

9283

78.7

HD WIDENER



HW SKHR C

THE  
STEP-BY-STEP  
PRIMER



BURNZ'  
PRONOUNCING  
PRINT

---

PRICE, 25 CENTS.

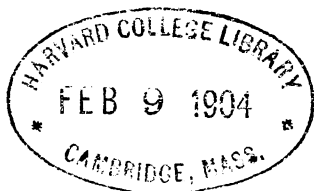
9283.78.7



Harvard College Library

FROM

.....Channing Burnz.....  
.....  
.....



*Channing Burnz.*

**COPYRIGHT, 1892, BY ELIZA BOARDMAN BURNZ.**

**Press of J. J. Little & Co.,  
Astor Place, New York.**



THE  
STEP-BY-STEP PRIMER

A SELF-INSTRUCTOR IN READING

BY THE USE OF

BURNZ' PRONOUNCING PRINT.

CORRECT PRONUNCIATION SHOWN WITHOUT NEW LETTERS  
OR CHANGE OF SPELLING.

BY

ELIZA BOARDMAN BURNZ,

TEACHER OF THE PHONETICS OF THE ENGLISH LANGUAGE; AUTHOR OF "BURNZ' PHONIC  
SHORTHAND," "THE ANGLO-AMERICAN PRIMER," ETC.; AND PRINCIPAL  
OF THE NEW YORK SCHOOL OF PHONOGRAPHY.

NEW YORK :  
BURNZ & CO., 33 CLINTON PLACE.

## INTRODUCTION.

THE STEP-BY-STEP PRIMER is so arranged that a little child or a foreigner can learn to read from it easily, through analogy and by the use of reason. The pronunciation of each word is shown on the printed face without at all changing the common spelling.

Letters, of course, are arbitrary signs, but when their powers are once learned they should furnish the key to pronunciation. This we know they do not do in ordinary English books. One reason is because the twenty-six letters are not sufficient in number to denote the forty or more separate, elementary sounds which compose the words of the spoken language. Another reason is, that the twenty-six letters are not used with consistency. The vowel letters have from three to seven sounds each, and interchange those sounds, and both are often silent. Prof. Martineau says: "Learning to read English is the most difficult of human attainments;" and it is undoubtedly so, if learning to spell is taken into account.

The unreasonableness of English orthography is conceded by every one. The loss of time which it occasions in school life is enormous. As compared with German, it takes three years for an English or American child to learn to read and spell as well as a German child does in one year; and this is solely on account of our outrageous orthography, which requires the pronunciation of each word to be learned separately, and from the teacher's oral dictation alone. Thus the budding reason of the child is checked; each mental feeler for analogy and truth is pinched off as soon as it puts forth; and blank stupidity appears in the reading or spelling class, instead of that eager brightness which one unvarying sound for each letter or digraph would beget.

The Step-by-Step Primer essays to do the best that can be done at present. It takes as a basis the Anglo-American alphabet of forty-two letters, or combinations of letters, each of which denotes an elementary

sound of the language. Every sound has a definite representation, and no letter or combination of letters, in the same position, denotes more than one sound. Webster's diacritic marks are used.

Since the short vowel sounds occur much more frequently than the long, in English words, the letters which denote the short sounds are unmarked. *An unmarked vowel letter always denotes its short or "second" sound.* This plan reduces the number of marked letters to a minimum. The short sounds occur in the words first shown in the Primer—words that the child most frequently uses—therefore no markings are required at the beginning of study. The few necessary connecting words can be pronounced by the teacher or learned by the "word method" until the lesson which gives their sounds is reached.

When letters in a printed word are silent—that is, really useless—they are put in *hair line type*. If a letter is perversely used, its true sound is indicated by a *small type placed below*, and the pupil gives *its* sound instead of that of the more prominent letter; or, though rarely, the false letter is set in a different type, and the true letter or letters put in parentheses at the end of the word. Occasionally, the whole word is respelled, phonetically, and placed in parentheses.

The Step-by-Step Primer is designed to teach the child that *letters stand for spoken sounds*; and although he will find in his further progress that this usage is sadly perverted, it is the duty of the teacher to make, as far as possible, the *first steps* logical and certain, and, therefore, attractive. In the Step-by-Step Primer phonetic truth is presented to guide and encourage.

Instruction in reading should be begun by showing the object, or picture of the object, which is represented by the subject word. Converse about it. Mention the four ways in which a person can let another know what he or she is thinking of. First, by showing the object; second, by showing a picture of the object; third, by speaking the name of the object; fourth, by using marks, called letters, which stand for the sounds of the spoken word.

The *names* of letters should not be taught at first, only their *sounds*. Capital letters, points and stops, and the names of letters will be learned incidentally, by imitation and observation as well as by instruction, as progress in reading is made.

The exercise of spelling by sound should be begun in the kindergarten a year or more before the child is introduced to the use of letters. The pupil should there be taught that the words it uses in *speech* are not units of sound, but resolvable into elements, and practice should be had on these elements. The child should be instructed how to place the organs of speech in certain positions to produce certain sounds, and learn to apprehend the distinction between *voice* and *breath* sounds, and *open* and *touch* sounds. This will constitute a pleasing and instructive exercise, by which the organs of speech will gain mobility and the will power be trained to control them. Such vocal gymnastics are needed as a preparation for that clear articulation and exact pronounciation which are so desirable in speaking or reading.

The common spelling must be taught by *writing*. There is no other method at all satisfactory. The Step-by-Step method of teaching to read will not interfere with the written spelling lesson. The *script* of the Step-by-Step Primer has no marked or light-line letters, but presents the words unchanged in appearance from their present orthography. No better drill in ordinary spelling can be found than copying the lists of words given; for each list contains some special arrangement of letters, and the spelling of a word will be more easily remembered from the memory of its classification.

If, as in the teaching of foreigners, the time is too short to teach the common spelling, a script which is very easily read results from writing phonetically; that is, omitting the silent, light-lined letters, and, instead of the falsely sounding letters, writing the small printed letters underneath, which give the true sound. Such script will be far better than the guesswork spelling which the half-educated foreigner employs.

Explanations to assist those who may be unused to phonetic teaching are given at the end of the Primer. The Step-by-Step plan of teaching will be found plain and simple, so that the study of a few pages will unfold it completely; and this Primer can precede, or be used in conjunction with, any other Primer or Reader.

To the late Dr. Edwin Leigh, inventor of light-line type, and Mr. Henry M. Parkhurst, the present owner, I am indebted for the help afforded by that type in the production of PRONOUNCING PRINT.

ELIZA B. BURNZ.



## ALPHABET OF SOUNDS.

On the Anglo-American plan of using each letter, or digraph, for the sound it most commonly represents in English.

PRIMARY LETTERS.	NEW NAMES.	REGULAR EQUIVALENTS.
1. $\bar{a}$ — <i>able, tame.</i>		ai— <i>aim</i> ; ay— <i>may.</i>
2. a— <i>at, cap.</i>		
3. $\ddot{a}$ — <i>arm, father.</i>		ah— <i>ah!</i>
4. $\underset{.}{a}$ — <i>all, falter.</i>		au— <i>august</i> ; aw— <i>saw.</i>
5. $\hat{a}$ — <i>air, bare.</i>		
6. b— <i>bat, tub.</i>		
7. d— <i>dust, mud.</i>		
8. ch— <i>chip, much.</i>	chee	
9. $\bar{e}$ — <i>evil, me.</i>		ee— <i>eel, deep.</i>
10. e— <i>end, met.</i>		
11. f— <i>fog, stuff.</i>		ph— <i>physic.</i>
12. g— <i>gun, bag.</i>		
13. h— <i>home, hill.</i>	gee (g-hard) hee	
14. $\bar{i}$ — <i>idle, mind.</i>		
15. i— <i>in, sip.</i>		y-final— <i>pony, copy.</i>
16. j— <i>joke, judge.</i>		
17. k— <i>kite, kick.</i>		c— <i>cup, music</i> ; q— <i>quail, quit.</i>
18. l— <i>life, mill.</i>		
19. m— <i>mat, ram.</i>		

PRIMARY LETTERS.	NEW NAMES.	REGULAR EQUIVALENTS.
20. n— <i>nut, ran.</i>		
21. ng— <i>long, singer.</i>	ing	n before k or g; as in “pink, finger.”
22. ō— <i>old, bony.</i>		oh— <i>oh!</i>
23. o— <i>on, sorry.</i>		o is used for unaccented ō, as in “propōse;” and for short <i>o</i> , as in “nor, cost.”
24. oo— <i>ooze, tool.</i>		
25. oi— <i>oil, point.</i>		oy— <i>toy, boyish.</i>
26. ou— <i>out, count.</i>		ow— <i>now, owl</i>
27. p— <i>pan, peep.</i>		
28. r— <i>rip, cur.</i>		
29. s— <i>sit, gas.</i>		
30. sh— <i>shop, wish.</i>	shee	
31. t— <i>tap, fat.</i>		
32. th— <i>thin, pith.</i>	ith	
33. th— <i>then, with.</i>	thee	
34. ū— <i>use, duty.</i>		ew— <i>few, new.</i>
35. u— <i>us, cup.</i>		
36. ū— <i>put, full.</i>		ōō— <i>good, foot.</i>
37. v— <i>van, ever.</i>		
38. w— <i>win, dwell.</i>	wee	
39. wh— <i>what, when.</i>	whee	
40. x— <i>ax, extra.</i>		x is used also for gz; as in “exact.”
41. y— <i>yet, yonder.</i>	yee	
42. z— <i>zone, buzz.</i>		
43. zh— <i>vision (vizhon).</i>	zhee	

