

**TOWER'S SECOND READER.
INTRODUCTION TO THE GRADUAL
READER; OR, PRIMARY SCHOOL
ENUNCIATOR. PART II. THE CHILD'S
SECOND STEP, TAKEN AT THE RIGHT TIME**

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Tower's Second Reader. Introduction to the Gradual Reader; Or, Primary School Enunciator.
Part II. The Child's Second Step, Taken at the Right Time by David B. Tower

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DAVID B. TOWER

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INTRODUCTION

TO THE

GRADUAL READER;

OR,

PRIMARY SCHOOL ENUNCIATOR.

PART II.

**THE CHILD'S SECOND STEP,
TAKEN AT THE RIGHT TIME.**

By **DAVID B. TOWER, A. M.,**

AUTHOR OF ORAL ALGEBRA, ORAL ARITHMETIC, SPELLER, GRAMMAR, COMPOSITION,
AND A SERIES OF READERS, AND TWO ILLUSTRATED PRIMER.

BOSTON EDITION.

BOSTON:

CROSBY AND NICHOLS.

1863.

KD32680

TOWER'S READERS.

Tower's Pictorial Primer, for Home

AND SCHOOL, just published, is illustrated by SIXTY large and beautiful ENGRAVINGS, from which the WHOLE TEXT is derived.

'Tower's Gradual Primer, Boston

SCHOOL EDITION, contains FORTY-FIVE CUTS.

CITY OF BOSTON:

IN SCHOOL COMMITTEE, Sept. 2, 1856.

Ordered, That TOWER'S GRADUAL PRIMER be the text book of the Third, Fourth, Fifth, and Sixth Classes in the Primary Schools.

Attest: BARNARD CAPEN, Secretary.

Tower's Third, or Gradual Reader,

Is the only Reading Book for the FOURTH CLASS in the GRAMMAR SCHOOLS of Boston, and TOWER'S FIFTH READER the only Reading Book for the SECOND CLASS in the same Schools.

One reason why Tower's Readers are considered by teachers to be superior to others, is the fact that they were made by gentlemen of large experience, to whom public opinion had assigned the highest eminence in their profession.

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These Books are used more extensively in Massachusetts than all other Readers, and in other States are daily going into new towns.

Extracts from the School and Schoolmaster,

By those eminent Teachers, GEORGE B. EMERSON, Esq., and PROF. ALONZO POTTER, Bishop of Pennsylvania.

"Lessons should be given for the double purpose of exercising the organs of the voice, and of teaching full and perfect enunciation. There are two excellent works containing suitable Exercises for this purpose — one of which is TOWER'S GRADUAL READER, recently introduced into the Boston Schools, with the best effects."

"After the simple sounds, exercises should follow in the most difficult combinations of consonants — on which an excellent series of lessons may be found in the GRADUAL READER, already referred to. It is by such exercises, daily resumed, but never continued long at once, that the organs of the voice are trained, and perfect enunciation, the most important element of reading, speaking, and, in no slight degree, of thinking, is gradually acquired."

Entered, according to Act of Congress, in the year 1853, by DAVID B. TOWNE, in the Clerk's Office of the District Court of the District of Massachusetts.



In the "Gradual Primer, or Primary School Enunciator, Part I," separate exercises were given on each of the elementary sounds, with words and sentences exemplifying the same, that, by taking *one thing at a time*, the pupil might be gradually made familiar with all those sounds. Directions were also given for attaining the correct utterance of each element. This book is a continuation of the plan, with alternate Lessons in Enunciation and Reading, progressively arranged. Each consonant combination is considered, and illustrated, first by single words, and then by those words in sentences.

It is a peculiar feature of this Series of Readers, that only *one thing* is required to be taught *at a time*; thus the Exercises in Articulation are kept entirely separate from the Reading Lessons, that the pupil may be drilled in the former solely with reference to attaining a distinct and correct utterance. This, experience has shown to be absolutely essential to satisfactory progress. This arrangement enables the teacher to turn at once to any combination which is imperfectly uttered, and to apply the remedy by exercise on the particular lesson which illustrates it.

Another peculiarity of this Series, is the introduction of Tables for the simultaneous Review of all the Elements and their Combinations—an exercise highly commended by teachers, as productive of the most useful results.

Separate lessons, illustrated by examples, are also given on each of the *stops and marks*, as the best method of giving instruction therein.

Besides, lessons are introduced to familiarize the pupils with the *slides or inflections* of the voice, with directions for the use of the same.

