

# ECLECTIC EDUCATION SERIES

## Progressive Course in Reading Book 3

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*THE PROGRESSIVE COURSE IN READING*

# THIRD BOOK

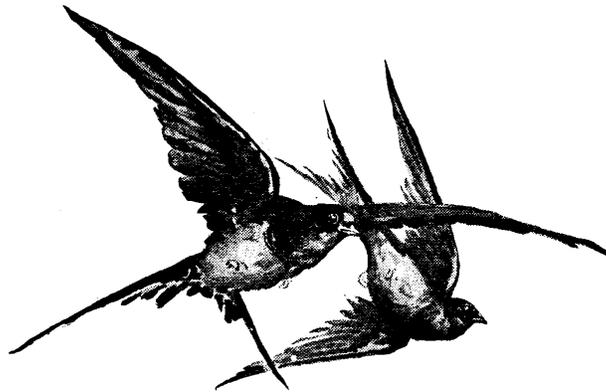
*STORIES—STUDIES—RHYMES—RIDDLES*

BY

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AND

ALEXANDER FORBES



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## PREFACE.

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THIS, the third book of The Progressive Course in Reading, is something more than a Book of Selections which pupils may read,— it is a Text-book in Reading. In preparing and arranging its lessons, the *present* and the *future* needs of the pupil have been considered.

The pupil's *present* needs demand :

- I. Graded lessons which interest him, and thus encourage reading.
- II. Lessons whose perusal will increase his fund of information.

GRADATION is provided for by introducing only a *few new* words in each lesson, and by employing the most simple and direct styles of composition. Attention is invited to the fact that the *new* words (such as have not been used in previous lessons of this series) are registered at the head of each lesson. The convenience and utility of this arrangement will be appreciated by all practical teachers.

Many of the lessons — notably those on Animals, Nature Study, Geography, and History — have well-defined lines of *information* running through them. Their mastery will leave the pupil with the consciousness that he has acquired knowledge as well as facility in reading.

The pupil's *future* needs require :

- I. Such instruction as will render him *self-helpful*.
- II. Such matter as will awaken and cultivate his taste, and also prepare him for his future studies.

All English dictionaries, and other books that aim to relate the printed symbol to the spoken word, *syllabify* words and employ *diacritical* marks to indicate their pronunciation. This text-book has employed these same devices in the belief that they will assist the pupil in acquiring a vocabulary, and also equip him for consulting intelligently books of reference.

A glance at the Table of Contents will disclose the fact that this book contains a much *greater variety of matter* than any other reader of its grade. Furthermore, it will appear that this matter is so arranged that *continuity of thought* is provided for.

Other Third Readers contain series of lessons that are wholly unrelated in either thought or treatment. As a consequence, the pupil using them does not have his attention directed in any channel long enough to make a lasting impression.

Not so in this Reader. The pupil begins his work by reading "Stories about Animals," and the next forty pages are devoted to lessons of that character. When he begins to read Fables, he finds fifteen consecutive pages given up to that style of composition. And so, throughout the book, each topic treated occupies a space of from ten to forty pages. It is confidently believed that this radical departure in the method of arranging material will be welcomed by both teachers and pupils.

Many of the lessons of this book have been drawn from authors whose writings are distinguished for their literary and ethical value. The pupil is introduced to Æsop, the Grimms, Andersen, George MacDonald, and others whose writings are of enduring merit, and are the delight of young and old.

Historical and Geographical lessons occupy forty pages, and about the same space is given up to Nature Studies. These lessons will give the pupil information on important subjects, and equip him with a vocabulary which will enable him to read with profit a text-book on Geography. Many teachers have lamented the inadequate preparation which the average pupil has made for studying and reading Geography; a mere glance at the matter which the pupil has previously read will account for the difficulty. While lessons conveying geographical information are practically unknown in other school readers of this grade, it has been thought judicious to devote considerable space in this book to this line of work.