## INDEX TO LETTERS, ETC.

## PAGE

- 3-5. Introduction, with Explanation of PRONOUNCING PRINT.
- 6, 7. Alphabet of Sounds—Anglo-American Plan.
11. **c, a, t**—Analysis of Sounds.
12. **m**—illustrated by **MAC**.
13. **s**           “           “   **SAM, SAT.**
14. **p**           “           “   **CAP, MAP.**
15. **n**           “           “   **NAT, PAN.**
16. **f**           “           “   **FAN, FAT.**
17. **d**           “           “   **DAN, SAND.**
18. **h**           “           “   **HAT, HAND.**
19. **i**—as in **PIN.**   **s** added to **p** and **t**.
20. **e**—illustrated by **HEN, TENT.**
21. **o**           “           “   **TOM, DOC.**
22. **l**           “           “   **LIP, LAMP.**
23. **g**           “           “   **DOG, FIG.**
24. **u**           “           “   **CUP, MUG.**
25. **ī**—**ī = ŷ**; always equivalent.
26. **b**—illustrated by **BUG, BUD.**
27. **z**           “           “   **ZIP, BOZ.**  
       Small “z” under “S,” in **AS, IS, etc.**
28. Light-line letters have no sound.
29. **v** and **u**—as heard in **VAT, PUT.**
30. Small letters under large—**OF, TO.**
31. **r**, initial and final—**RAT, FOR.**
32. **j**—illustrated by **JIM, JUG.**
33. **w = u** made consonantal by compression.
34. **th**—breath and voice sounds, **THIN, THIS.**
35. **sh**—illustrated by **SHIP, FISH.**

## PAGE

36. **k = c**—illustrated by **KID, KITTEN**.  
 37, 38, 39. **ē, ā, ō**; long vowel sounds.  
 40. **y = i**; initial **y** compressed—**TONY, YAM**.  
 41, 43. **ī** and **ū**; long vowel sounds.  
 42. **oo**—regular, for vowel in **COOL**.  
 44. **ee**—equivalent of **ē**—**BEE, FEET**.  
 45. **ch**—illustrated by **CHAN, CHOPS**.  
 46, 47. **ai** and **ay = ā**—**PAIL, DAY**.  
 48, 49. **ng**; **ñ = ng** before **k**—**RING, BANK**.  
 50. **oi** and **oy**—as in **OIL, BOY**.  
 51. **ou** and **ow**—as in **OUT, NOW**.  
 52. **ōo**—as in **FOOT, GOOD**.  
 53. **ck = k**—used after a short vowel—**BACK**.  
 54, 55. **ä** and **â**—as in **ART, ASK**.  
 56, 57. **au, aw** and **ā**—as in **HAUL, SAW, CALL**.  
 58, 59. **ô** and **â**—as in **MOTH, CARE**.  
 60. **x = ks**—illustrated by **OX, FOX**.  
 61. **wh**—breath sound of **w**—**WHIP, WHIZ**.  
 62. **ce = s**—used after a long vowel—**FACE**.  
 63. **ge = j**; **dge = j**—**PAGE, LEDGE**.  
 64, 65. Combined final consonants.  
 66, 67. “ initial **pl, pr**, etc.  
 68. “ **mp, mps**.  
 69, 70. “ initial **st, spl, spr**, etc.  
 72. **q = c = k**—as in **QUAIL, CUBE, KITE**.  
 72, 73. **ing** and **ings**; **er**, final.  
 74, 75. **zh**.—The Busy Bee.  
 76–79. Reading Lessons.  
 80, 81. Roman and Script Alphabets.  
 82–86. Rules for Indefinite Sounds.  
 87–94. Hints on Phonic Drill.





LESSON 1.

c a t

C c c c c c c c

A a a a a a a a

T t t t t t t t

a—t a—t a—t a-t = at

c—at = cat c—a—t c-a-t = cat

a-cat a-cat a-cat

\* the the the-cat the-cat

c t a c t c a t c

c t a c t c a t c

\* Teach "the" as a word, without analyzing. See page 88.

## LESSON 2.

M m m m m m m m

m a t

m—a—t m—a—t m—a—t=mat

a—mat the—mat a—cat the—cat

\* mȳ mȳ mȳ cat mȳ mat

and and and

a—cat and a—mat

mȳ cat and the—mat

M—a—c M—a—c=Mac

Mac and the—cat

mȳ cat and Mac



\* Teach "my, and," as words, without analyzing.



LESSON 3.

S s s s s s s s

S—a—m S—a—m S—a—m = Sam

s—a—t s—a—t s—a—t = sat

on on on

\*the on m̄y the and m̄y

a-cat sat on a-mat.

m̄y cat sat on  
the-mat.



Sam sat on the-mat.

Sam and the-cat sat on m̄y mat.

Mac and Sam sat on the-mat.

a c m s t a-cat a-mat

*a c m s t a cat a mat*

\* Words to be called at sight, without analyzing at present.

## LESSON 4.

P p p p p p p p

c—a—p c—a—p c—a—p = cap

m—a—p m—a—p m—a—p = map

p—a—t p—a—t p—a—t = pat

t—a—p t—a—p t—a—p = tap

cap-s = caps map-s = maps tap-s = taps



a-cap the-cap the-caps  
cats and mats and maps

Pat the-cat. Mac pats

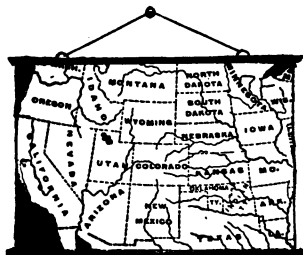
m̄y cat.

The-cat sat on Mac's

cap.

Sam sat on m̄y cap.

Sam taps the-map.



*mat cap pat sat map*

LESSON 5.

N n            n n n n            n n

p-a-n = pan      m-a-n = man      c-a-n = can  
 t-a-n = tan      n-a-p = nap      N-a-t = Nat  
 p-a-p = pap      p-a-t-s = pats      N-a-n = Nan

Nat and Nan  
 Nan and Nat  
 the man, the cat  
 and the-pan.  
 the cat sat  
 on a-pan.



the man pats the-cat.  
 can the-cat pat the-man?  
 Nat and Nan can pat the-cat.

*the man pats the cat.*

## LESSON 6.

F f

f f f f

f *f*

f—a—n f-a-n = fan f—a—t f-a-t = fat



a-fan the-fan

m̄y fan

a-fat man

m̄y fat cat

the-cat sat on m̄y fan.

a-fat man and a-fat cat.

the-fat man pats m̄y cat.

Nan can fan Sam.

Nat can fan Nan.

can Sam fan the-cat?

*the cat sat on my fan*

## LESSON 7.

D d

d d d d

*d d*

s-a-d = sad      s-a-p = sap      m-a-d = mad

a-n-d = and      s-and = sand      D-a-n = Dan

a-cap and a-pan and a-fan.

Nan and Sam and Nat and the-cat.

the-fat man and my cat sat on  
the-mat.Dan sat on  
the-sand.Mac and Sam sat  
on the-sand.

Nan and Nat sat on the-sand.

Dan and Sam and Mac and Nat and  
Nan sat on the-sand.

## LESSON 8.

H h

h h h h

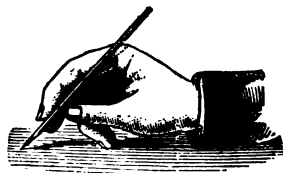
h *h*

h-a-t = hat

h-a-d = had

h-a-m = ham

h-a-n-d = hand



m̄y hat the-hat a-hand m̄y hand

the-man had a-hat and a-ham.

Dan had a-nap on the-sand.

Sam had m̄y fan and m̄y cap, and Dan  
had Nat's hat.

at	ad	an	ap	am
s-at	s-ad	f-an	c-ap	S-am
h-at	f-ad	p-an	n-ap	h-am
m-at	h-ad	c-an	h-ap	d-am
N-at	d-ad	D-an	m-ap	and
p-at	m-ad	h-an-d	apt	act

## LESSON 9.

I i

i i i i

i i'

p-i-n = pin

t-i-n = tin

s-i-t = sit

h-i-d = hid

d-i-p = dip

d-i-d = did

s-i-p = sip

t-i-p = tip

n-i-p = nip

d-i-n = din

h-i-t = hit

h-i-p = hip

Dan had a-pin. Sam hid the-pin.

Sam hid it in the-tin can.

M̄y cat had a-nap. Mac hit m̄y cat.

Sam hit Mac, and Mac hit the-cat.

Mac hit the-cat on the-hip.

Did Sam hit Mac on the-hip?

M̄y cat can sit in Mac's hat.

map-s = maps

cap-s = caps

hat-s = hats

mat-s = mats

hit-s = hits

sit-s = sits

dip-s = dips

tip-s = tips

fit-s = fits

## LESSON 10.

E e

e e e e

e e

e-t = et

e-n = en

p-et = pet

t-en = ten

s-et = set

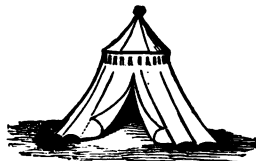
h-en = hen

n-et = net

p-en = pen

m-et = met

m-en = men



f-e-d = fed      n-e-s-t = nest      t-e-n-t = tent  
 N-e-d = Ned      s-e-n-d = send      s-e-n-t = sent

Ten men met in a-tent.

The-men had a-nap in the-tent.

Ned and Nat had ten pet cats.

The-cats fed in a-pan.



Nan had a-pet hen,  
 and the-pet hen  
 had a-nest.

The-hen can sit on  
 the-nest.



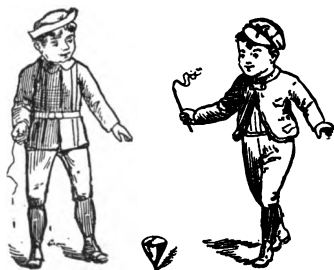
LESSON 11.

O o o o o o o o.

t-o-p = top      h-o-p = hop      s-o-p = sop  
 c-o-t = cot      h-o-t = hot      d-o-t = dot  
 n-o-d = nod      s-o-d = sod      p-o-d = pod  
 n-o-t = not      p-o-p = pop      T-o-m = Tom

s-p-i-n = spin      s-t-o-p = stop      Doc  
 s-n-a-p = snap      stop-s = stops      Dot  
 s-p-o-t = spot      spot-s = spots      Don

Tom had a top.  
 Doc hit the top.  
 Can Doc spin the top?  
 Doc can not; Tom can  
 spin it, and Doc  
 can stop it.



The top can spin on my hand.

