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FUNK  
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STANDARD  
READER SERIES  
~  
FIRST  
READER

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THE GIFT OF  
Dr. Marvin D. Glock  
Education





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STANDARD READER SERIES

# STANDARD FIRST READER

EDITED BY

ISAAC K. FUNK, LL.D.

EDITOR-IN-CHIEF OF THE STANDARD DICTIONARY

MONTROSE J. MOSES, B.S.

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*WITH ILLUSTRATIONS BY CHARLES M. RELYEA,  
LOUISE L. HEUSTIS, HARRIE A. STONER, OLIVER  
J. NUGENT, AND MUSIC BY HARRIET WARE AND  
HARVEY WORTHINGTON LOOMIS . . . . .*



FUNK & WAGNALLS COMPANY

NEW YORK AND LONDON

1902

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PRINTED IN THE UNITED STATES OF AMERICA.

# PREFACE

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A "TEACHERS' MANUAL" for this First Reader is published separately. This "Manual" is for the teachers' use; not for the pupils'. It contains carefully prepared "Notes" on each lesson, which, it is believed, will prove well-nigh indispensable to the teacher. These "Notes" suggest ways for teaching each lesson; for making it interesting and instructive; for fastening in the minds of the pupils its truths by suggestive stories, fables, and readings—it is to be regretted that with many teachers the art of story-telling is almost a lost art—for training the organs of speech to clear enunciation and pronunciation; for enlarging the pupils' vocabulary; for teaching them to become close observers, and to think and to originate; for training the eye and ear; for GROWING CHARACTER.

The "Teachers' Manual" is a small volume, and is of such shape that it can be carried easily to and from school in the pocket or satchel.

THE IMPORTANCE OF PRIMARY READERS.—The teacher of the First Reader especially should studiously prepare for her daily task, for, than hers, there is no teaching more important from the kindergarten to the graduation class in the university.

It is scarcely an exaggeration to say that more power for good or evil rests between the covers of the First and Second Readers than in all the other books combined that are taught in our schools.

True, in the past few decades these Readers have degenerated often into mere trifling, flippancy. It was not always so. The A, B, C work in the days of our fathers was deemed profoundly important. In the seventeenth and eighteenth centuries in this country and in England some of the ablest minds were devoted to the production of the Primary Reader; even the royal rulers of England did not deem this work beneath their dignity.

It is not too much to say that the New England Primer, more than any other one human agency—more, we may say, than almost all other agencies put together, the Bible excepted—made the United States what it is to-day.

It is impossible to exaggerate, for good or evil, the lessons given to a child during the years of from four to seven. These years very generally prove to be the rudder that shapes the life-voyage.

Primary teachers have good right to magnify their office. Friends, you are the creators of eternal things; makers of character at an age when character is most easily impressed and developed; inspirers of the heroes and the world-lifters of the next generation, of the men and women to be; not simply teachers of words. True, you are to train the pupils to know and make the sounds of the language, to know and use words, but your mission is one infinitely beyond that. Hamilcar taught Hannibal the handling of the sword—that was little; he inspired the purpose that determined the objects for which the sword was to be handled—that was much.

Throughout the making of this Reader the following has been kept constantly in mind :

1. A child learns words by trying to understand or tell some thought.
2. He will learn these words as readily if the thought is something worth while as if it is trivial. We have not thought it worth while to tell a child that "a cat sat on a mat," or that "a hen laid an egg in John's hat," yet we have tried to keep easily within the reach of a child from five to seven years of age; to be childlike, but not childish.
3. Of various instructive thoughts, preference should be given to those that give in-form-ation—that build character.

INFORMATION THAT IS IN-FORM-ATION. — Truthfulness, honesty, loving others, living for others, self-denial, self-dependence, prolonged effort, patience, obedience, humility, courage, true heroism, love for home, love for parents, love for nature, all should be woven on the loom of the school into the texture of the minds and hearts of children.

The mind and heart of a child of five years are not too young to have started in them the bubbling springs of true philanthropy, patriotism, love for truth, heroism, religion. It would be worth far more to this country than all the diamond-fields of Africa were this thought fixed for a single generation in the minds of teachers of the primary classes.

*The school that does not grow character is a failure.*

NATURE-STUDIES.—All children should be in close contact with nature. A First Reader especially is fatally faulty that does not smell of the earth, of the woods, of the new-mown hay, of flowers; that is not full of the chirping of insects, the song of birds, the murmur of water. Teach a child to love nature, and the chances are greatly increased that he will grow up a good citizen. Pullman, the inventor, said: "I have flowers in front of every home in this city of Pullman; their civilizing influence reaches through the mothers and the children to the fathers."

Children should be taught the names of their neighborhood birds, animals, trees, flowers, and other plants, and facts about them. They should be led intelligently to watch the spider spin his web, the ant dig in the ground, the bird build her nest; to wonder at and revere the spark of life in every insect; to look up at night and see the splendor of the sky. As Emerson says: "If the stars appeared only once in every thousand years, what marvel upon marvel it would be, how their appearance would be handed down from generation to generation, and how all the world would turn out at the reappearance to see the city of God!"

With intelligent encouragement and direction, nature will remain a great school-house to children, and a source of never failing and wholesome enjoyment and instruction, for she is responsive to children, and it is beautiful to see how easily they learn of her. She has a thousand tongues for little folks where she is dumb to the average adult.

RELIGION THAT SHOULD BE TAUGHT.—No better service can be rendered a child than to give him noble thoughts of his being and of his destiny; thus you hitch his



baby-cart to the inner, unseen, the truest of all forces. Ethical truths should be given religious sanction. Pupils should be imbued with a deeply religious sentiment, a spirit of reverence. This can be done in a way that wholly avoids dogmatism, that avoids the slightest trace of sectarianism—in a way to which neither Protestant, Roman Catholic, nor Jew would object. See, for example, Lesson XII, p. 20.

The state trusts to an oath, that is, to an appeal to God. It is then reasonable that schools supported by the state should help to grow men and women who will respect their oaths.

To talk *about* religion, to salute the flag—these may be *efficient*, but are not *sufficient*. Nothing teaches like life. Much use should be made of biography. Above all, the teacher must *be* what she would have the pupils be. A heart must burn that would set other hearts on fire. A true teacher is worth many books.

These and kindred thoughts are dwelt upon at greater length in the Introduction to the Funk & Wagnalls series of Readers, which appears in the "Teachers' Manual" for this First Reader.

**SELF-DEPENDENCE.**—Remember that the best teaching is to teach the child to be a self-teacher. Train him to think; this is the chief object of education. Encourage in every way original thought. Ask questions; ask what water is good for; what the snow is; ask him to imitate the sounds made by different animals. Use putty, dough, clay, peas in having the children make different objects. With a little tactful helping the children will surprise you with their inventiveness. This method of teaching will help to develop the creative or resourceful faculty.

**AVOID CONFUSING THE MINDS OF PUPILS.**—It is easy to confuse hopelessly the minds of little ones by giving them too many tasks to master at one time. To master the fifty-two sounds that make up the English language and get a vocabulary are the first essentials.

**COMMON ALPHABET.**—Give no attention to teaching the names of the letters in the common alphabet. If the directions given in the "Teachers' Manual" are followed it will be found that the pupil will have "learned his letters" before the end of the first year; these he will have learned *incidentally*. It will be easy then to arrange the letters in their alphabetical order.

**SCRIPT.**—No script is used on lesson pages. The Script Alphabet is given complete with the Print Alphabet on the page opposite Lesson I. The script letters are made so like the print letters that a child having learned the one will readily recognize the other; the teacher will find no difficulty in using the script in black-board-teaching. In the later lessons the pupils can use it in slate-work and pad-work.

**SPELLING.**—It is thought better for teachers to omit spelling wholly the first year. A pupil who is first trained in phonetics and then taught to spell will be a better speller at the end of two years than if he had been taught the latter without the former, or taught both concurrently. The experiments made by the United States

School Commissioner of Education, William T. Harris, when superintendent of the schools at St. Louis, and the experiments of other educators along the same lines, have made this fact very clear. After the child has learned each sound, and the unvarying symbol for that sound, it is easier for him then to learn the variations, or equivalents in the common spelling. However, those teachers who prefer to teach spelling to First Reader pupils will find that the vocabulary list of words in the Appendix will readily lend itself to this use, so also will the lists of words given in various lessons. In the Appendix all words used in our lessons are there tabulated alphabetically and respelled for pronunciation purposes.

**TEACHING TO READ.**—In the first part of the Reader teach words largely as wholes. New words are introduced sparingly in each lesson. Do not try to have the pupil memorize the word aside from the thought of the sentence in which it occurs. Write on the blackboard new sentences containing the words, and it will be surprising to see how quickly the pupils will master them by sight. No attempt should be made at analysis except as it be made in a syllable to make clear the sound taught in the lesson or the sounds already taught.

**ENLARGING THE PUPIL'S VOCABULARY.**—Encourage the child to talk by asking him questions; as, "John, what did you see coming to school?" "Mary, go to the window and look out until I count ten, and then come back and tell us everything you saw." Never forget that words are learned by trying to tell or understand a thought. That is nature's way.

**MOTTOES.**—In the various lessons are sentiments in smaller type than is used in the lesson proper. This type is to be read by the teacher and explained to the pupils. Each motto contains words that embody the sound or sounds of the lesson. It will be found of advantage after the pupils have read through the first part of the Reader to begin again with Lesson I, and have them read the mottoes and try to explain the simpler ones in their own language.

**PICTURES.**—Great care has been taken to have each picture illustrate the central thought of the lesson. Each picture has been made for this Reader by an excellent artist. The eye helps the ear to catch and fix the idea of the lesson.

**MUSIC.**—To help drill the pupil in phonetics, and to fasten these sounds on the mind, the music that accompanies the lessons will be found useful. Rhythm and rime greatly assist the memory. Children love music. It will be seen in the first part of this Reader that a staff of music is given usually with each lesson, and all of the staffs under one group of sounds make a complete song. This method will help to tie together the group in the mind of the pupil.

**EXACT ENUNCIATION AND PRONUNCIATION.**—The first step in this teaching is to train the ability to detect and produce each of the fifty-two sounds that make up the spoken English language. This should be a chief aim in the first two years of a pupil's school life. If done thoroughly, it will be found that the pupil has taken a

long step to become a good reader, a good speller, and, incidentally, a good talker. It is foundation-work.

The drill in phonetics should begin early—in the kindergarten is not too early; even better were it to begin in the nursery. It is certain that it is not too early to begin with the First Reader.

Efforts should be made to detect and overcome every defect in the organs of speech, as drawing, stammering, weakness of voice (see "Teachers' Manual"). Let the drill be patient and persistent on those sounds which are defective. Remember the shortest road is still a hard road, and there is no excellency without great labor.

For the correct use of tongue, lips, teeth, breath, vocal cords, in giving the sounds, carefully prepared directions will be found under each lesson. These should be mastered by the teacher.

In teaching phonetics see that the pupil is kept interested in the thought of the sentence, or in the story while he is learning the drill-sound. Always be sure that the thought in which you are interesting him is something worth the while; always distinguish between simplicity and simpleness; there is such a thing as sensible simplicity.

This Reader is divided into two parts; in the first part the drill is on the vowels; in the second part the drill is on the consonants.

For drill in phonetics and in pronunciation we have chosen for this series of Readers what is known as

**THE SCIENTIFIC ALPHABET.**—For simplicity, exactness, and thoroughness in training the pupils to pronounce the sounds of the language, no system of diacritics compares for a moment with this alphabet, invented and recommended by the philological societies of England and America. The powers of the letters are similar to those used in the orthography of the United States Board of Geographical Names, by the Royal Geographical Society of England, and in the pronunciation of the great Oxford historical dictionary, "A New English Dictionary" (Dr. Murray's), and in the Funk & Wagnalls Standard Dictionary Series. Through this alphabet, for the first time, is supplied a strictly scientific series of diacritic markings, indorsed by all of the leading philologists of the English-speaking world.

The Scientific Alphabet is used in this Reader solely for pronunciation, and is *always* printed in red, so that it can be detected at a glance by teacher and pupil.

I am much indebted to my associate editor, MONTROSE J. MOSES, for assistance in giving final verbal shape to much of the First Reader. During the last year of its preparation he has been my constant helper. In the earlier stages of the work large credit is due to MRS. T. H. ROBERTS, J. C. FERNALD, and H. C. RANKIN. Much helpful advice has been received from FRANCIS A. MARCH, LL.D., of Lafayette College, and from scores of other prominent educators and principals, and teachers in schools in this country and Canada, and in schools in England and on the Continent.

NEW YORK, *March 20, 1902.*

I. K. F.

# PRINT AND SCRIPT ALPHABETS

[The script used below is so nearly like print that it will not confuse the pupils, should the teacher use it in blackboard exercises. It lends itself quite as readily to the slant or semi-slant method of writing, should either of these be preferred to the vertical.]

PRINT	SCRIPT	PRINT	SCRIPT	PRINT	SCRIPT	PRINT	SCRIPT
A	A	N	N	a	a	n	n
B	B	O	O	b	b	o	o
C	C	P	P	c	c	p	p
D	D	Q	Q	d	d	q	q
E	E	R	R	e	e	r	r
F	F	S	S	f	f	s	s
G	G	T	T	g	g	t	t
H	H	U	U	h	h	u	u
I	I	V	V	i	i	v	v
J	J	W	W	j	j	w	w
K	K	X	X	k	k	x	x
L	L	Y	Y	l	l	y	y
M	M	Z	Z	m	m	z	z



See papa!  
 See mama!  
 Good-by, papa!  
 Good-by, mama!

Pronunciation Drill : α, ā (pronounced <sub>ah</sub>), mā-mā', pa-pā'.

[α (short), ā (long). In α (so' fα), voice-effort short; in ā (ārm), voice-effort prolonged; lips and mouth well opened; back of tongue raised lightly against back upper teeth; tip touching inside of front lower gum. See the First Reader "Teachers' Manual" for this and all succeeding lessons.]

*Tempo di Valse.*

*p*

Mα-mā, α ā, α ā, α ā, Went to the pārk one day.....



## LESSON II

I see papa,  
 I see mama,  
 on the sofa  
 in the parlor.  
 I love papa.  
 I love mama.

Who ran to help me when I fell,  
 And would some pretty story tell,  
 Or kiss the place to make it well?  
 Mama.

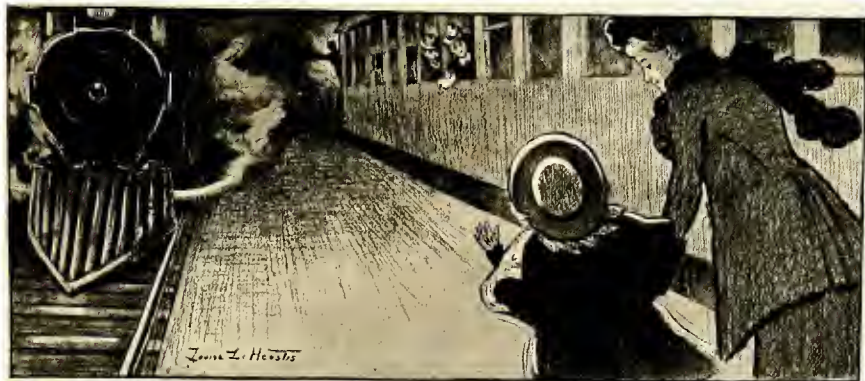
JANE TAYLOR.

A thread a day will make a carpet.

PRONUNCIATION DRILL: a, ā, so'-fa, ma-mā', pa-pā', pār'-lor.



And Caarl and Maar-gie, a. a. a. Went with ma-mā to play.....



Hark! the cars!  
 The cars are coming.  
 The cars are here.  
 The cars start.  
 I see mama and papa.  
 They are in the last car.  
 We play cars at school.

If we learn to do our part,  
 Working with a gladsome heart,  
 Time will quickly pass away.  
 Lessons done—then we shall play.






PRONUNCIATION DRILL: ā, āre, cār, hār, stārt.








## LESSON IV

## WORD-GUESSING

[Names of objects suggested by the pictures.]

Margie and Carl went out to walk one day with mama and papa. Do you see  and ? On their way to the park Carl said: "I see some  in a  pulled by a little .

"Yes," exclaimed Margie, waving her , "look, they are going to stop near that .

"Oh," said Carl, "see, there is a  looking through the  of the fence. I hope the dog will not scare the pony." "No," said mama to Margie and Carl, "the  are good friends."

PRONUNCIATION DRILL: a, ā, pa-pā', ārm, bārn, bārs, cārt.







g LESSON V

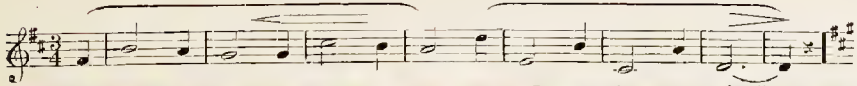
Mama,  
see the ant.

Is the ant taking a bath?  
No, the ant is on some grass.  
The bird dropped the grass.  
The grass is a raft for the ant.

The busy bee  
Is small to see;  
The ant is little, too.  
They teach us all,  
However small,  
We have a task to do.

PRONUNCIATION DRILL: **g, ant, grass.**

[Intermediate variant sound between **a** and **ā**, approaching **ā**; back of tongue a little lower than in **ā**; sound not as narrow and short as **a** (**at**), nor as broad as **ā** (**ārm**).]





See the basket party  
 on the grass in the park.  
 The grass is green; the sky is blue.  
 The bark on the trees is dark.  
 How many trees do we see?  
 One tree, two trees, three trees.

The little birds sing:  
 "It is Spring, it is Spring.  
 We are happy and gay; are you, are you?"

PRONUNCIATION DRILL : q, bɪs'-ket, grɑs.



