the Third Primary Reader, and is intended for use, as its title indicates, in Primary Schools. It has been chiefly prepared by a gentleman long engaged in teaching, and of much practical experience in all that relates to education, but under my careful supervision.

It consists of EXERCISES IN ENUNCIATION, with such remarks to Teachers as were deemed useful, and of SELECTIONS FOR READING IN PROSE AND VERSE.

The Exercises in Enunciation are such as can easily be used by young children with the aid of the Teacher. They should receive daily attention. The organs of speech are dependent upon muscular action; and if we would have good reading and speaking, the voice should be early and constantly trained to the utterance of the correct sounds of the language.

Many of the Reading Lessons have been written expressly for the work. Some of them are illustrated by original designs by Billings, engraved by John Andrew. The beauty of the engravings cannot fail to interest the class of learners for which they have been prepared.

G. S. HILLARD.

Boston, August, 1858.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection practices and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and processing, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure.

5. The fifth part of the document discusses the importance of data governance and the role of various stakeholders in ensuring that data is used responsibly and ethically. It emphasizes the need for clear policies and procedures to guide data handling practices.

6. The sixth part of the document explores the future of data management and analysis, highlighting emerging trends and technologies that will shape the way organizations handle their data in the coming years.

7. The seventh part of the document provides a summary of the key findings and recommendations from the study. It reiterates the importance of a robust data management strategy and the need for continuous improvement in data collection and analysis practices.

8. The eighth part of the document includes a list of references and a bibliography, providing sources for the information and data used throughout the document.

9. The ninth part of the document contains a list of appendices, which provide additional details and supporting information related to the study.

10. The tenth part of the document is a concluding statement, summarizing the overall purpose and findings of the document and expressing the hope that it will provide valuable insights and guidance to the reader.

CONTENTS.

PART I.

EXERCISES IN ENUNCIATION.

	PAGE
Table of Vowel Elements.....	7
Exercises on the Vowel Sounds.....	8
Table of Consonant Elements.....	9
Exercises on the Consonant Sounds.....	10

PART II.

EXERCISES IN READING.

LESSON		
I.	The New Book.....	13
II.	The Goodness of God	14
III.	A Morning Walk	15
IV.	Jane and her Cat	17
V.	The Evening Star.....	18
VI.	The Sea Shore	19
VII.	The Bird's Nest.....	21
VIII.	Birds in their Nests	23
IX.	The Blind Man	24
X.	The Spring	26
XI.	Mary Merton	28
XII.	Mary and her Lamb	30
XIII.	The Boys and the Frogs	32
XIV.	The Boy and the Wolf.....	33
XV.	Fanny and her Dog Frisk	35
XVI.	The Fox and the Grapes.....	38
XVII.	The Fox and the Crow.....	39
XVIII.	The Fawn and the Vins	41
XIX.	The Idle Boy	43

LESSON	PAGE
XX. The Wolf and the Fox.....	45
XXI. The Cat and the Rats	47
XXII. The Turkey and the Ants	48
XXIII. The Dog and the Wolf.....	49
XXIV. The Busy Bee.....	51
XXV. The Bear and her Cubs	52
XXVI. The Bear and her Cubs, concluded.	54
XXVII. Francis Henry and his Dog	56
XXVIII. Trying to do right	59
XXIX. Do not throw Stones.....	60
XXX. Do not throw Stones, continued	63
XXXI. Do not throw Stones, concluded	65
XXXII. Mary Brown and Little Jip.....	67
XXXIII. Mary Brown and Little Jip, concluded.....	70
XXXIV. Little Things.....	72
XXXV. William Watson.....	73
XXXVI. Duty to Parents	75
XXXVII. Robin Redbreast's Secret.....	77
XXXVIII. The Careless Boy.....	79
XXXIX. A Place for Every Thing	82
XL. Summer Time.....	84
XLI. Henry Allen	86
XLII. Henry Allen, concluded.....	88
XLIII. Story of Columbus.....	90
XLIV. Story of Columbus, concluded	93
XLV. The Blind Boy at Play.....	95
XLVI. The Careless Girl.....	97
XLVII. The Careless Girl, concluded	100
XLVIII. The Good Boy	103
XLIX. Order and Regularity	105
L. Obedience.....	108
LI. Clara Lee	111
LII. Always resist Temptation	114
LIII. Always speak the Truth.....	116
—	
MARKS OR POINTS USED IN WRITING.....	119
TABLE OF NUMBERS.....	120

THE
SECOND PRIMARY READER.

PART I.
EXERCISES IN ENUNCIATION.

TABLE OF VOWEL ELEMENTS.

The following table is designed for an exercise upon the vowel elements.¹ It should be performed thus: ā, ä, â, ð, ē, ě, &c. Care should be taken to give the utmost articulate force of which the voice is capable. The word is placed opposite the letter merely to indicate its sound.

ā	as in	fate.	ō	as in	note.
ä	“ “	far.	ô	“ “	move.
â	“ “	fall.	ø	“ “	not.
ǣ	“ “	fat.	ū	“ “	tube.
ē	“ “	me.	ŭ	“ “	twb.
ě	“ “	met.	û	“ “	full.
ī	“ “	pīne.	öy	“ “	voice.
ȳ	“ “	pīn.	ōŭ	“ “	sound.

¹ The elementary sound or power of a vowel may be ascertained by pronouncing a word containing it in a slow, drawling manner. Notice the sound of the vowel as it issues from the mouth, and then utter it by itself with great suddenness and force.

EXERCISES ON THE VOWEL SOUNDS.

In pronouncing the words in the following exercises, special attention should be given to the precise sound of every element italicized. The teacher can first pronounce the word, and the class repeat it in concert.

- a: — (as in *fate*, and marked by Worcester thus, *ā*). — *Fame, blame, same, game, bake, cake, lake, make, rake, cage, page.*
- a: — (as is in *far*, marked thus, *ā*). — *Are, bar, car, far, star, guard,¹ mar, par, tar.*
- a: — (as in *fall*, marked thus, *ā*). — *Ball, call, tall, nor, form, storm, corn, horn.*
- a: — (as in *fat*, marked thus, *ā*). — *Bat, cat, hat, mat, gas, bad, had, mad, can, sand.*
- e: — (as in *me*, marked thus, *ē*). — *Bee, she, me, key, beet, feet, greet, meet, heat, seat.*
- e: — (as in *met*, marked thus, *ē*). — *Bed, red, bell, bet, let, met, set.*
- i: — (as in *pine*, marked thus, *ī*). — *Mile, vile, vine, dine, mild, child, fly, dry, mind, find.*
- i: — (as in *pin*, marked thus, *ī*). — *Din, sin, ring, prince, quince, wince, whip, lip, sip, skip.*
- o: — (as in *note*, marked thus, *ō*). — *Home, dome, more, gore, both, loaf, moan, roan, note, vote.*

¹ Avoid the slight sound of *e* after the *g* in *guard*. Worcester's Dictionary may be regarded as a safe guide in orthography and pronunciation. It contains authorities in regard to the best usage in pronunciation; and among all the eminent orthoepists which he cites, "Smart" may be considered as reporting the most reputable modern use in England.