*the top can spin fast.*

## LESSON 12.

L l

l l l l



l-a-d = lad

l-e-d = led

l-i-d = lid

l-a-p = lap

l-e-t = let

l-o-t = lot

l-i-p = lip

lip-s = lips

lot-s = lots

l-a-m-p = lamp

l-o-s-t = lost

l-e-n-d = lend

l-e-f-t = left



l-i-f-t = lift

l-i-s-p = lisp

H-a-l = Hal

A-l-f = Alf

Hal left the lamp on the step.

Let the lamp sit on the stand.

Dan lost Alf's pen and Nat's top.

Lend Alf a pen and a pin.

Can a lad lift the lid on the pot?

The fat man can lift it.

M̄y pet cat sits on m̄y lap.

Nan and Dot hop in the lot.

## LESSON 13.

G g      g g g g      g g

a-g = ag

e-g = eg

t-ag = tag

l-eg = leg

g-e-t = get

n-ag = nag

p-eg = peg

g-o-t = got

g-ag = gag

M-eg = Meg

g-a-s = gas

i-g = ig

o-g = og

p-ig = pig

d-og = dog

g-i-g = gig

d-ig = dig

l-og = log

g-a-p = gap

f-ig = fig

h-og = hog

g-e-t-s = gets

A pig in a pen.

Did the dog get at

the pig? The dog

did not get at the

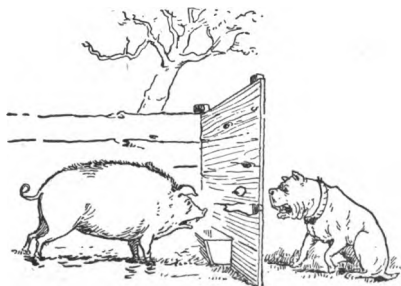
pig. The pig got

in the pen. The

dog sits on the sod.

Did the dog nod

at the pig? Can a pig nod



## LESSON 14.

U u u u u u u u

u-s=us G-us=Gus u-p=up c-up=cup  
 f-u-n=fun h-u-g=hug h-u-t=hut  
 c-u-t=cut s-u-m=sum p-u-p=pup  
 s-u-p=sup n-u-t=nut h-u-m=hum  
 d-u-g=dug s-u-n=sun m-u-g=inug  
 cup-s=cups cut-s=cuts nut-s=nuts  
 m-u-s-t=must d-u-s-t=dust h-u-n-t=hunt



Ned had  
 a cup.  
 Sam hid  
 the cup.



Gus had  
 a mug.  
 Alf hid  
 the mug.

Let us hunt the mug and the cup.

Tom dug a pit in the sand.

Gus must not get in the pit.

Meg must not sit in the dust.

Let us sit on a log in the sun.

## LESSON 18.

Ī ī    ī=ȳ    ȳ=ī    ȳ=Ī    ī ȳ

Ī must sit in the hut.

If Ī sit in the sun Ī am  
hot.

Mȳ pet dog sits on mȳ  
lap, and Ī hug him.

Mȳ pug sat on mȳ lap in the hut.

A fat man had a nap in the hut, and  
the dog had a nap on the sand.



Ī had a mug. Ī lost mȳ mug.

It got lost in the pig-pen.

Mȳ mug had a nut and a top in it.

A pig got the nut, and Alf had the  
top, and Hal hid the mug in the  
sand. Hal must get mȳ mug.

*I had a nap in the hut.*

## LESSON 16.

B b

b b b b

b 

b-a-t = bat

b-i-t = bit

b-i-g = big

b-i-d = bid

b-a-d = bad

b-a-g = bag

b-u-t = but

b-e-g = beg

b-e-d = bed

t-u-b = tub

n-a-b = nab

b-o-g = bog

b-u-n = bun

b-u-g = bug

b-u-d = bud

B-e-n = Ben

B-o-b = Bob

M-a-b = Mab

b-e-l-t = belt

b-e-s-t = best

b-e-n-d = bend



A bad bug bit m̄y hand.

Let us nab the bug b̄y

the leg. Bob must not

hit the bug, but let it fl̄y in the sun.

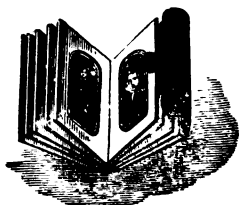
Did the bug get on m̄y

hat? It did not; it got

on a bud. Fl̄y, bug, fl̄y.

I can pin a bud on m̄y belt.

Mab had an al-bum in a bag.



## LESSON 17.

Z z      z z z z      z z

Z-i-p = Zip    B-o-z = Boz    f-l-ȳ = flȳ

\* a-ş̣ = az    h-aş̣ = haz    i-ş̣ = iz    h-iş̣ = hiz

## ZIP and BOZ.

Zip iş̣ mȳ dog, and  
Boz iş̣ mȳ big,  
fat cat.



Zip iş̣ not aş̣ fat aş̣ Boz.

Boz and Zip sit on a mat in the sun.  
Ben sits bȳ Boz and Zip, and Ben  
haş̣ a flȳ on hiş̣ hand.

Ben taps the flȳ, and it iş̣ not on  
hiş̣ hand.

Zip snaps at the flȳ. Did Zip get it?  
Zip did not get the flȳ, but Boz got it.  
Boz bit Zip on the lip and the leg.

\* The small letter below shows the sound which the larger letter represents in the word.

## LESSON 18.

Light-line letters have no sound.

e-gg = eg	t-e-ll = tel	t-i-ll = til
f-u-ss = fus	l-e-ss = les	b-u-ȳ = bȳ
m-i-ss = mis	t-o-ss = tos	l-a-ss = las
N-e-ll = Nel	m-e-ss = mes	h-i-ss = his
m-u-ss = mus	b-u-zz = buz	d-o-ll = dol
d-ea-f = def	h-ea-d = hed	d-e-bt = det

hand-le    litt-le    patt-ed    fitt-ed    Ell-en

Ann i<sub>z</sub> the best lass in the class.

A flȳ can buzz, buzz, on the glass.

Ell-en must not get in a fuss.

Belle ha<sub>z</sub> a doll; it can nod its head.

Miss Hill can buȳ mȳ doll a hat.

Nat's little lamb i<sub>z</sub> dead. The bad dog,

Snip, bit it on the head.

Ha<sub>z</sub> the hand-bell a han-

dle? It ha<sub>z</sub> a handle,

and it can stand up.





LESSON 19.

V v v v v u u u v z

v-a-t = vat      v-a-n = van      p-u-t = put  
 p-u-ll = pul      f-u-ll = ful      p-u-ss = pus

A VAT  
 is a  
 big tub.



BOB is  
 on the  
 steps.

The vat is full; hot stuff is in it.  
 Bob can get up on the top by the  
 steps, and mind the hot stuff.  
 I must not put my cap in the vat.  
 If I did I could not get it.  
 I must put my cap on a peg.  
 The peg is by the hat-stand.  
 My puss has a bed by the stand.

## LESSON 20.

f = v      of = ov      o = u      to = tu

Alf bit the tip of m̄y pen.

Mac haş bent the end of the pin.

Let the lad have a bit of m̄y bun.

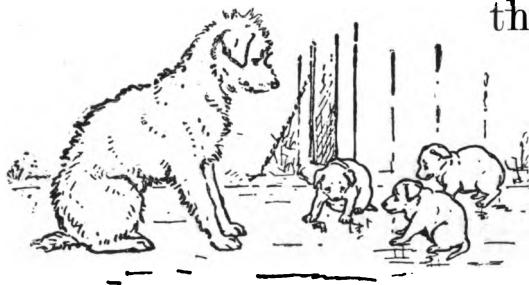
Ī must beg Hal to give Fan a doll.

Let us not pull the bud off its stem.

Ī have to put m̄y puss to bed.

Give Bill the tin cup and fill it full  
of sand. Put in sand up to the top.

M̄y dog haş a lot of pups. Ī must get  
the dog to let



Gus have a  
pup; for Gus  
haş cut hiş  
leg, and can-  
not stand.

*to of off doll have puss*

## LESSON 21.

R r

r r r r

r r

r-a-t = rat

r-a-n = ran

r-o-t = rot

r-a-p = rap

r-e-d = red

t-r-o-t = trot

r-a-g = rag

r-u-b = rub

f-r-o-m = from

r-u-g = rug

r-o-b = rob

F-r-e-d = Fred

A RAT!

a big rat!



A RAT

on a rug.

A rat is on the best rug. It ran by  
the side of the red mat.

The rat is not as big as the cat,  
but it got a nut from my bag.

I try to get rid of the rats.

Puss! Puss! Run for the rat.

Run, rat, run; run fast from the cat.

\*or for nor fur cur her were

\* Teach by word, and drill on final "r."

## LESSON 22.

J j

j j j j

j j

j-u-g = jug

j-a-m = jam

j-u-s-t = just

j-i-g = jig

j-o-b = job

j-u-m-p = jump

j-o-g = jog

J-i-m = Jim

J-oh-n = Jon



Jim Camp haş a jug in  
hiş hand. Hiş dog  
runş up to him.

The dog runş just aş  
fast aş Jim can run.

The dog jumps up bȳ Jim's sȳde.

Ben Hunt rȳdeş on hiş dog; but it  
iş a big, *big* dog. John Bell haş  
a dog, but it iş a pug dog.

Fred Gibbs haş a cur. A cur iş a  
kȳnd of dog. Cur-r-r; cur-r-r.

Fred and hiş dog have lots of fun.

## LESSON 23.

W w W W W W w w

w-i-t=wit      w-i-ll=wil      w-i-n-d=wind  
 w-i-g=wig      w-e-ll=wel      w-e-n-t=went  
 w-e-t=wet      w-e-b=web      w-oū-ld=wud  
 w-a-g=wag      w-ī-l-d=wīld      wag-on=wagon

John and Will went to set up a tent.  
 The lad<sub>ſ</sub> went in a wag-on.

A man in the tent had on a wig.

A wag got the wig and hid it in  
 John's<sub>ſ</sub> wag-on. A wag iſ a lad  
 that iſ fond oſ fun.

John's<sub>ſ</sub> dog had a bed in the wag-on.

Did not the dog jump at the wag?