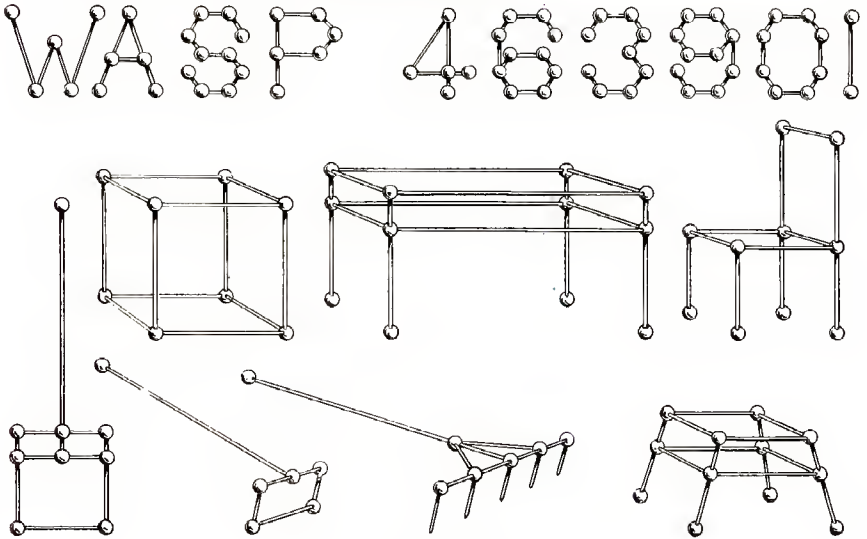
And so they sang a mer ry song, "q q, q q," sang they....

LESSON VII



PEAS AND STICKS

[The teacher is referred to the "Teachers' Manual" for full directions about soaking peas and handling sticks.]
















REVIEW

a      ma-mā', pā-pā'  
 ā      pār'k, pār'-lor  
 g      gnt, bgs'-ket

## LESSON VIII

## WORD-GUESSING

[Pupils are to find out the words suggested by the pictures.]

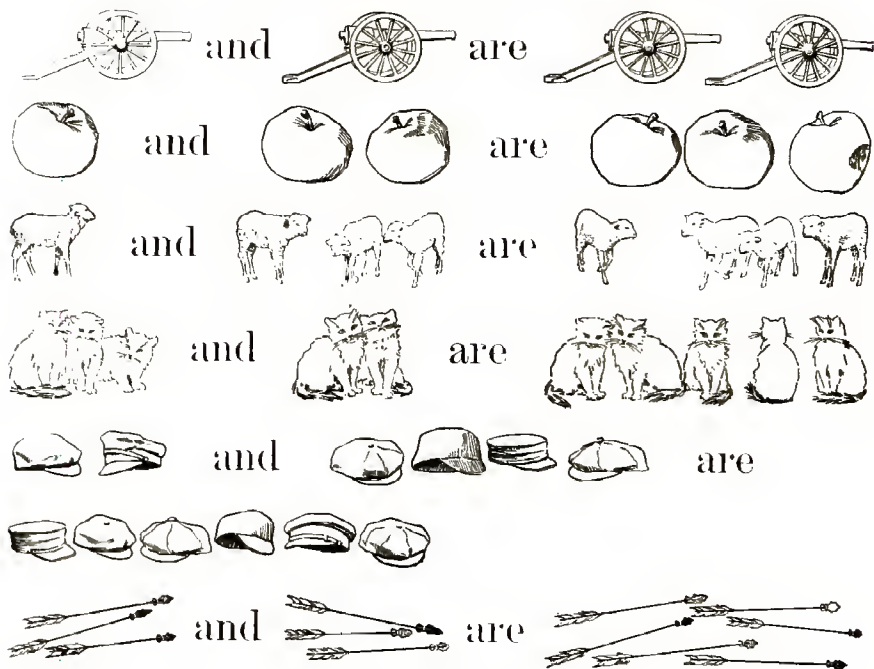
1. Have you ever seen a large  climbing up the bark of a  ?
2. In this  there are one, two, three .
3. See the  take its morning .
4. A boy is sitting on a  with a tart in one  and a  in the other.
5. There are large  on the .
6. This  has a clasp on it.
7. The girls and boys are sitting on the .

Pronunciation Drill : ā, ą, bārġk, bārs, tārt, ąnt, bąs'-ket, bąth, gląss, mąst.



## LESSON X

## WORD-GUESSING AND COUNTING EXERCISE



## WORD DRILL

at	mat	an	and	add
bat	pat	fan	band	bad
cat	rat	man	hand	lad
fat	sat	pan	land	mad
hat	vat	ran	sand	pad

Pronunciation Drill: a, ap'-ple, ar'-row, can'-non, cap, cat, lamb.

## LESSON XI



I see a square.

Where? There!

That is a picture of a square.

What is there to see in the square?

Statues, trees, and a fountain are there.

Light is the task where many share the toil.

HOMER'S *Iliad*.

PRONUNCIATION DRILL: ā, squāre, there [e=ā], where.

[In making this long sound, positions of organs same as in a (at); voice-effort prolonged.]



And what was there, ā ā, ā ā, And oh, what did they see?....



Washington was a good man.

He was a soldier.

Once, when the air was cold, the trees bare,  
and the ground white with snow,  
his army had little to wear and little to eat.

Washington was seen at prayer,  
asking God to help them.

This was at Valley Forge.

Four things observe with care:  
Of whom you speak; when, how, and where.

Pronunciation Drill : ā, bāre, air [ai=ā], prayer [aye=ā], wear [ea=ā].



The flow ers fair were eve - ry - where, And birds sang mer ri ly.....





a

21

LESSON XIII

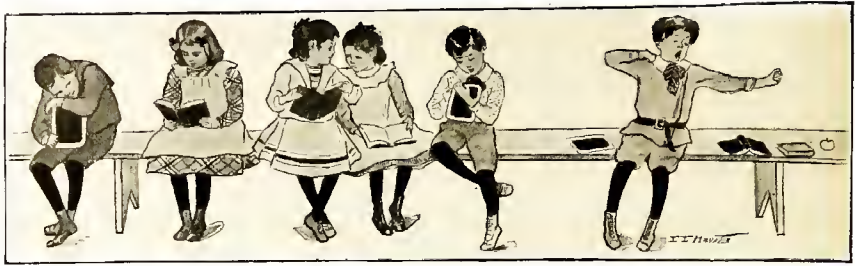
Here is an American soldier.  
He was brave.  
He fought for the American flag.  
He led the attack on the fort.

Be like a soldier: always pay attention.

Pronunciation Drill : a, at-tack', at-ten'-tion.

[Organs in nearly same positions as in a (at), but less voice-effort; back of tongue lowered slightly.]





## REVIEW

[This is a review of sounds already learned; *new* words with these sounds are given. Previous directions in Pronunciation Drills are to be followed.]

a	a-gain'	a-live'		
	a-like'	a-muse'		
ā	āre	bārk	lārk	cārt
	bār	dārk	mārk	pārt
	cār	hārk	pārk	tārt
ʌ	ʌnt	mʌsk	glʌss	
	ʌsk	tʌsk	glʌss	
	eʌsk	bʌth	grʌss	
a	at	an	and	had
	bat	pan	sand	glad
	cat	plan	stand	that
ā	air [ai=ā]	hair	square	
	bear [ea=ā]	pair	there [e=ā]	
	fair	stair	where	
ə	as-sist'	at-tack'	at-ten'-tion	

SONG.—“A” SOUNDS

*Tempo di Valse.*

HARVEY WORTHINGTON LOOMIS

1 Ma - mā, a ā, a ā, a ā, Went to the park one day,.....  
 2. "ā ā, trū lū," they gai ly sang As toward the bars ran they,.....

*p*

And Cārl and Mār gie, ā, ā, ā, Went with mā - mā to play....  
 "How green the grūss, ā ā, ā ā, Mā - mā, come let us [Omit.....] play."....

*crescendo.* *mf*

1st Ending 2nd Ending

3. And so they sang a mer ry song, "ā ā, ā ā," sang they;.....

*p*

And then with flags and hoops and balls They had a jol - ly day .....

*rit.* *a tempo.*

4. And what was there, ā ā, ā ā, And oh, what did they see?.....

*p*

The flow ers fair were eve ry - where, And birds sang mer ri ly.....

*crescendo* *mf*

## LESSON XVI

Cherries are red.

A cherry-tree is covered  
with cherry-blossoms.

The blossoms are white.

The cherries grow on stems.



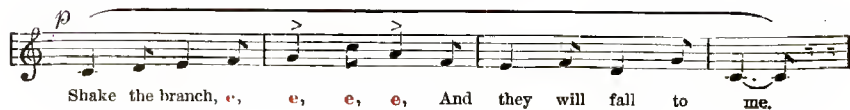
If you don't get the better of temper, it will get  
the better of you.

The valley stretching for miles below  
Is white with blossoming cherry-trees, as if just  
covered with lightest snow.

LONGFELLOW.

Pronunciation Drill : e, cher'-ry, red, stem.

[In making this short sound, middle of tongue raised; also the front, slightly; lower jaw dropped, tho not as much as in a (at). Voice-effort usually stopped by a following consonant.]





e

LESSON XVII

25

This yellow flower  
 is a dandelion.  
 It grows in gardens  
 and in fields.  
 It blooms in the Spring.  
 Bees and birds fly around it.  
 Have you ever seen  
 a dandelion?  
 Do you remember now  
 where you saw it?

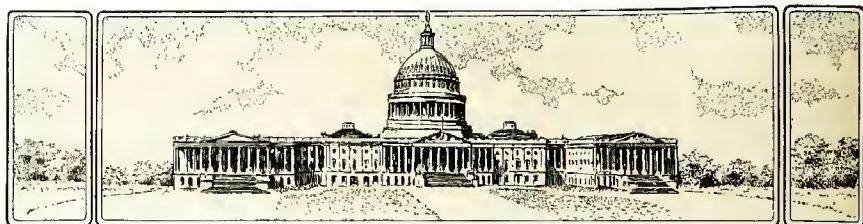
**Pronunciation Drill** : e, dan'-de-li''-on, re-mem'-ber.

[This sound occurs only in unaccented syllables; nearly same sound as **i** (**it**); middle of tongue raised; jaw not dropped as much as in **e** (red); mouth open about one-quarter inch; voice-effort weak.]

*mf*

Yel - low, yel - low, yel - low      Dan - de - li - ons      grow....

## LESSON XVIII



This is a picture of the Capitol  
of the United States.

The Capitol is in Washington.

The President of the United States  
works in the Capitol.

George Washington  
was the first President.

And the star-spangled banner in triumph  
shall wave  
O'er the land of the free and the home  
of the brave.

FRANCIS SCOTT KEY.

PRONUNCIATION DRILL : e, pres'-i-dent.

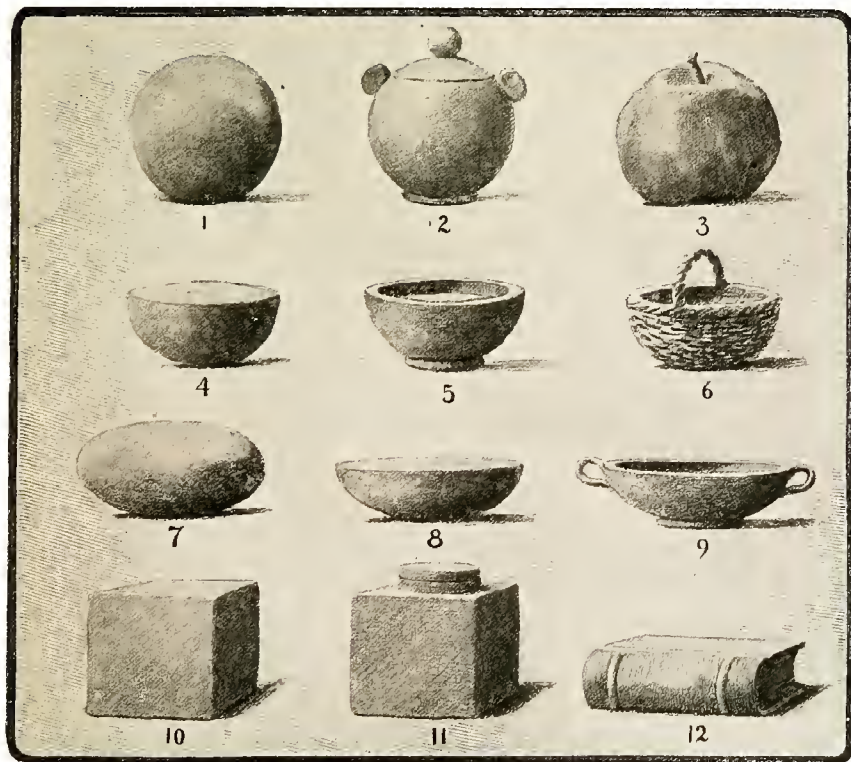
[Same sound as e (red), varying toward u in but; only in unaccented syllables; voice-effort often but a murmur; middle of tongue raised slightly, and tongue narrowed toward front.]

In the fields e, e, e, e, . . . . . I do love them so . . . . .

# LESSON XIX

## CLAY-MODELING

[Directions for the proper mixing of the clay, and for modeling, are given in the "Teachers' Manual."]



## LESSON XX

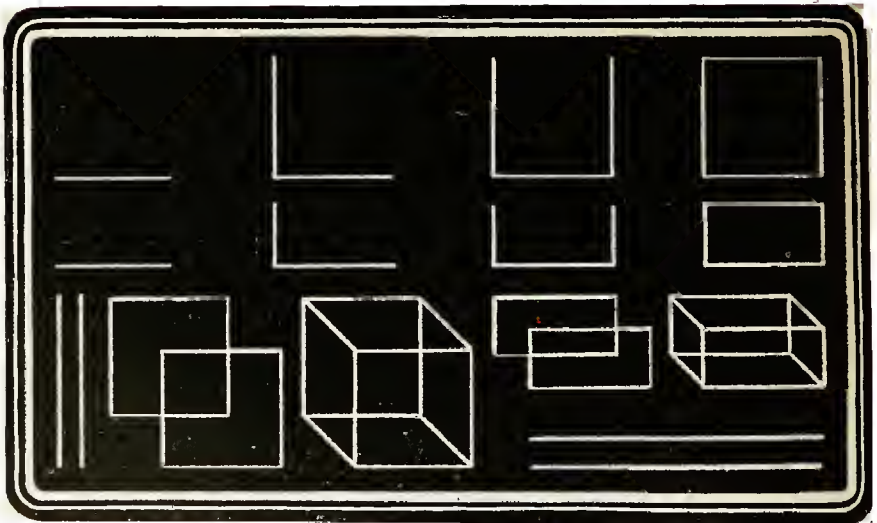
## REVIEW

e	bed	bell	bent	belt
	end	cell	cent	felt
	bend	dell	dent	melt
	lend	fell	lent	hem
	send	tell	sent	them

e dan'-de-li''-on                      re-mem'-ber

e mo'-ment                              pres'-i-dent

## DRAWING LESSON



[The two boxes shown in the above diagrams are developed from the straight line. For directions see "Teachers' Manual."]





The birds fly  
here and there.  
They build nests  
in trees.

Their little eggs  
are in the nests.

The pretty birds perch  
on the branches  
of the flowers.

How many birds can you name?

Pronunciation Drill : er, flow'-er, perch, bird [ir=er].

[Positions of organs same as in e; voice-effort prolonged; modified by  
r; lips slightly rounded.]



## LESSON XXII



The daisy grows in the fields.  
 Have you ever seen a daisy?  
 Some daisies are yellow, with black eyes.  
 Some daisies are white, with yellow eyes.  
 The daisies bloom in May.  
 Do you know how to make a daisy-chain?

Bright flowers whose home is everywhere.

WORDSWORTH, *To the Daisy.*

There is a flower, a little flower,  
 With silver crest and golden eye,  
 That welcomes every changing hour,  
 And weathers every sky.

MONTGOMERY, *The Daisy.*

PRONUNCIATION DRILL: ê, chain [ai=ê], dai'-sy, make [a=ê],  
 May [ay=ê], a [a=ê if accented; a=a if unaccented].

[Organs in same positions as in e; voice-effort prolonged.]

White the dai - sies, ê, ê, ê, Are peep - ing from the ground.

## LESSON XXIII



How many days of the week are there?

There are seven days:

Sunday, Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday.

Sunday is a day of rest.

Monday, Tuesday, Wednesday, Thursday,  
and Friday are school-days.

On Saturday, girls and boys play,  
and have fun.

PRONUNCIATION DRILL: Mon'-day [ay=ê].

[Organs in slightly narrower positions than in ê; sound occurs in unaccented syllables.]



## LESSON XXIV

## REVIEW

er ev'-er her bird [ir=er] girl  
 é late [a=ê] day [ay=ê] play they [ey=ê]  
 ê Sun'-day [ay=ê] Mon'-day Tues'-day

## SONG.—"E" SOUNDS

*Allegro.*

HARVEY WORTHINGTON LOOMIS

1. Red, red, red Cher-ries on a tree, Shake the branch, e, e, e, e, And  
 3. Birds, birds, birds Chir-ping all a - round, White the dat - sies, ê, ê, ê, ê, Are

they will fall to me. 2. Yel - low, yel - low, yel low Dan dg - li ous  
 peep - ing from the ground. 4. Mon - day, Tues - day, Wednes - day, Eve - ry day I

FINE.

FINE.

grow.... In the fields e e e e..... I do love them so.....  
 go.... In the fields to see the birds And flow - ers I love so.....

D.G.

