THE
RATIONAL METHOD IN READING

BY
EDWARD G. WARD
LATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BROOKLYN, N.Y.

Manual of Instruction
FOR THE USE OF TEACHERS

REVISED EDITION

SILVER, BURDETT AND COMPANY
BOSTON NEW YORK CHICAGO SAN FRANCISCO
1920
THE RATIONAL METHOD IN READING

PRIMER—Revised, 1919
FIRST READER—Revised, 1919
SECOND READER—Revised, 1919
THIRD READER—Revised, 1919
FOURTH READER
FIFTH READER
ADDITIONAL PRIMER
ADDITIONAL FIRST READER
ADDITIONAL SECOND READER
MANUAL OF INSTRUCTION—Revised, 1920

PHONETIC CARDS
First Set. To Accompany the Primer
Second Set. To Accompany the First Reader
Third Set. To Accompany the Second Reader

SIGHT WORD DRILL CARDS
First Set. To Accompany the Primer
Second Set. To Accompany the Primer

Copyright, 1894, 1895, 1896, 1907, 1920, by
SILVER, BURDETT & COMPANY
PREFACE

The Rational Method in Reading is a combination of the word and the phonetic methods. It utilizes each for that part of the work to which it is especially adapted.

The word method is used, first as principal, because of its value in developing a habit of reading thoughtfully, and afterward as auxiliary, in order to increase the stock of word phonograms and to teach certain words which are not amenable to a phonic treatment. The phonetic method, which is introduced by easy stages during the ascendency of the word method, finally becomes the principal means of growth and progress. It gives the child power to help himself in the solution of difficulties, which the word method is entirely unable to do.

The aims of the Rational Method are:
1. To make the child not only independent in his reading but generally self-reliant.
2. To enable him to read with intelligence and expression a vastly greater amount than heretofore in a given time, and thus to acquire not only a fuller vocabulary, but also greater intellectual power.
3. To put him into possession, during the first year and a half of school life, of a complete key to reading, so that no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The leading features of the phonetic part of the work are:
1. *The presentation of the sounds and their symbols in a rational order; that is, an order in which the easier precede the harder.*

The easiest sounds for the pupil to use in phonetic reading are those that may be indefinitely prolonged, because the blending of these in words is most readily shown and perceived. For this reason such sounds are presented first.

2. *An extensive and systematic use of word phonograms and other compound phonograms.*
The difficulty which a child has in mastering a new word is in direct proportion to the number of parts he has to recognize in the word. By the use, then, of compound phonograms which, being taught as wholes, are no harder to recognize than simple phonograms, hundreds of long and hard words are practically transformed into short and easy ones. Thus, the word *lightning*, which by this method the child reads *light ning*, is no more difficult for him than the short word *left* in which also he has to recognize and combine four separate sounds.

3. *The teaching of an initial stock of phonograms before any phonetic reading is attempted.*

By this means the reading when once commenced may be carried on continuously with sufficient wealth and variety of material.

4. *The training of the ear in the perception of phonetic blends, before phonetic reading is begun.*

The teacher accomplishes this by pronouncing words sound by sound, and requiring the children to determine in each case the word pronounced.

5. *Separate daily drills in the recognition of the individual phonograms and the reading of single phonetic words.*

The purpose of these drills is to cultivate perception and secure rapid recognition of the phonograms and expertness in their use. No other part of the work exceeds this practice, for without it the average child would never acquire sufficient facility in sound or word recognition to make successful phonetic reading a possibility.

Those who undertake this method will need:

1. To follow implicitly the directions laid down in the Manual.
2. To do their work with great thoroughness.
3. To hold expectation in check for a while and exercise patience,—looking for brilliant results only after the foundations have been laid broad and deep. In the numerous schools that have attracted public attention by their wonderful success with this method, more ground has invariably been covered during the last five weeks of the first term than during the preceding fifteen.
MANUAL OF INSTRUCTION

EXPLANATION OF TERMS EMPLOYED

Phonogram. A written or printed representation of a sound, either simple or compound; as:

\[f, s, l, \text{ ing, ight}\]

Simple phonogram. A phonogram containing but one letter; as:

\[\S, \i, \o\]

(The simple phonograms stand for one sound each excepting \(\i\), which is a union of \(\a\) and \(\bar{\e}\).)

Compound phonogram. A phonogram containing more than one letter; as:

\[\text{ing, ight, ip, un}\]

(Compound phonograms represent compound sounds, which, however, are taught as units.)

Word phonogram. A word which has been taught by sight used as a phonogram in the representation of a longer word; as:

\[\text{old in fold ail in sail}\]

(Word phonograms are really, of course, compound phonograms, but for the sake of convenience, the term "compound phonogram" is restricted to combinations that are not words.)

Sight word. A word that has been taught as a whole, and is therefore recognized by sight alone.

Phonetic word. A word to be read by means of its phonograms.

Sight reading. The reading of sight words either singly or in sentences.

Phonetic reading. The reading of phonetic words either singly or in sentences.
RULES FOR MARKING

(Observe in the lists of phonetic words and in the readers.)

1. Sight words uncombined with other words should not be marked.

2. A sight word found within another word and having there its usual sound should be indicated as such by underlining; as:

   ail in fail    an in ant    old in mold

3. Simple phonograms should be indicated in words as they appear at the heads of the phonetic lists; as:

   e and ō in cōal    ā in sāp

4. Silent letters and those so obscurely sounded that their omission will not involve the loss of a syllable should be crossed out; as:

   e in fīnè    g in ģnāt    o in lēss̄on

5. A compound phonogram used as a part of a word should ordinarily be set off as a single phonogram by underlining; as:

   ights in fights    im in limp    ings in wings

6. When a compound phonogram or a word phonogram forms by itself either the first or the last syllable of a word, it should not be marked, but should be slightly separated from the rest of the word; as:

   ing in leap ing    er in mill er

Note.—When a compound phonogram is immediately preceded or succeeded by a silent letter, no other separation than that made by the silent (crossed out) letter should occur; as:

   er in lōwer    ed in fīt̄ed

7. When a compound phonogram which does not by itself form a syllable, is separated from the other phonetic elements of the word by a silent letter, or by an apostrophe, it need not be marked; as:

   he in heat    she in she's
FIRST YEAR. FIRST HALF-YEAR'S WORK

For the work in reading the first half school year may be divided into three general periods.

First Period: * Sight-word reading upon blackboard and preparation for phonetic reading.


Third Period: Sight-word and phonetic reading — Primer, Part II.

OUTLINE OF FIRST PERIOD

Three lines of work are to be practiced separately every day:
1. Sight reading (see list of sight words, p. 3).
2. Drill on phonograms (see list of phonograms, p. 5).
3. Ear-training (see Phonetic List No. 1, p. 7).

1. The Sight Reading

Commence with the blackboard, using script characters only, and teach to small groups of children the following list of sight words which comprise the full vocabulary of Primer, Part I.

List of Sight Words to Be Taught during First Eight Weeks

a, again, ail, all, am, an, and, any, apple, are, at, baby, boy, bread, can, come, cow, day, do, does, dog, drink, eat, egg, for, Frank, fruit, full, girl, give, go, good, has, have, he, her, here, him, home, how, I, ill, in, is, it, Jack, let, like, look, make, Mary, may, me, milk, much, no, not, of, old, out, picture, play, see, she, some, stay, take, tell, thank, that, the, them, there, they, to, too, us, want, water, we, well, what, where, will, with, yes, you.

* The time usually necessary for the blackboard sentence reading preliminary to the beginning of the Primer is about eight weeks. Some teachers will accomplish it in six weeks, while others with large classes will require ten weeks. Whatever the time required, let the preparation for the book be very thorough and complete.
Use the words in sentences from the very beginning. Construct short sentences of your own and make plenty of them. As far as possible work them up in conversation, several in succession relating to one topic. To avoid using the sentences in the book, work up the words in a somewhat different order from that in which they are presented in the book. Never let a pupil read a sentence until he is ready to do so without a break. If the pupil hesitates in his reading, stop him at once and tell him that he must not read until he has his sentence ready. While he is getting it ready, he must have the privilege of asking for any word that he does not know. When the children begin to falter and hesitate in their reading of a sentence, teachers often tell them to hurry. This is a great mistake. We do not wish them to hurry. We wish them to read in a natural manner without breaks.

If a child reads without expression, help him to get the thought by questions and by remarks on the subject matter. Keep his mind fixed upon the thought expressed, and his manner of expression will become more natural. If, however, you still fail to secure the expression you wish, you may as a last resort read the sentence properly for him, asking him to read it over after you. With a class particularly unresponsive in expression, it is often a good thing in the models you set to exaggerate somewhat in emphasis and inflection.

The pupils should be taught to recognize the s and ing forms of all words in the list which take these endings. This may be easily accomplished in the following manner: When a few singular nouns and three or four verbs have been learned, write one of them upon the board and ask the pupils to tell what it is. Then add s to it, and tell them what it is. Next write another word, have it read as before, add s, and ask the pupils to tell you what the word is.

Continue this practice until they can distinguish without difficulty the simple and the s form of every familiar word. Teach them in the same manner to recognize the ing form and afterward the form with ings. Leave until near the end of this period words like goes
or making, in which the change to the s or ing form involves the addition or the elision of e.

2. The Drill on Phonograms

This is a preparation for phonetic reading which, to be effective, must be thorough. It should begin with the first blackboard work and continue without intermission until Part I of the book has been read. The phonograms of this group comprise those used in the first phonetic reading.