The dog did jump at the wag, but  
 the wag did not mīnd the dog.

*will web wind west wagon*

## LESSON 24.

Th th

th th th

*th th*

th-a-t=that

th-i-s=this

th-e-n=then

th-u-s=thus

th-e-m=them

w-i-th=with

th th-i-n=thin

p-i-th=pith

*th*

That and this,  
this and that;

Ned is thin,  
but Tom is fat.

Tom and Ned went to  
get a bag of nuts,

and Mab and Gus went with them.

Did the lad<sub>z</sub> have fun with the nuts?

Ned and Tom had lots of fun, but

Gus and Mab got in-to a bog.

Then a man sent for hi<sub>z</sub> dog, and the

man went with hi<sub>z</sub> dog in-to the

bog for Mab and Gus.

## LESSON 25.

Sh sh

sh sh sh

sh sh

sh-i-p=ship

sh-o-t=shot

sh-a-d=shad

sh-i-n=shin

sh-o-p=shop

sh-a-ll=shal

d-i-sh=dish

f-i-sh=fish

w-i-sh=wish

d-a-sh=dash

l-a-sh=lash

g-a-sh=gash

h-a-sh=hash

b-u-sh=bush

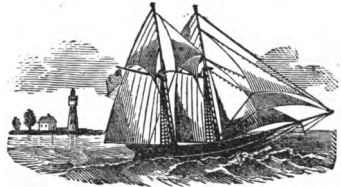
sh-o-ve=shuv

h-u-sh=hush

bush-el

shov-el

That ship went to  
get some fish; it  
went five miles  
from the land.




M̄y dog Dash went in the ship. The  
men got a lot of cod-fish. A shad  
is a fish. Put the shad on a dish.

Ben cut a gash in m̄y cap. I wish  
Meg would mend it.

Rob got a lash on hiş shin. Hush!  
 let us not tell the ladş of it.  
 Let us push mÿ wagon up to the shed,  
 and hunt for the shov-el and put a  
 bush-el of dry sand in the wagon.

## LESSON 26.


K k k=c c=k k=lc k 

k-i-d=kid	m-i-l-k=milk	k-i-ll=kil
k-e-g=keg	s-i-l-k=silk	k-i-t=kit
k-i-n=kin	s-u-l-k=sulk	kitt-en
l-i-ke=lik	p-i-ke=pik	M-i-ke=Mik



Mike can put the kid in the  
 shed, and then give the kid  
 and the kitt-en some milk.

The kitt-en will lap the milk.

Does a kid lap milk aş a kitten does?  
 A dog laps milk like a cat or a kitten.  
 Set this keg up on its right end. 



## LESSON 27.

Ē ē ē ē ē e e e

bē shē sēat lēaf fēar tēar  
 hē tēa bēat rēad nēar lēad  
 wē sēa hēat lēan hēar bēad  
 mē kēy mēat hēap dēar mēan

Is Ben in the hut? Hē is in the hut. Meg is in the hut as well. Shē went in for her dēar little puss. But shē is cross, and I fēar shē will hurt the kitten.

Meg, give mē the puss; bē not cross; wē should not bē cross. Hēar mē rēad:

“Wē must not bēat the cat or the dog; wē should bē kind to the pets.”

Ben will not bēat his pup; hē will bē kind to him and give him mēat.

## LESSON 28.

Ā ā

ā ā ā

a a a

āte	lāte	cāne	sāfe	bābe
āle	tāle	cāse	tāke	gāte
āpe	lāne	cāke	lāke	rāke
cāpe	pāle	sāme	hāte	gāme
tāme	fāde	māde	lāme	bāke
cāme	Jāne	Kāte	māte	nāme



Kāte haş the bābe in a wag-on. Shē will tāke it to rīde bȳ the lāke. The bābe iş sāfe with Kāte.

Jāne met Kāte at the gāte. Shē gāve the bābe a cāke and a bun. The bābe āte the bun, but did not ēat the cāke.

The nāme of the bābe iş Sā-di.

Sā-di iş fond of Kāte and Jāne.

## LESSON 29.

Ō ō      ō ō    oh = ō      o o o

sō	gō	nō	wō	Jō	tōe	hōe	fōe
bōne	dōze	rōpe	wōke	tōre			
hōle	rōſe	hōpe	hōme	sōre			
pōle	nōſe	rōde	mōre	wōre			
bōlt	cōlt	ōld	tōld	cōld			
pōst	sōld	hōld	mōst	tōrn			
gōld	wōrn	bōat	rōll	cōat			

Ī can smell that rōſe thōugh.  
 Ī have a cōld. If Ī did not  
 have a nōſe, Ī could not.



Ī have a sōre tōe; Ī cut it on the  
 hōe. Oh! it hurts mē sō.

Tom's cōat iſ ōld; hē wōre it till hē  
 tōre it. Hē haſ wōrn it un-til it iſ full  
 of hōleſ and can-not bē mend-ed.

Let us gō hōme. Hōld on tō mŷ hand.

## LESSON 30.

Y y y=i i=y y=i y y

lād-y lāz-y ver-y Tōb-y Sali-y  
 bāb-y pōn-y ug-ly Tōn-y Jerr-y  
 carr-y ferr-y merr-y Harr-y shagg-y

Tōby haş a pōny; hiş nāme iş Don. Hē can trot fast. Hē iş a shaggy pōny, and Tōby saş hē iş ug-ly; but hē iş kīnd and lets us rīde him to the ferry.

Harry and Jerry can carry some milk to the kid and kitten in the shed.

yes=yes yet=yet yam=yam yēar=yēr

Will Tōny have a yam? Yes. Iş this pō-tā-tō a yam? Yes; that iş its nāme.

Sally iş lāzy; shē will not hōld the bāby. The bāby iş not yet a yēar ōld.

## LESSON 31.

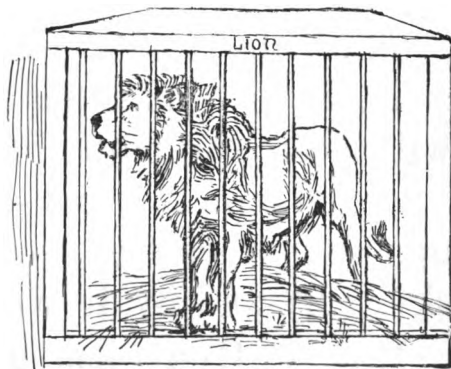
ī ī      ī ī ī=ȳ    ȳ ȳ      *l*

pīe	līe	bȳ	trȳ	drȳ	flȳ
dīe	tīe	mȳ	frȳ	skȳ	crȳ
rīde	līne	fīne	bīte	fīnd	
sīde	nīne	pīle	wīde	rīnd	
hīde	vīne	dīme	shīne	bīnd	
mīle	tīme	mīne	lī-on	mīnd	

That is the big red lī-on; hēar him rōar. Let us gō and hīde from the lī-on, sō that hē will not bīte us.


Hē will not bīte us, for hē can-not get nēar to us, thōugh hē can rōar.

ī had nīne pins in mȳ hand, but ī have lost fīve. ī must trȳ to fīnd them.



## LESSON 32.

Oo oo oo oo oo oo oo oo

b oo t=boot      c oo l=cool      p oo r=poor  
 m oo n=moon      s oo n=soon      c oo p=coop  
 r oo m=room      f oo d=food      r oo t=root  
 t oo th=tooth            b a ll oo n=bal-oon  
 b r oo m=broom      r a cc oo n=rac-oon

The dog's<sub>z</sub> food i<sub>z</sub> in the coop.

The bāby's<sub>z</sub> milk will soon bē cool.

That poor man ha<sub>z</sub> an ōld broom. Hē will clēan the path for us for a dīme.

A ball-oon! a ball-oon! It gōe<sub>z</sub> up, up, up; it can gō very hīgh; up in the skȳ. Bȳ-and-bȳ it will cōme back.

Harr-y Hunt ha<sub>z</sub> a pet racc-oon. A racc-oon i<sub>z</sub> the sīze of a cur dog. Men hunt the racc-oon bȳ the līght of the moon with dog<sub>z</sub> and gun<sub>z</sub>.

## LESSON 33.

Ū ū            ū ū ū            u u u

ā ē            ī ō            ū oo

ūse dūe pūre cūre cūte mūle  
 ūṣe fūme mūte cūbe tūbe dū-ty

Ī want to ūṣe that niṣe gōld pen.

Mȳ sōn, you should not fūme and fret  
 sō: you have nō ūse for a pen yet.

Let us gō and trȳ to cūre the ōld mūle.

ew = ū            ew = ū            ew = ū

n ew = nū            f ew = fū            p ew = pū            vi ew  
 h ew = hū            m ew = mū            d ew = dū            st ew

Mȳ hat iṣ new. Ī have a few nuts.

The dew iṣ on the grass; wē must not  
 run in the dew or wē shall get wet.

To hew iṣ to cut. Jō can hew a log.

## LESSON 34.

ē	ee = ē	ee = ē	ee = ē	ee
b ee = bē	f ee t = fēt	f ee d	f ee l	
s ee = sē	h ee l = hēl	b ee r	b ee f	
f ee = fē	s ee n = sēn	p ee p	s ee d	
L ee = Lē	k ee p = kēp	d ee p	w ee p	
t r ee	w ee d = wēd	s ee m	g ee se	
f r ee	b ee n = bin	n ee d	t ee th	

Ī see a bee ; it i<sub>z</sub> on the apple tree.

Can it see mē ? Will it bīte ?



The bee can see you, but it will not heed you if you keep still. It will soon fl<sub>y</sub> off.

Ann Lee ha<sub>s</sub> b<sub>e</sub>n to feed the geese. Shē sa<sub>y</sub>s the red hen ha<sub>s</sub> a nest in the weed<sub>s</sub>. The nest ha<sub>s</sub> seven egg<sub>s</sub> in it.

Wē will tāke a peep at it b<sub>y</sub>-and-b<sub>y</sub>, and tr<sub>y</sub> to fīnd some goose egg<sub>s</sub>.