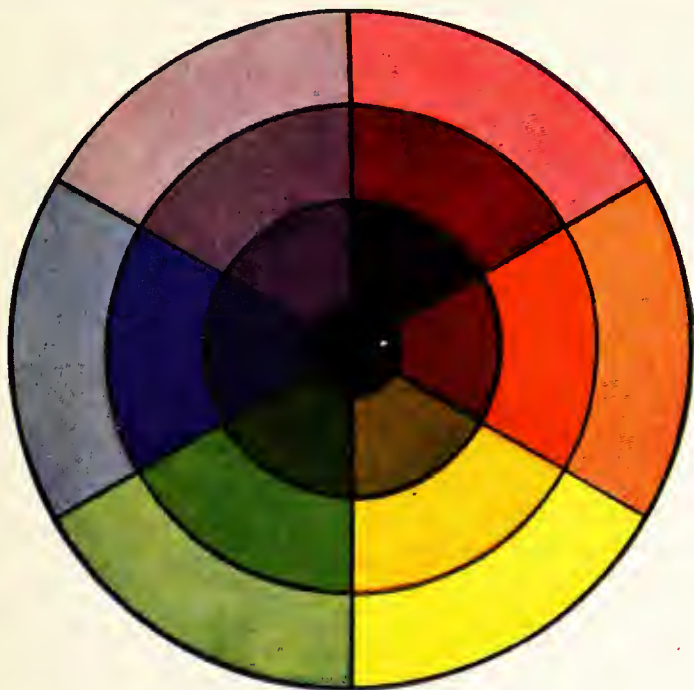
D.G.

*ritard.*

## LESSON XXV

## COLOR DRILL

[For directions and explanation see "Teachers' Manual."]



## LESSON XXVI

The squirrel lives in the woods.  
His home is in the trunks of trees.

He eats nuts.

In the Fall he hides the nuts,  
so that when cold Winter comes  
he will have something to eat.

Squirrels run fast.

Their tails are like brushes.

Do you know why  
they have such tails?

The long bushy tail helps the squirrel  
to leap from tree to tree.

It also keeps him warm in Winter.

In November, squirrels go  
into their homes, to stay  
until the Winter has gone.

---

All things are possible to him who works.

---

PRONUNCIATION DRILL: i, in, is, it, live, Win'-ter.

[In this short sound, voice-effort stopped by following consonant; front of tongue raised as high as vowel sound can be made with tongue flat; mouth opened about one quarter inch.]

---

*mp Allegretto.*

In Win-ter time the snow falls down, The wind i, i, is blow-ing;



## LESSON XXVIII



The peach-tree is in the garden.  
 There are leaves on the tree. They are green.  
 The tree has pink flowers on it.  
 These flowers are called blossoms.  
 The peach-blossoms fall to the ground  
 when the peaches begin to grow.  
 A peach is at first green.  
 Then it turns ripe, and we may eat it.  
 A peach-stone is inside of the peach.

The trees that are most in the sun bear the sweetest fruits.

**Pronunciation Drill** : **i**, leaves [ea=i], peach, green [ee=i], see, tree.

[This long sound is equivalent to ee in see; positions of organs similar to those in **i** (In), but voice-effort prolonged.]

*mp Allegretto.*

In Sum - mer, peach - es, **i**, **i**, **i**, Are found un - til Sep - tem - ber;....

In Au - tumn, leaves, **i**, **i**, turn brown, And nuts come in No - vem - ber.





i LESSON XXIX

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There are many leaves  
on a tree.  
In Spring  
the leaves are green.  
In September  
the leaves turn dark.  
Some leaves are yellow,  
brown, or red.  
Leaves have many shapes.

---

Go on with your work and be strong.  
RUDYARD KIPLING.

---

PRONUNCIATION DRILL : i, leaf  
[ea=i], green [ee=i], tree.

## LESSON XXX

## REVIEW

i            it            rip            in  
               sit            trip            pin

î be [e=î]            he            me            see  
 beat [ea=î]        heat        meet [ee=î]        seat

## SONG.—THE SEASONS

*Allegretto.*

HARVEY WORTHINGTON LOOMIS



*mp*

1. In Win - ter time the snow falls down, The wind i, i, is blow - ing;  
 2. In Sum - mer, peach - es, i, i, i, Are found un - til Sep - tem - ber;



*mp*

In Sprîng the farm - er plants his seed, And soon it starts a grow - ing.  
 In Au - tumn, leaves, i, i, turn brown, And nuts come in No - vem - ber.



Hey diddle diddle, the  and the ,


The  jumped over the ,

The little  laughed to see such sport,

And the  ran after the  .

Little Boy Blue, come blow your ,

The  's in the meadow, the  's in the  
corn—

Where's the little boy that looks after the  
 ?

He is under the haycock fast asleep.



## LESSON XXXII

If the cute little swallows at play  
 Their mother bird surely obey,  
     She will teach them to fly,  
     And they'll learn by and by  
 To go from their nest every day.

The swallow is come!

The swallow is come!

O, fair are the seasons, and light  
 Are the days that she brings  
 With her dusky wings,  
 And her bosom snowy white!

LONGFELLOW.

PRONUNCIATION DRILL : o, o-bey'.

[In making this short sound, lips are rounded; voice-effort short; tongue lies naturally with its back raised to middle height; found in unaccented syllables ]

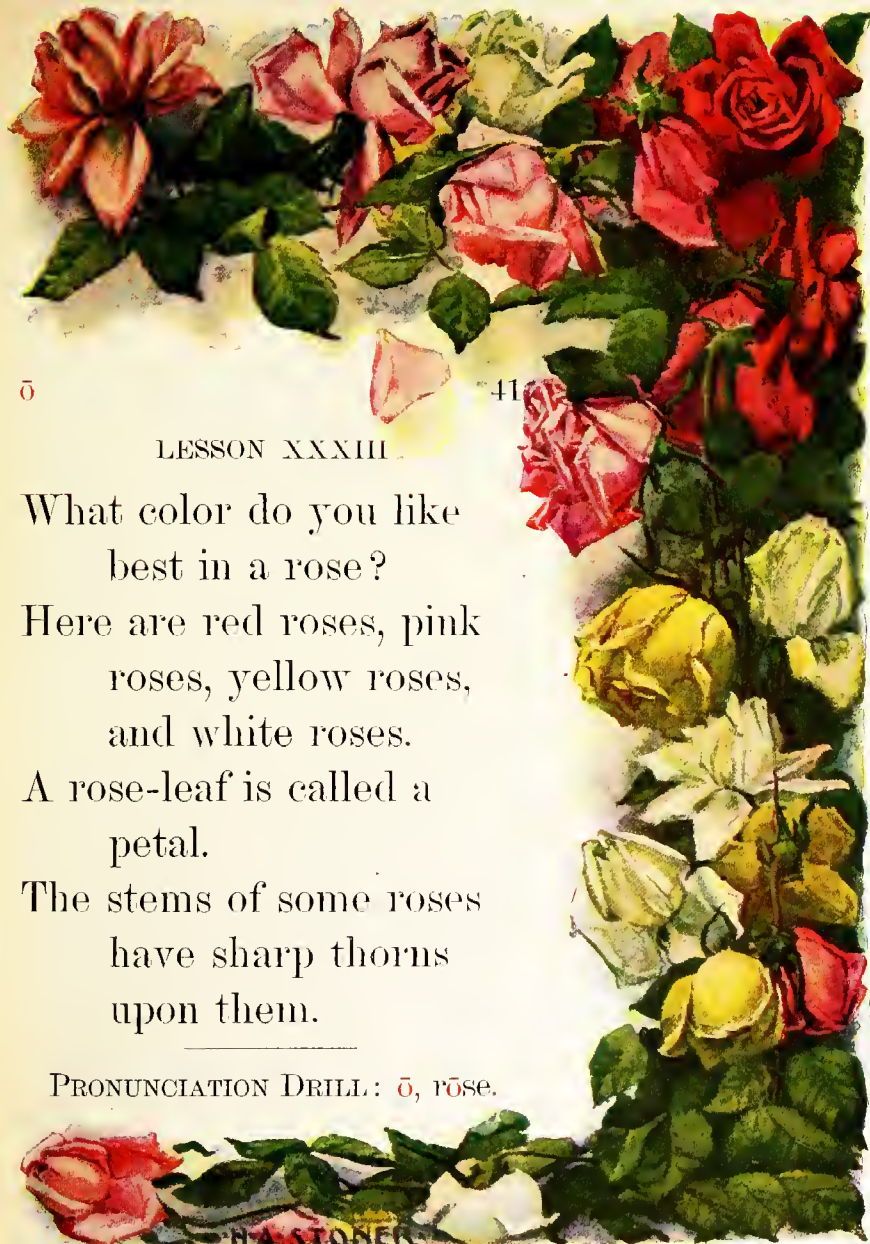
PRONUNCIATION DRILL : ō, spar'-row [ow=ō].

[In making this long sound, positions of organs as in o; voice-effort prolonged.]

*p Allegretto.*

Tell me where the rip - ples go; Ful - low them and let me know.





ō

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LESSON XXXIII

What color do you like  
best in a rose?

Here are red roses, pink  
roses, yellow roses,  
and white roses.

A rose-leaf is called a  
petal.

The stems of some roses  
have sharp thorns  
upon them.

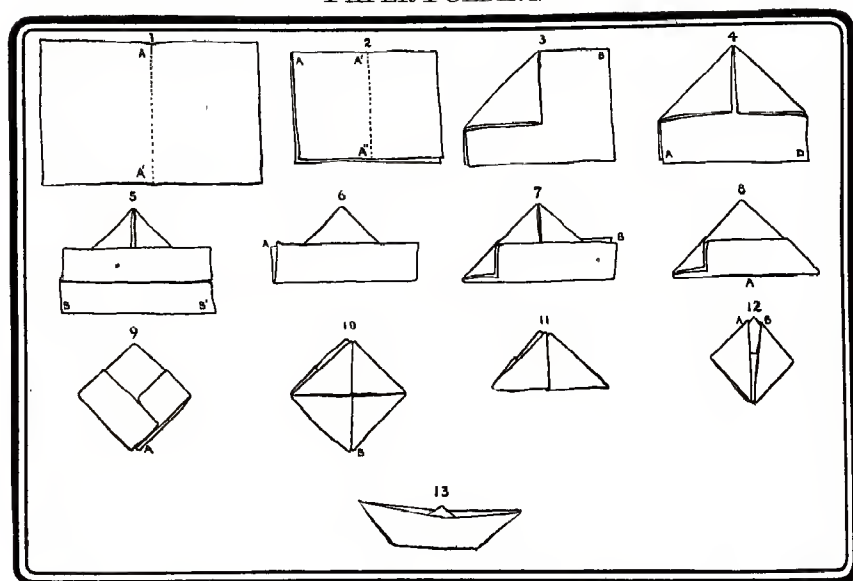
PRONUNCIATION DRILL: ō, rōse.

H.A. STONER

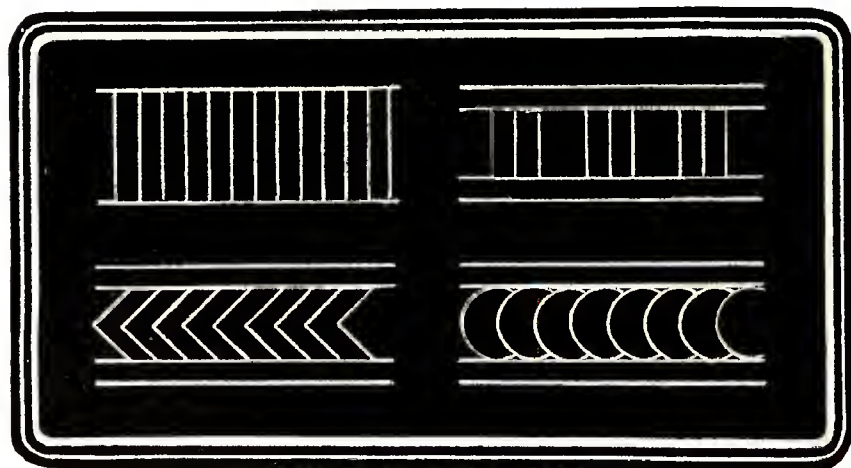
## LESSON XXXIV

[Full directions for making the paper boat and for the drawing lesson are given in "Teachers' Manual."]

## PAPER-FOLDING



## DRAWING LESSON



LESSON XXXV



The boat is on the lake near the shore.  
 The boy is in the boat with oars.  
 The water ripples when the wind blows.

Once I got into a boat—  
 Such a pretty, pretty boat—  
 Just as the day was dawning;  
 And I took a little oar,  
 And I rowed away from shore,  
 So very, very early in the morning.  
 And every little wavelet had its nightcap on,  
 Its nightcap, whitecap, nightcap on,  
 And every little wavelet had its nightcap on,  
 So very, very early in the morning.

—*Kindergarten Song.*

**Pronunciation Drill:** *ō, shōre, boat [oa=ō], oar, blow [ow=ō].*

*mp*

Take a boat and float and float, And find out where they go...

## SPRING

Robins in the tree-top,  
Blossoms in the grass,  
Green things a growing  
Everywhere you pass;  
Sudden little breezes,  
Showers of silver dew,  
Black bough and bent twig  
Budding out anew;  
Pine-tree and willow-tree,  
Fringèd elm, and larch—  
Don't you think May time 's  
Pleasanter than March?

THOMAS BAILEY ALDRICH.







The clock has a face and hands.  
 A watch also has a face and hands.  
 Watches and clocks tell the time of day.

PRONUNCIATION DRILL : o, clock, watch [*a=o*].

[In making this short vowel, voice-effort stopped by consonant following; lips rounded, and sound in back of mouth; mouth-opening medium.]



## LESSON XXXVIII

In the forest are many trees.  
Holly is found in the forest.  
We hang holly about the house  
at Christmas time.

What kind of tree  
is a Christmas tree?

On the tree Santa Claus puts  
toys

For little girls and little boys.  
On Christmas morning, oh,  
what fun—

What sport for each  
and every one!

Here is the picture  
of a Christmas tree.

What do you see on it?  
A dog, a doll, a stocking,  
popcorn.



Christmas comes but once a year.

Peace on earth, good will toward men.

PRONUNCIATION DRILL: *o*, for'-est, hol'-ly, *o*n, what [*a=ø*].



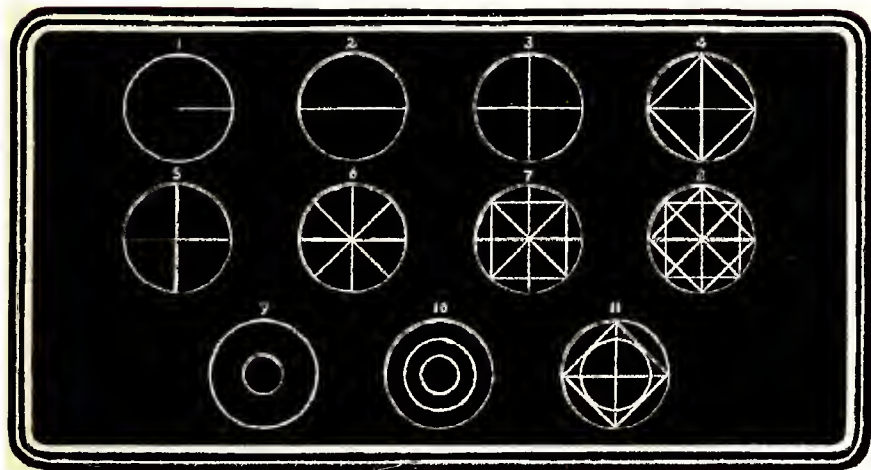
"Watch me here and see me there, A rip-pling on my way.

## LESSON XXXIX

## REVIEW

ó		o-bey'		o-mit'	
ō	bōne	oar [oa=ō]	bow [ow=ō]	nō	
	rōse	door [oo=ō]	low	blow	
	clō'-ver	floor	slow	flow	
ø	døg	Gød	cløck		
	føg	nød	flock		
	løg	ødd	løck		

## DRAWING LESSON



[The above diagrams are based upon the straight line and the circle. For directions see "Teachers' Manual."]

## LESSON XL

The frost is on the ground.  
 The leaves of the tall trees are covered  
 with frost.  
 When the sun comes the frost thaws.  
 Frost melts like snow.  
 Frost makes pictures on the window-glass.  
 Do you know how these pictures are made?  
 Water freezes when it is cold.  
 When water freezes it makes ice.

## WHEN IS IT WINTER TIME?

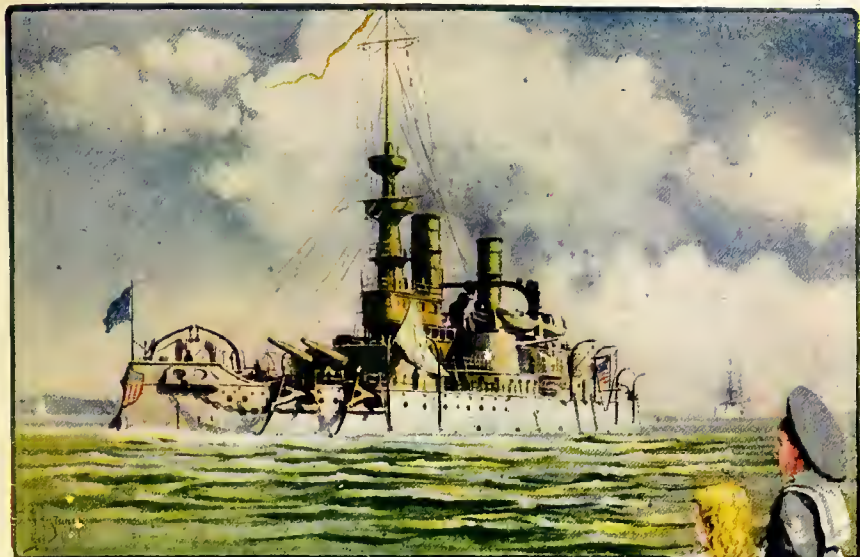
When icicles hang by the wall,  
 And Dick, the shepherd, blows his nail,  
 And Tom bears logs into the hall,  
 And milk comes frozen home in pail.