List of Phonograms to Be Taught in First Period

f, l, m, n, r, s, — ā, ē, ō, — ing, ings, ight, ights

Begin with /f/. Write it on the blackboard, and tell the children what it is. Give the sound, not the name. (No letter names should be taught during the first half year.) Have a little practice upon this sound, then leave it. Many times during the day ask them unexpectedly what it is. On the following day teach m in the same way. Keep both characters on the board for two or three days, changing their relative positions from time to time, or writing a number of each and mixing them irregularly. Have frequent short drills on these two sounds, f and m. Next teach s in the same manner, and drill on all three phonograms for a day or two. Continue in this way until you have taught five or six of the phonograms; then begin the use of Set I of the Phonetic Cards. In your drill show the pupils the script side of the cards only. Stand where all in the class can see distinctly, holding in your hand the cards for all the phonograms thus far learned. Taking the pupils in order, show each one a phonogram. If he does not name it instantly, have the others prompt him. This will cause every child to study every phonogram, and will greatly increase the effectiveness of the drill. You will soon be able to cover a class of fifty in two or three minutes. This exercise should be given two or three times each day. At first many of the pupils will fail, but in a few days you will note a decided improvement, and finally most of the children will
be able to name any of the single phonograms without hesitation. This is what they must do before they can read by means of these characters.

In concluding this part of the subject, three cautions are necessary: First, never attempt to teach a phonogram until you are absolutely sure that you yourself have the right pronunciation of it. To secure the correct pronunciation of any phonogram give the sound in connection with some word in which it occurs as the initial sound if possible, as \( r \) in \( rat \), \( l \) in \( little \). Second, never accept from your pupils anything but the exact pronunciation of any phonogram. Third, never teach a new phonogram until all those previously presented have been thoroughly learned.

3. The Ear-Training

This, like the teaching of the phonograms, is a preparation for phonetic reading. Like the latter, also, it should begin at the very commencement of the term and be practiced daily. With brisk work, five minutes a day with the children all together should suffice for this drill.

The teacher slowly pronounces some word in Phonetic List No. 1, showing plainly the phonograms of which it is composed, as \( m\-at \). The children listen and then tell the word \( mat \). The teacher gives \( s\-ing \). Children tell the word \( sing \). Continue this practice, giving again and again all the words in Phonetic List No. 1.

In the ear-training, as you give the sounds of a word, whether there be two phonograms, as in the first group, or three or more, as in later groups, do not run the sounds together, but always make them entirely distinct and separate. Let the children blend silently and then give the word aloud. Do some individual work each day.
PHONETIC LIST NO. 1

To be used for Ear-Training in First Period, and for Blend Drill in Second Period, during the reading of Primer, Part I.

PHONOGRAMS: f, l, m, n, r, s, — ā, ē, ĝ, — ing, ings, ight, ights, — and short sight words from Primer, Part I.

fail, fails, fall, fan, fat, fight, fights, fill, fin, fit, fits, fold, land, light, lights, mail, mails, man, many, mat, Mat, meat, meats, might, mill, mold, nail, nails, Nan, Nat, neat, night, nights, rail, rails, ran, rat, right, rights, rill, ring, rings, sail, sails, Sam, sand, sat, seat, seats, sight, sights, sill, sing, sings, sit, sits, sold, swell, swells.

An, know, ōh, fuss, ĝnat, knēe, knit, knits, lamb, mitt, muss, snow.

ēr, ēl, lay, Lee, low, may, Māy, mōw, rāy, Ray, row, say, sea, sō, sow, wring, wrings.

eaten, heal, hear, hel, known, knowing, meal, mean, ēr, ēwe, ēwing, ēwn, seem, seen, your.

can not, fail ing, fall ing, fan ing, fighting, fill ing, fold ing, land ing, light ing, mail ing, mold ing, nail ing, rail ing, rail ing s, ring ing,
sailing, seating, seeming, singing, swelling, swellings, with in, with out.

fitting, fussing, healing, hearing, knitting, laying, lowing, matting, meaning, mowing, mussing, owning, rowing, saying, sayings, sitting, snowing, sowing.

fear, feel, foam, four, gnats, lame, lane, leaf, lean, Leo, lighten, little, loaf, mane, Mat's, mitten, moan, more, mown, name, Nat's, near, rain, rattle, rinse, roar, roll, safely, sale, same, satin, seal, seam, sore, written.

flat, fleah, fling, flings, flow, free, fright, slam, slat, slight, sling, slings, slit, slow, small, snail.

OUTLINE OF SECOND PERIOD

Sight reading from the Primer, Part I, and further preparation for phonetic reading.

Three lines of work are to be practiced separately every day.

1. Sight reading from Primer, Part I.
2. Drill on the phonograms.
3. Drill on the blend.

1. Sight Reading from Primer, Part I

As soon as pupils know all the eighty-seven sight words taught in the First Period, and as soon as they can without hesitation read from the blackboard short sentences constructed from these words, they are ready to begin the book. They must first, however, be-
come familiar with print, for up to this time script only has been used.

A few days before commencing the reader, begin to train the eye in the recognition of print. Write in script a short sentence upon the board and underneath it place the same sentence in print. Have the children read the script, then the print. Write another sentence in the same way and continue the practice until the pupils are proficient in recognizing the printed form. Then reverse the order, placing the print above and the script below. Cover the script and ask the children to read the sentence in print, showing them the script only as they need help.

In using cards for the daily drill on sight words and phonograms, show now the printed side as well as the script. Pupils will soon become perfectly familiar with print and will then be ready to begin the primer. Use script for blackboard work as before. The reading in the book will give sufficient practice in print.

For each reading lesson in the book, there should be a regular daily preparation with the children. The sight words employed in the lesson should be thoroughly reviewed and used in sentences on the board. Explanation of the subject matter, study of the picture, and conversation with the children will make the lesson doubly interesting and profitable to them. After this preparation in class, the pupils should be given a short time in which to study individually before the recitation.

2. Drill on the Phonograms

Continue practice on the thirteen phonograms taught in the First Period. Give a short drill each day upon the blackboard and with the Phonetic Cards, using both script and print side.

As the knowledge of the phonograms is the foundation of all the phonetic reading and as the ability to give them in quick succession is absolutely essential to perception of the blend, too much stress cannot be laid upon the importance of this drill. It should be regular, persistent, and thorough both with individual children and with the class as a whole.
3. Drill on the Blend

Single phonetic words are now written on the board for eye-training in addition to being given orally for ear-training.

The teacher writes upon the blackboard some word from Phonetic List No. 1, as *fat*; she covers *at* and, pointing to *f*, asks the children to give the sound; she then covers *f* and, pointing to *at*, asks them to pronounce it; she then shows the whole word and asks them to give both sounds and to pronounce the word. If they hesitate in doing this, she herself may tell the word, making *f* long and prominent.

This practice should be continued for a day or two with other words from the list. As soon as the pupils are proficient in giving the sounds in quick succession as the teacher points and in pronouncing the words, she should no longer cover the phonograms but should write them with the markings as they appear in the lists.

After the first few days of blend work, from ten to twenty single words from Phonetic List No. 1 should be read by the pupils every day until Part I of the Primer is finished.

For the encouragement of the weaker pupils the first words and every second or third word thereafter should be extremely easy, so that all who will try may succeed in giving the blend. This is a very important point. A glimmer of light here and there will encourage even the dull pupils to keep trying. The teacher should always bear in mind that the object is not to have the words memorized but to give the pupils the ability to read them by their phonograms.

As there are about two hundred words in Phonetic List No. 1, the words of the daily drill will involve many repetitions of those previously given, but if they are selected at random, there will be little memorizing of words as wholes and therefore no serious interference with the phonetic reading.

To most pupils perception of the blend comes but slowly and there must be much practice before any real power is attained. Patient, persistent drill, however, will finally win success, and a
power and facility will be given the pupil which he could not obtain in any other way.

The exercise should be so conducted that every child will hope to give the next word. This will cause each one to attend closely and so gain the full benefit of the lesson.

One important caution remains: If the phonograms are well learned, there will be a strong tendency among the pupils to whisper the sounds to themselves. This buzzing should not be checked. It is not disorder. It is the only means by which beginners of average ability can think the sounds, and so recognize the words. For some time they must actually hear the sounds before they can carry them mentally.

**OUTLINE OF THIRD PERIOD**

*Combined sight and phonetic reading from Primer, Part II, with further exercises to strengthen and perfect the work.*

Three lines of work are to be practiced separately every day.
1. Reading from Primer, Part II.
2. Drill on the phonograms.
3. Drill on the blend.

1. **The Book-Reading**

Up to this point, the reading in the book has consisted of sight words alone. Beginning with Part II, the lessons will include some phonetic words as well as sight words.

At first the number of phonetic words is small, for the children being yet somewhat slow in perception of the blend, too many phonetic words would prove an obstruction to thought getting.

New sight words are added from time to time, including some that may later be used as word phonograms. New phonograms are also taught, and new phonetic words constantly introduced. In this combined sight and phonetic reading, as in the sight reading from the blackboard and from Primer, Part I, no pupil should ever
be allowed to read a sentence until he can do so without a break. The teacher should insist that the child read to himself before attempting to read aloud. In this way only can he get the thought and then express it smoothly and naturally.

Before each day's reading, all sight words which occur in the lesson should be carefully taught or reviewed, and all phonetic words written on the board with their proper marks. These words should be read by the pupils several times as a special blend drill in preparation for the lesson. Whenever this is done, the separate "Drill on the Blend" prescribed below may be reduced by the number of words thus practiced for the lesson.

