

**NEW SERIES. THE
SECOND READER, FOR
PRIMARY SCHOOLS**

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New Series. The Second Reader, for Primary Schools by G. S. Hillard & L. J. Campbell

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G. S. HILLARD & L. J. CAMPBELL

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THE SECOND READER,

FOR

PRIMARY SCHOOLS.

BY

G. S. HILLARD AND L. J. CAMPBELL.

WITH ILLUSTRATIONS.

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PREFACE.

Sam'l. C. Green, M. D.
(Signed G. S. H.)

This reading-book is designed to follow immediately after "The Primer, or First Reader." It begins with lessons as easy as those in the last part of that book. The pieces gradually become more difficult, yet they are not too hard for sure and rapid progress.

Great care has been taken to present interesting and attractive lessons. A sufficient proportion of these convey information, and may be considered object lessons. They treat, for the most part, of objects which the child sees around him.

The moral feelings and the imagination are also frequently appealed to. Love and obedience to parents, and kindness to the inferior animals, are inculcated by many of the pieces in both prose and verse.

It has constantly been the aim of the compilers to exclude every thing which might be objectionable to a correct literary taste.

No questions are appended to the lessons, for there are very few teachers who would not prefer to frame their own questions. The intelligent teacher will find no difficulty in constructing, for each lesson, as many questions as may be desired, and in arousing by these more interest than by a set of printed questions, to which the pupils learn the answers and nothing more.

The Exercises in Emunciation are such as can be easily used by young children with the aid of the teacher. They should receive daily attention.

The Illustrations have been designed by Billings, and engraved by Andrews. It is believed that they will prove very attractive to the young pupil.

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G. S. HILLARD,

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THE
SECOND READER.

EXERCISES IN ENUNCIATION.

ELEMENTARY SOUNDS.

VOWELS.

a long,	as in fate.	o long,	as in note.
a short,	“ fat.	o short,	“ not.
a Italian,	“ far.	o { long and }	} move.
a broad,	“ fall.	{ close, }	
e long,	“ mete.	u long,	“ tube.
e short,	“ met.	u short,	“ tub.
		u middle,	“ full.
i long,	“ pine.	u { short and }	} fur.
i short,	“ pin.	{ obtuse, }	

oi and **oy**, as in **boil, boy.**

ou and **ow**, “ **bound, cow.**

NOTE. The long sound of the vowels is usually expressed thus: **a, ē, i, ō, ū.** The short sound, thus: **ă, ě, ĭ, ă, ŭ.**

All words of more than one syllable have an **ACCENT**, or more forcible stress of voice on one of the syllables than on the others. Accent is noted by a short mark at the right of the syllable; as, *look'ing.*

VOCAL CONSONANTS.*

b	as in babe.	r (trilled) as in rap.
d	" did.	r (smooth) " nor.
g hard,	" gag.	th soft, " thine.
j	" joy.	v " valve.
l	" lull.	w " wine.
m	" maim.	y " yes.
n	" nun.	z " zeal.
ng	" sing.	z (like <i>zh</i>) " azure.

ASPIRATE CONSONANTS.†

ch	as in church.	t	as in tent.
f	" fife.	s	" seal.
h	" hold.	sh	" shine.
k	" kirk.	th sharp,	" thin.
p	" pipe.		

* Vocal consonants are those uttered with a slight degree of vocality, but less than that of a vowel. They are formed with a vibration of the vocal chords.

† Aspirate consonants are those in which the pure breath alone is heard. They are formed without any vibration of the vocal chords.

CONSONANTS WITH TWO OR MORE SOUNDS.

c soft,	as in cell, city, ice, place.
c hard,	“ cat, cot, cut, fact.
ch	“ church, child.
ch like k ,	“ chasm, chaos, ache.
ch “ sh ,	“ chaise, machine.
g hard,	“ gag, gat, got, gun.
g soft,	“ gem, gibe, age, huge.
s hissing,	“ send, sister, mist, rest.
s like z ,	“ is, rose, tubs, bees.
x “ ks ,	“ ox, axe, fox, text.
x “ gz ,	“ exact, exert, exist, exult.
th soft,	“ this, then, thine, with.
th sharp,	“ this, thing, month, path.

CONSONANTS TO BE DISTINGUISHED IN SOUND.

b from p ,	as in bat, pat — sob, sop.
d “ t ,	“ dip, tip — mad, mat.
f “ v ,	“ fan, van — leaf, leave.
g “ k ,	“ gun, kin — dog, dock.
s “ z ,	“ sun, zed — kiss, buzz.
v “ w ,	“ vine, wine — vale, wail.
th soft, th sharp,	“ this, thin — smooth, path.