SHAKESPEARE, *Love's Labour's Lost*, Act v, Sc. 2.

**Pronunciation Drill:** *ō*, fr*ō*st, fall [a=*ō*], tall, thaw [au=*ō*].

[Found in accented syllables; positions of organs same as in *o* (not); voice-effort prolonged in this long vowel sound.]





The ship is in the harbor.  
 The sailors are on the deck.  
 The big ship belongs  
     to the United States,  
     and is named the Oregon.  
 Do you see the big guns?

PRONUNCIATION DRILL: *ə*, har'-b<sup>or</sup>, sail'-*or*.

[In unaccented syllables; positions of organs nearly as in *ə*; varies toward *u* in *but*.]

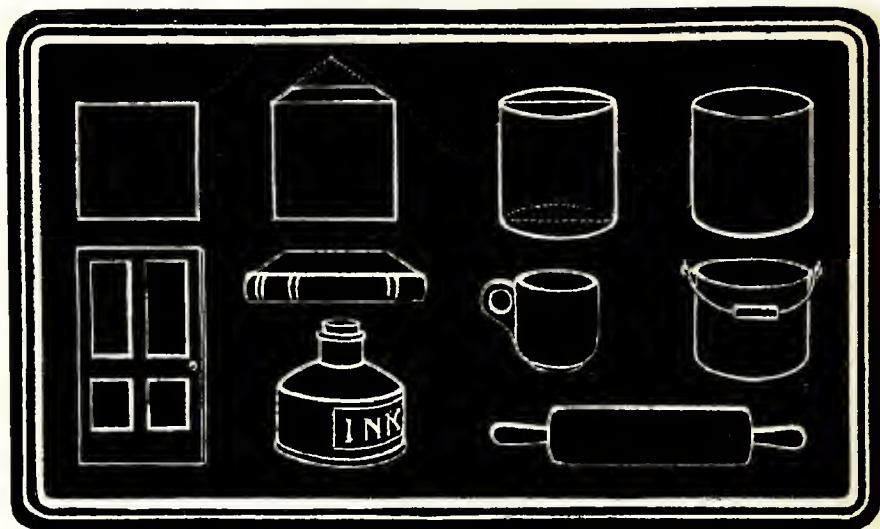


Sail - or, as I pass you by, Oh, lis - ten to my call!"

## LESSON XLII

## OBJECT-DRAWING LESSON

[For directions see "Teachers' Manual."]



## REVIEW

$\bar{o}$	<i>all</i> [ <i>a</i> = $\bar{o}$ ]	<i>wall</i>
	<i>ball</i>	<i>car</i> [ <i>ar</i> = $\bar{o}$ ]
	<i>call</i>	<i>claw</i>
	<i>fall</i>	<i>flaw</i>
	<i>hall</i>	<i>draw</i>
	<i>tall</i>	<i>thaw</i>

$\bar{o}$       ar'-bor      har'-bor      sail'-or

## LESSON XLIII

## SONG.—THE RIPPLES

MONTROSE J. MOSES

HARVEY WORTHINGTON LOOMIS

*p* Allegretto.

1. Tell me where the rip - plee go; Fol - low them and let me know.  
 2. Hark! What does the wa ter say As it rip - ples on its way?  
 3. "As I flow and as I fall, Tin - klo, eprin - kle is my call.

*mp*

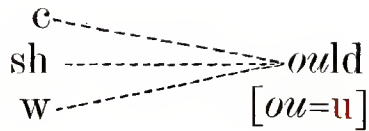
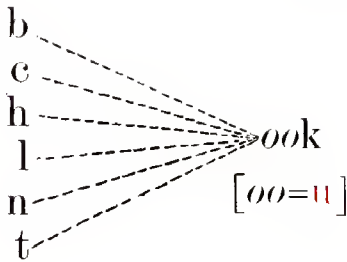
Take a boat and float and float, And find out where they go....  
 "Watch me here and see me there, A rip - pling on my way....  
 Sail or, as I pass you by, Oh, lis ten to my call!"..

*mp* R.H.

When I was down beside the sea  
 A wooden spade they gave to me  
 To dig the sandy shore.  
 My holes were empty like a cup,  
 In every hole the sea came up,  
 Till it could come no more.

ROBERT LOUIS STEVENSON.

## LESSON XLIV



## Do you know the story of Little Red Riding Hood?

Look for goodness, look for gladness,  
You will meet them all the while;  
If you bring a smiling visage  
To the glass, you meet a smile.

ALICE CARY.

### PRONUNCIATION DRILL: u, full, hood [oo=u], wool.

[Lips rounded, with small opening; in making this short sound back of tongue raised as high as vowel sound can be made with tongue slack; voice-effort stopped by following consonant.]



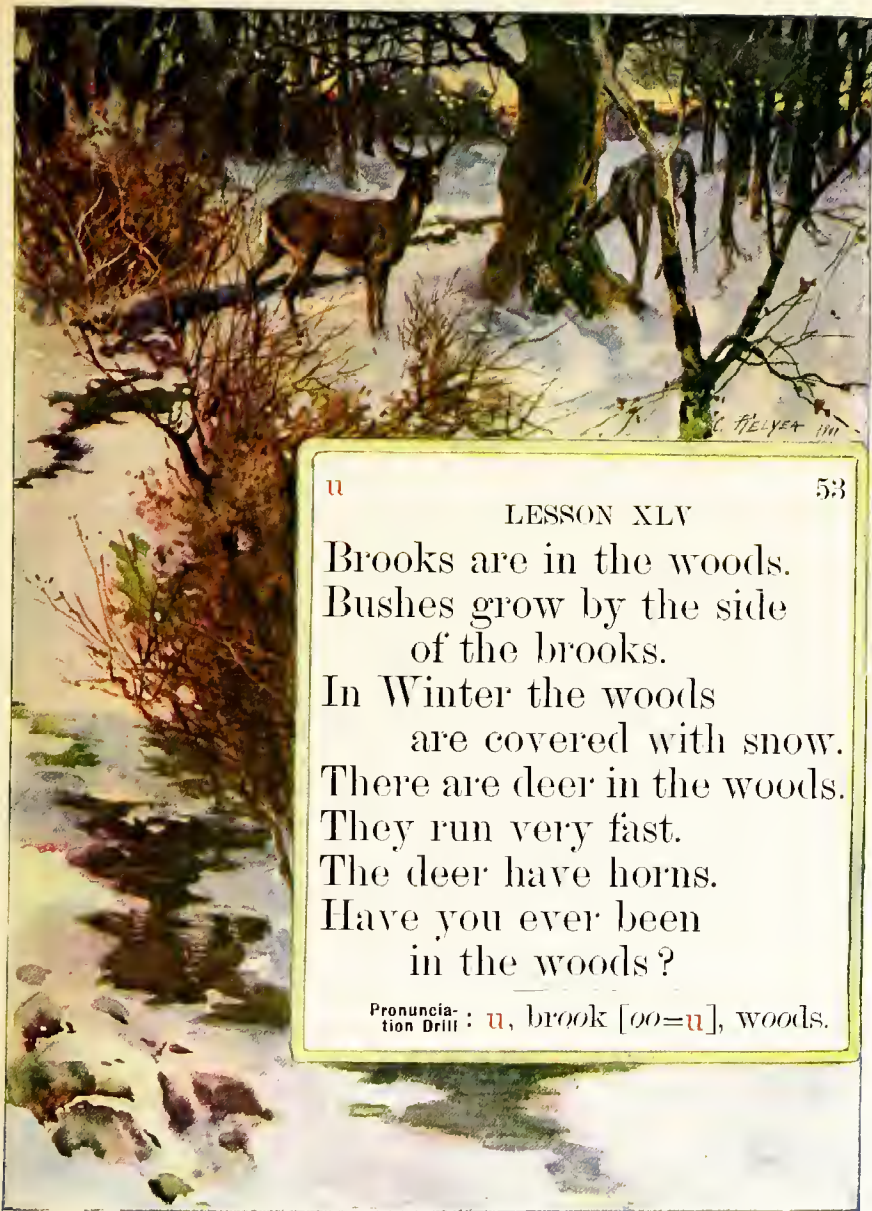
Which would you rath - er be - a brook That flows and flows and flows;.....



A bush with - in a sha - dy nook That grows and grows and grows?....







u

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LESSON XLV

Brooks are in the woods.  
Bushes grow by the side  
of the brooks.

In Winter the woods  
are covered with snow.

There are deer in the woods.

They run very fast.

The deer have horns.

Have you ever been  
in the woods?

Pronuncia- : u, brook [oo=u], woods.  
tion Drill :

## LESSON XLVI

In Winter the snow falls on the ground.

Then the trees are white, and the bushes too.

What do you do when it snows?

In Winter, when it is cold,

a pool of water freezes.

The water turns into ice.

The ice is smooth.

Do you know why ice floats on the water?

Pretty hands are hands that pretty do.

The way to be happy is to make some one happy.

**Pronunciation Drill:** ū, do [*o=ū*], pool [*oo=ū*], smooth, you [*ou=ū*].

[Organs in same positions as in **u** (wool); voice-effort prolonged.]

*Andantino.*

A vi o let so blue, so blue. So dain - ty and so shy; . . .



The sailors on a ship are called  
the ship's crew.

A number of soldiers marching  
are called a troop.

Each troop has a bugler  
who blows a bugle.

The buglers blew their bugles  
during the war.

'Tis well to be merry and wise;

'Tis well to be honest and true.

PRONUNCIATION DRILL: ū, blew [ew=ū], crew, troop [oo=ū].



The ti ny lit - tle drops of dew That on the vio lets lie? ....

## LESSON XLVIII

How long is this line? 

Take a ruler and measure it.

It is one inch.

 and  are



One inch and one inch are two inches.

PRONUNCIATION DRILL: ū, meas'-ūre.

[Positions of organs same as in **u**; shading into **ū** in būrn.]

## REVIEW

<b>u</b>	book [oo= <b>u</b> ]	nook	bull
	cook	rook	full
	hook	took	pull
	look	shook	wool

**ū** do [o=**ū**] drew [ew=**ū**] two [wo=**ū**]

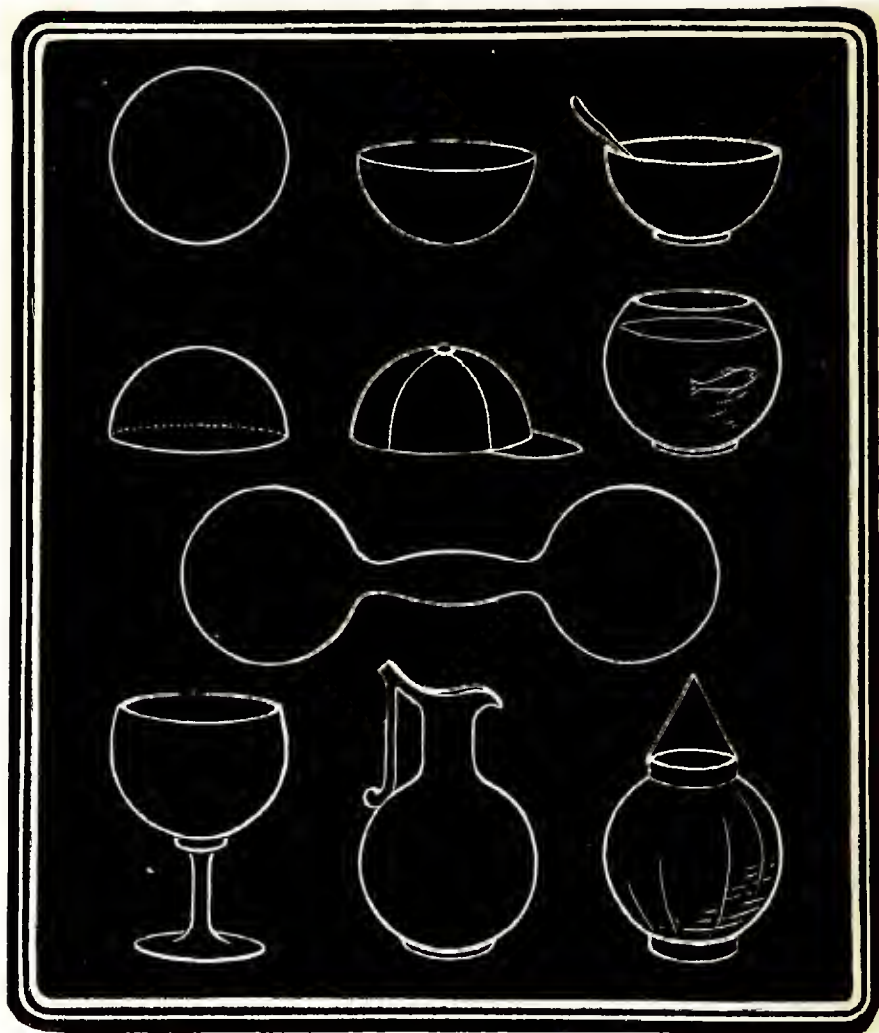
**ū** meas'-**ū**re treas'-**ū**re



## LESSON L

## OBJECT-DRAWING LESSON

[The objects are based upon the circle. For directions see "Teachers' Manual."]





## LESSON LI


## WORD-GUESSING



Honeysuckle grows on the  .

Red, white, and blue are the  colors.

Look out! Do not let the  sting you.

The  are in the  .

Can you tell the story of the  who saved  
the life of a mouse?

A  rubs off the marks on a  .

The rabbits burrow in the ground.

PRONUNCIATION DRILL: u, nut, col-'or [o=u], sponge.

*mp*  *fp* 

A but - ter fly to fit a - way As soon as it ap - pears?..



## LESSON LII



The wind is blowing hard.

Hear it roar with a swish and a swirl.

The leaves curl, and the trees bend  
to the wind.

Look at the weather-vane.

You can tell which way the wind whirls  
by the way the vane moves.

PRONUNCIATION DRILL : ū, cūrĭ.

[Positions of organs similar to those in **u**; voice-effort prolonged; found before **r** only.]

*p* *Andantino.*

A lit tle leaf that on the tree Be - neath the sun 'un curls;.....

*mp* *p*

Or tell me, would you rath - er be Just lit tle boys and girls!.....





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LESSON LIII

Learn, learn,  
learn to churn,  
churn, churn,  
And the milk  
into butter  
will turn, turn, turn.

Turn North, turn South, turn East, turn West.

PRONUNCIATION DRILL: ū, chūr̄n, tūr̄n.

## LESSON LIV

## REVIEW

u bun run but hut  
 fun sun cut nut  
 ū bŭrn chŭrn tŭrn

## SONG.—WHICH WOULD YOU RATHER BE?

MONTROSE J. MOSES

HARVEY WORTHINGTON LOOMIS

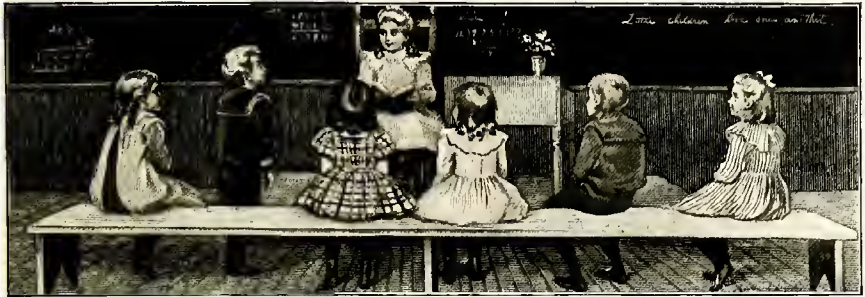
*p* *Andantino*

1. Which would you rath - er be— a brook That flows and flows and flows;.....  
 2. A vi o let so blue, so blue, So dain - ty and so shy;.....  
 3. Which would you rath - er be to - day— A but - ter - cup, my dears;.....  
 4. A lit tle leaf that on the tree Be - neath the sun un curls;.....

*mp* *p*

A bush with - in a sha - dy nook That grows and grows and grows? ...  
 The ti ny lit - tle drops of dew That on the vio lets lie? .....  
 A but - ter fly to flit a - way As soon as it ap pears? ...  
 Or tell me, would you rath - er be Just lit tle boys and girls? .....

## LESSON LV



## GENERAL REVIEW OF THE VOWEL SOUNDS

[The vowels are here grouped according to the short, long, and variant sounds. Further explanation is given in the Appendix, under the Scientific Alphabet.]

	SHORT VOWELS		LONG VOWELS		VARIANTS
a	ma-mā', pa-pā'	ā	āre, cār	ɑ	ɑnt, grɑss
ɑ	flɑg, hɑs	ā	squāre, air	ɑ	ɑt-ten'-tion
e	red, stem	ē	day, May	e	dan'-de-li''-on
				e	pres'-i-dent
				er	flow'-er
				ê	Mon'-day
i	fish, in	î	peach, tree	î	preferred e
o	o-bey'	ō	rōse, spar'-root		
o	clock, fer'-est	ō	frōst, fall	o	sail'-er
u	full, brook	ū	do, pool,	ū	meas'-ūre
u	clus'-ter, sponge	ū	būrn, cūrl		

IN THE following, the second part of the First Reader, the pupil is to be drilled upon the consonant sounds; also certain vowel sounds are to be incidentally reviewed; but, primarily, the object is to familiarize the pupil with the consonant sounds preparatory to a continuation of the consonant drill in a more extended form in the Second Reader. The majority of the lessons are printed in both the ordinary and the Scientific Alphabet type. It is strongly advised that the text in the Scientific Alphabet type be read first, and that it again be studied from the ordinary type. The unvarying signs for the unvarying sounds of the vowels should, by now, be familiar to the pupil.



Columbus discovered America.

Men once thought the earth was flat

and square. Columbus said it was round.