2. Drill on the Phonograms

This must be continued daily throughout the course. When a new phonogram is taught, the card that contains it must be added to the number used in the daily drills. This constant repetition of all phonograms previously learned is in a certain sense a review of the entire subject. It will be found very effective in bringing together at the end of the term pupils whose previous training and opportunity for attending school have been widely different.

3. Drill on the Blend

The regular daily drill on the blend should, like the drill on the phonograms, be continued throughout the course. For the practice in phonetic reading afforded by sentences containing but two or three phonetic words is but a small portion of what is required for real proficiency. The teacher should give upon the board a daily drill of thirty or forty single phonetic words. These words are to be selected largely from the phonetic list that accompanies the phonogram learned last, but some words from lists previously given should also be included. This general blend practice each day should be in addition to the special phonetic preparation for the reading lesson in the book.
PHONETIC LIST NO. 2

To be completed before reading Primer, page 88.

New Phonograms: ʂ, and the new word phonograms end, other, ever, thing, up, on, ate, some, used as sight words before page 88.

another, another’s, any thing, any way, ēārš, ēāsē, falls, fans, fēār ing, fēārš, fēēl ing, fēēl ings, fēēls, fills, fins, fleās, fling ing, flōw ing, flōws, fōām ing, fōāms, folds, form, forms, frīend, frīends, heāls, hears, heēls, kīēl ing, kīēlš, kīēs, knows, lambs, lāmēs, lām ing, lands, lānēs, late, láys, leāf ing, lēān ing, lēāns, lend, lend ing, lends, Lēo’s, lōān ing, lōāns, lōws, mānēs, mate, mates, Māys, meals, mean ing, meanš, mend, mend ing, mends, mills, minčōv, mittēns, mōān ing, mōāns, mōls, mōlēs, Mōōrē’s, mother, mothers, mother’s, nāmēs, nām ing, Nan’s, never, nōsē, ōārš, ōwēs, ōwns, rāing, rāins, rāisē, rāis ing, rate, rattēš, rattl ing, rāŷs, rills, rins ing, rins ings, rōām ing, rōāms, rōār ing, rōārs, rōlling, rōlls, rōsē, Rōsē, salēs, Sam’s, séāls, séāl ing, séāms, séās, seems, send, send ing, sends, sills, sing, slamming, slams, slate, sling ing, slitt ing,
smother, snowing, snowman, snows, some thing, snows, stools, tools, up on, up right, yours.

**PHONETIC LIST NO. 3**

To be completed before reading Primer, page 96.

**NEW PHONOGRAMS:** ī and ĭ, — and the new word phonograms over, what, and where.

Anī, Anī’s, any how, any one, any one’s, any where, can’ing, blue bird, ēyē, ēyēs, ēy ing, fiē, fifē, fifēs, fif ing, filē, filēs, fil ing, finē, firē, firēs, fir ing, fly, fīēs, flit, flits, frē, friēs, friēng, fīy, Herō, Herō’s, kīnē, lī, līēs, līfē, līnē, linēs, lin ing, līy ing, mīlē, mīlēs, mīnē, mire, Mōrē, mīy, nīnē, over look, over looks, over see, over sees, over sight, over take, over taken, Rāy, Rāy’s, rīsē, rīs ing, Rover, Rover’s, rēy, sīghl, sīghing, sīghs, sīgn, sīgn ing, sīgnēs, slīy, some where, what ever, wher ever.

**PHONETIC LIST NO. 4**

To be completed before reading Primer, page 105.

**NEW PHONOGRAMS:** k and t, terminating either a word or a syllable, — and the word phonograms be, but, if, our, and wing.
ant, ants, beak, beaks, beam, beam ing, beams, bean, beans, beat, beat ing, beats, be come, becomes, bee, bees, beef, beet, beets, be ing, east, feet, flour, fo, fogs, heat, heat ing, heats, hour, hours, lake, lakes, leak, leak ing, leaks, lift, make, makes, mate, mates, meet, meet ing, meets, mint, mit, mites, musk, must, note, notes, oak, oaks, oat, oats, play mate, rake, rakes, rack ing, rows, rust, rust ing, rusts, sake, sakes, seek, seek ing, seeks, sheet, sheets, sift, silk, silks, sleek, sleek, sniff, soak, soaks, sour, sour s, some how, some where, sweet, sweet en, sweet s, swing, swing ing, swings, weak, weaken, week, weeks, wing ing, write, writes, writ ing, writ é.
heār ers, inner, kind er, knitter, knitters, lām er, lāt er, layer, layers, lēān er, lend er, lend ers, letter, letters, lift er, lift ers, lift ing, lifts, light er, light ers, litter, litter ing, litters, lōwer, lōwer ing, lōwers, māk er, māk ers, manner, manners, matter, matters, mean er, mill er, mill ers, mold er, mold ers, mōwer, mōwers, nēār er, neat er, old er, out er, ōwn er, ōwn ers, ring er, ring ers, rōller, rōllers, rōwer, rōwers, sāf er, send er, send ers, sīft er, sīft ers, sīft ing, sing er, sing ers, slates, slight er, slōwer, slīy er, small er, sniffing, sniffs, sōwer, sōwers, supper, sweet er, think er, thinkers, under go, under take, under stand, weak er, wetter, writ er, writ ers.

**PHONETIC LIST NO. 6**

To be completed before reading Primer, page 111.

**NEW PHONOGRAMS:** ō and ck, — and the word phonograms corn and to.

ācorn, befōrē, be friend, be liēf, be lōw, daylight, fāint, feāst, flākē, flāmē, flāmēs, flēēt, flint, flōāt, flōck, flōpr, flōwn, fōnt, frāmē, Fri day, frōck, knōck, knōck er, knōck ers, knōck ing, knōcks,
PHONETIC LIST NO. 7

To be completed before reading Primer, page 113.


äpɛ, heap, heap ing, heaps, lamp, lamps, léap, léap ing, léaps, lɔp, lɔpping, lɔps, mɔp, mɔpping, mɔps, mɔpɛ, mɔpɛs, mɔp ing, ɔpɛn, ɔpɛn er, ɔpɛn ing, ɔpɛn ings, ɔpɛnɛs, pail, pails, pān, pāns, pānɛ, pānɛs, pāp er, pāp ers, pāstɛ, pat, pats, pattrer, patter ing, patterers, pattɛing, pāy, pāy ing, pāys, pēa, pēas, pēel, pēel ing, pēels, pēep, pēep ing, pēeps, pɪɛ, pɪɛs, pɪɛl, pɪɛlɛs, pɪɛl ing, pɪl, pɪlɛs, pin, pinn ing, pɪns, pɪnɛ, pɪn ing, pɪnɛs, pɪpɛ, pɪp er,
pip ers, pip és, pip ing, pit, pits, pök e, pök er, pök ers, pök és, pök ing, pöl e, pöl és, Pöll, pöp, pöpper, pöppers, pöpping, pöps, röap, röap er, röap ers, röap ing, röaps, röpe, röpen, röp er, römp, röpe, röpes, röping, shefp, shefp’s, sleep, sleep ing, slöp, slöpe, snipe, soap, soaps, söp, söpping, söps, stöop, stöoping, stöops, sweep, sweep er, sweep ers, sweep ing, sweeps, weep, weep ing, weeps.

PHONETIC LIST NO. 8

To be completed before reading Primer, page 116.

NEW PHONOGRAM: t anywhere, — and the word phonograms arm and who.

beetle, beetle ś, But ler, butřer, button, buttons, farm, farm er, farm ing, farms, pänt, pänt er, pänt ers, people, plain, plan, planing, plans, plane, plant, plate, plates, platter, platters, play er, play ers, pleat, pleating, pleats, plot, pork, pöst, pöt, pötter, pötters, pöting, pöts, pöur, pöur ing, pöur s, pout, pouting, pouts, präše, Pratř, Pratř’s, präy, präying, präys, prop, pup, pups, röast, span, spans, spat, spatter,
spatters, spēak, spēär, spend, spend ing, spends, spēg, spēkə, spill, spill ing, spills, spilt, spin, spin ner, spin ners, spin ning, spins, spin ōe, spīrē, spītē, spōkē, spōt, spout, spouting, spouts, spī, spī ing, stān, stākē, stālē, stall, stalls, stammer, stammers, stamp, stand, standing, stands, stāy, stāy ing, stāys, stēak, stēal, stēam, stēl, stēer, stiff, stiffen, stiffer, still, still er, stōck, stōnē, stōlē, stōp, stōrē, tail, tails, taken, tālē, tālēs, tāll, tāll er, tāmē, tām er, tāmēs, tām ing, tan, tān ner, tān ners, tāning, tāns, tāpē, tāper, tāpers, tāpēs, tāstē, tattēr, tatt lers, tattle, tēa, tēās, tēāsē, tēās ing, tēam, tēams, tēar, tēars, tend, tend ing, tends, tīē, tīēs, tight, tight en, tight er, tīmē, tīmēs, tin, tin ning, tīns, tīne, tīnes, tīrē, tīr ing, tōāst, tōē, tōēng, tōēs, told, Tōm, Tōm's, tōnē, tōnēs, tōp, tōp plē, tōps, tōrē, tōrn, tōs, tōssing, tōt, Tōt, tōt ler, tōtters, tōttlē, trāin, trāy, trāys, trēat, trēē, trēēs, trīpē, trill, trill ing, trill s, trī, trīēs, trī ing, tus s lē, tū ing, whom, whose.
PHONETIC LIST No. 9

To be completed before reading Primer, page 120.

New Phonograms: e, and k anywhere, — and the word phonograms each, saw, and when.