Recent American text-books are considered models of mechanical, typographical, and artistic skill. In these particulars also it is hoped that this little volume will not suffer in comparison with the latest and the best of its competitors; certain it is that the publishers have spared no expense in securing the best work attainable.

Many teachers have furnished valuable suggestions as to the arrangement and scope of this book; many writers and publishers have generously conceded the privilege of using their standard copyright material in its pages. To all these, the authors extend their sincere and cordial acknowledgments.

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## INTRODUCTION TO READING.



THE mere calling of printed words is not reading. It is only when the reader *gets the thought* which words convey that he *reads*. We often think without making our thoughts known to others by speaking, and so we often read a page without speaking the words. Getting the thought without expressing it, is *silent* reading. Getting the thought and expressing it so that others may understand it, is *oral* reading.

A reader cannot properly express a thought which he does not have in his own mind, so a good *oral* reader must first be a good *silent* reader. There are many persons who cannot read, and yet they can think and talk. All the books and papers, with their true and beautiful stories, mean nothing to them, because they have not learned the printed forms of words.

Printed words are the signs of spoken words. In our language there are many thousands of spoken words, and just the same number of written ones. In writing all these words, twenty-six letters are used. Letters represent the elementary sounds which make up all spoken words. For example: The word *me* has two letters and two sounds; *chase* has five letters and three sounds; *ox* has two letters and three sounds.

Now it happens that there are some forty-five elementary sounds used in our language. As we have only twenty-six letters, some of them must represent more than one sound, — this is why it is so difficult to learn to read and spell our language.

On the next two pages will be found a Key to Pronunciation. This key should be mastered so that you can readily utter each elementary sound which it represents. Also, on hearing an elementary sound, you should be able to tell its sign.

## KEY TO PRONUNCIATION.



### TABLE OF VOCALS.

NAMES OF SOUNDS	INDICATED BY	NAMES OF SOUNDS	INDICATED BY
Long a, . . . .	<i>as in</i> ate, ā	Long i, . . . .	<i>as in</i> ice, ī
Italian a, . . . .	“ “ arm, ä	Short i, . . . .	“ “ it, ĭ
Broad a, . . . .	“ “ all, ȧ	Long o, . . . .	“ “ old, ō
Short a, . . . .	“ “ at, ă	Short o, . . . .	“ “ on, ǒ
Flat a, . . . .	“ “ air, â	Long oo, . . . .	“ “ boot, ō̄
Short Italian a, . . . .	“ “ ask, â	Short oo, . . . .	“ “ foot, ǒ̄
Long e, . . . .	“ “ eat, ē	Long u, . . . .	“ “ use, ū
Short e, . . . .	“ “ end, ě	Short u, . . . .	“ “ up, ŭ
Tilde e, . . . .	“ “ earn, ẽ	Circumflex u, . . . .	“ “ urge, û

Diphthong oi, *as in* oil, unmarked.

Diphthong ou, “ “ our, “

### EQUIVALENTS OF VOCALS.

INDICATED BY	INDICATED BY
a, <i>like</i> ǒ, <i>as in</i> what, . . . ȧ	o, <i>like</i> ȧ, <i>as in</i> or, . . . ô
a, “ ẽ, “ “ liar, . . . ă	o, “ ẽ, “ “ sailor, . . . ǒ
e, “ â, “ “ where, . . . ê	u, “ ō̄, “ “ rule, . . . ũ
e, “ ā, “ “ they, . . . ē	u, “ ǒ̄, “ “ full, . . . ũ
i, “ ẽ, “ “ girl, . . . ĭ	y, “ ī, “ “ my, . . . ŷ
o, “ ŭ, “ “ son, . . . ǒ	y, “ ĭ, “ “ hymn, . . . ỹ
o, “ ō̄, “ “ do, . . . ȝ	oy, <i>as in</i> boy = sound of oi.
o, “ ǒ̄, “ “ wolf, . . . ȝ	ow, “ “ owl = “ “ ou.