He sailed from Spain with three ships.

One morning, before the stars faded,

he saw a new land—America.

## LESSON LVII

Co-lum'-bus dis-cuv'-erd A-mer'-i-ca.

Men wuns thōt thi erth woz flat

and scwār. Co-lum'-bus sed it woz round.

Hî sêld frēm Spên with thrî ships.

Wun mōrn'-ing, be-fōr' the stārz fé'-ded,

hî sē a niū land—A-mer'-i-ca.

---

 PRONUNCIATION DRILL
 

---

b	c	d	f	s
bet	car	do	fed	so
beet	care	dot	feed	sob

---

**b**—Made by sudden opening or sudden closure of lips (by lip-opening as in *baa*; by lip-closure as in *ab*); nasal veil closed; vocal cords close so as to vibrate and sound; articulation of edges of lips.

**c=k**—Back tongue-closure to soft palate as in *act*; back tongue-opening as in *cat*; vocal cords open so as not to sound; nasal veil closed. The following are a few equivalents of **c**: { **c=s** in *cede*; **c=k** in *cake*.  
**c=z** in *dis-cern'*; **c=sh** in *o'-cean*.

**d**—Tongue-tip closure as in *lat*; tongue-tip opening as in *day*; vocal cords close so as to vibrate and sound; nasal veil closed; point of tongue touches upper gum.

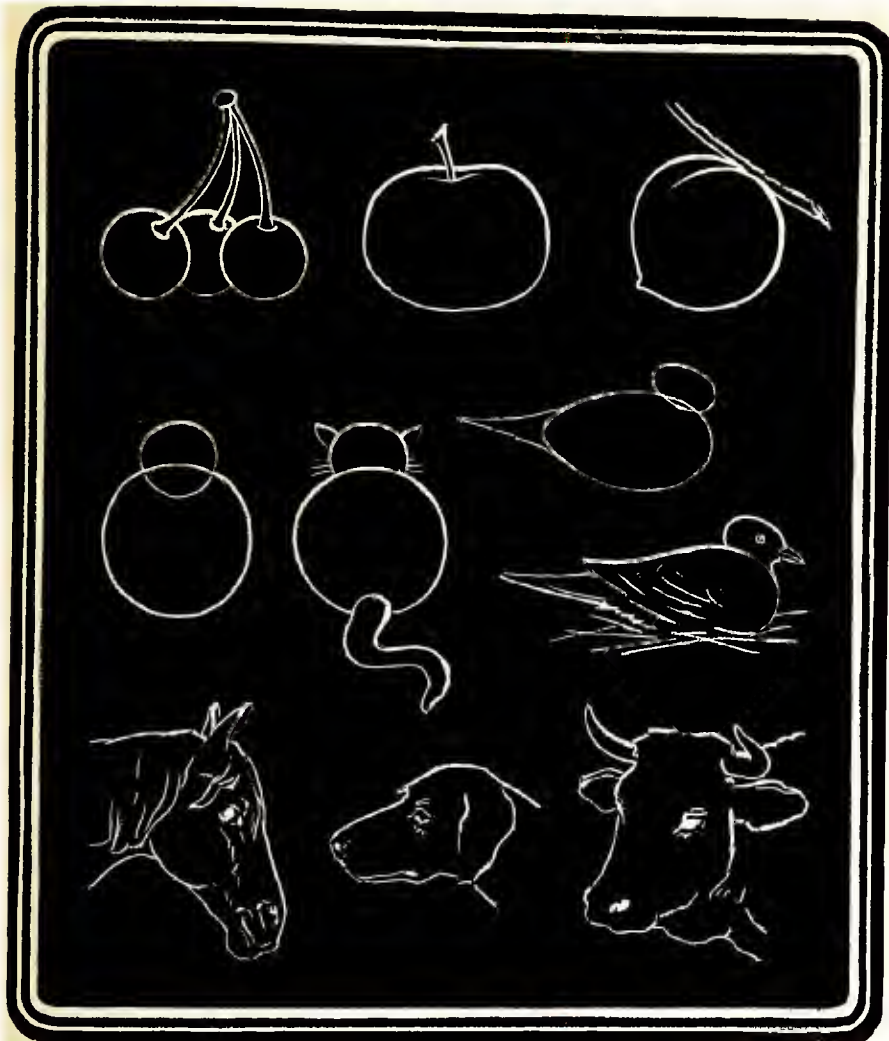
**f**—Lower lip raised to upper front teeth as in *fat*; vocal cords open so as not to sound; nasal veil closed.

**s**—Hissing consonant; beginning syllable as in *so*; ending syllable as in *gas*; tongue-front raised nearly to roof of mouth, just above front teeth; opening behind tip for hissing breath; teeth slightly parted.

## LESSON LVIII

## OBJECT-DRAWING LESSON


[To be drawn upon blackboard, paper, or slate. For further directions see "Teachers' Manual."]



## LESSON LIX

## WORD-GUESSING

Have you seen a  on a nest?

Would you like to see an 

and a  ?

On the  there are 

and  \_\_\_\_\_

Early to bed and early to rise

Makes a man healthy, wealthy, and wise.

BENJAMIN FRANKLIN.

Guess-  
Words : desk, el'-e-phant, hen, leap'-ard, pen'-cils, pens.







Once, Rip Van Winkle went up  
among the hills, where he saw  
queer little men playing ball.  
They gave Rip something to drink,  
which put him to sleep.

He slept twenty years, and when he woke up  
he was an old man with gray hair and beard.  
He went home. No one knew him at first.  
He was told what had happened  
while he was asleep among the hills.

[See WASHINGTON IRVING'S story.]



## LESSON LXI

Wuns, Rip Van Win'-kl went up  
 a-mung' the hilz, hwār hî sē  
 cwîr lit'-l men plê'-ing bōl.

The gēv Rip sum'-thing tū drink,  
 hwich put him tū slîp.

Hî slept twen'-ti yîrz, and hwen hî wōk up  
 hî wēz an ōld man with grê hār and bîrd.

Hî went hōm. Nō wun niū him at fērst.

Hî wēz tōld hwet had hap'-nd  
 hwail hî wēz a-slîp' a-mung' the hilz.

## PRONUNCIATION DRILL

b	d	q	î	v	w
bar	don	quit	Rip	van	win
bare	done	quite	ripe	vane	wine

**b, d**—See Lesson LVII.

**q=k**—The positions and movements of organs in making this sound are described under **e=k** (see Lesson LVII); combination of back tongue-opening with lip-opening; **qu** generally=**kw**. See **w** below. [**q** is not used in Scientific Alphabet, but is here given for the purpose of comparison.]

**r**—Trill or rustle at tongue-tip; tongue-front raised nearly to **d** position (see Lesson LVII); tongue touches teeth and upper gum at sides; small opening in center for voice to pass.

**v**—Lower lip raised to upper front teeth as in *love*, or a similar opening as in *rat*; vocal cords close so as to vibrate; nasal veil closed; continuous consonant; same positions as in **f** (see Lesson LVII), except that the vocal cords instead of the breath are used.

**w**—Bilabial consonant; a sound with mouth rounded as for **u** (see Lesson XLIV); lips constricted; **u** resonance on following vowel.



Longfellow was a poet.  
His poems show how he loved children.  
He wrote a long poem about an Indian boy  
named Hiawatha, who lived in the woods.  
“Then the little Hiawatha  
Learned of every bird its language,  
Learned their names and all their secrets,  
How they built their nests in Summer,  
Where they hid themselves in Winter,  
Talked with them whene’er he met them. . . .”

## LESSON LXIII

Lōng'-fel''-ō wəz a pō'-et.

Hiz pō'-emz shō hau hî luvd chil'-dren.

Hî rôt a leng pō'-em a-baut' an In'-di-an bei  
nêmd Hai''-a-wā'-tha, hū livd in the wudz.

"Then the lit'-l Hai''-a-wā'-tha

Lerd ev ev'-ri berd its lan'-gwêj,

Lerd thār nênz and ôl thār sî'-crets,

Hau thê bilt thār nests in Sum'-er,

Hwār thê hid them-selvz' in Win'-ter,

Tōkt with them hwen-ār' hî met them. . . ."

## PRONUNCIATION DRILL

h	l	n	p	t
hose	lot	no	pot	ton
horse	lost	noŕ	post	tone

**h**—Aspirate; rustle of breath preceding a vowel as in *hat*; as a final letter, modifying preceding consonant as in *bath*, *flash*.

**l**—Rustle of tongue-front edges; beginning syllable as in *lo*, ending as in *fail*; tip of tongue raised to **d** position (see Lesson LVII); sides open for breath to pass.

**n**—Vocal nasal resonance, with tongue-front closure as in *on*; tongue-front opening as in *no*; point of tongue in contact with upper gum.

**p**—Lip-closure as in *cap*; lip-opening as in *pan*; vocal cords open; nose closed; breath exploding.

**t**—Tongue-tip closure as in *at*; tongue-tip opening as in *top*; vocal cords open; nasal veil closed; explosive; tip of tongue touching upper gum.



“At the door on Summer evenings  
Sat the little Hiawatha;  
Heard the whispering of the pine-trees,  
Heard the lapping of the water, . . .  
Saw the moon rise from the water  
Rippling, rounding from the water,  
Saw the flecks and shadows on it. . . .”

What did Hiawatha hear? The rippling of the water.  
What did he see? The moon and the ripples on the  
water.

## LESSON LXV

“At the dōr on Sum'-er îv'-ningz  
 Sat the lit'-l Hai''-a-wā'-tha;  
 Herd the hwis'-per-ing ov the pain'-trîz',  
 Herd the lap'-ing ov the wō'-ter, . . .  
 Sō the mūn raiz frōm the wō'-ter  
 Rip'-ling, raund'-ing frōm the wō'-ter,  
 Sō the flecs and shad'-ōz on it. . . .”

## PRONUNCIATION DRILL

m	r	w
men	rat	we
mean	rate	wet

**m**—Vocal nasal resonance, with lip-closure as in *am*; lip-opening as in *man*.

**r**—See Lesson LXI.

**w**—See Lesson LXI.

## BLACKBOARD SENTENCES

What was the name of the Indian boy?

Hiawatha knew the names  
 of the birds in the woods.

He loved to watch the water.



Alfred Tennyson was a poet.  
He wrote about a king named Arthur.  
King Arthur had brave men around him,  
called knights.  
The knights were always kind, and took care  
of the sick and of the poor.  
They wore coats of steel, and carried  
swords and shields and spears.  
They wore steel caps, called helmets.  
King Arthur was brave, and loved  
truth and honor.

## LESSON LXVII

Al'-fred Ten'-i-sun wəz a pō'-et.

Hî rōt a-baut' a king nêmd Ær'-thur.

King Ær'-thur had brêv men a-raund' him,  
cōld naits.

Thē naits wēr ēl'-wêz kaînd, and tuk cār  
ev thē sic and ev thē pūr.

Thê wōr cōts ev stîl, and car'-id  
sōrdz and shîldz and spîrz.

Thê wōr stîl caps, cōld hel'-mets.

King Ær'-thur wəz brêv, and luvd  
trūth and ɛn'-ɛr.

## PRONUNCIATION DRILL

g	k	s
go	kin	sin
God	kind	sing

**g**—Back tongue-closure as in *bag*; back tongue-opening as in *gas*; articulation of back of tongue against soft palate; soft **g** = **j** (see Lesson LXXV), and is a quick combination of **d** (see Lesson LVII) and **zh** as in *giant*.

**k**—The same positions as in **c**. See Lesson LVII.

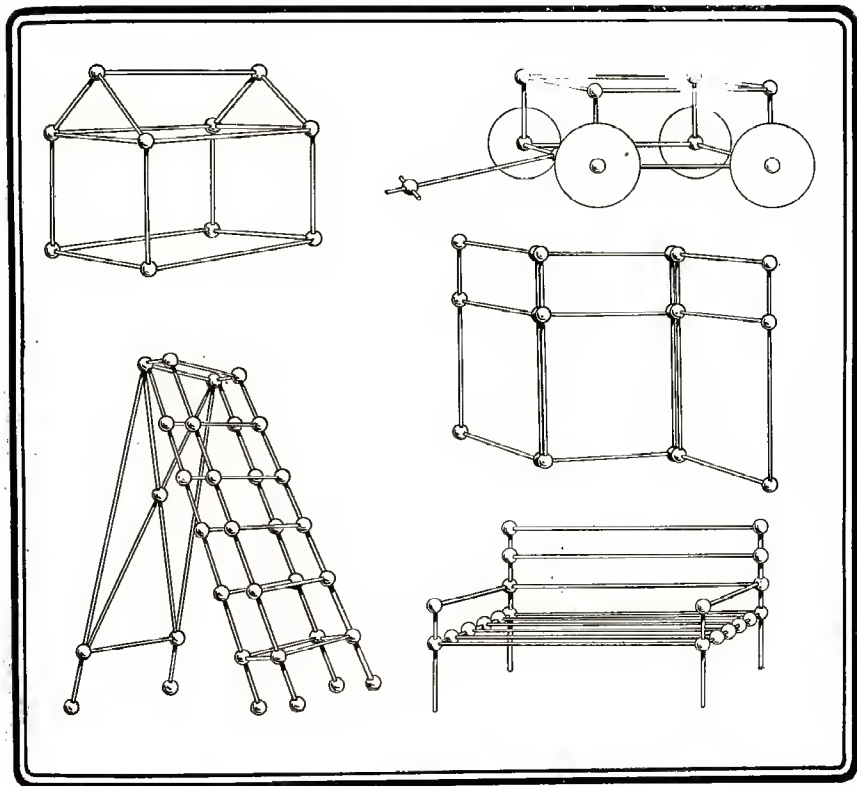
**s**—See Lesson LVII. **s** often = **z** (see Lesson LXXV), as in *seas* (sîz), *tubs* (tobz), *loves* (luvz).



## LESSON LXVIII

## PEAS AND STICKS

[Dried peas are to be soaked overnight; toothpicks will do for sticks. The teacher is referred to the "Teachers' Manual" for further directions.]



The world is so full of a number of things,  
I'm sure we should all be as happy as kings.

ROBERT LOUIS STEVENSON.



## WORD-GUESSING



[From Prof. ISAAC TAYLOR HEADLAND's "Chinese Mother Goose Rhymes."]

WHAT { It has both 𠄎 and 𠄎 ,  
 Is IT? { But it has not breathed since birth,  
 { It can not go to heaven,  
 { And it will not stay on earth.

ANSWER.—






A  going up ,

A  on the ,


Or a  coming down 

You never ought to beat.

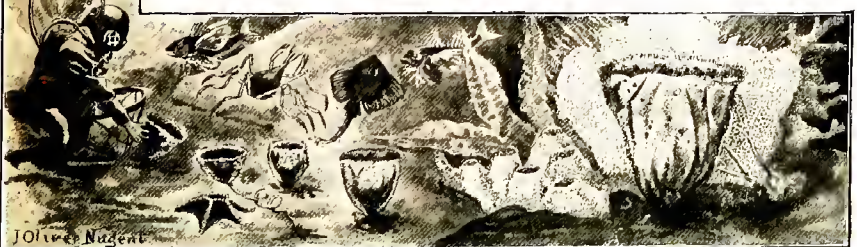
I water the , I water the ,  
 I water them morning and evening hours,  
 I never wait till the flowers are dry,  
 I water them ere the  is high.



## LESSON LXX



Take a sponge and look at it.  
The little holes you see are cells.  
The cells of the sponge are round.  
Some are large and some are small.  
A sponge is thought to be an animal,  
and it lives in the sea.  
It is rooted in one place  
like a plant.  
If the sponge becomes dry,  
it gets very small.  
If you wet it, each cell  
will drink up the water.  
When it is alive, the sponge  
gets its food from the water.



Têk a spunj and luk at it.  
 Thê lit'-l hōlz yū sî ār selz.  
 Thê selz év thê spunj ār raund.  
 Sum ār lārj and sum ār smōl.  
 A spunj iz thōt tū bî an an'-i-mal,  
     and it livz in thê sî.  
 It iz rūt'-ed in wun plês  
     laik a plant.  
 If thê spunj bē-cumz' drai,  
     it gets ver'-i smōl.  
 If yū wet it, îch sel  
     wil drink up thê wō'-ter.  
 Hwen it iz a-laiv', thê spunj  
     gets its fūd frōm thê wō'-ter.

---

 PRONUNCIATION DRILL
 

---

c	k	l	t	y
can	back	lip	tub	ye
cane	black	limp	tube	yes

---

**c**—See Lesson LVII.

**k**—See Lesson LVII.

**l**—See Lesson LXIII.

**t**—See Lesson LXIII.

**y**—Vowel chamber made for **i** (see Lesson XXVI) as in *union* (yūn'-yun); as the **i** sound is uttered, the tongue is raised to hard palate so as to make a consonant rustle with the **t**.



Bees make honey.

They find the honey in the flowers.

Have you ever seen a beehive?

The beehive is a nice home for the bee

when it is not flying among the flowers.

Honey is made in combs.

The combs are wax, and are full

of little pockets, called cells.

The honey is put in the cells.

Each cell has six sides.

The comb is called a honeycomb.

The worker bee is always busy.

If you worry the bee,

it may sting you.

Bîz mêk hun'-e.

Thê faind the hun'-e in the flau'-erz.

Hav yū ev'-er sîn a bî'-haiv'' ?

The bî'-haiv'' iz a nais hōm fēr the bî

hwen it iz net flai'-ing a-mung' the flau'-erz.

Hun'-e iz mêd in cōmz.

The cōmz ār wax, and ār ful

ev lit'-l pek'-ets, cōld selz.

The hun'-e iz put in the selz.

Îch sel haz six saidz.

The cōm iz cōld a hun'-e-cōm''.

The wūr'k'-er bî iz ēl'-wêz biz'-i.