äché, ächés, äch’ing, eäké, eäkés, eall, eall er, eall ers, eall ing, ealls, camp, camp ing, camps, eäné, eänés, eäpē, eäp er, eäpers, eäpés, eäsé, eat, eats, eat’s, eattlē, elāīm, elam, elatter, elatters, elāy, elēān, elēår, elimb, elimber, elimbers, eling, eling ing, elings, elōāk, elōck, elōsē, elōsé, elover, eōāl, eōāst, eōāt, eōāts, eōcōā, eōffēē, eōkē, eold, eold er, eolds, eōlt, eōmē, eōmbing, eōmb̅s, eōpper, eōrē, eōrēs, eōrēs, eōring, eōst, eōt, eōts, eōttōn, eram, eram̅ning, erams, eramp, erānē, Ėrānē, erate, erēāk, erēām, erēk, erēēp, erōāk, erōck, erōp, erōs̅s, erōw, erōwing, erōw̅s, erust, eup, eups, Kate, Kate’s, kēēp, kēēp er, kēēpers, kēēping, kēēps, kill, kill ing, kill̅s, king, kings, kit, kits, kitten, kitten̅s, kitten’s, nāmesākē, overwork, peach, preach, preach ing, reach, reach ing, seälē, seamp, seant, seattler, seattlers, seold, seold er, seold ers, seold ing, seolds, Seō tt, see-
The teaching of writing and spelling should begin almost simultaneously with that of reading. Pupils should be taught to copy words as wholes and write them from dictation, but up to the time of the completion of the Primer there should be no attempt at oral spelling. Even the calling of letters by their names should be carefully avoided, for until the children have become strong in the use of the letters as phonograms, their names prove stumbling blocks in the reading.

Soon after the middle of the year, the alphabet should be taught in alphabetical order, capitals and small letters at the same time. Nearly all the consonants and the long sounds of the vowels have been learned and, inasmuch as the children know the sounds and their written symbols, the names of the letters will easily be fixed in mind.

As soon as the alphabet has been learned, spelling, both oral and written, should begin. At first take easy sight words from the Primer and also have the pupils give the letter names of all phonograms thus far learned. Then select from the phonetic lists words for spelling having two phonograms, and later those having three phonograms. At the end of the year children should be able to spell fifty short sight words and one hundred and fifty phonic words.
FIRST YEAR. SECOND HALF-YEAR'S WORK

The work of the second half-year does not differ essentially from that of the third period of the first half-year. New phonograms are introduced from time to time and likewise new sight words, some of which are used as word phonograms as the work proceeds.

The sight words should in every case be taught in script on the blackboard and read in many short sentences before attempting the book lesson in which these words occur. In like manner there should be a special phonetic preparation by means of a blend drill of all phonetic words contained in the lesson.

The oral reading of every lesson should be preceded by its silent reading and this, to be made in the highest degree effective, should be accompanied by questions and comments by the teacher.

It is sometimes well, either before the silent reading or after the reading in class, for the teacher to read the lesson aloud to the children. This course, besides providing good models of expression, will convey to the pupils many a meaning which would otherwise perhaps be entirely overlooked.

Much stress has been laid upon the necessity of requiring a child to get his sentence ready, that is, to read to himself before attempting to read aloud. Without scrupulous attention to this plan the teacher cannot hope to secure thoughtful, expressive reading on the part of her pupils.

The drill on the phonograms should be given daily and should include all sounds thus far taught.

The drill on the blend should be continued by the use of the phonetic lists prescribed and by the special phonetic practice in preparation for each day's reading lesson.

Note: Phonetic Lists Nos. 10-29 are for use in blend drills in connection with the reading of the First Reader. In the lists following No. 21 the compound phonograms ck and sh having become sufficiently familiar are used without underscoring. For the same reason, where a double consonant, as ff or pp, occurs in the middle of a word, neither member is crossed out. In such case, care may be necessary to prevent pupils from getting the idea that each of the two members is to be sounded separately.
PHONETIC LIST NO. 10

To be completed before reading First Reader, page 16.

NEW PHONOGRAM: ā.

āet, āet ing, āets, Āllān, Āllān’s, ārrōw, ārrōws, āster, āsters, āttāck, āttend, āttends, āttend ing, be fōrē, butteˈflī, butteˈflīes, eāckle, eāp, eāps, eāstlē, erāck, fāet, flāp, frightēn, frōst, lāck, lāck ing, lācks, lāp, lāpping, läps, mārrōw, māp, māplē, māplēs, nāp, nāpping, nārrōw, pāck, pāck ing, plēˈasē, pōlītē, pōtātō, pōtātōes, rāck, rācks, rāp, rāpp ing, rāps, sāck, sācks, sāp, slāp, smāck, snāp, stāck, stand, stōnē, stōnēs, smīl ing, sweˈēp ing, tāck, tāck ing, tācks, tālˈlōw, tāp, tāpping, tāps, tāssēl, tāssēls, tōmātō, tōmātōes, trāck, trāp, under stand, wraˈp, wrāpˈper, wrāppers, wrāpping.

PHONETIC LIST NO. 11

To be completed before reading First Reader, page 33.

NEW PHONOGRAMS: \{ic and ip.

attic, attics, elick, elick ing, elicks, eˈōlic, eˈōmic, frōlic, kick, kick ing, kicks, lick, lick ing, licks, meˈēhanic, nick, nicks, pick, pick er, pick ers,
picking, picks, pickle, pickles, pickling, picnic, prick, prick ing, prickle, pricks, sick, sicken, sickle, snick er, snickers, stick, stick ing, sticks, stock ing, stock ings, street, tick, tick er, tick ers, tick ing, ticks, tickle, tickling, tickles, trick, trick le, clip, clipping, clips, ripple, lip, lips, nip, nippers, nipping, nips, pippin, pippins, rip, rip ping, rips, ripple, ripples, rippling, sip, sipping, skip, skipper, skippers, skipping, slip, slipper, slippers, slipping, slips, snap, snapping, Tip, Tip's, tip, tipping, tip-top, trip, tripping, trips, triple, yesterday.

PHONETIC LIST NO. 12

To be completed before reading First Reader, page 41.

New Phonograms: im and is (not is),—also the word phonograms ice, new, and wind.

erimp, erimps, knew, limb, limbs, limp, limping, limps, mice, mimic, mimics, mistake, mistakes, mistaken, nice, primer, primers, raisin, raisins, rim, rims, simmer, simple, skim, skimmer, skimmers, skimming, skies, slice, slim, slimmer, spice, Tim, Tim's, trice, trim, trimmer,
trimming, trimmings, trims, window, windows, assist, erisp, fist, fists, frisk, in sist, kiss, kissing, lisp, lisp ing, lisps, list, lists, listen, listen er, listen ers, listen ing, listen s, Miss, miss, missing, mist, Mister, risk, risking, risks, sister, sisters, sister's, wrist, wrists.

**PHONETIC LIST NO. 13**

To be completed before reading First Reader, page 43.

**New Phonogram: W.**

frosting, scour, scour ing, scours, swam, swift, swim, swim mer, swimmers, swimming, swims, swine, sworé, twice, twin, twins, twine, wafer, wafers, wail, wailing, wails, wailt, wait, wait er, wait ers, wait ing, wait s, wait st, wick, wicks, wick er, wife, wife's, wilt, wilt ing, wilts, win, win er, winers, win ing, winnings, wins, wíne, wínes, winter, winters, wipe, wiper, wipers, wípes, wip ing, wíre, wíres, wír ing, wíse, wís er, wisp, wísp s, wake, wóre, wórn.

*The real sound of this phonogram cannot be given alone. It is that peculiar slide or twist that occurs between long oo and any other vowel sound when we attempt to pass from one to the other without stopping. Thus: ôoët, ôoay, etc. We therefore teach the children to call it oo and, in words, to smother or shorten the vowel part to the point of suppression.*
PHONETIC LIST NO. 14

To be completed before reading First Reader, page 47.

NEW Phonograms: ē, est, less, ness.

ā'rest, ēp less, eold est, erēpt, erest, ēchō, ēchōes, ēchō ing, Ėllēn, Ėllēn's, ēlm, ēlse, endless, ēnter, Ėsther, fātest, fēār less, fēllōw, fēlt, fēster, fin est, flattest, för est, för get, frē est, fri'end less, frēt, fūssēs, ēhon est, ill ness, kēpt, kēttlē, kind est, kind ness, kissēs, knēlt, lämēness, läm est, lāt est, lēāf less, lēān est, lēast, lēft, lēnt, Lēnt, lēssōn, lēst, Lēster, lēt, lēt'ler, lētting, lēts, līght est, līfe less, like ness, lōwest, meān est, meān ness, mēānt, mēllōw, mēlt, mēn, mēssē, mēt, missēs, mussēs, nēār est, neat est, neat ness, nēck, nēcks, Nēll, Nēll's, nest. nēstlē, nēt, nētt'ing, new est, nōdding, ōdd est, old est, pājn less, pāl est, peachēs, pēck, pēck ing, pēcks, pēn, pēnsē, pēpper, pēppers, pēst, pēster, pēt, pētt'ing, prēssē, rājn less, reachēs, rest, rest'ing, rim less, rip est, sāf est, sē'ent, sēam less, sēlf, sēl, sēll'ing, sēnsē, sēnt, sēt, sētt'ler, sētt'ing, sēttlē, sick ness, slight est, slimm'est, slow'est,
slý est, small est, směll, sôr est, sôrě ness, sour-est, sour ness, spěll, spěnt, stěm, stěp, stiffest, stiffness, still est, still ness, swěát, tall est, tâm-est, teachěs, těá-sět, těár less, těn, těnt, těst, těst ing, tight est, tîrě less, trěě less, weak est, weak ness, wěpt, West, wîs est, wîrěn, wîrěn’s, wrěck, wrěstlé.