## LESSON 33.

Ch ch ch ch ch ch ch

ch-a-p = chap      ch-a-t = chat      ch i p  
 ch-o-p = chop      ch-i-n = chin      ch u m  
 s-u-ch = such      m-u-ch = much      r i ch



That chap can chop well.  
 The chips fly aș hē chops.  
 A chip hit mē on the chin.

That lad iș mȳ chum.  
 Hiș nāme iș Chan.  
 Wē chat aș wē gō tō  
 school tō-geth-er.

Chan iș such a kind  
 lad. Hē haș much tō dō, for hiș moth-er  
 iș not rich, and hē haș tō wōrk aș well aș  
 gō tō school. Chan sayș it iș not mōn-ey  
 that iș the best rich-eș, but wiș-dōm and  
 love. Hiș moth-er tōld him that.

## LESSON 36.

ay      ay = ā      ay = ā      ay = ā      *ay*

s ay = sā	l ay = lā	w ay = wā	s t ay
d ay = dā	r ay = rā	a w ay = awā	c l ay
p ay = pā	h ay = hā	p l ay = plā	d r ay
m ay = mā	g ay = gā	T r ay = Trā	g r ay

May wē stay at hōme tō-day and play?

Yes, wē may, for this is Sat-ur-day.

Then let us get a lot of clay and māke mud pīeș and bāke them in a fīre.

Nō, let us get dog Tray, and a-way wē will gō tō help the men rāke hay.

Yes, wē will; that is rē-al fun, and wē can rīde hōme on top of the wag-on.

May Tray rīde on the wag-on too?

I dō not knōw, but hē will ask tō rīde; just see hiș eșeș shīne aș hē hēarș mē say hē may gō with us tō the hay-fiēld.

## LESSON 37.

ai	ai = ā	ai = ā	ai = ā	ai
ail = āl	aid = ād	sail	fail	
tail = tāl	laid = lād	pail	jail	
bait = bāt	rail = rāl	paid	vain	
pain = pān	rain = rān	nail	maid	
gain = gān	hail = hāl	mail	main	

May wē tākē a sail on the bay? Nō, for Ī fēar it will rain very soon. You may tākē a pail and gō to the end of the lāne and get some bait for us to fish with. Fish bīte best on a rainy day.

This fish is a shad. It has fins and is very bō-ny.



Shad live nēar the big, wīde sēa.

Do you knōw if the mail has come in to-day? Nō, but Ī will hail the pōst-man and ask him if it has come.

Trȳ to hit that nail on its head.

## LESSON 38.

*ng**ng**ng**ng**ng**ng*b a *ng*=bangr i *ng*=rings i *ng*=singh a *ng*=hangr a *ng*=rangs a *ng*=sangw i *ng*=wingr u *ng*=rungs o *ng*=songg o *ng*=gongl o *ng*=longth i *ng*=thing

“Ding-dong; ding-dong.” Is that a gong? Nō, it is a bell; it rings for us to gō in-to school. It hangs very hīgh up, and it has to bē pulled bȳ a long and strong rōpe.

Sing mē a song, but not a long one.  
 “Ding-dong bell; the cat’s in the well.  
 Who put her in? Little Johnny Finn.”  
 Did you learn that tūne from Mā-bel?  
 Yes, I heard her sing it last nīght.  
 Tell mē the rest of the song.

## LESSON 39.

ñ = ng

ñ = ng

ñ = ng

i ñk=iñk	ba ñk=bañk	thi ñk=thiñk
wi ñk=wiñk	ha ñk=hañk	th a ñk=thañk
si ñk=siñk	ta ñk=tañk	ch u ñk=chuñk

Mā-mie, can you wiñk your riht eýe?

Yes, Ī thiñk Ī can. Oh, but that is your left eýe; try to wiñk the riht. Ī can wiñk bōth eýes; w<sub>u</sub>one at a tīme.

Ī thiñk it will soon bē dinn-er tīme, Willie; plēase ring the bell for the man at the tañk to c<sub>u</sub>me and get ready, and then hōld this hañk of threåd for mē to wīnd. Ī have māde a cherry piē for you.

Oh, thañk you, Mā-mie; af-ter dinn-er Ī will fill your iñk-stand; it is nēar-ly dry. Ī will waşh it clēan at the siñk.

## LESSON 40.

Oi oi oi = oy oy = oi oi oy

oil = oil boil = boil toy joy join  
toil = toil coin = coin boy Roy joint



See this boy. His name is Roy. He seems full of joy. He has a coin. It is a dime. Will Roy buy toys with his dime? I think he will buy cakes or candy.

Roy makes a great noise. Most boys like to make much noise. Roy has a fine voice.

## LESSON 41.

Ou ou ou = ow ow = ou ou ou

out loud cow now fowl flour  
pout found row how plow house  
our round bow sow town mouse  
sour sound vow owl down Brown

Jeff Brown iș gō-ing out of the house for a can of oil and a bag of flour. Hē must not pout, nor should hē shout very loud in the street, or stop to play.

Jeff stops; hē seeș some-thing on the ground; it iș round and red; it iș a cent. How glad hē iș; now hē can buy an apple to give to hiș little sis-ter Dot.

List-en to Dot's cat. Doeș it say, "Mew, mew"? I thiñk it sayș, "Mi-ow, mi-ow."

lōw bōw slōw snōw crōw bōwl  
sōw shōw blōw grōw thrōw blōwn

See the snōw, and hēar the wind blōw, and list-en to the cock crōw aș the henș gō up the tree to roost.



Gō slōw-ly and spēak in a lōw tōne till you get out-sīde of the school-house. Now, boyș and girlș, you may shout.

## LESSON 42.

ōō = u

ōō = u

ōō = u

f ōō t=fut  
 l ōō k=luk  
 t ōō k=tuk  
 c ōō k=cuk  
 g ōō d=gud

r ōō k=ruk  
 n ōō k=nuk  
 b ōō k=buk  
 h ōō k=huk  
 w ōō d=wud

h ōō d=hud  
 sh ōō k=shuk  
 b r ōō k=bruk  
 c r ōō k=cruk  
 croök-ed

See m̄y new bōök. It is a gōöd bōök.  
 Ī let Bet-sy the cōök lōök at it.



Chan has hurt his fōöt on a  
 croök-ed stick; sō let us gō  
 and sit in this shādy nōök b̄y  
 the brōök, and lōök at the  
 rōöks as they fl̄y tō the  
 church steeple and a-light up-on it.

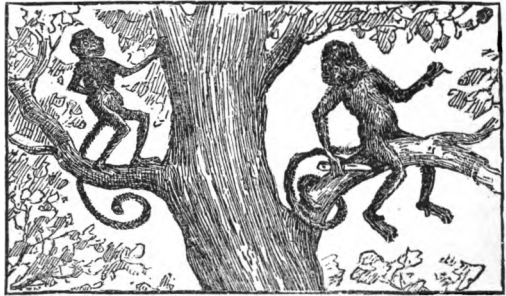
Yes-ter-day Roll-in Ray tōök a croök  
 and shoök it at the rōöks, and the rōöks  
 flew off cr̄y-ing, “kee-ee, kee-ee.”



## LESSON 43.

sick	lock	tick	pick	Jack	tick-et
kick	luck	rock	tack	Dick	rack-et
back	peck	sack	duck	stick	pock-et
pack	neck	sock	wick	knock	buck-et

Don-ald and Jack went to the shōw. They had two tick-ets and took sēats in frōnt



to see a tāme moñ-key play with sticks and dance a jig on a tīght rōpe.

The moñ-keys in this tree āre wīld. The ōld moñ-key haş found a knīfe that some man left in the wōod. Hē will bē apt to hurt him-self with it, for a moñ-key doeş not knōw how to ūse a knīfe. Moñ-keys can swing b̄y the tail.

## LESSON 44.

Ä ä ä ä ä ah = ä Ä ä

äre*	fär	lärk	härk	därk
ärt	cär	pärk	bärk	yärd
ärm	bär	pärt	härđ	märk-et
ärch	stär	cärt	härm	fäth-er



Is that a cärt? Nō, it is a wag-on. M̄y fäth-er is gō-ing to märk-et. Fäth-er, may I gō with you?—Yes, Chär-ley, get ready.—Oh, thañk you, fäth-er.

Now wē are hōme a-gain, and it is nēar-ly därk. The stärs are cōm-ing out in the sk̄y. They are fär, fär a-way from us. Wē dō not see the stärs in the day-tīme.

Härk! I hēar a lärk. Ah, I see it now. The dog in the yärd bärks at it.

\* Sound "r" after "ä"; tongue drawn back and pointed upward.

## LESSON 45.

â = ä sounded short.

âsk	lâst	pâth	ânt	Īdâ
tâsk	câst	pâss	âunt	Ellâ
fâst	vâst	clâss	cân't	Annâ
pâst	mâst	grâss	īdēâ	Emmâ

Mâmmâ, may Ellâ and Ī run down the gâr-den pâth to meet âunt Īdâ? Wē will not gō on the grâss. Ī see âunt cōm-ing pâst the lâst elm tree. Yes, gō, Emmâ, and help carry her bâs-ket; it seemz heavy, and âunty must bē tired.

Ī see Ann Ray; shē iz a-fraid to cōme in-to the yârd. Shē hēarz the dog bâr-k. Run fâst, and âsk her to cōme pâst the dog. Hē will not bîte; hē iz chained.

It iz a rē-al tâsk to mâke Trip stop hiş noiş; hē likes to bâr-k sō much.

## LESSON 46.

au	aw	au=aw	aw=au	au	aw
haul=haul	daub	Saul	taught		
maul=maul	Maud	fault	caught		
saw=saw	law=law	jaw=jaw	caw		
paw=paw	raw=raw	haw=haw	daw		



Hēre iŝ a ŝaw; now wē boyŝ can ŝaw ŝticks in two with it.

Saul went with the wag-on to haul ŝome wōd. Hē found a neŝt full of duck's eggŝ and a haw tree. Hē gāve three eggŝ and a lot of hawŝ to Maud.

Maud had a boil on her jaw. It gāve her much pain; but ŝhē iŝ free from pain now. Saul waŝ ŝorry for Maud.

A haw iŝ like a very little red apple.