If yū wur'-i the bî,

it mê sting yū.

#### PRONUNCIATION DRILL

f	h	m	n	p
fin	her	mat	not	pan
find	here	mate	note	pane

**f**—See Lesson LVII.

**h**—See Lesson LXIII.

**m**—See Lesson LXV.

**n**—See Lesson LXIII.

**p**—See Lesson LXIII.



The man planted some seeds  
 in the ground. Then he covered them up  
 so that they would be warm.

In the Spring the warm sun found them.  
 Then the seeds sent little white roots  
 into the ground, where they were fed  
 in the soft, warm earth.

Then little green leaves and stems  
 began to grow.

---

PRONUNCIATION DRILL

g	j	v	x	z
wig	jam	eve	ax	adz
wing	jamb	ever	wax	

The man plant'-ed sum sîdz  
 in the ground. Then hî cuv'-erd them up  
 sô that the wud bî wōrm.

In the Spring the wōrm sun faund them.

Then the sîdz sent lit'-l hwait rûts  
 in'-tū the ground, hwār the wex fed  
 in the sōft, wōrm erth.

Then lit'-l grîn lîvz and stemz  
 be-gan' tū grō.

g—See Lesson LXVII.

j—Consonant diphthoog formed by combining **d** (see Lesson LVIII) and **zh**, as in *jam*, *hump*. The soft **g** of common alphabet, as in *gem*, is equivalent to **j** (see Lesson LXVII).

v—See Lesson LXI.

x—A consonant diphthong; **es** as in *ex-cept'* (*ec-sept'*); **gz** as in *ex'-act* (*cgz-act'*). As an initial = **z** as in *Xen'-o-phon* (*zen'-o-fon*).

z—The vocal movements are like those described under **s** (see Lesson LVII), except that the vocal cords are brought close so as to vibrate and buzz; voice is produced instead of hissing breath.





## LESSON LXXVI

A plant is made of cells.

The water in the cells of a plant  
is called sap.

The stem and root are full of cells.

A leaf has cells also.

The root draws water from the ground;  
the stem draws water from the root;  
the leaf draws water from the stem.

The water brings food  
from the ground.

---

BLACKBOARD SENTENCES

A plant has roots, stems,  
and leaves.

Have you ever seen a root?

Do you remember the picture  
of leaves in this Reader?

## LESSON LXXVII

A plant iz mēd ov selz.

The wō'-ter in the selz ov a plant  
iz cōld sap.

The stem and rūt ār ful ov selz.

A līf haz selz ōl'-so.

The rūt drēz wō'-ter frōm the ground;  
the stem drēz wō'-ter frōm the rūt;  
the līf drēz wō'-ter frōm the stem.

The wō'-ter bringz fūd  
frōm the ground.

## PRONUNCIATION DRILL

f	r	s	w
for	ran	star	war
fore	rain	stare	ware

**f**—See Lesson LVII.

**r**—See Lesson LXI.

**s**—See Lesson LVII.

**w**—See Lesson LXI.

## LESSON LXXVIII

A horseshoe is made of iron.

The blacksmith knows how to make  
a horseshoe.

Before he puts it on the horse's hoof,  
he gets it very hot;  
then he puts it on his anvil,  
and with his hammer, beats it  
into shape to fit the horse's hoof.

Is a horseshoe like a boy's shoe?

The sound of the blacksmith's hammer  
when it strikes the anvil is—  
clink, clank!

---

The smith, a mighty man is he.

You can hear his bellows blow.

You can hear him swing his heavy sledge.

LONGFELLOW, *The Village Blacksmith.*

## LESSON LXXIX

A hōrs'-shū'' iz mēd ev ai'-urn.

The blac'-smith'' nōz hau tū mēk  
a hōrs'-shū''.

Be-fōr' hî puts it en the hōrs'-e's hūf,  
hî gets it ver'-i hot;  
then hî puts it en hiz an'-vil,  
and with hiz ham'-er, bîts it  
in'-tū shēp tū fit the hōrs'-e's hūf.

Iz a hōrs'-shū'' laik a beī'z shū'?

The saund ev the blac'-smith's'' ham'-er  
hwen it straiks the an'-vil iz—  
clink, clank!

## PRONUNCIATION DRILL

b	c	h
bit	cot	hat
bite	coat	hate

**b**—See Lesson LVII.

**c**—See Lesson LVII.

**h**—See Lesson LXIII.

## LESSON LXXX







## COUNTING

How many dots can you see here?

•	=	one
•   •	=	two
•   •   •	=	three
•   •   •   •	=	four
•   •   •   •   •	=	five
•   •   •   •   •   •	=	six

## MEASURING

How long are these lines?

	three inches
	two inches
	one inch
•	
	one inch
	two inches
	three inches

## SONG

THE COMING OF  
SPRING[Containing examples of all the consonant sounds  
except x.]

Music by

HARRIET WARE

Words by

MONTROSE J. MOSES

*Quickly and brightly.*

1. "Hel - lo," quoth Spring, A jol - ly lit - tle thing, "Where is Win - ter, do you know?"  
2. "Hel - lo," quoth Spring, A jol - ly lit - tle thing, "Where is Win - ter, do you know?"

Has he sure - ly gone a - way? For I'm com - ing with the flow - ers, With the  
Has he sure - ly gone a - way? Oh, I'll set the birds a sing - iug, For I'm

birds and sud - den show - ers, ... With mer - ry March and A - pril, and the  
bring - iug, I am bring - iug, Lit - tle feath - ered friends to bright - en March and

## REFRAIN.

hap - py month of May." } "Ob, my arms are full of ro ses, Dai - sies,  
A - pril, mer - ry May." }

dan - de - li ons, po - sies Made of vi o - lets and blue - bells, bloom - ing

here and eve - ry - where, With the gen - tle brooz - es blow - ing, Such a sow - ing and a

grow - ing, I will start in field and mead - ow, If wild Win - ter is not there."

## LESSON LXXXII

## THE STORY OF THE FIVE SEEDS.

[To be read to the pupils.]

Once upon a time five seeds found themselves in a garden. Suppose five little boys and girls came together, they most certainly would begin to talk, and that's just what our five seeds began to do.

“When the Spring comes,” said one, “I'm going to fly away, and begin to grow.”

“And I'm going to sail away,” exclaimed another.

“And I'm going to shoot up in the air,” added another, who was all shut up in a pod.

“And a squirrel will take me away and lose me, and forget all about me,” said the fourth seed.

“And I,” said the seed that seemed to be the leader, “will be covered up by a farmer after he has plowed the field.”



“Then we will begin to grow,” cried all of the seeds together.

“No one looking at me now,” said one of the seeds, “could tell that I was to be a pine or a maple, could they?”

“I may be a vine,” said another; “I may grow large enough to have fruit.”

“Well,” said the seed that would shoot into the air, “I may be a bean for all I know.”

“Oh,” exclaimed the fourth seed, “I may be a bush that some day will have red berries upon it!”

And then the last seed said, “Man plants me in the fields;

I may be corn, I may be wheat,  
I’m sure I’m something good to eat.”

The five seeds rolled away, and when Spring came they all began to grow.

## LESSON LXXXIII

## GENERAL REVIEW OF THE CONSONANT SOUNDS

[The consonants are here grouped in regular alphabetical order, and each word is accompanied by its Scientific Alphabet spelling.]

<b>b</b>	bar, <b>bār</b>	bare, <b>bār</b>	bet, <b>bet</b>	beet, <b>bît</b>
<b>c</b>	can, <b>can</b>	cane, <b>kên</b>	car, <b>cār</b>	care, <b>cār</b>
<b>d</b>	do, <b>dū</b>	dot, <b>det</b>	don, <b>den</b>	done, <b>dun</b>
<b>f</b>	fed, <b>fed</b>	feed, <b>fid</b>	fin, <b>fin</b>	find, <b>faînd</b>
<b>g</b>	go, <b>gō</b>	God, <b>God</b>	wig, <b>wig</b>	wing, <b>wîng</b>
<b>h</b>	her, <b>hēr</b>	here, <b>hîr</b>	hose, <b>hōz</b>	horse, <b>hōrs</b>
<b>j</b>	jam, <b>jam</b>	jamb, <b>jam</b>	jay, <b>jê</b>	joy, <b>jei</b>
<b>k</b>	back, <b>bac</b>	black, <b>blac</b>	kin, <b>kin</b>	kind, <b>kaînd</b>
<b>l</b>	lip, <b>lip</b>	limp, <b>limp</b>	lot, <b>let</b>	lost, <b>lest</b>
<b>m</b>	mat, <b>mat</b>	mate, <b>mêt</b>	men, <b>men</b>	mean, <b>mîn</b>
<b>n</b>	no, <b>nō</b>	nor, <b>nōr</b>	not, <b>nōt</b>	note, <b>nōt</b>
<b>p</b>	pan, <b>pan</b>	pane, <b>pên</b>	pot, <b>pet</b>	post, <b>pōst</b>
<b>q</b>	quit, <b>cwit</b>	quite, <b>cwait</b>	queen, <b>cwîn</b>	queer, <b>cwîr</b>
<b>r</b>	rat, <b>rat</b>	rate, <b>rêt</b>	Rip, <b>Rip</b>	ripe, <b>raip</b>
<b>s</b>	sin, <b>sin</b>	sing, <b>sîng</b>	so, <b>sō</b>	sob, <b>sōb</b>
<b>t</b>	ton, <b>tun</b>	tone, <b>tōn</b>	tub, <b>tub</b>	tube, <b>tiüb</b>
<b>v</b>	eve, <b>îv</b>	ever, <b>ev'-er</b>	van, <b>van</b>	vane, <b>vên</b>
<b>w</b>	we, <b>wî</b>	wet, <b>wet</b>	win, <b>wîn</b>	wine, <b>wain</b>
<b>x</b>	ax, <b>ax</b>	wax, <b>wax</b>	flax, <b>flax</b>	tax, <b>tax</b>
<b>y</b>	ray, <b>rê</b>	gray, <b>grê</b>	yes, <b>yes</b>	yet, <b>yet</b>
<b>z</b>	adz, <b>adz</b>	blaze, <b>blêz</b>	daze, <b>dêz</b>	gaze, <b>gêz</b>

# APPENDIX

## VOCABULARY

The following vocabulary contains the words used in the text of the Funk & Wagnalls Standard First Reader, arranged in alphabetical order and with their scientific spellings.

Apart from the value of this vocabulary for pronunciation purposes, it may be used, should the teacher so desire, for spelling purposes. From the vocabulary list the teacher could select words for each day's spelling lesson. It will be found of advantage to write these lessons upon the blackboard.

a, <b>â</b> (unaccented, <b>a</b> )	arm, <b>ârm</b>
a-bout', <b>a-baut'</b>	ar'-my, <b>âr'-mi</b>
add, <b>ad</b>	a-round', <b>a-raund'</b>
adz, <b>adz</b>	ar'-row, <b>ar'-ô</b>
a-gain', <b>a-gen'</b>	ar'-rows, <b>ar'-ôz</b>
air, <b>âr</b>	Ar'-thur, <b>Âr'-thur</b>
Al'-fred, <b>Al'-fred</b>	ask, <b>ask</b>
a-like', <b>a-laik'</b>	ask'-ing, <b>ask'-ing</b>
a-live', <b>a-laiv'</b>	a-sleep', <b>a-slip'</b>
all, <b>âl</b>	as-sist', <b>as-sist'</b>
al'-so, <b>âl'-so</b>	at, <b>at</b>
al'-ways, <b>âl'-wêz</b>	at-tack', <b>at-tak'</b>
A-mer'-i-ca, <b>A-mer'-i-ca</b>	at-ten'-tion, <b>at-ten'-shun</b>
A-mer'-i-can, <b>A-mer'-i-can</b>	ax, <b>ax</b>
a-mong', <b>a-mung'</b>	back, <b>bac</b>
a-muse', <b>a-miûz'</b>	bad, <b>bad</b>
an, <b>an</b>	ball, <b>bâl</b>
and, <b>and</b>	band, <b>band</b>
an'-i-mal, <b>an'-i-mal</b>	bar, <b>bâr</b>
ant, <b>ant</b>	bare, <b>bâr</b>
ap'-ple, <b>ap'-l</b>	bark, <b>bârk</b>
ap'-ples, <b>ap'-lz</b>	barn, <b>bârn</b>
ar'-bor, <b>âr'-bôr</b>	bars, <b>bârz</b>
are, <b>âr</b>	bas'-ket, <b>bas'-ket</b>

bat, bat	book, buk
bath, bəθ	bos'-om, buz'-um
be, bi	bow, bō
bear, bār	boy, bei
beard, bīrd	boys, beiz
beat, bit	branch'-es, brəntʃ'-ez
be-comes', be-cumz'	brave, bræv
bed, bed	breathe, brith
bee, bi	brook, bruk
been, bin	brooks, bruks
bees, bīz	brown, braun
beet, bit	brush'-es, brʊʃ'-ez
be-fore', be-fōr'	bu'-gle, biū'-gl
be-gan', be-gan'	bu'-gler, biū'-glər
be-gin', be-gin'	bu'-glers, biū'-glərz
bell, bel	bu'-gles, biū'-glz
be-longs', be-ləŋgz'	build, bild
belt, belt	built, bilt
bend, bend	bull, bul
bent, bent	bun, bun
best, best	burn, bŭrn
bet, bet	bur'-row, bur'-ō
big, big	bush'-es, bush'-ez
bird, bɜrd	bush'-y, bush'-i
birds, bɜrdz	bus'-y, biz'-i
black, blæk	but, but
blaze, blêz	but'-ter, but'-er
blew, blū	but'-ter-cups'', but'-er-cups''
bloom, blŭm	but'-ter-flies'', but'-er-flaiz''
blooms, blŭmz	by, bai
blos'-soms, bles'-ʊmz	call, cōl
blow, blō	called, cōld
blow'-ing, blō'-ing	can, can
blows, blōz	cane, kên
blue, blū	can'-non, can'-ʊm
boat, bōt	cap, çap
bone, bōn	Cap'-i-tol, Cap'-i-təl

caps, caps  
 car, cār  
 care, cār  
 Carl, Cārī  
 car'-ried, car'-id  
 cars, cārz  
 cart, cārt  
 cask, cask  
 cat, cat  
 cats, cats  
 caw, cō  
 cell, sel  
 cells, selz  
 cent, sent  
 chain, chēn  
 cher'-ries, cher'-iz  
 cher'-ry, cher'-i  
 chest'-nuts, ches'-nuts  
 chil'-dren, chil'-dren  
 Christ'-mas, Cris'-mas  
 churn, chūr  
 clasp, clasp  
 class, clas  
 claw, clō  
 climb'-ing, claim'-ing  
 clock, clōc  
 clocks, clōcs  
 clo'-ver, clō'-ver  
 clus'-ter, clus'-ter  
 coats, cōts  
 cold, cōld  
 col'-or, cul'-er  
 col'-ors, cul'-erz  
 Co-lum'-bus, Co-lum'-bus  
 combs, cōmz  
 come, cum  
 comes, cumz

com'-ing, cum'-ing  
 cook, cūk  
 could, cud  
 cov'-ered, cuv'-erd  
 cow, cau  
 crew, crū  
 curl, cūrī  
 cut, cut  
 cute, kiūt  
 dai'-sies, dê'-ziz  
 dai'-sy, dê'-zi  
 dan'-de-li''-on, dan'-de-lai''-on  
 dark, dārīk  
 day, dē  
 days, dēz  
 daze, dēz  
 deck, dek  
 deer, dīr  
 dell, del  
 dent, dent  
 desk, desk  
 dis-cov'-ered, dis-cuv'-erd  
 dish, dish  
 do, dū  
 dog, deg  
 doll, dōl  
 don, den  
 done, dun  
 don'-key, den'-ki  
 door, dōr  
 dot, det  
 dots, dets  
 draw, drō  
 drew, drū  
 drink, drink  
 dropped, dropt  
 dry, drai

dur'-ing, diūr'-ing  
 dusk'-y, dusk'-i  
 each, ich  
 earth, erth  
 east, îst  
 eat, it  
 eats, its  
 e'er, ār  
 eggs, egz  
 el'-e-phant, el'-e-fant  
 end, end  
 eve, iv  
 eve'-nings, iv'-ningz  
 ev'-er, ev'-er  
 eve'-ry, ev'-ri  
 ex-claimed', ex-clêmd'  
 eyes, aiz  
 face, fês  
 fa'-ded, fê'-dêd  
 fair, fār  
 fall, fāl  
 falls, fōlz  
 fan, fan  
 fast, fəst  
 fat, fat  
 fed, fed  
 feed, fid  
 fell, fel  
 felt, felt  
 fence, fens  
 fid'-dle, fid'-l  
 fields, fildz  
 fin, fin  
 find, faind  
 first, ferst  
 fish, fish  
 five, faiv

flag, flag  
 flat, flat  
 flaw, flō  
 flax, flax  
 floats, flōts  
 flock, flok  
 floor, flōr  
 flow, flō  
 flow'-er, flau'-er  
 flow'-ers, flau'-erz  
 fly, flai  
 fly'-ing, flai'-ing  
 fog, fōg  
 food, fūd  
 for, fōr  
 for'-est, fōr'-est  
 forge, fōrj  
 fort, fōrt  
 fought, fōt  
 found, faund  
 foun'-tain, faun'-ten  
 four, fōr  
 freez'-es, friz'-ez  
 Fri'-day, Frai'-dê  
 friends, frendz  
 from, frəm  
 frost, frōst  
 full, ful  
 fun, fun  
 gar'-den, gār'-dn  
 gar'-dens, gār'-dnz  
 gave, gêv  
 gaze, gêz  
 gets, gets  
 gills, gilz  
 girl, gerl  
 girls, gerlz