PHONETIC LIST NO. 15

To be completed before reading First Reader, page 52.

New Phonogram: d terminating a word or a syllable.

Teach effect, not separate sound. Put fill and filled on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Then write call and called, and let the scholars try to name the latter. Repeat the process with other well-known words.

answered, armed, be sídě, buttered, buttoned, ealled, clád, cöm'běd, eórěd, eríd, erōwed, ēásed, čelīôd, ěyěd, failěd, fanněd, forměd, fěárěd, filed, filled, flōwed, fōaměd, frěěd, frĩd, frillěd, healěd, kněelěd, killěd, laîd, lâměd, lěaněd, lîd, light-eněd, listěned, lōaněd, lōwed, mādě, mailěd, mōaněd, mōwed, nailěd, nâměd, ōpěned, ōwed, ōwněd, pâid, pāiněd, pěelěd, pěněd, pîlěd, pîned, pinněd, playěd, pōûred, prāyěd, rāîned, râîsěd,
rēād, rēārēd, rōāmēd, rōārēd, rōdē, rōllēd, rōwēd, rustlēd, sailēd, sawēd, seou̇rēd, sæalēd, sæamēd, seemēd, sīghēd, sīgnēd, simmerēd, siṇ̃ēd, skiṃ̃ēd, skiṇ̃ēd, smiled, snōwēd, sōārēd, sōlēd, sourēd, sōwēd, spilled, stāyēd, swellēd, tāmēd, tāṇ̃ēd, teāsēd, ticklēd, tīēd, tīrēd, tītterēd, tōllēd, triēd, trillēd, triṃ̃ēd, trōd, wailed, waterēd, weakēnēd, wīrēd.

fādē, fēēd, fijēld, find, in sīdē, lādder, lādders, lēād, lēād er, lēād ers, lēād ing, lēāḍ̃s, lōād, lōāḍ̃ing, lōāḍ̃s, mād, māddēst, mād, māḍ̃ēn, mīld, mind, nēēd, pād, pādding, pādṣ, pāddle, pēddle, pēddler, plād, prīdē, rēād, rēād er, rēād ing, rēāḍ̃ s, rēād, rēēḍ̃er, rēēḍ̃ēst, rīdē, rīd er, rīḍ̃ēs, rīd ing, rīnd, rōād, såd, sådder, såddēst, såddēn, sīdē, spādē, spēēd, stēēd, swōrd, tīēd, tōād, wādē, wādēṣ, wād ing, weēd, weēd ing, weēdṣ, sæ̣wēedṣ, wēdding, wīdē, wīdēn, wīd er, wīd est, wīld, wīnd.

**PHONETIC LIST NO. 16**

To be completed before reading First Reader, page 54.

**New Phonograms:** ĭ (Pronounced like t), — and **the word phonogram bush.**
ælhed, eakëd, eockëd, fifëd, fussëd, heâpëd, icëd, kickëd, kissëd, knôckëd, läckëd, läppëd, leâkëd, leâpëd, lickëd, likëd, limpëd, löckëd, lôppëd, missëd, möckëd, möpëd, mëppëd, musëd, nippëd, over lookëd, over workëd, pâckëd, pëckëd, pickëd, pôkëd, pöpëd, râkëd, râppëd, rippëd, reachëd, rêapëd, rinsëd, röckëd, rösebush, sippëd, sliced, snippëd, sôakëd, steppëd, stôppëd, spiced, tâckëd, tîckëd, tâppëd, tîppëd, tòssëd, trâppëd, wâkëd, wîpëd, workëd, wrâppëd, wrëckëd.

PHONETIC LIST NO. 17

To be completed before reading First Reader, page 60.

New Phonogram: ç.

cëase, cëased, cëaseless, cëas ing, cëasës, cëil, cëilëd, cëil ing, cëil ings, cëilës, cëll, cëllës, cënt, çider, Çýrus, fâçë, fâçëd, fâç ing, fâçës, fênçë, fênçës, fôrçë, haven't, içës, iç ing, lacë, lacëd, lac ing, mâçë, minçë, minçëd, minç ing, necklácë, nîç er, nîç est, nîçëness, nîêçë, pâçë, pâçëd, pâç er, pâç ers, pâç ing, pêâçë, pênçë, pîêçë, pîêcëd, pîêç ing, pîêçës, pînç ers, plâçë, plâçëd, plâç ing, plâçës, firë-plâçë, firë-plâçës, prîçë,
prīcēd, prīcēs, prinčē, rācē, rācēd, rāc er, rāc ers, rāc ing, rīsēs, sinčē, spācē, spācēs, trācē, trācēs, winčē, winčēd, winč ing.

**PHONETIC LIST NO. 18**

To be completed before reading First Reader, page 62.

**New Phonograms:** ū and ūn.

ēlūck, erūmb, eūd, eūds, ēuddlē, ēuﬄ, ēuﬄēd, ēuﬄing, eūﬀs, eōūšin, eūt, eūtter, eūtters, eūttīng, eūttīngs, eūﬄē, fun, fūrroʊy, knūcklē, lūck, lūmp, mūd, mūﬀ, mūﬄē, mūﬀs, mūﬄin, mūttër, mūttōn, nūmb, nūmbing, nūmbness, nūmbēs, nūt, nūts, nūttīng, pēanūt, pēanūts, plūck, plūm, pūck er, pūck ers, pūddlē, pūﬀ, pūﬄēd, pūﬄing, pūlṣē, pūmp, rūdder, rūﬄē, run, runnër, runnīng, runṣ, seūd, seūds, seūddlīng, seūm, skūll, smūt, snūﬀ, snūﬄēd, spun, stūck, stūd, stūﬄ, stun, stunnēd, stunnīng, stunṣ, stunt, sūck, sūckēd, sūckīng, sūcks, sūddēn, sūds, sūﬀer, sūﬄers, sūm, sūmṣ, sūmmer, sun, sunnīng, sunṣ, swūm, tūck, tūckēd, tūckīng, tūcks, un beāten, unbuttōn, un buttōned, un end ing, un fēd, un fit, un kind, un kind er, un kind est, un lācē, un lōd,
un lock, un pāck, un pād, un pin, unpinned, unpinning, un pins, un rōl, un sāfē, unseen, unthink ing, un tīe, un tīd, un tīs, un til, un tying.

**PHONETIC LIST NO. 19**

To be completed before reading First Reader, page 65.

**New Phonogram**: ed.


**PHONETIC LIST NO. 20**

To be completed before reading First Reader, page 67.

**New Phonograms**: sh, ish.

āshēs, eāsh, elāsh, erāsh, erūsh, ēyēlāsh, finish, finished, finishing, fish, fishēd, fishēs, fish ing,
fisher, flāsh, flēsh, flūsh, frēsh, lāsh, lāshēd, lāsh-ing, māsh, māshēd, māsh er, māsh ing, mūsh, pētfish, plāsh, plūsh, pōl ish, punish, punishēd, punishing, rād ish, rāsh, rēddish, rēl ish, rūsh, rūshēd, rūsh ing, shād, shādōw, shādē, shād ed, shādēs, shād ing, shāke, shāken, shākēs, shāk ing, shāl, shāllōw, sham, shams, shāpē, shāpēd, shāpēs, shāp ing, shatter, shed, shedd ing, sheds, sheep ish, shēlf, shēll, shēllēd, shēlling, shēlls, shēd, shēld, shift, shift ed, shifting, shifts, shin, shinē, shin ing, ship, shipping, ships, shōal, shōals, shōck, shōckēd, shōck ing, shōcks, shōd, shōne, shōp, shōppēd, shōpper, shopping, shōre, shōres, sēashōre, shōrn, shōt, shōw, shōwēd, shōwing, shōwn, shōws, shūck, shūdder, shūdders, shūﬄe, shun, shunēd, shuning, shūt, shūtt ing, shūtt er, shūtters, shūﬄe, shy; shy er, shy est, skittish, slūsh, splāsh, strēt, trāsh, wish, wishēd, wish er, wish ers, wish ēs, wish ing.
MANUAL OF INSTRUCTION

PHONETIC LIST NO. 21
To be completed before reading First Reader, page 70.

New Phonogram: V.

ǎd vî̀ćé, an vîl, ě̄vē, ě̀vèd, ě̀vè̆s, ě̀v ing, elōvè, elōvè̆s, erâvè, ěâvè̆s, Ėvè, Ėvè̆n, Ėvè̆n ing, Ėvè̆n ings, Ėvîl, fèvèr, fèvers, fîvè, fîvè̆s, in sîđè, in sist, in vîțè, knîvè̆s, lèâvè, lèâvè̆s, lèâv ing, lèâv ings, lèvèl, lîvè, lîvè̆s, lôâvè̆s, pāvè, pāvèd, pāvè̆s, pâv ing, pâvèmènt, pēēv ish, râvèl, rōvè, rōvèd, rōvè̆s, rōv ing, Rōv er, sāvè, sāvèd, sāv er, sāv ers, sāvè̆s, sāv ing, sāv ings, sēvè̆n, silver, shāvè, shāvèd, shāvè̆s, shāv ing, shāv ings, sîēèvè, stōvè, twèlvè, un Ėvè̆n, vāîn, van, vans, van ish, vāsè, vēāl, vēlvèt, vend, vend ing, vend er, vends, vēst, vînè, vînè̆s, vōtè, vōt ed, vōt er, vōt ers, vōtè̆s, vōt ing, wâvè, wâvèd, wâvè̆s, wâv ing, weāvè, weāv er, weāv ers, weāvè̆s, weāv ing, wîvè̆s, wōvè, wōvèn.