*please give me a little apple.*

## LESSON 47.

À a            à = au = aw            au = aw = à

à-ll = al            b-à-ll = bal            t-à-ll = tal

f-à-ll = fal            h-à-ll = hal            c-à-ll = cal

w-à-ll = wal            s-à-l-t = salt            h-à-l-t = halt

m-à-l-t = malt    s-m-à-ll = small            c-à-ll-ed

The salt has been all tāk-en a-way.

Have you seen my ball a-bout the hall?

Boys, fall in-to line. Let us all step in time. Right, left; right, left. That is not bad. Now try it over. Right, left; right, left. Now it is time to call a halt.

I want a small sprig of lī-lac from that bush; May is tall, and shē can get it for mē. It is too high for mē to reach, but May can reach to the top of the wall. Will you get it for mē, May? Please do. Thank you. That is a nice sprig.

## LESSON 48.

ô = a, but sounded somewhat shorter.

ô-r = ôr	g-ô-ne = gôn	c-ô-s-t = cōst
f-ô-r = fôr	m-ô-th = môth	f-ô-r-k = fôrk
n-ô-r = nôr	s-ô-f-t = sôft	h-ô-r-n = hôrn

lôst    bôrn    hôrse    shôrt    ôught  
 môrn    nôrth    frôth    frôst    fôught  
 fôrm    brôth    clôth    stôrm    brôught

Last New Yēar's môrn I heard a hôrn.

Did you? Yes, not on-ly wone, but I heard two ôr three hôrn<sub>s</sub>. It w<sub>a</sub>s a stôrm-y day. There w<sub>a</sub>s frôst on the tree<sub>s</sub> and on the win-dōw pān<sub>e</sub>s.

The f<sub>ir</sub>st day of Jan-ū-a-ry i<sub>s</sub> shôrt; it i<sub>s</sub> then that the new yēar cōm<sub>e</sub>s in.

Ned lôst John's ball, and hē can-not fīnd it. Hē lôst it on the nôrth sīde of the bārn. Wē went to lōok for it, and some mud flew on m<sub>y</sub> cōat sleeve.

## LESSON 49.

Â â

â â â

Á á

fâ re	bâ re	snâ re	teâr	fâir
râ re	dâ re	châir	weâr	hâir
câ re	pâ re	Clâ re	thê re = thâr	

See, mÿ feet äre bâre. I like to gö bâre-foot in the summ-er; do not you, couş-in Anná?

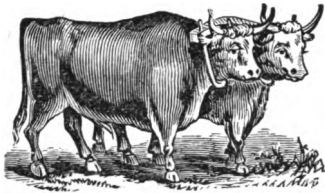
Oh, Eddy, I am too ôld to gö bâre-foot. Take câre lest you stub your tõe.

Clâre haş a pâir of new boots. Her fâth-er had them mâde for her in town. Shê haş a rock-ing châir, too, that her moth-er gâve her the day shê waş four yêarş ôld. I waş there at the tîme.

Well, Anná, I am glad Clâre haş new boots to weâr and a rock-ing châir. Mÿ pâpä and mammä give mē sō many nice things, and Clâre ôught to have some too.

## LESSON 50.

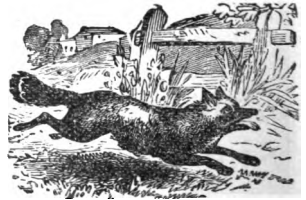
X x x=ks x x=ks x x  
 six=six box=box tax Rex=Rex  
 fox=fox wax=wax vex ox ox-en



An ox is very strong.  
 Ox-en pull heavy loads,  
 and so are of use to men.

My cousin Rex can  
 drive ox-en, and haul wood and hay.

A fox can run faster  
 than an ox. Foxes are  
 of no use; they are not  
 bigger than a dog, and  
 catch ducks and geese.



Charles, do not vex Lē-nā. It is not  
 right to vex a little child and make it  
 cry. Give Lē-nā the six nuts, and put  
 them in her box. Then she will not cry.



LESSON 51.

Wh wh wh wh *wh wh*

wh̄y whiz wh̄ile whee<sub>l</sub> wh̄ale  
 whip wh̄at wh̄ite wh̄ack wh̄ine  
 when wh̄im wh̄ich wh̄ere = wh̄ar

“Smack went the whip,  
 round went the wheels,  
 As wē set off for town.

A wheel cāme off, the whip waṣ lōst,  
 The pōny tum-bled down.”

Pray stop and tell mē wh̄ere you lōst  
 the whip. Waṣ it b̄y a house; and on  
 which s̄ide of the lāne?

Wh̄y, I dōn't knōw; for I got a whack  
 on the head, and lōst m̄y sens-eṣ for  
 a-wh̄ile, and when I cāme tō, I did not  
 thiñk of the whip. The wh̄ite pōny cut  
 hiṣ kneeṣ bad-ly, for which I am sorry;  
 but it iṣ nō ūse tō wh̄ine ōver mis-haps.

## LESSON 52.

Final ce = s. Used after a long vowel.

f-ā-çē = fās	r-ī-çē = rīs	d-ī-çē = dīs
n-ī-çē = nīs	l-ā-çē = lās	m-ī-çē = mīs
p-ā-çē = pās	r-ā-çē = rās	m-ā-çē = mās
p r ī çē = prīs	p i ē çē = pēs	b r ā çē = brās
p l ā çē = plās	n i ē çē = nēs	G r ā çē = Grās

Wāsh your fāçē clēan, and then wē will have a rāçē tō the school-house.

Let us find a gōod plāçē tō study and dō some sumș. How much will a brāçē of ducks cōst, at ten çents for wone duck?

Whāt iș a brāçē? A brāçē mēanș twō. Then the prīçē will bē twen-ty çents.

Grāçē, tell the prīçē of a piēçē of lāçē at six çents a yārd. How can I tell, unless you say how many yārdș there āre? There āre fīve yārdș. Whāt iș the cōst?

## LESSON 53.

Dotted g. ġ = j      ġ = j

ā ġe = āj      r ā ġe = rāj      c ā ġe = cāj      l ā r ġe  
 s ā ġe = sāj      p ā ġe = pāj      h ū ġe = hūj      b ā r ġe

b a dġe = baj      l e dġe = lej      l o dġe  
 h e dġe = hej      j u dġe = juj      d o dġe  
 w e dġe = wej      M a dġe = Maj      H o dġe

Madġe iŝ nīne yēars̄ ōld. Shē haŝ a  
 bīrd-cāġe. Hodġe found a young bīrd in  
 the hedge and brōught it tō Madġe.

Last nīght they went on the stāġe at  
 a meet-ing and spōke some vers-es, and  
 the judġe gāve ēach of them a badġe māde  
 of ribb-on and a lārġe bōök of pō-emŝ.

Madġe read sev-en pāġ-es in her bōök  
 whīle Hodġe waŝ māk-ing a wōöd-en wedġe  
 tō hōld the bīrd-cāġe up straight.

NOTE.—“ge” is mostly used for “j” after a long vowel; “dġe,” after a short

## LESSON 54.

ft	nt	nd	rt	rn	rl	st
lift	lend	turn	lost	shirt		
sift	land	barn	rust	church		
gift	rind	burn	dust	urn		
sent	wind	furl	west	chest		
bent	part	hurl	dent	thrift		
rent	hurt	girl	curl	chart		

This ring was a gift from Lē-on. I mend-ed the rent in his gloves for him.

A burn is apt to hurt; sō dōn't play with fire. Many child-ren have diēd from ver-y bad burnŝ. Keep away from fire.

I have māde a dent in the blāde of mȳ knīfe. I wānt it now to peel the rīnd from this lem-on. When I have dōne I must wīpe it drȳ, or it will soon bē rusty.

*do not play with fire.*

## LESSON 33.

lt	ld	lb	lf	lk	lp	lm
belt	felt	melt	kilt	hilt		
held	weld	bōld	cōld	sōld		
bulb	self	silk	milk	sulk		
pulp	gulp	help	bōlt	shelf		
helm	film	mīld	chīld	scalp		

Ī have had a long walk to-day. Sam Dā-vis found a chīld that had lōst its way. It could not tell where it lived; sō Sam brōught it to hiș fāth-er's house and gāve it a cup of milk and a bis-cuit.

Then wē felt that wē must trȳ to get the chīld hōme; sō Ī went with Sam to lōok for its mōth-er.

It wāș Mrs. (misis) Smith's little girl, nāmed Vē-rā. Mrs. Smith wāș very glad to have Vē-rā back sāfe and sound. Shē gāve ēach of us a bunch of rōș-eș.

## LESSON 56.

pl	bl	fl	sl	cl	gl
pl a t	sl i p	cl a p	bl e e d	pl ā t e	
pl a n	sl e d	cl o g	pl a n t	sl ī d e	
bl e d	sl i m	cl a m	pl a ñ k	gl ī d e	
fl a t	sl a m	cl a sh	fl a ñ k	gl ā s s	
fl a p	gl a d	cl o c k	cl i c k	fl i n g	



See the flag flap in the wind.  
 I am glad to clap my hands at  
 it and shout, "hur-rä!"

The boys are going to march to-day.  
 Dā-vid Ross is to carry the flag, while I  
 beat my drum, and Tō-ny Hall blows on  
 his tin horn. It is good fun to march and  
 keep step to the music.

Bet-sy, while I am at play, you can  
 take my sled and have a ride on it; but  
 take care you do not slip off.

## LESSON 57.

br cr dr fr gr pr tr

br a n	fr ee	tr ee	br u sh	pr ī de
br a g	fr o m	tr i m	pr ou d	br i ng
cr a g	fr o g	tr u st	gr ee n	fr e sh
dr i p	gr i p	tr ā de	cr u sh	gr ow l

Thēse men gō out in the sēa tō catch fish tō sell in the mārket. They catch them in a net and bring them tō the land. I thiñk they will bring the net tō the bēach un-der the crag.



Do you see the crag? It is a high, steep rock. The men's bōat is on the bēach, nēar the fōot of the crag.

The fish āre alīve; they trȳ tō spring from the net. It is hārd wōrk tō drag a net fūll of fish tō the shōre.