glad, glad  
 glass, glas  
 go, gō  
 God, God  
 go'-ing, gō'-ing  
 gone, gōn  
 good, gud  
 good''-by', gud''-bai'  
 grass, gras  
 gray, grê  
 green, grin  
 ground, graund  
 grow, grō  
 grows, grōz  
 guns, gunz  
 had, had  
 hair, hār  
 hall, hōl  
 hand, hand  
 hands, handz  
 hang, hang  
 hap'-pened, hap'-nd  
 har'-bor, hār'-bēr  
 hard, hārd  
 hark, hārk  
 has, haz  
 hat, hat  
 have, hav  
 he, hī  
 hear, hīr  
 heard, hērd  
 heat, hit  
 hel'-mets, hel'-mets  
 help, help  
 helps, helps  
 hem, hem  
 hen, hen

her, her  
 here, hīr  
 Hi''-a-wa'-tha,  
 Hai''-a-wā'-tha  
 hid, hid  
 hides, haidz  
 hill, hil  
 hills, hiltz  
 him, him  
 his, hiz  
 hive, haiv  
 holes, hōlz  
 hol'-ly, hel'-ī  
 home, hōm  
 homes, hōmz  
 hon'-ey, hun'-ē  
 hon'-ey-comb'', hun'-ē-cōm''  
 hon'-ey-suck''-le, hun'-ē-suc''-l  
 hon'-or, on'-ər  
 hood, hud  
 hook, huk  
 hope, hōp  
 horn, hōrn  
 horns, hōrnz  
 horse, hōrs  
 hose, hōz  
 house, haus  
 how, hau  
 hur-rah', hūr-rā'  
 hut, hut  
 I, ai  
 ice, ais  
 if, if  
 in, in  
 inch, inch  
 inch'-es, inch'-ēs  
 In'-di-an, In'-dī-an

in'-jure, in'-jur  
 in'-side'', in'-said''  
 in'-to, in'-tū  
 is, iz  
 it, it  
 its, its  
 jam, jam  
 jamb, jam  
 jay, jê  
 keeps, kîps  
 kin, kin  
 kind, kind  
 king, king  
 kite, kait  
 knew, niū  
 knights, naits  
 know, nō  
 lad, lad  
 lake, lêk  
 lamb, lam  
 lambs, lamz  
 land, land  
 lan'-guage, lan'-gwêj  
 lap'-ping, lap'-ing  
 large, lārj  
 lark, lārķ  
 last, last  
 late, lêt  
 lay, lê  
 leap, lip  
 learn, lern  
 learned, lernđ  
 leaves, livz  
 led, led  
 lend, lend  
 lent, lent  
 leap'-ard, lep'-ard

let, let  
 life, laif  
 light, lait  
 like, laik  
 limp, limp  
 line, lain  
 lines, lainz  
 li'-on, lai'-un  
 lip, lip  
 lit'-tle, lit'-l  
 live, liv  
 lived, livđ  
 lives, livz  
 lock, lec  
 log, leg  
 long, long  
 Long'-fel''-low, Lōng'-fel''-ō  
 look, luk  
 look'-ing, luk'-ing  
 lost, lest  
 lot, let  
 love, luv  
 loved, luvđ  
 low, lō  
 mad, mad  
 made, mēđ  
 make, mēk  
 makes, mēks  
 ma-ma', ma-mā'  
 man, man  
 man'-y, men'-i  
 march'-ing, mārĉ'-ing  
 Mar'-gie, Mār'-ji  
 mark, mārķ  
 marks, mārķs  
 mast, mgst  
 mat, mat



mate, mêt  
 may, mē  
 May, Mē  
 me, mī  
 mean, mīn  
 meas'-ure, mezh'-ur or -yūr  
 meet, mit  
 melt, melt  
 melts, melts  
 men, men  
 met, met  
 milk, milk  
 mo'-ment, mō'-ment  
 Mon'-day, Mun'-dē  
 moon, mūn  
 morn'-ing, mōrn'-ing  
 moth'-er, muth'-er  
 mouse, maus  
 moves, mūvz  
 must, must  
 name, nēm  
 named, nēmd  
 names, nēmz  
 near, nīr  
 nest, nest  
 nests, nests  
 new, niū  
 nice, nais  
 no, nō  
 nod, ned  
 nook, nuk  
 nor, nōr  
 north, nōrth  
 nose, nōz  
 not, net  
 note, nōt  
 No-vem'-ber, No-vem'-ber

now, nau  
 num'-ber, num'-ber  
 nut, nut  
 nuts, nuts  
 oar, ōr  
 oars, ōrz  
 o-bey', o-bē'  
 odd, ed  
 of, ev  
 off, ōf  
 oh, ō  
 old, ōld  
 o-mit', o-mit'  
 on, en  
 once, wuns  
 one, wun  
 Or'-e-gon, Ōr'-e-gon  
 oth'-er, uth'-er  
 out, aut  
 o'-ver, ō'-ver  
 pad, pad  
 pair, pār  
 pan, pan  
 pane, pēn  
 pa-pa', pa-pā'  
 park, pārķ  
 par'-lor, pār'-ler  
 part, pārt  
 par'-ty, pār'-ti  
 pat, pat  
 peach, pīch  
 pen'-cils, pen'-silz  
 pens, penz  
 perch, pērch  
 pet'-al, pet'-al  
 pew, piū  
 pic'-ture, pic'-chur

pic'-tures, pic'-churz  
 pin, pin  
 pine, pain  
 pink, pink  
 place, plēs  
 plan, plan  
 plant, plant  
 plant'-ed, plant'-ed  
 play, plē  
 play'-ing, plē'-ing  
 pock'-ets, pek'-ets  
 po'-em, pō'-em  
 po'-ems, pō'-emz  
 po'-et, pō'-et  
 po'-ny, pō'-ni  
 pool, pūl  
 poor, pūr  
 pop'-corn', pep'-cōrn'  
 post, pōst  
 pot, pot  
 prayer, prār  
 pres'-i-dent, prez'-i-dent  
 pret'-ty, pret'-i  
 pull, pul  
 pulled, puld  
 put, put  
 puts, puts  
 queen, cwīn  
 queer, cwīr  
 quit, cwit  
 quite, cwait  
 rab'-bits, rab'-its  
 raft, raft  
 rain'-bow'', rēn'-bō''  
 ran, ran  
 rat, rat  
 rate, rēt

ray, rā  
 red, rēd  
 re-mem'-ber, re-mem'-ber  
 rest, rest  
 ri'-ding, rai'-ding  
 rip, rip  
 ripe, raip  
 rip'-ples, rip'-lz  
 rip'-pling, rip'-ling  
 Rip Van Win'-kle, Rip Van  
 Win'-kl  
 rise, raiz  
 roar, rōr  
 rook, ruk  
 root'-ed, rūt'-ed  
 roots, rūts  
 rose, rōz  
 ro'-ses, rō'-zez  
 round, raund  
 round'-ing, raund'-ing  
 rubs, rubz  
 ru'-ler, rū'-ler  
 run, run  
 said, sed  
 sailed, sēld  
 sail'-or, sēl'-er  
 sail'-ors, sēl'-erz  
 sa-lute', sa-lūt'  
 sand, sand  
 San'-ta Claus, San'-ta Clōz  
 sat, sat  
 Sat'-ur-day, Sat'-ūr-dē  
 saved, sēvd  
 saw, sō  
 scare, scār  
 school, scūl  
 sea, sī

sea'sons, sî'-znz  
 seat, sît  
 se'-crets, sî'-crets  
 see, sî  
 seeds, sîdz  
 seen, sîn  
 send, send  
 sent, sent  
 Sep-tem'-ber, Sep-tem'-ber  
 sev'-en, sev'-n  
 shad'-ows, shad'-ōz  
 shapes, shêps  
 sharp, shârp  
 she, shî  
 sheep, shîp  
 shields, shîldz  
 ship, shîp  
 shook, shuk  
 shore, shôr  
 should, shud  
 show, shō  
 sick, sic  
 side, said  
 sides, saidz  
 sin, sin  
 sing, sing  
 sit, sît  
 sit'-ting, sit'-ing  
 six, six  
 sky, skai  
 slate, slêt  
 sleep, slîp  
 slept, slept  
 slow, slō  
 small, smêl  
 smooth, smûth  
 snow, snō

snows, snōz  
 snow'-y, snō'-i  
 so, sō  
 sob, sêb  
 so'-fa, sō'-fa  
 soft, sêft  
 sol'-dier, sôl'-jêr  
 sol'-diers, sôl'-jêrz  
 some, sum  
 some'-thing, sum'-thing  
 south, sauth  
 Spain, Spên  
 spears, spîrz  
 sponge, spunj  
 spoon, spûn  
 sport, spôrt  
 Spring, Spring  
 square, scwâr  
 squir'-rel, scwir'-el  
 squir'-rels, scwir'-elz  
 stair, stâr  
 stand, stand  
 stars, stârz  
 start, stârt  
 states, stêts  
 stat'-ues, stach'-ûz  
 stay, stê  
 steel, stîl  
 stems, stemz  
 sting, sting  
 stock'-ing, stek'-ing  
 stone, stôn  
 stop, stop  
 sto'-ry, stō'-ri  
 street, strît  
 stripes, straipts  
 such, such

Sum'-mer, Sum'-er  
 sun, sun  
 Sun'-day, Sun'-dê  
 sun'-shine'', sun'-shain''  
 sure'-ly, shūr'-li  
 swal'-low, swəl'-ō  
 swim, swim  
 swims, swimz  
 swirl, swerl  
 swish, swish  
 swords, sōrdz  
 tail, tēl  
 tai'-lor, tē'-lur  
 tails, tēlz  
 take, tēk  
 ta'-king, tē'-king  
 talked, tōkt  
 tall, tēl  
 tart, tārt  
 task, tqsk  
 tax, tax  
 teach, tīch  
 tell, tel  
 Ten'-ny-son, Ten'-i-son  
 that, thāt  
 thaw, thō  
 the, thī or the (unaccented)  
 their, thār  
 them, them  
 them-selves', them-selvz'  
 then, then  
 there, thār  
 these, thīz  
 they, thē  
 this, thīs  
 thorns, thōrnz  
 thought, thōt

three, thri  
 through, thrū  
 Thurs'-day, Thūrz'-dê  
 time, taim  
 to, tū  
 told, tōld  
 ton, tūn  
 tone, tōn  
 too, tū  
 took, tuk  
 top, tōp  
 toys, tōiz  
 treas'-ure, trezh'-ur  
 tree, trī  
 trees, trīz  
 trip, trip  
 troop, trūp  
 trunks, trunkz  
 truth, trūth  
 tub, tub  
 tube, tiūb  
 Tues'-day, Tiūz'-dê  
 turn, tūrn  
 turns, tūrnz  
 twen'-ty, twen'-ti  
 two, tū  
 u-ni'-ted, yu-nai'-ted  
 un-til', un-til'  
 up, up  
 up-on', up-on'  
 val'-ley, val'-e  
 van, van  
 vane, vēn  
 vat, vat  
 walk, wōk  
 wall, wōl  
 war, wōr

warm, w<sup>o</sup>r<sup>m</sup>  
 was, w<sup>e</sup>z  
 Wash'-ing-ton, Wosh'-ing-tun  
 watch, w<sup>o</sup>ch  
 watch'-es, w<sup>o</sup>ch'-ez  
 wa'-ter, w<sup>e</sup>-ter  
 wa'-ving, w<sup>e</sup>-ving  
 wax, w<sup>a</sup>x  
 way, w<sup>e</sup>  
 we, w<sup>i</sup>  
 wear, w<sup>ā</sup>r  
 weath'-er, w<sup>e</sup>th'-er  
 Wednes'-day, W<sup>e</sup>nz'-d<sup>e</sup>  
 week, w<sup>i</sup>k  
 went, w<sup>e</sup>nt  
 were, w<sup>e</sup>r  
 west, w<sup>e</sup>st  
 wet, w<sup>e</sup>t  
 what, hw<sup>e</sup>t  
 when, hw<sup>e</sup>n  
 when-e'er', hw<sup>e</sup>n-ā'r'  
 where, hw<sup>ā</sup>r  
 which, hw<sup>i</sup>ch  
 while, hw<sup>a</sup>il  
 whirls, hw<sup>e</sup>rlz  
 whis'-per-ing, hw<sup>i</sup>s'-p<sup>e</sup>r-ing  
 white, hw<sup>a</sup>it

who, h<sup>ū</sup>  
 why, hw<sup>a</sup>i  
 wig, w<sup>i</sup>g  
 will, w<sup>i</sup>l  
 win, w<sup>i</sup>n  
 wind, w<sup>i</sup>nd  
 win'-dow, win'-d<sup>o</sup>  
 wine, w<sup>a</sup>in  
 wing, w<sup>i</sup>ng  
 wings, w<sup>i</sup>ngz  
 Win'-ter, W<sup>i</sup>n'-t<sup>e</sup>r  
 with, w<sup>i</sup>th  
 woke, w<sup>o</sup>k  
 woods, w<sup>u</sup>dz  
 wool, w<sup>u</sup>l  
 wore, w<sup>ō</sup>r  
 work'-er, w<sup>ū</sup>rk'-<sup>e</sup>r  
 works, w<sup>ū</sup>rks  
 wor'-ry, wur'-i  
 would, w<sup>u</sup>d  
 wrote, r<sup>ō</sup>t  
 years, y<sup>i</sup>rz  
 yel'-low, yel'-ō  
 yes, y<sup>e</sup>s  
 yet, y<sup>e</sup>t  
 you, y<sup>ū</sup>

## THE SCIENTIFIC ALPHABET

It is only within comparatively recent years that the complex system (or lack of system) of expressing sounds originally used by Noah Webster has been gradually replaced by a simpler one known as the Standard Scientific Alphabet. This Scientific Alphabet was prepared and promulgated after careful investigation by the American Philological Association and adopted by the American Spelling Reform Association and by the Philological Society of England.

The Scientific Alphabet is in accord with the principles which are adopted by the United States Board of Geographic Names, and by the Royal Geographical Society of England, and which are used in representing the pronunciation of words in the Oxford English Dictionary (Dr. James A. H. Murray) of the Philological Society of England.

The following prominent philologists and eminent scholars were members of the Spelling Reform Association at the inception of this Alphabet: Samuel S. Haldeman, LL.D. (University of Pennsylvania); William D. Whitney, LL.D. (Yale); Francis A. March, LL.D. (Lafayette); C. H. Toy, D.D. (Harvard); F. Max Müller, LL.D., A. H. Sayce, LL.D., and James A. H. Murray, LL.D. (University of Oxford); W. W. Skeat, Litt.D. (University of Cambridge); Hon. W. T. Harris, LL.D. (U. S. Commissioner of Education); F. A. P. Barnard, LL.D., and Thomas R. Price, LL.D. (Columbia); Charles P. G. Scott, Ph.D., of the Century Dictionary Corps; Melvil Dewey, Secretary of the University of the State of New York; F. J. Child, Ph.D. (Harvard).

It will thus be seen that this Alphabet is not the arbitrary creation of one man, made from the Roman Alphabet with dots, lines, curves, and curlicues, above and below the letters, such as all previous dictionaries contain to indicate pronunciation, but it is a simple system in which *every letter has its own sound and every sound its own sign throughout the Alphabet*. Hitherto, no two dictionaries have had identical keys to pronunciation, and the key has been actually changed with almost every revision.

What is the make-up of the Scientific Alphabet?

- The Make-up of the Scientific Alphabet.**
- (1) Each letter is required to do service for one sound only.
  - (2) Three new vowel-letters are added to the ordinary alphabet.

### I.—Vowels.

Each vowel-letter represents one distinct elementary sound in its two forms as long and short.

Each of the five vowel-letters of the ordinary alphabet, **a, e, i, o, u**, represents its most common sound as short and long.

#### EXAMPLES:

**a**=a in **at**; lengthened, **ā** in **fāre**.

**e**=e in **net**; lengthened, **ē** in **ēight**.

**i**=i in **it**; lengthened, **î** in **polîce**.  
**o**=o in **obey**; lengthened, **ō** in **nō**.  
**u**=u in **full**; lengthened, **ū** in **rūle**.

### II.—New Vowels.

Three new vowel-letters, **α, ø, ũ**, are introduced for three distinct elementary sounds never adequately represented by the vowel-letters of the ordinary alphabet.

## EXAMPLES:

**a**=a in sofa; lengthened, **ā** in ārm.

**o**=o in not; lengthened, **ō** in nōr.

**u**=u in but; lengthened, **ū** in būrn.

The Standard Dictionary has added two diacritics to denote colloquial weakenings, as in **æ**cord, p**o**esy, r**egim**nt, **æ**tm.

## III.—Consonants.

Each consonant-letter represents only one sound.

## EXAMPLES:

**C** is equivalent to **k**; **g** is hard, as in **gig**; **j** represents the soft sound of **g**, as in **gem** (jein), **jig**; **s** never has the sound of **z** as an initial letter. The double consonants **ch**, **sh**, **ng**, **zh**, **th**, always have their respective sounds, as in **church**, **shore**, **sing**, **azure**, **thin**; vocalized **th** is represented by **dh**, as in **then** (dhen), but throughout the Reader the symbol **th** is used instead to avoid confusion in the spelling. **n**=ing, as in **ink**.

## IV.—Diphthongs.

Diphthongs are represented by their vowel elements.

## EXAMPLES:

**ai** in aisle is a diphthong consisting of a glide between phonetic **a** as in sofa and **i** as in machine. **au** as in out is a diphthong consisting of a glide between phonetic **a** as in sofa and **ū** as in rûde.

**oi** is a diphthong consisting of **ō** as in nōr and **i** as in it. It is found in **boy**, **aloy**, etc.

**iū** as in few, **iū** as in duration, **iū** as in nature is a diphthongal sound, composed of **i** in it or machine and **u** in full or rule. Beginning a syllable, it generally appears in the respelling as **yi**, if accented, and as **yu**, if not accented; as **useful** (yūshful), **casual** (cazhyual), etc.