PHONETIC LIST NO. 22
To be completed before reading First Reader, page 76.

New Phonograms: ĵ, ŭ, and ly.

āctīvè, ālley, ēârry, ēârry ing, çēlery, çèrtain ly, çîtî, ēōpî, eō̆ntrî, downî, ēàsî, ēàsî ly, ēmptî,
ëverÿ, family, fifty, friend ly, frölic some, frösty, funny, içielé, ivy, kidnap, kind ly, late ly, light ly, likely, líly, lívé, líved, lucký, man ly, mërry, mërrî ly, middlé, müddý, nêár ly, neat ly, nice ly, on ly, pansy, pantry, pëncîl, politely, pöny, pûppý, pûttý, râîný, rîver, rösy, sandý, shîný, sîêvê, sil ly, slêêpý, slîmý, slôw ly, smôký, söft ly, sôrry, stôrý, stôrîéô, strêâm, swift, swift ly, timîd, timîd ly, vîsît.

PHONETIC LIST NO. 23

To be completed before reading First Reader, page 79.

New Phonogram: ch.

ăpprôách, beach, beech, eâäch, eâäch up, châîn, châînêd, chap, chapter, châsê, châsêd, cheap, chëât, check ers, chëêk, chëêks, chëêsê, chëêr, chëêrî ly, chërry, chëßñût, chick, chîf, child, child's, chîl ly, chimnêy, chin, chip, chips, chîrrûp, chop, chôrê, chûcklé, eôâch, erûtch, iôch, kîôchên, lûtch, lûnch, mâtch, mis chîf, nôtch, ôstrîch, pách, pîtch, pîtch er, pôrch, punch, rîch, sandwîch, serûtch, stîtch, swîtch, tôûch.
PHONETIC LIST NO. 24

To be completed before reading First Reader, page 87.

New Phonogram: d anywhere, — and the word phonogram six.

Pronounce d as in ʉd, placing the tip of the tongue against the roof of the mouth before uttering the ʉ, so as to compel the sound to come from the throat.

can dỳ, can dlé, cìder, ɕìnder, erədlé, çỳlìnder, dāʃy, dāʃiɛs, dāʃh, dāʃhəd, dāʃh ing, dəər, dəɡidə, dəck, dəəd, dəəds, dəəp, dəər, dəlìght, dəntist, dənɨy, dəpət, dəsk, dìɡέ, Dick, dìɡ, dìmɛ, dimplɛ, dip, dish, dismiss, dìvɛ, dìvídɛ, dòll, dòll’s, dɔmînô, dòoɛr, dòsɛ, dōuɡli, dreqəm, dresəs, drésədɛ, drésəməkér, dry, dríɛd, drìvɛ, drìvɛr, drìvɛn, drəp, drəps, drəvɛ, drùm, dûck, dûst, ɪdlɛ, in dəəd, kindlɛ, ladɨy, ladɨɛs, lɪd, mɛədəw, nɛɛdɛlɛ, nɛɛdlɛcəsɛ, pǜdɛlɛ, rədɨy, rəpày, rʊddɛr, shʊəlder, siɛtɨ, sòlɪd, spıder, strandes, strọlɛ, strọlɛd, strọll ing, stʊdɨy, wɪndəw, wɪndəw pənɛ.

PHONETIC LIST NO. 25

To be completed before reading First Reader, page 93.

New Phonogram: b.

Pronounce b as in ʉb, making the ʉ with the lips closed.

āblɛ, bābɨ, bāck, bād, ball, banner, bat, bed, bɛlɛl, bɛlt, Bɛn, bɛnch, bend, bɛrrɨy, Bɛssɨɛ, bɛst,
Bible, biyely, bill, birdie, bisewit, bite, bitter, black, blade, bleed, blind, blister, block, blow, boat, boné, bonnet, bottle, bowl, brave, break, brick, bright, bring, broke, brother, brush, brushed, brownie, bubble, buckle, bud, bumblebee, bunch, Bunny, bushes, eab in, elub, eobweb, double, elbow, liberty, nibble, nimble, noble, number, pebble, pebbles, rainbow, rob, robbed, robber, robbing, rub, rubbed, rubber, sob, sobbed, sobbing, stable, table, trouble, tumble.

PHONETIC LIST NO. 26

To be completed before reading First Reader, page 99.

NEW PHONOGRAMS: a e o u, — obscure vowels.

These are vowels which cannot be crossed out because their omission would involve the loss of a syllable. Thus, rel would read rel, lfn would read lin, etc.; and yet they are so indistinctly pronounced that no one can tell in any given case exactly what the sound is. On account of their indistinctness they are represented by the faint or skeleton letters shown above.

a bord, a eros, a do, a float, a fraud, a larm, a light, a like, a live, animal, a piece, a rise, a shamed, a shore, a side, a sleep, a wait, a wake, a woke, balance, barrel, can non, eara way, earol, earrot, china, Christmas, cinnamon, coward, ear-
rant, errand, freedom, funnel, island, ivory, Léna, lilac, lion, medal, melon, mémory, métal, Nélio-
as, now a days, párrot, pédal, pêrid, pétal, pilot, plassant, plaisant est, pistol, présent, ribbon, sàint, shears, toadstool, umberlla, vessel.

**PHONETIC LIST NO. 27**

To be completed before reading First Reader, page 115.

**New Phonograms:** th and th.

Pronounce the first of these with the breath only, but give the second a strong vocal buzz.

bathé, be néath, blacksmith, both, bôther, bréath, bréathé, elôth, elôthes, dêath, eïther, feâther er, fourth, froth, heáthan, lâth er, lêath er, möth, möths, nêither, ninth, panther, seventh, teeth, têethé, tênth, thatch, theater, thee, these, thic, thie, thîgli, thimble, thin, thistle, thôse, thôughl, thrásh, threàd, thréát, thréatn, thré, thrôât, thrôné, thrôw, thrûsh, thûmb, thûmp, thunder, thus, under néath, wéath er, wreath.
PHONETIC LIST NO. 28

To be completed before reading First Reader, page 117.

New Phonogram: ʔ.

Sounded by forcing the voice through the nose, with the mouth open and the fore part of the tongue kept down.

If you have difficulty in teaching your pupils this sound separately, write ān on the blackboard and have it pronounced. Then change the form to ān and tell the pupils that it is pronounced ang. Continue this exercise with ēn, īn, ŏn, and ūn. Finally, mix all the forms ān, ān, ēn, ēn, īn, īn, ŏn, ŏn, ūn, and ūn irregularly, and give the children practice in distinguishing them.

a lōŋ, ʔanklē, bāŋ, bāŋgēd, bāŋk, bāŋk er, be lōŋ, blīnk, blīnkēd, būnk, chīnk, chūnk, elūŋ, erānk, dönkēy, drīnk, drānk, drūnk, Frānk, gōŋ, īnk, lēŋth, līnk, līnkēd, lōŋ, lōŋgēr, lōŋg-est, lūŋ, oblōŋ, pīnk, plānk, prānk, pūnk, rīng, rāŋ, sīŋ, sāŋ, sīnk, sānk, slīnk, sōŋ, spānk, sprāŋ, spūnk, strōng, strōŋgēr, strēŋth, strīŋ, strūŋ, stīng, stūŋ, tānk, thānk, thānkēd, tīnk er, tīnkīlē, tīnkīlēd, tōngs, trūnk, twīnkīlē, twīnkīlēd, ūnelē, wīnk, wrīnkīlē, wrōŋg.

PHONETIC LIST NO. 29

To be completed before reading First Reader, page 123.

New Phonogram: ġ.

Pronounce ġ as in  uğ, making the u in the throat with the mouth open.

āgāte, āgrēe, āngle, āngry, bāngle, begin, began, big, buggīy, dig, ēagle, fig, finger, flāg, frōg, gāmē,
gārēt, gāther, gās, gāvē, gēēsē, gift, gigglé, gim let, glād, glōry, gold, gōt, fōr gōt, grāfn, grand, grand mother, grand father, grāpē, grāvŷ, grāy, grēdŷ, grēēn, grōv, grūm blē, guēss, guidē, gum, gun, gutter, läg, lantern, lōg, lūg, mingle, mūg, peg, pig, pop gun, pūg, rag, ragged, shāggŷ, shīngle, śingle, stagger, tag, tangle, tiger, tīngle, together, tug, twig, twīgs, ugly, wagon, wriggė.
SECOND YEAR’S WORK

Combined sight and phonetic reading from the Second Reader with auxiliary exercises to strengthen and perfect the work.

The plan of work for the second year is arranged on the supposition that the class has completed the work of the first year. The children should have read the Primer and the First Reader or their equivalents; they should know perfectly the fifty-seven sounds taught in the first year, and they should be able independently to use these sounds in the mastery of new words.

But however well this work may have been done, some review of sight words and a constant review of phonograms will be necessary. It is suggested that teachers of the second grade read carefully the plan of the first year so that they may review from time to time as seems desirable, and may apply all general drills and suggestions to the needs of their classes.

OUTLINE OF WORK FOR THE SECOND YEAR

Three lines of work are to be practiced separately every day:

1. Reading from the Second Reader.
2. Drill on the phonograms.
3. Drill on the blend.

1. The Book-Reading

The material of the Second Reader, like that of the First Reader and of the Primer, Part II, consists of sight and phonetic reading. The number of new sight words, however, is extremely small, nearly all new words being mastered by their phonetic elements. As the work proceeds, additional phonograms are introduced, making possible the use of new phonetic words, while sounds previously learned are constantly employed in new combinations.
Teachers will observe that in the case of many words which by long use have become familiar to the pupils, the diacritical marking is omitted.

