

**THE PROGRESSIVE
COURSE IN READING.
SECOND BOOK. STORIES -
VERSES - NATURE STADIES**

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The Progressive Course in Reading. Second Book. Stories - Verses - Nature Studies by George I. Aldrich & Alexander Forbes

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GEORGE I. ALDRICH & ALEXANDER FORBES

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THE PROGRESSIVE COURSE IN READING

SECOND BOOK

STORIES—VERSES—NATURE STUDIES

BY

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AND

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PREFACE.

THIS book, like the first of the series, is based on the conviction that pupils should be taught to help themselves, and thus each term they may become less dependent on the teacher for assistance.

The pupil must have a knowledge of the printed forms of words before he can read. This knowledge can be and should be acquired quite largely by the pupil's individual study of the printed symbols.

To assist the pupil in this preliminary and essential step in learning to read, the following devices have been employed, viz.:

I. All words not used in previous lessons of the series are registered at the head of the lessons in which they are first used.

II. These *new* words are introduced *gradually*, and are so printed that each syllable, each silent letter, and each phonetic element is clearly indicated to the eye. This arrangement enables the diligent pupil to acquire a visual knowledge of words by his own efforts.

III. Numerous exercises, both analytic and synthetic, provide special drills on the phonetic elements and the symbols which represent them.

Attention is invited to the Table of Contents. A glance at this Classified Table will show that a pleasing variety of matter has been presented. Short Stories, Fables, Nature Studies, Historical Lessons, and Geographical Lessons, have been interwoven with choice bits of Poetry. It is believed that this material will interest the pupil and encourage him to read. Many of the lessons have a distinctly ethical value, while others provide the pupil a fund of general information on a variety of subjects.

The publishers have spared no expense in procuring the best pictorial illustrations, and they have given due attention to typography and mechanical execution.

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TABLE OF VOCALS.

MARKED	MARKED
a <i>as in</i> ate . . . \bar{a}	i <i>as in</i> ice . . . \bar{i}
a " " arm . . . \tilde{a}	i " " it . . . \bar{i}
a " " all . . . \underline{a}	o " " old . . . \bar{o}
a " " at . . . \tilde{a}	o " " on . . . \bar{u}
a " " air . . . \tilde{a}	oo " " boot. . . \bar{oo}
a " " ask . . . \tilde{a}	oo " " foot. . . \bar{oo}
e " " eat . . . \bar{e}	u " " use . . . \bar{u}
e " " end . . . \tilde{e}	u " " up . . . \bar{u}
e " " her . . . \bar{e}	u " " turn . . . \bar{u}
oi <i>as in</i> oil.	ou <i>as in</i> out.

EQUIVALENTS OF VOCALS.

MARKED	MARKED
a, <i>like</i> \bar{o} , <i>as in</i> watch, . . . \bar{a}	o, <i>like</i> \bar{a} , <i>as in</i> or, . . . \bar{o}
a, " \tilde{e} , " " liar, . . . \tilde{a}	o, " \tilde{e} , " " actor . . . \tilde{o}
e, " \tilde{a} , " " there, . . . \tilde{e}	u, " \bar{oo} , " " rule, . . . \bar{u}
e, " \bar{a} , " " they, . . . \bar{e}	u, " \bar{oo} , " " full, . . . \bar{u}
i, " \tilde{e} , " " girl, . . . \tilde{i}	y, " \bar{i} , " " my, . . . \bar{y}
o, " \tilde{u} , " " son, . . . \tilde{o}	y, " \bar{i} , " " sadly, . . . \bar{y}
o, " \bar{oo} , " " do, . . . \bar{o}	oy, " oi, " " boy,
o, " \bar{oo} , " " wolf, . . . \bar{o}	ow, " ou, " " owl,

The modified long vowels in unaccented syllables are indicated by the *modified macron* ($\bar{}$), thus:

Sun'dáy, bê gun', f de'a, fol'lôw, ù nite'.

TABLE OF CONSONANTS.

SUBVOCALS.

b <i>as in</i> bat d " " dig g " " go j " " jug l " " lip m " " man n " " not		ng <i>as in</i> sing r " " rat v " " vine w " " we y " " yet z " " zone th " " the
---	--	--

ASPIRATES.

f <i>as in</i> fan h " " hat k " " kind p " " pin s " " sit		t <i>as in</i> tin th " " thin sh " " she ch " " child wh " " when
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EQUIVALENTS OF CONSONANTS.

c, <i>like s</i> , <i>as in</i> nice, . . . ^{MARKED} ç		s, <i>like z</i> , <i>as in</i> has, ^{MARKED} ſ
c, " k, " " eat, . . . e		g, " j, " " age, ġ
n, " ng, " " think, . . . n		ck, " k, unmarked

In the word-lessons of this book, the *silent* letters are printed in *italics*.

Doubled letters in the same syllable represent one sound; as, *ee* in *see'ing*, *ll* in *pull'ing*, *ss* in *miss'ing*.