## DIRECTIONS.

It is peculiarly important that the pupil should be made to study this book in the order of its contents, and not be permitted to pass any part of it until it is mastered. The number of new sounds to which he is here introduced is necessarily considerable, and he will therefore run the risk of being continually puzzled and perplexed if he be hurried too rapidly through it. In particular, the various lists of words which are prefixed as keys to the lessons, should be, in every instance, thoroughly learned; for, though they will cost both teacher and scholar some labour, yet when acquired, they will lay a foundation for future progress, which will more than repay it.

## SOUNDS EXEMPLIFIED IN BOOK II.

		<b>AOM</b>	ELS.		
a long, a short, a middle, a broad, e long, e short, e feeble, i long, i short,	as in	ate at are all we wet fade ice in	o long, o short, o middle, o broad, u long, u short, u middle, y long, y show	as in	no not do fork use up puss by baby
, n		CONSO	NANTS.		
b c soft, like s c hard, — d f g hard, g soft, h full, h silent, j k	as in	tub ice cat bed if dog age home hour jot make	p q r s like z t v w x z ch sh	as in	top quick sir ass is it five we ox buzz rich fish
m y	-	ham sun	th flat, th sharp,		this thin