The modified long vowel sounds, occurring in unaccented syllables, are indicated by the *modified macron* (⌣), as in Sŭn'dăy, ě vēnt', ĭ dē'â, ǒ bey', ũ nĭte', hŷ ē'nâ.

## TABLE OF SUBVOCALS.

b <i>as in</i> bat, . . . unmarked	ng <i>as in</i> sing, . . . unmarked
d " " dig, . . . "	r " " rat, . . . "
g " " go, . . . "	v " " very, . . . "
j " " jug, . . . "	w " " we, . . . "
l " " lip, . . . "	y " " yet, . . . "
m " " man, . . . "	z " " zone, . . . "
n " " not, . . . "	zh " " azure, . . . "

th *as in* the, marked th.

## TABLE OF ASPIRATES.

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

## EQUIVALENTS OF SUBVOCALS AND ASPIRATES.

	INDICATED BY		INDICATED BY
c, <i>like</i> s, <i>as in</i> nice, . . .	ç	n, <i>like</i> ng, <i>as in</i> think, . . .	<u>n</u>
c, " k, " " cat, . . .	e	s, " z, " " has, . . .	ʒ
ch, " sh, " " chaise, . . .	çh	g, " j, " " age, . . .	ġ
ch, " k, " " school, . . .	eh	x, " gz, " " exist, . . .	ɣ

ph, *like* f, *as in* Ralph, unmarked.

qu, " kw, " " quite, "

x, " ks, " " box,

In the Word Exercises of this book, *italics* are used to indicate *silent* letters.

## EXERCISES IN SOUNDS AND SYMBOLS.

1. Give the sounds of  $\bar{a}$ ,  $\check{a}$ ,  $\grave{a}$ ,  $\tilde{a}$ ,  $\acute{a}$ ; select and copy words in which each of these sounds is used.
2. Give the sounds of  $\bar{e}$ ,  $\check{e}$ ,  $\grave{e}$ ; select and copy words in which each of these sounds is used.
3. Give the sounds of  $\bar{i}$ ,  $\check{i}$ ,  $\bar{o}$ ,  $\check{o}$ ; select and copy words in which each of these sounds is used.
4. Give the sounds of  $\bar{o}$ ,  $\check{o}$ ; select and copy words in which each of these sounds is used.
5. Give the sounds of  $\bar{u}$ ,  $\check{u}$ ,  $\hat{u}$ ; select and copy words in which each of these sounds is used.
6. Give the sounds of  $oi$ ,  $ou$ ; select and copy words in which each of these sounds is used.
7. Refer to the Table of Subvocals, and give the sound of each. Copy other words in which each subvocal is used.
8. Refer to the Table of Aspirates, and give the sound of each. Select and copy words in which each aspirate is used.
9. Write the letters that are *vowels*. Write the letters that are *consonants*.
10. Copy words that contain the sound of  $\grave{a}$  and of  $\tilde{a}$ .
11. Copy words that contain the sound of  $\check{o}$  and of  $\check{u}$ .
12. Copy words that contain the sound of  $\check{o}$  and of  $\check{u}$ .
13. Select and copy words in which the sounds of  $\bar{i}$  and  $\check{i}$  are represented by another letter.
14. Select and copy words in which the sounds of  $oi$  and of  $ou$  are represented by other letters.
15. Select and copy words that contain each of the Subvocal and Aspirate equivalents, as shown in the Table.

NOTE TO TEACHERS. — Make each of the exercises suggested above the subject of a drill, and have them taken up, from time to time, in connection with the pupils' regular lessons in reading. Many teachers find it desirable to use the blackboard in these phonic exercises. A few minutes devoted to this sort of work each day will prove of great advantage to the pupils; it will cultivate their vocal organs, and thus secure better tones and better enunciation. Phonic exercises are valuable for both individual and concert drill.

## PRINCIPLES OF READING.

THE main purposes of learning to read are to secure power of **correct interpretation** and **perfect oral expression**.

In order that *oral expression* may be effective, attention must be given to **pronunciation**, **inflection**, and **emphasis**.