In the Reading Lessons, references are made to the sections on Enunciation, and a few errors pointed out, to call the attention of the pupil to the subject, and to aid him while preparing his lesson at home.

The pupil should go through with a lesson in enunciation with the sole view of attaining distinctness, clearness, and force in his utterance of the *combined elements* under consideration. These lessons are intended to serve as gymnastic exercises for the cultivation of the voice, and for the gradual development and training of the organs of speech. This is the *mechanical part* of reading, and it should be attended to by itself.

When a reading lesson is under consideration, the *meaning*, the *thought*, and the *sentiment*, and how best to convey them to the

hearer, are the only proper subjects of attention. These great points will be sadly neglected, if the teacher must stop his pupil in the midst of a sentence to *sinker words*, and to carry on a popgun warfare against misshapen sounds. It is not only necessary to teach one thing at a time, but to do it at the *proper* time, and in the *right* place.

No experienced teacher would wish to see an *element* or so stuck at the head of a reading lesson, to be either entirely neglected, or else to haunt the pupil all through the piece, to the expulsion of the thought and sentiment. Such a course would make a mere machine of any child. All the beauties of thought and expression in language, would thus be marred by a useless effort to mend words and patch sounds, — useless because ill-timed and out of place.

Let the Lessons in Enunciation and the Tables, be used to drill and perfect the pupil in articulation. They will afford ample exercise in all that pertains to mechanical utterance. Let the notes and references be used by the pupil only in preparing his Reading Lesson; or by the teacher, in keeping her own attention alive to the importance of the subject.

But let the Reading Lessons be viewed and used as such merely. Let the *meaning* of each lesson be fully understood by the pupil, and let it be conveyed by his voice as he best can, after all the explanation and aid which his teacher can give. It is better to delay several days on one lesson, than to pass over it hastily, before it is fully comprehended, and before it can be read well.

When a pupil is unable to give correct and appropriate utterance to any combination, turn, at a suitable time, to the proper lesson for eradicating this fault, and give him the requisite drilling to do it. It will be found a very useful exercise, to take a class, or the whole school at once, through some one of the Tables, for the review of the more common combinations.

The Reading Lessons have been prepared with a desire to elevate the thoughts and feelings of the pupil, as well as to interest and instruct him. When selections have been made, the compiler has taken the liberty of altering to suit the design of the book.

Reading books are already sufficiently numerous; but the author consoles himself with the thought that, where this Series is used, both teacher and pupil will escape the difficult task of *unlearning*, before the first onward step can be taken.

D. B. T.

PARK STREET, BOSTON.

THE BOSTON EDITION

Is illustrated by Sixty-Four Cuts. Additions have been made, but no alterations, except the removal of a single piece and the substitution of another for it.

DECEMBER, 1856.

CONTENTS.