The directions for conducting this phase of the work—the book-reading—are the same as those already given, pages 11, 12 and 22.

The importance of mental reading is again emphasized, also the necessity of a careful preparation of all sight and phonetic words in each day’s lesson, through the use of blackboard sentences and of special blend drills. Teachers are also urged to prepare the subject matter each day by explanation and conversation with the children. The more the pupils know of the story at this stage of their progress and the more familiar they are with all words employed, the more profitable the lesson will be and the better will be the reading.

2. Drill on Phonograms

By daily use of blackboard and cards, continue the practice of all phonograms hitherto learned, and add gradually the new phonograms in the order given below, always presenting a new sound in connection with an illustrative word.

The new phonograms of the second year are fifty in number, which, with the fifty-seven taught in the first year, comprise the entire list of sounds presented in The Rational Method in Reading.

3. Drill on the Blend

The method employed in this exercise has already been fully explained in the work of the first year. As soon as a phonogram has been taught, begin the corresponding phonetic list for the general blend drill, both oral and written, and practice on this list until the next phonogram and list are introduced. These lists vary in length in accordance with the time required for reading the intervening lessons. Thirty words at least should be given each day for the general drill, besides the daily drill of phonetic words.
found in the reading lessons. It is very important to keep this work uniform, completing each phonetic list at the point in the reading specified in the manual.

Phonetic Lists Nos. 30–50 are for use in connection with the reading of the Second Reader.

**PHONETIC LIST NO. 30**

To be completed before reading Second Reader, page 12.

**New Phonograms:** ġ and j.

āge, āngēl, ārrāṅge, bādģe, brīdģe, cābbāģe, cābbāģēs, eāge, ēārrīāģē, ēārrīāģēs, chāngē, cōt-tāģe, cōūrāģē, dānger, dōdģe, ēdģe, ēŋgīnē, frīngē, ġēm, ġěntlē, ġěntlŷ, ġiânt, ġīngēr, ġīngērbread, ġīrāffē, jāckēt, jâil, Jānē, Jānō, Jāpān, jěālōus, jēlŷ, jēst, jîŋgēl, jŏb, Jōhān, jŏkē, jŏstlē, jūdģe, jūg, jūgglē, jūgglēr, jūmp, jūnk, jūst, lēdģe, māģīc, māŋger, ōblīģē, ōblīģēd, ōblīģing, pāckāģē, pāģe, pīģōn, pōrrīdģē, pōstāģē, rāģe, sāvāģē, slēdģe, stāģe, stîngŷ, strāŋger, strāŋger, vîllāģē, wēdģe.

**PHONETIC LIST NO. 31**

To be completed before reading Second Reader, page 16.

**New Phonograms:** ā and ō.

ālmost, ālṛēǎďŷ, ālsō, ālways, āģēr, āntūmû, āwning, bawl, becaûsē, bōrdēr, bōrn, bōught,
brôad, brôught, caught, chalk, elâw, eôrd, eôrk, eôn, erâvfish, erâwl, daughtâr, dawdles, drâw, dwarf, false, faûçet, fault, fôrm, fôught, gâudy, Geôrge, gnâw, gnâwéd, jâckdaw, jaw, naught, naûghty, nôr, ôr, ôrder, paw, raw, reward, salt, saûcer, saûcly, saûsâgé, seald, serêm, serêmâd, shâwl, shôrt, sôrt, stôrm, stôrmy, strawbêrry, swarm, tâlk, taught, thâw, thôught, tôrch, wâlk, wâlnût, war, warm, warn.

**PHONETIC LIST NO. 32**

To be completed before reading Second Reader, page 21.

**New Phonograms:** h and wh.

awhîlé, beîhîvé, behâvé, behind, bûckwheat, hábit, hall, hâng, Hans, hâppên, hâppîness, hâppy, hâstên, hûttchêt, hate, hawk, háy, hûylôft, hêad, hêat, Hêâvên, hêâvû, hêdège, hêed, Hêlên, hêlp, hên, hênyârd, hêrring, herself, hickorû, hîdé, hîdden, hîghî, Hîlda, hill, himsêlf, hîngê, hîrê, histôrû, hit, hîvê, hûbblê, hôe, hold, hôlê, hûllôw, hûllû, hôp, hôrn, hot, hûg, hûm, hûndrêd, hûng, hunter, hûrrû, hûsh, hûstlê, hût, hûâna, hûâcînth, kêyhôlê, thërshold, whâlê, wharf, wheat, wheel,
wheēlbārōw, when, whēther, whīch, whīle, whim-per, whīne, whip, whisk, whisper, whistle, whīte, whistle, whole.

PHONETIC LIST NO. 33

To be completed before reading Second Reader, page 31.

New Phonograms: ou and ow.

allow, around, blouśe, bough, bounce, brown, chowder, cloud, elown, eouch, eount, erowd, erown, erouch, doubt, drown, drowsy, eastern, flounće, flounder, flower, founťain, fowl, gown, ground, growl, hāymow, hōt house, hound, house, howl, loud, mouse, mouth, oung, plough, pounće, pound, pouting, powder, proud, prowł, rouse, round, shout, shower, slouch, sound, south, sunflower, thousand, towĕl, tower, trousers, wound.

PHONETIC LIST NO. 34

To be completed before reading Second Reader, page 35.

New Phonograms: Ə, ʊ, ɛy.

bālloon, blew, bloom, bluě, brew, broöm, bruise, brute, canōe, chew, choose, coo, cool, crew, cruel, diamond, drew, flute, food, foolish, glue, goose, grey, group, gruel, hoop, hospital, improve, jewel,
July, June, juniper, prove, prune, roof, room, root, ruby, rude, rule. Ruth, school, screw, shoe, shoot, slope, smooth, soon, soup, spoon, stop, strew, threw, through, truant, true, truth, two, valley, wither.

PHONETIC LIST NO. 35
To be completed before reading Second Reader, page 38.

New Phonograms: ơ, ü, and ful.

awful, bashful, book, brook, bullet, butcher, coop, cookey, could, crop, crooked, cuckoo, cushion, falsehood, fearful, firewood, fishhook, foot, hateful, helpful, hood, hook, mouthful, nook, pailful, pitiful, plateful, playful, pudding, pull, pullet, pulluy, pulpit, push, puss, rightful, scrapbook, shoo, should, skillful, spiteful, stodd, thankful, thoughtful, tock, truthful, willful, wolf, woman, wood, wood'en, wool, woolen, worsted.

PHONETIC LIST NO. 36
To be completed before reading Second Reader, page 43.

New Phonograms: ä and á.

äli, ärk, aunt, bäbar, bärgain, bärk, bärn, ealf, eär, eärd, eärgō, eärpenter, eärpēt, eart, eärve,
chärm, eröwbär, dárk, därn, fär, färther, gärnët, gärter, guärd, hälf, härd, härk, härnëss, heärt, heärth, hurrä, lärđ, lärgë, läündrë, mamma, märblë, märch, märkët, mársh, pärdön, papä, pärk, pärs-leý, pärsnip, përt, pätrëidge, pärtë, rhübärb, säänter, seär, seärf, seärlet, shärk, shärp, smärt, spärklë, stär, stärch, stärë, stärve, tärëdlë, tärtët.

advänçë, aëfter, alás, äsk, bänäna, bäskët, bæss,blast, bränch, bräss, eäsk, eäster, chäff, chänçë,eläsp, cläss, command, dänçë, draft, fäst, fänstën,fläsk, gåsp, glänçë, gläss, gräsp, häsps, länçë, lass,last, màsk, màss, màst, mäster, nästë, oveäcast,pánt, pàss, pást, pástëméd, päth, pläster, pölka, räft, räther, slänt, stäff, task, ýäst.

PHONETIC LIST NO. 37

To be completed before reading Second Reader, page 55.

New Phonograms: är, ěr, ěar, ìr, òr, ěr.

Pronounce like ir in sir or girl. These six characters, representing the same sound, may be taught almost as easily as one, if attention is called to the fact that every one begins with a wave-marked (~) letter and ends with an r.

aftërwärd, änëjör, birth, birthday, bùrn, čëllër, čërtain, chërch, chërn, čïrelë, čïreüs, cëncërt, eùry, dësërvë, différent, dïrt, doëtëðr, dóllër,
Phonetic List No. 38

To be completed before reading Second Reader, page 60.

New Phonogram: o. Pronounced like ú.

among, be loved, blood, color, comfort, company, compass, cover, covet, certain, discover, done, dove, flood, flourish, front, gallop, glove, grandson, honey, honeycomb, love, lovely, Monday, money, monkey, month, none, nothing, oven, purpose, re-cover, shoe, shovel, some-rst, son, sponge, stèpsen, stomaeh, thörögh, ton, tongue, touch, turtledove, uneover, undone, won, wonder, wonderful, worry.
THE RATIONAL METHOD IN READING

PHONETIC LIST NO. 39

To be completed before reading Second Reader, page 71.

New Phonograms: oi and oy.

ahoy, annoy, appoint, avoid, boil, boisterous, broil, broy, choice, coil, coin, destroy, doily, employ, enjoy, enjoyed, hoist, join, joint, jointed, joist, joy, joyful, joyfully, loin, loiter, moist, noise, noisily, noisy, oil, oily, overjoyed, oyster, parboil, point, pointer, poison, poisonous, rejoice, Roy, royal, sirloin, soil, spoil, tinfoil, toil, toil some, toy, uncoil, voice, voyage.