### PRONUNCIATION.

*Pronunciation* is the act of giving words their proper sound and accent.

*Accent* is a more forcible utterance of some syllable of a word than is given to others. It is marked ('), as *quar'rel ing*, *mis for'tune*, *de vour'*.

Change of accent often entirely changes the meaning of a word, as: He *objects'* to the *ob'jects* being there. I *refuse'* to accept the *ref'use*.

Write the following words, dividing them into syllables, and marking the accented syllables: *visitor*, *protector*, *banisters*, *mischievous*, *unusually*, *understand*, *extinguishes*, *particles*, *exception*, *occupy*, *California*, *difference*.

### INFLECTION.

*Inflection* is a slide of the voice upward or downward, in reading or speaking. The upward slide of the voice is called the **rising inflection**; the downward slide is called the **falling inflection**.

No infallible rule can be given for inflections. A thorough interpretation of what is to be read, perfect familiarity with all the words used, and full sympathy with the spirit of what is to be read, prove a better and safer guide than formal rules, however carefully stated.

In a general way, it may be safely stated that the language of *uncertainty, timidity, or direct inquiry* usually inclines to the **rising inflection**; that of *positive statement, assurance, authority, and the like*, inclines, naturally, to the **falling inflection**.

### EMPHASIS.

*Emphasis* is usually a more forcible utterance of a word or words of a sentence than is given to the others. Its purpose is to make clear the meaning of the sentence.

What is **specially important** and that which is **new** are to be emphasized.

Tell why the words in italics are emphatic, in the following:

*Horses* are our best *helpers*. They are *beautiful, gentle, and obedient*. They are gentle and obedient because their *masters* are *kind* to them. "Like *master, like horse*," is an *old* saying and a *true* one.

*Colts* are just as fond of *play* as *boys and girls*, and *some* of them are just as full of *fun* and *mischievousness*. — (From Lesson IV, page 22.)

Sometimes a thought is rendered emphatic by dwelling longer on the words which express it, than upon other words, as:

But the *dear little* **chaps**  
 With their *glossy black* **caps**  
 In the **morning** creep softly away.  
 (From Lesson XII, page 49.)

Sometimes emphasis is best expressed by a pause before or after the word, as:

Look bravely up into the sky,  
 And be content with knowing  
 That God wished for a buttercup  
 Just here, where you are growing.  
 (From Lesson XXII, page 68.)

There are other ways of expressing emphasis, but whatever device may be used, the purpose is to call attention to the importance of the words emphasized, as compared with others.

## GROUPING.

Sentences are made up of parts. For the purposes of reading, these parts may be called **groups** or **phrases**. Examine the following sentences :

Books have been written about dogs, and the wonderful things they have done. They run errands, and care for sheep and cattle. They rescue travelers who have been lost in the snow, and do no end of strange things. — (From Lesson I, page 15.)

Study these three sentences, and see how the words, in certain parts of them, are more closely connected than they are to the other words.

In the first sentence we have three phrases or groups, thus :  
**Books have been written      about dogs      and the wonderful things they have done.**

