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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Trieste

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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 George Salmon Fitch.

BOSTON:
SWAN, BREWER AND TILESTON.
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1860.

PREFACE.

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.

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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, ă, ē, ĕ, *&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.	ŏ	"	"	not.
ă	"	"	fat.	ū	"	"	tube.
ē	"	"	me.	ŭ	"	"	tub.
ĕ	"	"	met.	û	"	"	full.
ī	"	"	pine.	öĭ	"	"	voice.
ĭ	"	"	pin.	öû	"	"	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 f*a*te, and marked by Worcester thus, ā). — F*a*me, bl*a*me, s*a*me, g*a*me, b*a*ke, c*a*ke, l*a*ke, m*a*ke, r*a*ke, c*a*ge, p*a*ge.

a : — (as is in f*a*r, marked thus, ä). — *A*re, b*a*r, c*a*r, f*a*r, st*a*r, g*ua*rd,[1] m*a*r, p*a*r, t*a*r.

a : — (as in f*a*ll, marked thus, â). — B*a*ll, c*a*ll, t*a*ll, n*o*r, f*o*rm, st*o*rm, c*o*rn, h*o*rn.

a : — (as in f*a*t, marked thus, ă). — B*a*t, c*a*t, h*a*t, m*a*t, g*a*s, b*a*d, h*a*d, m*a*d, c*a*n, s*a*nd.

e : — (as in m*e*, marked thus, ē). — B*ee*, sh*e*, m*e*, k*ey*, b*ee*t, f*ee*t, gr*ee*t, m*ee*t, h*ea*t, s*ea*t.

e : — (as in m*e*t, marked thus, ĕ). — B*e*d, r*e*d, b*e*ll, b*e*t, l*e*t, m*e*t, s*e*t.

i : — (as in p*i*ne, marked thus, ī). — M*i*le, v*i*le, v*i*ne, d*i*ne, m*i*ld, ch*i*ld, fl*y*, dr*y*, m*i*nd, f*i*nd.

i : — (as in p*i*n, marked thus, ĭ). — D*i*n, s*i*n, r*i*ng, pr*i*nce, qu*i*nce, w*i*nce, wh*i*p, l*i*p, s*i*p, sk*i*p.

o : — (as in n*o*te, marked thus, ō). — H*o*me, d*o*me, m*o*re, g*o*re, b*o*th, l*oa*f, m*oa*n, r*oa*n, n*o*te, v*o*te.

[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.