PHONETIC LIST NO. 40

To be completed before reading Second Reader, page 75.

New Phonograms: ü, êw, ure.

abûse, åceûse, amûse, argûse, avënuë, beûtîful, bugle, cubë, cupola, cure, eûriûs, dew, dispute, dûring, duty, endure, êwe, fail, fell, ëgure, funeral, hûge, Janûárû, mërecûrû, mëw, mûçilâge, mûlë, mûsem, music, pasture, pewtër, pew, picture, proëure, pupil, pure, refûse, salûte, statûë, stew, stûpíd, suit, tôrture, tôbe, Tûesday, tôlip, tûne, úse, useful, úsual.
PHONETIC LIST NO. 41

To be completed before reading Second Reader, page 79.

New Phonograms: âr, âir, ēar, ēir.

These four characters, representing the same sound, may be taught almost as easily as one, if attention is called to the fact that every one begins with a caret (⁰) marked letter and ends with an r.

āir, bârê, bârêfɔ̃t, bârêfɔ̃t ed, bêar er, bēwârê, būgbêar, cârê, cârêful, cârê ful ly, cârêless, châir, dârê, dēelârê, fâir, fâiry, fârê, fârêwêll, flârê, glârê, hâir, hâirbrûsh, hârdwârê, hârê, hârêbêll, horsehâir, outwêar, pâir, pârê, pârent, pêar, prêpârê, rârê, rēpâir, searcê, searçêly, seârê, shârê, snârê, spârê, spârêrib, stâir, stârê, swêar, talêbêarer, têar, thêir, thrôadbârê, unfâir, wêar, wêarer.

PHONETIC LIST NO. 42

To be completed before reading Second Reader, page 86.

New Phonograms: x, ex, ex. Pronounced respec-tively ks, ēks, and ēgz.

āpex, āxlê, āxlêtrēē, bändbôx, bēgswāx, be-twîx̱t, bôx, cālŷx, cōāx, ex āct, ex am inē, ex am-plē, ex çēpt, ex chāŋgê, ex çîtē, ex clāîm, ex ēsē, ex er çîsē, ex ērt, ex īst, ex pēct, ex plāîn, ex-
plōdē, ex pōse', ex preśś, fix, flāx, flāxēn, fōx, indēx, lŷnx, mix, mixture, next, on yx, ōx, ōxēn, pīckāx, sēxton, sīx, sīxpençe, sīxtēn, sīxth, sīxtŷ, snūffbōx, tāx, vēx, vīxēn, wāx, wāx work.

**PHONETIC LIST NO. 43**

To be completed before reading Second Reader, page 91.

**New Phonograms:** q and qu. Pronounced respectively k and koo.

ācquāïnt, ācquīrē, ācquāïnted, ācquit, bed quilū, bānquet, eōnquéér, ēarthquākē, ēqual, inquirē, līquīd, līquôr, ōblīquē, ōpāquē, quāck, quail, quart, quarter, quēên, quēr, quēnch, quick, quickly, quīêt, quill, quilū, quince, quīnīnē, quīrē, quit, quītē, quīver, quoit, rēquest, rēquirē, squall, squārē, squaw, squeāk, squeāl, squint, squīrm, squīrrēl, squīrt, unēqual.

**PHONETIC LIST NO. 44**

To be completed before reading Second Reader, page 96.

**New Phonogram:** Z.

bāptizē, bāzār, blāzē, brāzēn, brēēzē, brōnzē, būzz, cápsizē, erāzy, dāzzlē, dāzzling, dīzzy, dōzē,
dózen, drizzle, Ėlīzā, fīzz, fīzzlē, frēezē, frīzzlē, frōzē, frōzen, fūzz, fūzzī, gāńzē, gāzē, glāzē, grāzē, grīzzlē, hāzē, hāzī, hūzzā, lāzī, līzārd, lōzēngē, lōzēngēs, mājzē, mūzzlē, ọōzē, pīazzā, prīzē, pūzzlē, rāzōr, sēńbrēezē, sēńzē, sīzē, snēezē, snōzē, squēezē, tweez ērs, wēeezē, zēbra, zērō, zīgzāg, zīnc, zīth ēr.

**PHONETIC LIST NO. 45**

To be completed before reading Second Reader, page 109.

**New Phonogram: a. Pronounced like ŏ.**

quality, quarrēl, scallōp, squab, squabble, squander, squash, squat, swāb, swallōw, swamp, swampy, swān, swāp, wād, wādded, wādding, wāddlē, wafflē, wallēt, wallōw, wāmpum, wān, wānd, wānder, wāsh, wāshbōārd, wāsh er, wāsp, wātch, wātch er, wātch ful, wātch man, wītēwāsh, wīgwām, yačḥūt.
THE RATIONAL METHOD IN READING

PHONETIC LIST NO. 46

To be completed before reading Second Reader, page 113.

New Phonograms: y and i.

The sound represented by these two phonograms cannot be given alone. It is that peculiar slide or twist that occurs between long e and any other vowel when we attempt to pass from the former to the latter without stopping. We therefore teach the children to call it ê, but in words to smother or shorten the vowel part to the point of suppression.

änxiøus, beyönd, ëChrístian, elóthíer, eôrdial, Daniël, glazíer, lawýér, leápyëár, million, oníon, ópinion, sëniór, Spaníárd, spaníél, úníon, un-yëlding, unyöked, vërmílion, vínyëýàrd, Yânkëó, yárd, yárn, yáwn, yëár, yëárly, yëást, yëll, yëllow, yët, yëw, yëléd, yökë, yôlk, yôndër, yôung, yôungër, yôungëst, yôungstër.

PHONETIC LIST NO. 47

To be completed before reading Second Reader, page 116.

New Phonogram: e. Pronounced like å.

bóuqiët, eônwëy, eòóqiët, disòbëy, freïgëit, greï, greïhòund, heï, neïgh, neïghbër, neïghbërhood, neïghbërly, ôbëy, përey, reïgn, reïn, reïndëër, skeïn, sleïgh, veïl, veïn, weïgh, weïght, weïghëty.
PHONETIC LIST NO. 48

To be completed before reading Second Reader, page 119.

**New Phonogram:** ĭ. Pronounced like ě.

ā́utomŏbĭlē, fatĭgṳ́, mắgazĭnē, marĭnē, merīnō, pŏlīçō, trĭō, valīsĕ.

PHONETIC LIST NO. 49

To be completed before reading Second Reader, page 125.

**New Phonograms:** ph and gh. Pronounced like f.

cā́mphŏr, cĭphĕr, ēōugh, dŏlphĭn, drą̆ght, ēnŏugh, hĭphŏn, Jŏ́sĕ́ph, lą̆ugh, lą̆ughtĕr, nę̆phĕw, ōrphan, pắmphlet, phắetŏn, phắrmắcy, phę̄ą̆sắnt, Philip, phlę̆gm, phlŏ́x, phŏ́ebē, phǫ̆nĕ́tic, phĭ́sĭc, Rắlph, rŏ́ugh, rŏ́ugh ly, sĭpherǫ̆, sų̆lphų̆r, tḗlĕ́phŏ́nē, tŏ́ugh, tŏ́ughĕn, tŏ́ugh er, trŏ́ugh, tĭ́phŏ́id,-whŏ́op-ing-ēōugh.

PHONETIC LIST NO. 50

To be completed before reading Second Reader, page 129.

**New Phonograms:** ĉĭ, ĉĕ, ĺĭ, ŝĕ, ūĭ. Pronounced like sh.

ā́ctĭŏn, ā́dĭttĭŏn, ā́fĭcĭŏn, ā́nceĭt, ā́ttĕntĭŏn, ā́tĭŏn, ā́tĭŏn, ā́tĭŏus, ēŏnĭtĭŏn, dĕ́lĭcĭŏus,
ex eūρσίον, fērōciόus, frίστίον, ġrάciόus, lűscίόus, mάrtιαl, mεntίοn, mότίοn, műsίcián, nάτίοn, nάμισία, nάμισίοus, nότίοn, őccásίόn, őcεαn, pάrtίαl, pάssίόn, pάtίεnce, pάtίεnt, pέnsίόn, pέrmίssίόn, pʰyʃί-cίаn, pόrтίоn, pόsίtίоn, pրέсίόus, rέlάtίоn, spά❝ε, spάscίόus, спčιэl, sτάtίоn, sǔspίsίоn, sǔspίsίоus, vάeάтίоn, vɛxάтίоn, vɛxάтίόus, vίcίόus.

THIRD YEAR'S WORK

The course of phonetic study in the Rational Method in Reading is covered in the first two years of school.

This study should, however, be continued regularly throughout the third year and reviewed occasionally in succeeding grades in order to secure and to retain full development of power. The knowledge of sounds thus obtained should constantly be applied in the mastery of all mechanical difficulties in the reading.

It is suggested that in a general practice every day, in the third grade, at least, teachers make a systematic review of all phonograms and phonetic lists of the first two years. In addition to this, there should be the daily blend drill of words used in the lesson. The class preparation of the subject matter in the day’s reading should also be complete and thorough.
THIS BOOK IS DUE ON THE LAST DATE STAMPED BELOW

AN INITIAL FINE OF 25 CENTS
WILL BE ASSESSED FOR FAILURE TO RETURN
THIS BOOK ON THE DATE DUE. THE PENALTY
WILL INCREASE TO 50 CENTS ON THE FOURTH
DAY AND TO $1.00 ON THE SEVENTH DAY
OVERDUE.

JUL 31 1940

LD 21-100m-7,'40(6936a)