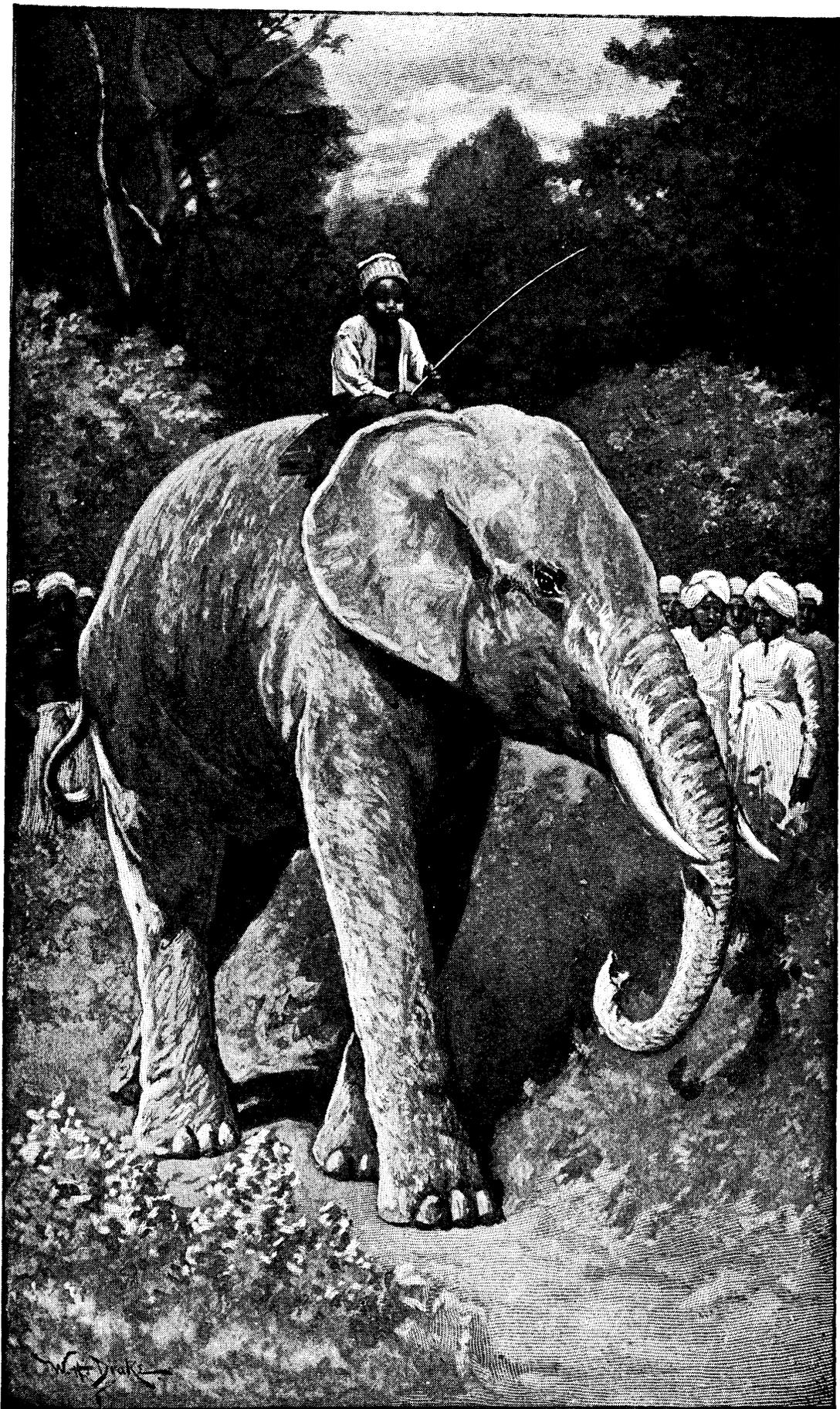
In the second sentence there are only two groups, thus :  
**They run errands,      and care for sheep and cattle.**

In the third sentence there are four groups, thus : **They rescue travelers      who have been lost      in the snow,      and do no end of strange things.**

In reading sentences, there should always be a longer pause between the groups, than between the words in the group.

Punctuation marks, such as the comma (,) and the semi-colon (;), serve to show the grammatical construction of the sentence, but they do not at all correctly tell where pauses are to be made in reading, nor do they tell the length of the pauses.

In the sentence, "The elephant, too, has been taught to do many wonderful things," the grouping in reading is : **The elephant, too,      has been taught      to do many wonderful things.**



# THIRD BOOK.



## SHORT STORIES ABOUT ANIMALS.

halt	rāged	hē'rō	bleed'ing
stir	hūrlēd	mōd'ěl	ěl'ē phant
fight	spēars	drīv'ēr	trāv'ěl ērs
mīles	piērçed(t)	hělp'ēr	dī rěet'əd

### I. TRUSTY HELPERS.

#### I.

Man has many good helpers among the animals, but there are only two that can be trusted to do their work alone. These two are the dog and the elephant.