For a more detailed explanation of the Scientific Alphabet see the Standard Dictionary. For the grouping of the vowels into the long and short sounds see Reader, p. 63.

The heavy black letters in the Standard Dictionary Key to Pronunciation indicate the sounds of the letters in those words. Throughout the Reader all letters of

the Scientific Alphabet are printed in red. In all cases where letters of similar shape appear in the respelling

## Explanation.

of words given in the vocabulary on p. 95 of the Appendix, immediately following each vocabulary word, those letters have the same sound as that conveyed by the heavy black letters in the key-words. For example, take such a word as **ab'a-cus** (ab'ā-cus), the **a** in the respelling of the first syllable has the sound of **a** in **at**, the **ā** in the second syllable has the sound of **a** in **sofa**, **c** has the sound of **k**, **u** has the sound of **u** in **hut**.

## THE STANDARD DICTIONARY KEY TO PRONUNCIATION.

sofa	ġ=preferred g	oil
ārm	o=obey	iū=feud
gsk	nō	iū=future, preferred u
at	net	c=k
fāre	nōr	church
æcord	ætəm	dh=the (in Reader th)
element	full	go
er=over	rūle	sing
eight	but	ink
ġ=nsage	būrn	so
tin	aisle	thin
machīue	au=out	zh=azure
	F. boā, dūne	

The Scientific Alphabet is more simple, and more accurate, in every way than any other alphabetic system used for indicating pronunciation (1) as it requires

**Fewer Diacritics.** fewer characters — its three new vowels doing away with about three-fourths of the diacritics required by other systems; (2) as it involves fewer changes from the ordinary spelling than any other system.

Moreover, it is consistent, and contemplates only such changes in spelling as are in the direction of logical and scientific spelling reform. It furnishes a basis for accurately representing all the sounds used in the English language, with the fewest possible characters.

The following list consists of the letters of the Scientific Alphabet with their respective names. For a more detailed account see Appendix of the Standard Dictionary.

LETTERS.	NAMES.	AS IN—	LETTERS.	NAMES.	AS IN—	LETTERS.	NAMES.	AS IN—
Q, q	(ah)	qsk, stār	J, j	(jay)	jet	Sh, sh	(ish)	she
A, a, ā	(ai(r))	fan, fāre	[K, k]=c	(kay)	kin	T, t	(tee)	tell
B, b	(bee)	bat	L, l	(el)	lo, noble	Th, th	(ith)	thin
C, c=k, q	(kee)	cat	M, m	(em)	me	U, u, ū	(oo)	full, rûle
Ch, ch	(chee)	chūrch	N, n	(en)	no	U, u, ū	(u(r))	but, eup, būrn
D, d	(dee)	did	Ng, ng	(ing)	king	V, v	(vee)	vat
Dh, dh	(thee)	then	O, o, ō	(oh)	obey, nō, bōat	W, w	(woo)	wo
E, e, ē	(ay)	met, thēy	Ō, o, ō	(awe)	net, what, nōr, wall	[X, x]=cs	(ex)	wax
F, f	(eff)	fit	P, p	(pee)	pet	Y, y	(yee)	ye
G, g	(ghee)	gō	[Q, q]=c	(cwe)	(quit) cwt	Z, z	(zee)	zone
H, h	(hee)	he	R, r	(ar)	rat	Zh, zh	(zhee)	azure
I, i, ī	(ee)	it, caprice	S, s	(ess)	so			

Diphthongs: ai, aisle. I; an, stout (stout); ei, coin (coin); iū, find (find), miūsic (music).

## TABLES OF EQUIVALENTS

Equivalents=Separate letters or groups of letters having the same sounds.

Digraph=A union of two characters representing a single sound, as **oa** in **boat** and **sh** in **she**.

The following Tables of Equivalents, while not exhaustive, give the principal equivalent sounds. The first table is so arranged as to give the ordinary letters in the first column, and the Scientific Alphabet equivalents in the second column, followed by examples.

The second table is the first table reversed. In the first column the scientific letters are given, and, in the second column, their ordinary equivalents, in turn followed by examples.

For further directions see "Teachers' Manual."

<b>a</b>	ɑ	col'-lar	<b>ea</b>	e	bread	<b>ie</b>	ai	die	
	ā	arm		eē	break		ier	gr	glā'-zier
	a	ask		gr	near		ieū	in	lieū
	ā	at		ō	learn		iew	iū	view
	ā	fare		iū	beau		igh	ai	sigh
	ā	al'-low		i	beau'ty		io	u	na'-tion
	ā	man'-y		f	tree		iou	u	gra'-cious
	ā	fa'-vor		ei	been		ir	gr	sir
	ā	u'-sage		eē	tree		o	o	o-bey'
	ē	was		eī	veil		ō	ō	go
ē	ball	eī	for'-feit	eē	eē	God			
<b>æ</b>	ɪ	Cæ'-sar	ai	weird	eū	u	nor		
	ī	Æ-ue'-as	eigh	weight	ū	ū	wolf		
	<b>ai</b>	a	plaid	oi	height	ū	ū	who	
		ā	hair	eo	leop'-ard	ū	ū	done	
		e	said	e f	peo'-ple	ū	ū	word	
		eē	cer'-tain	ō	yeo'-man	oa	ō	boat	
	ē	pain	u	pig'-eou	ē	ē	broad		
	<b>ais</b>	ai	aisle	er	gor'-geous	oe	ō	toe	
		<b>au</b>	ɑ	taunt	gr	her	ū	ū	shoe
	ē		gauge	en	feud	u	u	does	
ō	mauve		ew	sew	og	ō	co-logne'		
ō	haul		ū	crew	oh	ō	oh		
au	Mau'-ser	iū	dew	e	e	John			
<b>aut</b>	ō	haut-boy	ewe	sewed	oi	i	tor'-toise		
	<b>aw</b>	ā	law	ey	prey	ai	ai	choir	
<b>awe</b>		ā	awe	f	mon'-key	ei	ei	oil	
	<b>ay</b>	e	says	ai	key	oo	ō	floor	
eē		day	eye	ey'-as	ū	ū	look		
eē	Mon'-day	eye	eye	ū	ū	boot			
<b>aye</b>	ō	aye=always	hei	heir	u	u	flood		
	ai	aye=yes	i	it	ou	ō	soul		
<b>ci</b>	ai	sci'-ence	f	po-lice'	e	e	cough		
	<b>e</b>	ā	there	ai	sit	ū	ū	rouge	
e		met	ia	so'-cial	ū	ū	touch		
eē		e-clipse'	ie	friend	ū	ū	scourge		
eē		mo'-ment	e i	sieve	ai	ai	out		
ē	me	f	field	iū	iū	you			
<b>ea</b>	ɑ	o'-cean	ough	ough	ō	ō	dough		
	ā	heart							
ā	wear								



















<b>ough</b>	ō	<b>thought</b>	<b>u</b>	ū	<b>rude</b>	<b>ui</b>	ū	<b>fruit</b>		
<b>oul</b>	u	<b>would</b>		ū	but		ai	<b>guide</b>		
<b>ow</b>	ō	<b>bow</b>		<b>ua</b>	ū		turn	<b>uy</b>	ai	<b>buy</b>
	e	<b>knowl'edge</b>			ū		fu'-ture		i	<b>hymn</b>
<b>owe</b>	ō	<b>owe</b>		<b>uay</b>	i		<b>quay</b>	<b>y</b>	ai	<b>fly</b>
<b>oy</b>	ei	<b>boy</b>		<b>ue</b>	e		<b>guess</b>	<b>ye</b>	ai	<b>dye</b>
<b>u</b>	e	bur'-y	<b>ui</b>	ū	<b>true</b>	<b>yr</b>	gr	<b>mar'-tyr</b>		
	i	bus'-y		i	hue		gr	<b>myrrh</b>		
	u	put			<b>guilt</b>	<b>yr rh</b>				
<b>a</b>	<b>a</b>	col'-lar	ê	<b>a</b>	n'-sage	u	<b>o</b>	<b>wolf</b>		
	<b>ea</b>	o'-cean		<b>ay</b>	Mon'-day		<b>oo</b>	<b>leek</b>		
<b>ā</b>	<b>a</b>	arm	i	ee	been	ā	<b>oui</b>	<b>would</b>		
	<b>au</b>	taunt		ei	for'-feit		<b>u</b>	<b>put</b>		
<b>ea</b>	<b>ea</b>	heart		i	it		<b>ew</b>	<b>crew</b>		
	<b>ua</b>	guard		ie	steve		<b>o</b>	<b>shoe</b>		
<b>g</b>	<b>a</b>	ask	i	oi	tor'-toise	u	<b>oo</b>	<b>boot</b>		
				u	bus'-y		<b>ou</b>	<b>rouge</b>		
<b>a</b>	<b>a</b>	at	i	ui	guilt	u	<b>u</b>	<b>rude</b>		
	<b>al</b>	plaid		y	hymn		<b>ue</b>	<b>true</b>		
<b>ā</b>	<b>a</b>	fare	i	æ	Cæ'-sar	ū	<b>ui</b>	<b>fruit</b>		
	<b>ai</b>	hair		e	me					
<b>e</b>	<b>e</b>	there	i	ea	near	ū	<b>eo</b>	<b>pig'-con</b>		
	<b>ea</b>	wear		ee	tree		<b>con</b>	<b>gor'-geous</b>		
<b>hei</b>	<b>ei</b>	heir	i	ei	weird	ū	<b>io</b>	<b>na'-tion</b>		
	<b>he</b>			eo	peo'-ple		<b>io</b>	<b>gra'-cious</b>		
<b>g</b>	<b>a</b>	al-low'	i	ey	key	ū	<b>o</b>	<b>done</b>		
				i	po-lice'		<b>oe</b>	<b>does</b>		
<b>e</b>	<b>a</b>	man'-y	i	ie	field	ū	<b>oo</b>	<b>flood</b>		
	<b>ai</b>	said		ue	quay		<b>ou</b>	<b>touch</b>		
<b>ay</b>	<b>e</b>	says	i	æ	Æ-ne'-as	ū	<b>u</b>	<b>word</b>		
	<b>e</b>	met		o	o-bey'		<b>ou</b>	<b>scourge</b>		
<b>ei</b>	<b>ei</b>	bread	ō	<b>au</b>	mauve	ai	<b>u</b>	<b>turn</b>		
	<b>ei</b>	heif'-er		<b>aut</b>	haut'-boy					
<b>ie</b>	<b>eo</b>	leop'-ard	ō	<b>eau</b>	beau	ai	<b>ais</b>	<b>aisle</b>		
	<b>ie</b>	friend		<b>eo</b>	yeo'-man		<b>aye</b>	<b>aye=</b> yes		
<b>ue</b>	<b>u</b>	bur'-y	ō	<b>ew</b>	sew	ai	<b>ci</b>	<b>sci'-ence</b>		
	<b>ue</b>	guess		<b>ewe</b>	sewed		<b>eigh</b>	<b>height</b>		
<b>e</b>	<b>ai</b>	cer'-tain	ō	<b>o</b>	boat	ai	<b>ey</b>	<b>ey'-as</b>		
	<b>ey</b>	e-clipse'		<b>oa</b>	co-logne'		<b>eye</b>	<b>eye</b>		
<b>ey</b>	<b>e</b>	mon'-key	ō	<b>oe</b>	toe	ai	<b>i</b>	<b>sile</b>		
				<b>og</b>	oh		<b>ie</b>	<b>die</b>		
<b>g</b>	<b>e</b>	mo'-ment	ō	<b>oh</b>	oh	ai	<b>igh</b>	<b>sigh</b>		
				<b>oo</b>	oh		<b>oi</b>	<b>choir</b>		
<b>gr</b>	<b>er</b>	learn	ō	<b>ou</b>	oh	ai	<b>ui</b>	<b>guide</b>		
	<b>er</b>	her		<b>ough</b>	dough		<b>uy</b>	<b>buy</b>		
<b>ir</b>	<b>ir</b>	gla'-zier	ō	<b>ow</b>	ow	ai	<b>y</b>	<b>fly</b>		
	<b>yr</b>	mar'-tyr		<b>owe</b>	owe		<b>ye</b>	<b>dye</b>		
<b>yr rh</b>	<b>yr rh</b>	myrrh	ō	<b>o</b>	was	ei	<b>ou</b>	<b>Mau'-ser</b>		
				<b>oh</b>	God		<b>ow</b>	<b>out</b>		
<b>ā</b>	<b>a</b>	fa'-vor	ō	<b>ow</b>	John	ei	<b>oi</b>	<b>oil</b>		
	<b>ai</b>	pain		<b>o</b>	knowl'-edge		<b>oy</b>	<b>boy</b>		
<b>au</b>	<b>au</b>	gauge	ō	<b>a</b>	ball	iū	<b>eau</b>	<b>beau'-ty</b>		
	<b>ay</b>	day		<b>au</b>	haul		<b>eu</b>	<b>feud</b>		
<b>aye</b>	<b>aye</b>	aye=always	ō	<b>aw</b>	law	iū	<b>ew</b>	<b>dew</b>		
	<b>ea</b>	break		<b>awe</b>	awe		<b>ieu</b>	<b>lien</b>		
<b>el</b>	<b>el</b>	veil	ō	<b>o</b>	nor	iū	<b>iew</b>	<b>view</b>		
	<b>ey</b>	prey		<b>oa</b>	broad		<b>u</b>	<b>fu'-ture</b>		
<b>ey</b>	<b>ey</b>		ō	<b>ou</b>	cough	iū	<b>ue</b>	<b>hue</b>		
				<b>ough</b>	thought					


























# A PRACTICAL METHOD FOR TEACHING THE SCIENTIFIC ALPHABET

In the key printed below, each Scientific Alphabet symbol has a definite name. The word which contains the sound is represented by an illustration, which should be used by the teacher for pronunciation purposes. Do not name or sound the letters except as you deduce them from the pictorial key.

Show the children the picture in the key and ask them to tell what it is. Write their answer upon the board, and emphasize, in every way possible, the sound under consideration.












LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
Q, q.....	ah.....	mā-mā' <sup>1</sup> .....		D, d.....	dee.....	dēg.....	
Q, q.....	ah <sup>2</sup> .....	qsp.....		E, e.....	ay.....	eg (egg).....	
Q, q.....	ah <sup>1</sup> .....	ārm.....		E, e.....	ay <sup>3</sup> .....	dē-cant'gr.....	
A, a.....	ai(r).....	ax.....		E, e.....	ay <sup>4</sup> .....	ham'gr (hämmer).....	
Ä, ä.....	air) <sup>1</sup> .....	hār (hare).....		Ê, ê.....	ay <sup>1</sup> .....	rêk (rake).....	
B, b.....	bee.....	bed.....		F, f.....	eff.....	fan.....	
C, c[=k].....	kee.....	cat.....		G, g.....	ghee.....	gun.....	
Ch, ch.....	chee.....	chürch.....		H, h.....	hee.....	hed.....	

<sup>1</sup> The long sound of the letter.    <sup>2</sup> Varying toward **a** in **ax**.    <sup>3</sup> Varying toward **i** in **pity**.    <sup>4</sup> Varying toward **u**.  
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LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
I, i.....	ee.....	pin.....		Ə, ə.....	awe.....	log.....	
Ī, ī.....	ee <sup>1</sup> .....	ma-shīn' (machine)...		Ē, ē.....	awe <sup>4</sup> .....	gr'ber.....	
Qī, qī.....	eye.....	flai (fly).....		Ō, ō.....	awe <sup>1</sup> .....	hōrn.....	
Īū, īū.....	iū.....	mīūl (mule)...		Ōī, ōī.....	ōī.....	coīl.....	
J, j.....	jay.....	jug.....		Ū, u.....	au.....	haus (house)...	
K, k[=c]..	kay.....	kit'n (kitten)..		P, p.....	pee.....	pār (pear).....	
L, l.....	el.....	lai'on (lion)...		[Q, q] qu=ew.	cue.....	ewiv'gr (quiver)....	
M, m.....	em.....	man.....		R, r.....	ar.....	rat.....	
N, n.....	en.....	net.....		S, s.....	ess.....	sun.....	
N, ū.....	ing.....	link.....		Sh, sh.....	ish.....	shel(shell)...	
Ng, ng....	ing.....	ring.....		T, t.....	tee.....	top.....	
O, o.....	oh.....	o-pes'um (opossum)..		Th, th.....	ith.....	thim'bl (thimble)...	
Ō, ō.....	oh <sup>1</sup> .....	gōt (goat).....					

<sup>1</sup> The long sound of the letter.

<sup>4</sup> Varying toward u.

LETTER	NAME	WORD	ILLUSTRATION	LETTER	NAME	WORD	ILLUSTRATION
Db, dh...	thee...	fe <b>dh</b> 'gr (feather)...		V, v.....	vee.....	vat.....	
Dh=th.....	.....	In the Reader fe <b>th</b> 'gr.....		W, w.....	woo.....	wig.....	
U, u.....	oo.....	bu <b>l</b> (bull).....		X, x[=cs].	ex.....	box.....	
Ū, ū.....	oo <sup>1</sup> .....	bū <b>t</b> (boot).....		Y, y.....	yee.....	yet (yacht)...	
U, u.....	u(r).....	tu <b>b</b> .....		Z, z.....	zee.....	zī'bra (zebra).	
Ū, ū.....	u(r) <sup>1</sup> .....	cū <b>r</b> .....		Zh, zh.....	zhee.....	mez <b>h</b> 'ur (measure) ..	

<sup>1</sup> The long sound of the letter.

[The above method for teaching the Scientific Alphabet is based upon a chart prepared for the publishers of the Standard Dictionary by W. E. HENDRIE, London, Ont.]