Section.	Page.
1. Enunciation. <i>o</i> as in <i>nor</i>	11
2. Enunciation. <i>a</i> as in <i>oad</i>	12
3. Enunciation. <i>a</i> as in <i>dare</i>	12
4. Enunciation. <i>e</i> as in <i>her</i>	13
5. Enunciation. <i>i</i> , followed by <i>gh</i> , like <i>i</i> in <i>pine</i>	13
TABLE I. Review of Vowel Elements.....	14
TABLE II. Review of Consonant Elements.....	15
6. Enunciation. <i>ld</i> , <i>lf</i> , <i>lk</i> , <i>lm</i> , <i>lp</i> , <i>ls</i> , <i>lt</i> , and <i>lx</i>	16
7. Reading Lesson.....	17
8. Enunciation. <i>nd</i> , <i>np</i> , <i>nt</i> , <i>nx</i> , <i>nd'</i> , <i>ns</i> , <i>nt'</i> , and <i>nx'</i>	18
9. Reading Lesson.....	19
10. Enunciation. <i>rd</i> , <i>rl</i> , <i>rm</i> , <i>rn</i> , <i>rp</i> , <i>rsh</i> , <i>rth</i> , <i>rv</i>	20
11. Reading Lesson.....	21
12. Enunciation. <i>rd</i> , <i>rf</i> , <i>rk</i> , <i>rs</i> , <i>rt</i> , <i>rv</i> , <i>rdch</i>	22
13. Reading Lesson.....	23
14. Enunciation. <i>bl</i> , <i>fl</i> , <i>kl</i> , <i>pl</i> , <i>sl</i>	24
15. Reading Lesson.....	25
16. Enunciation. <i>tsh</i> , <i>sk</i> , <i>sp</i> , <i>st</i>	26
17. Reading Lesson.....	27
18. Enunciation. <i>sm</i> , <i>sn</i> , <i>ng</i> , <i>ngk</i> , <i>bx</i> , <i>dx</i> , <i>gx</i> , <i>vx</i>	28
19. Reading Lesson.....	29
20. Enunciation. <i>br</i> , <i>dr</i> , <i>fr</i> , <i>kr</i> , <i>gr</i> , <i>pr</i> , <i>tr</i> , <i>thr</i>	30
21. Reading Lesson.....	31
22. Enunciation. <i>fx</i> , <i>ks</i> , <i>ps</i> , <i>ts</i> , <i>kt</i> , <i>pt</i>	32
23. Reading Lesson.....	33
24. Enunciation. <i>dw</i> , <i>kw</i> , <i>sw</i> , <i>tw</i> , <i>dsh</i> , <i>thx</i> , <i>ft</i> , <i>shr</i>	34
25. Reading Lesson.....	35
26. A Hyphen.....	36
27. A Comma.....	37
28. Reading Lesson. Voice suspended at a Comma.....	38
29. Simple Suspension, or Rising Slide of one Note.....	39
30. Semicolon.....	39
31. Colon.....	40
32. The Camel. The Woodman and his Child.....	41
33. Period. Dash.....	42
34. Enunciation. Unaccented <i>er</i> , like <i>er</i> in <i>her</i>	43
35. Morning.....	44
36. Enunciation. Unaccented <i>ing</i>	45
37. Autumn.....	46

Section.	Page.
38. Enunciation. Unaccented <i>ent</i> and <i>enoc</i>	47
39. A Greenhouse.....	48
40. Interrogation Point.....	49
41. Rising and Falling Slides.....	50
42. Enunciation. <i>bi, bid, bic, di, did, dis</i>	53
43. Flowers.....	54
44. Enunciation. <i>fi, fid, fic, gi, gid, gis</i>	55
45. A Storm.....	56
46. Enunciation. <i>hi, hid, hic, pi, pid, pis</i>	57
47. The Balloon.....	58
48. Quotation Marks.....	59
49. How Rollo learned to read.....	Abbott. 60
50. Enunciation. <i>si, sid, sic, ti, tid, tis</i>	63
51. Part of the Plan for Rollo to learn to read.....	Abbott. 64
52. Enunciation. <i>vi, vid, vic, vi, vid, vis</i>	65
53. Study made a Duty, not an Amusement.....	Abbott. 66
54. Exclamation Point.....	67
55. Mother and Child.....	Mrs. Sigourney. 68
56. Enunciation. <i>str, spr, str</i>	70
57. The Perseverance of Little Jane.....	Useful little Stories. 71
58. Enunciation. <i>tax, tax, tax, nax, nax, nax</i>	74
59. Hymn in Prose.....	Mrs. Barbauld. 75
60. Enunciation. <i>rox, rax, rix, rux, rux, rux</i>	76
61. Evil for Evil; or, Temper Improved. Author of Willie Rogers.	77
62. Enunciation. <i>ifs, ifs, ifs, nps, nps, nps</i>	82
63. Desire to go to School.... Author of Rhymes for Children.	83
64. Enunciation. <i>fts, fts, fts, nts, nts, nts</i>	84
65. The Way to obey.....	Abbott. 85
66. Enunciation. <i>rks, rps, rts, rts, rat</i>	88
67. Industry.....	Mrs. L. H. Sigourney. 89
68. Enunciation. <i>rth, rth, rid, ngd, ngth, ngx</i>	91
69. The Better Country.....	Mrs. Barbauld. 92
70. Enunciation. <i>spt, rpt, rkt, sht, spt, hts</i>	95
71. The Neglected Lesson.....	Mother's Lessons. 96
72. Enunciation. <i>ngks, ngkt, nth, nth, det, ist</i>	98
73. What a Child can do.....	Mother's Lessons. 99
74. Enunciation. <i>dshd, ndshd, rdshd, rnd, rnd, rud</i>	102
75. The Child and the Flowers.....	Mary Howitt. 103
76. Enunciation. Unaccented <i>ant, ants, and anoc</i>	105
77. What is meant by a Fictitious Story.....	Abbott. 106
78. Enunciation. <i>er</i> in every, general, &c.....	108