Books have been written about dogs and the wonderful things they have done. They run errands, and care for sheep and cattle. They rescue travelers who have been lost in the snow, and do no end of strange things.

The elephant, too, has been taught to do many wonderful things. Like the dog, he can be trusted to do his work alone.

The elephant is so strong that he can carry heavy loads. He is so gentle that little children have been left in his care. He is so trusty and faithful as to be a model for all.

## II.

Sometimes elephants have been used in battles. There is a beautiful story about one that was in a battle in India. He carried the flag and so was in the thick of the fight.

Soon after the fight began, the old elephant lost his driver. The word to halt had just been given when the driver was killed.

The faithful animal stood still while the battle raged about him. He would not stir without the word of his driver. There he stood like a rock, while the flag waved above him.

Sharp spears were hurled at him. His sides were pierced, and his long ears were bleeding, but still he would not move.

When the battle was over, there he stood. They tried to lead him away, but he would not stir. For three days and nights he stood where the word to halt had been given.

At last the driver's little son was brought from miles away. The old elephant showed

very plainly that he was glad to see him. When at home the little fellow had often taken his father's place and directed him in his work.

And now the old hero lifted up the boy gently, placed him on his back, and at his word moved slowly away.

---

threw                    mīm'ies   pēd'dlēr   puṭ'tīng  
 mīm'icked (t)   rās'ealṣ   mon'keṣṣ   chāt'tēr īng

## II. THE PEDDLER AND THE MONKEYS.

Once a peddler was carrying his pack through a forest in South America. The day was warm and the way was long.

By and by he grew tired, and sat down to rest under the shade of a tree. He opened his pack and took out some caps. Putting on one of them, he soon fell asleep.

When the peddler awoke, his caps were all gone. He began to look about for them.

Hearing a chattering among the branches of the tree, he looked up. There he saw a number of monkeys, and, strange as it may seem, some of them had red caps on.

As you know, monkeys are great mimics.

They had seen the peddler put on a red cap, so they must do the same thing. They came down the tree, slyly picked up the caps, and away they ran.

The peddler called on the monkeys to bring back his caps. The more he called, the louder they chattered.

The poor man began to think that his caps were lost for good. How could he get the little rascals to bring them back? He tried many plans, but all in vain.

At last he pulled off his own cap and threw it on the ground. "Here," he cried, "if you little rascals will keep all the rest, you may have this one, too!"

No sooner had he done this, than the monkeys mimicked him. Each pulled the cap from his head and threw it on the ground. Then the peddler gathered them all up and went on his way.

---

WORD STUDY.

lift'əd	pulled	kissed (t)	helped (t)
want'əd	played	jumped	looked
start'əd	opened	barked	danced
twist'əd	covered	dressed	scratched

How many different sounds are represented by *ed* in above columns?

Pronounce the words, giving the sounds of *ed* distinctly.

Ā'tō	thŭmp	ā'ble	eā nā'rŷ
Dī'dō	puſhed (t)	nā'tŭre	mĕr'rĭ ěst
Rōme	down'ŷ	prō vīdeſ'	āft'ĕr wārdſ
worſe	found'ĕd	hĕlp'lĕſſ	præ'tiĉed (t)
pĕrch	fā'mouſ	prō tĕet'ōrſ	pĕr'fĕet

### III. A FAMOUS SINGER.

#### I.

If you have ever seen very young animals, you must have noticed how helpless they are. Indeed, if they were not well cared for, the most of them would soon die.

But nature is a kind mother. She provides protectors for young animals, until such time as they are able to care for themselves. Even when these protectors fail, sometimes others feed and care for the young and helpless.

There is an old story about the man who founded the city of Rome. It is said that he and his baby brother were lost in a forest. As the story goes, an old wolf found them, and she fed and protected them until they grew up.

This old story may not be true, but here is one about a little bird that is true. Cato