## LESSON 58.

mp	mp	mps	mps	
lump	limp	crimp	jumps	crimps
damp	jump	plump	cams	cramps
pump	camp	clamp	bumps	tramps

If you bump your head or stump your toe, do not cry. When Si-mon Hicks feels in the dumps, he hops and jumps and whacks a-way at the stumps in the woods-lot.

Jōb fell ov-er a stump and went plump in-to the swāmp. Then hē had to jump live-ly to get out. When hē got hōme his sis-ter gāve him an apple dump-ling.

Ann Dix crimps her hāir by an oil lamp. Hāir does not curl well on a damp day; the crimps come out very soon.

I slept in a damp bed; that gāve mē a cōld, and I had cramps next day. Then I had to tāke some hot gin-ger tēa.



## LESSON 59.

st	sk	sc	sw	str	shr	thr
stem	stōne	swift	strict	shrub		
skin	scâre	swept	strive	shriek		
skip	scald	sweet	strong	shrill		
skim	scalp	sweat	strand	thead		
skull	scold	swing	strōke	thrive		
swim	sweep	switch	street	thrift		

Ben Ward wants to find a strong string to put round a par-çel of boōks. Hē starts to school this mōrn-ing, and says hē will strīve to stand at the head of his class. If hē had a strong strap with a buck-le to put round his boōks, hē could skip a-long with-out fear that his boōks would fall a-pärt as hē went.

Now I am gō-ing to swing on the lawn. I like to gō swift-ly through the âir, and feel the rush of the wind on m̄y cheeks.

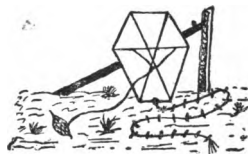
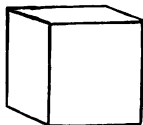
## LESSON 60.

sm	sn	sp	spl	spr	scr
sm u t	sp i n	sp l i t	scr a p	sn a tch	
sm a ll	sp o t	sp r i g	scr ā p e	scr i pt	
Sm i th	sp u r	sp l i c e	scr u b	scr ē a m	
sm a sh	sp e ll	sp r i ng	sm e ll	scr ee ch	
sn a p	sp o u t	sp r o u t	sm ī le	scr a tch	
sn a g	sp e nd	sp r e a d	sn â re	spl u r ge	

Tom Green can split a cōrd of wōod.  
 Dō-rā Brown scrubs<sub>z</sub> the flōor with sand.  
 Dō not scratch the slāte with a pin.  
 Scrāpe your feet when you cōme in-dōors<sub>z</sub>.  
 When spring cōmes<sub>z</sub>, the seeds<sub>z</sub> sprout.  
 Then the lēaves<sub>z</sub> un-fōld tō the sun-shīne.  
 Laugh(f), if you plēase<sub>z</sub>, but dō not scrēam.  
 Nō-tice that script lett-ers<sub>z</sub> all slānt.  
 Dō not snap the whip at the dog; it will  
     māke him snārl and growl at you.  
 Cō-rā Wil-son slipped(t) in the slush.

LESSON 61.

Q q q=c=k c=q=k k=c=q q



cūbe

kīte

q u a i l = quail

q u e e r = queer

q u i z

q u e l l = quel

q u a c k = quak

q u i t

q u i l l = quil

q u i c k = quik

q u i t e

s q u ē a l = squēl

s q u â r e = squâr

s q u i n t = squint

s q u ē a k = squēk

s q u a s h = squash

s q u e e z e = squeez

A cūbe is squâre on all its sides. Can you count the sides of the cūbe? This room is not quīte squâre. That kīte is not at all squâre. What shāpe is a quail? Is it mōre of a round or squâre shāpe? It is round, but not round like a ball.

## LESSON 62.

ing

ing

ings

ings

trȳ-ing

hēat-ing

ring-ing

fēast-ing

ask-ing

hōld-ing

fīnd-ing

bring-ing

fish-ing

wish-ing

bang-ing

stand-ing

play-ing

romp-ing

wiŋk-ing

thiŋk-ing

sing-ing

pump-ing

hush-ing

land-ings

mend-ing

grōw-ing

push-ing

meet-ings

Anná, what are you dō-ing just now?

Ī am dō-ing two or three things. Ī am stand-ing on a stool, and dust-ing the bric-a-brac on the man-tel; and Ī waŋ sing-ing when you be-gan talk-ing to mē.

When Ī have dōne dust-ing Ī am gō-ing to be-gin mend-ing mȳ dress. Ī waŋ dānc-ing and romp-ing with Īdā yes-ter-day and caught the sleeve of it on a nail.

But Ī am thiŋk-ing you should bē off to school. Write an ex-cūse? Nō, sir.

## LESSON 63.

er = ur

er = ur

er = ur

ev-er	lett-er	pāst-er	shelt-er
ōv-er	fāst-er	pōst-er	nēith-er
nev-er	bett-er	broth-er	blund-er
clōv-er	help-er	weath-er	wheth-er
ēith-er	māst-er	helt-er-skelt-er	

Our cowș feed on the sweet clōv-er.

It waș a bad blund-er to pāste the pict-  
ūre on the pāp-er wrong side up.

Nēith-er mȳ fāth-er nor moth-er nor  
broth-er nor sist-er ūșeș tō-bacc-ō.

Ī nev-er can tell wheth-er mȳ un-cle  
mēanș what hē saș. Hē iș such a jōk-er.

When you mail a lett-er doo not fail  
to put a two cent stamp on it.

The word "helt-er-skelt-er" mēanș the  
sāme aș "cāre-less." Thingș had bett-er  
not bē done in a helt-er-skelt-er mann-er.

## LESSON 64.

zh

zh

zh

zh

zh

zh

rouge = roozh  
 az-ūre = azh-ūr  
 vis-ion = vizh-on

meas-ūre = mezh-ūr  
 treas-ūre = trezh-ūr  
 pleas-ūre = plezh-ūr

Rouge(zh) is a kind of fine, red paint.  
 The sense of sight is called vis-ion(zh).  
 That box has been a great treas-ūre(zh).  
 I have much pleas-ūre(zh) in know-ing  
 that it has been so use-ful to you.

Mȳ fan is of an az-ūre(zh) hūe. What  
 do you mean by "az-ūre"? The word  
 "az-ūre" means blūe—the col-or of the skȳ.

What is wax māde of? Wax is māde  
 by the little bees. The house in which  
 the bees live is called a hīve. They māke  
 the cōmb of wax, and fāst-en it to the  
 sides of the hīve, and in the cōmb they  
 put the sweet honey from the flow-ers.

## LESSON 65.

## The Busy Bee.

How well the little busy bee  
 Im-proves the shin-ing hours,  
 And gath-ers honey every day  
 From all the o-pen-ing flowers.

How skill-fully she builds her cell;  
 How neat she spreads the wax,  
 And la-bors hard to store it well  
 With the sweet food she makes.

In works of la-bor or of skill,  
 I would be busy too;  
 Rise ere the sun has climbed the hill,  
 And work till fall-ing dew.

In books, or work, or health-ful play,  
 Let my first years be past;  
 That I may reck-on every day  
 More happy than the last.

## The Sun.

The grēat round sun wīch wē see rīse in the ēast ev-ery mōrn-ing iſ wħat givēſ light and hēat. If thēre wēre nō sun wē could not live. Nō grāss wōuld grōw, nor any-thing else. Ev-ery thing wōuld freeze; and then it wōuld bē sō dārċ, that, if wē could live, wē could not see at all.

The sun rīseſ in the ēast and sets in the west. Point tō the ēast and the west.

## Dayſ of the Week.

Sun-day, Mōn-day, Tūeſ-day, Wedneſ-day, Thurs-day, Fri-day, Sat-ur-day.

## Mōnthſ in the Yēar.

Jan-ū-ary	May	Sep-tem-ber
Feb-rū-ary	Jūne	Oc-tō-ber
Mārch	Jū-lŷ	Nō-vem-ber
Ā-pril	Au-gust	Dē-çem-ber



## The Five Sens-es.

Wē can see things<sub>z</sub> with our e<sub>y</sub>es. Wē can hēar nois-es<sub>z</sub> with our ēars. Wē can smell ō-dors<sub>z</sub> with our nōs-es<sub>z</sub>, and tāste food with our tong<sub>u</sub>es. Wē can touch, feel, and handle things<sub>z</sub> with our hands. See-ing, hēar-ing, smell-ing, tāst-ing, feel-ing, āre called the five sens-es.

## Hands and Feet.

Wē have five tōes<sub>z</sub> on ēach fōot, and fōur fi<sub>n</sub>-gers and a thumb on ēach hand. The hōrse has<sub>z</sub> fōur feet, and sō has<sub>z</sub> the dog and the cat and the mouse. B<sub>i</sub>rd<sub>z</sub> have but tw<sub>o</sub> feet. Snākes and w<sub>o</sub>rms<sub>z</sub> have nēith-er hands<sub>z</sub> nor feet. Fish-es<sub>z</sub>, al-sō, have nēith-er hands<sub>z</sub> nor feet, but th<sub>e</sub>y have fin<sub>z</sub> and a tail, and with th<sub>e</sub>se they āre ā-ble tō swim very fāst.

## Hens and Chicks.

Ann has some hens and chick-ens. They live in a yard. Ann comes there to feed them. She likes them all, but she likes the little chicks best. They are so soft, and so fond of the old hen.

The hen that has no chicks lays eggs for Ann,—nice, new, white eggs. Some day this hen will have chicks too. Ann will put some straw in a box. She will give the hen some nice eggs.

The hen will sit on the eggs and keep them warm for three weeks. Then there will be chicks in the shells.

They will peck at the shell, and cry, "Peep, peep." The hen will break the shell, and the soft chicks will come out. The hen will be glad. Ann will be glad too. The hen will cluck, and Ann will laugh(f) to see the chicks run to her.

## The Hop Song.

Let us sing a song. But first wē will  
sing the scāle to the eight long vow-el<sub>z</sub>.

Count fōur bēats to ēach vow-el. Sing:

ē,—ā,—\*âr,—ä,—\*ur,—a,—ō,—oo.

Now for the song. All ready? Be-gin.

Hop, hop, hop,

Gō and nev-er stop.

Wherē 'ti<sub>z</sub> smooth or wherē 'ti<sub>z</sub> stō-ny,

Trudgē a-long, m̄ little pō-ny,

Gō and nev-er stop;

Hop, hop, hop, hop, hop.

Hey, hey, hey,

Gō a-long, I say.

Some-tīmes<sub>z</sub> trot-t-ing, some-tīmes<sub>z</sub> pāç-ing,

Some-tīmes<sub>z</sub> walk-ing, some-tīmes<sub>z</sub> rāç-ing,

Gō a-long, I say;

Hey, hey, hey, hey, hey.

---

\* The *r* is added to secure the exact vowel tone; *r* is not to be sounded.

## ALPHABET OF LETTERS.

To be named, and repeated in order.

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

I II III IV V VI VII VIII IX X

1 2 3 4 5 6 7 8 9 10

## MODEL SCRIPT ALPHABET.

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

1 2 3 4 5 6 7 8 9 10

## LESSON 66.

In monosyllables and syllables generally, "u" followed by "r" final, or "r" succeeded by a *consonant*, is lengthened in sound. The hair line on "r" denotes the lengthening.

fur	bur	turn	curd	surf	lurch
cur	burn	lurk	hurl	curl	nurse
pur	hurt	curb	turf	furze	purse
cur-ly	bur-den	cur-tain	pur-pose		
tur-tle	tur-key	sur-vive	sur-nāme		
tur-nip	pur-ple	fur-ther	sur-prīse		

## LESSON 67.

In monosyllables and accented as well as unaccented syllables, "e," "i" and "y," when succeeded by "r" followed by a *consonant*, sound much like "u" lengthened in tone. The hair line on "r" denotes this obscure sound combined with "r."

her	bird	firm	serve	thirst
were	dirt	birth	clerk	thirsty
jerk	stir	mirth	learn	thir-ty
verb	girl	third	myrrh	thir-teen
per-mit	ser-pent	ker-nel	ser-mon	
per-son	nerv-ous	firm-ly	myr-tle	

LESSON 68.

“e” generally takes a sound nearly like “i,” in the first syllable of a word, when the second syllable is accented.

de-nĭ	be-gin	re-pent	se-dāte
de-lay	be-lōw	re-pōrt	se-vĕre
de-șĭre	be-hĭnd	re-dūçe	se-rĕne
de-tain	be-long	re-tain	se-cūre
de-prĭve	be-tray	re-spect	se-çĕde

“gh” sounding as “f.”

lāugh(f) = lāf	tough(f) = tuf	trōugh(f)
cōugh(f) = cōf	rough(f) = ruf	e-nough(f)

After the sounds of “k, s, f, p, ch, sh,” and “th,” all breath consonants, “d” sounds “t.” Crossing “d” indicates that it has the “t” sound.

dipped(t) = dipt	locked(t) = lokt	kissed(t)
lāughed(ft) = lāft	cōughed(ft) = coft	
wished	bārked	jumped
missed	clapped	bañked
bounced	crushed	cuffed
		mashed
		hitched
		roughed(f)

## LESSON 69.

“o” sounding as “u.”

some = sum  
 ton = tun

done = dun  
 dove = duv

come = cum  
 love = luv

work  
 worst

worm  
 worse

word  
 world

worth  
 glove

shove

cov-er

hov-er

lov-er

a-bove

love-ly

oth-er

worthy

moth-er

an-oth-er

broth-er

lov-ing

“e-e” or “ei,” followed by “r,” sounds “â”; “ei” or “ey,” *not* followed by “r,” sounds “ã.”

ere = âr  
 there  
 their  
 where

they  
 prey  
 vein  
 rein

reign  
 deign  
 eight  
 seine

eighth  
 eighty  
 weight  
 weighty

there-före  
 where-före  
 neigh-bor

there-in  
 where-on  
 heir-ess

there-at  
 wher-ever  
 freight



## LESSON 70.

After "r" and "ch," ū, ue, and ew sound more like oo than ū.

rūle	trūth	rūe	crew	strew
rūde	trūce	trūe	drew	threw
Rūth	frūit	brew	grew	screw

"o" representing the sound of "oo."

do	lose	whose	ca-noe	los-ing
who	move	prove	proved	mov-ing
shoe	whom	un-do	los-er	prov-ing

"ph" always sounds as "f."

Phil-ip = Fil-ip	al-pha-bet	tel-e-graph
phys-ic = fiz-ic	tel-e-phōne	pho-tō-graph

"i" used for "ē."

po-lice(ē)	ben-zine(ē)	fa-tigue(ē)
ma-rine(ē)	mag-a-zine(ē)	pique(ē)

## LESSON 71.

In any syllable after the first, "ti, si, zi, ci," and "ce," followed by a vowel and "u, l, r," or "ous," have the sound of "sh;" sometimes of "zh," as:

ac-tion = ac-shun  
pā-tient = pā-shent  
pār-tial = pār-shal

ver-sion = ver-shun  
brā-sier = brā-zher  
grā-zier = grā-zher

spā-cious = spā-shus  
spe-cial = spe-shal  
ō-cean = ō-shun

"S" is the equivalent of "sh" in "sion" or "sure" when either syllable is preceded by a consonant; as, in "man-sion, cen-sure." "S" is the equivalent of "zh" when "sion" or "sure" is preceded by a vowel; as, in "vi-sion, co-he-sion, mea-sure, ex-po-sure."

"x" = "gz" is shown by a small "z" under "x."

ex<sub>z</sub>-act      ex<sub>z</sub>-ert      ex<sub>z</sub>-ult      ex<sub>z</sub>-am-ine

Words very irregular.

sew(ō)	wom-en(i)	söld-ier(j)
quay(ē)	sug-ar(sh)	colo-nel(r)
beau(ō)	sure(shoo)	re-gime(zhē)
rouge(zh)	sure-ty(shoo)	añx-ious(sh)
chintz(s)	Xē-ni-à(Z)	nox-ious(ksh)
beaux(ōz)	Xerx-es <sub>z</sub> (Z)	hall-e-lū-jah(y)

## HINTS ON PHONIC TEACHING,

TO ASSIST THOSE UNUSED TO SPELLING BY SOUND.

IN using the Step-by-Step Primer, the *names* of letters are not to be called; but each character is taught as indicating a particular sound, which sound is to be made on sight of the letter. Any vowel letter, *unmarked*, denotes the "second," or short, sound of the vowel.

The word "vowel" means vocal, or voice. Vowels are *free, voice* sounds, made with the organs of speech more or less apart. Consonants are *touch* sounds, produced by some of the organs of speech—the lips, teeth, tongue, palate, and throat—being in contact or very near together. Some consonants are produced by expulsion of the *voice or tone* during or immediately after the touch, as V, D; and some by the expulsion of *the breath without tone*, as F, T.

LESSON 1. **c, a, t.** **c** as **k**.—Close the throat and expel the *breath*. Let the pupil place the forefinger over the uppermost cartilage of the windpipe, and feel the vibration as the sound of **c** is made. Repeat the sound many times.

**a** as in "at."—Mouth very wide open; sound cut *short*. Repeat **a**, and every new sound when it first occurs, *many times*, as shown at the head of each lesson.

**t**.—Bring tip of the tongue to hard palate, behind the teeth. Alternate the sounds of **a** and **t**, and show the different shape of the mouth in making them. Repeat **a-t** in quick succession, producing the syllable "at." Teach the letters representing the sounds of **a** and **t**, on the black-

board. When "at" is understood, prefix **c** to "at," making "cat." Then analyze into the elementary sounds, **c-a-t**. The sign = is used all through the Step-by-Step Primer to denote "equal to" or "the same as," and refers to sounds and their representatives.

Put the word "a" before "cat," giving it a short and somewhat indefinite sound, and have it said quickly with "cat." Prefix "a" to all nouns, as they come in the first few lessons. Never let "a" be said until the following word is understood, and can be said immediately after the "a." The hyphen denotes the close union. Teach "the" *without analyzing*, as ending with a short indefinite vowel, joined closely to the following word; but show position of the tongue for "th"—between the teeth.

Instruct the pupil to sound the letters in succession from left to right. It is just as natural for a child to begin at the right end of a row of letters as at the left. This is something to be definitely taught.

**LESSON 2. m.**—*Letter* composed of three lines or strokes. *Sound* made with the lips closed firmly; *voice* expelled through the nose. Pronounce **m**, then **a**, then **t**, distinctly apart at first; then closer, until the word "mat" is said. Prefix "a" making "a-mat;" then "the," then "my," each without analyzing, and followed quickly by the next word. Then teach "and" as a word; the teacher saying it herself until the child recognizes it.

**LESSON 3. s.**—Teeth close together, and tongue drawn fully back, but not far; *breath* forced between the teeth.

Children who lisp must be specially drilled—made to put the teeth together, draw the lips apart and keep the tongue

back while expelling the breath. This drill must often be continued for weeks. Practise on short sentences containing **s**, as, "Sally may sing a song," "Send Sam for the saw."

Divide the sounds in "sat" and "Sam" as in "cat" and "mat." Teach the word "on" like "the, my, and," without analyzing. Explain the use of the words "a" and "the;" as, "Bring me a book"—any book. "Bring me the book"—some special book.

LESSON 4. **p**.—Lips closed as for **m**, but a little *breath* forced through.

LESSON 5. **n**.—*Letter* made of two lines, or strokes. *Sound* made by open lips, drawn somewhat back, and tip of the tongue fixed to hard palate behind teeth; voice thrown upward through the nose.

LESSON 6. **f**.—Under lip placed just touching the upper teeth, and *breath* forced between.

LESSON 7. **d**.—Tongue touching hard palate as for **t**, but the *voice* uttered instead of the breath. The word "and" can now be analyzed.

Call attention to the difference in the shapes of **d** and **p**: **d**—stem up; **p**—stem down. Compare "sap" and "sad."

LESSON 8. **h**.—Mouth well opened, without special position, and the breath made audible. Prefix the sounds learned, to syllables beginning with "a."

LESSON 9. **i** as in "in."—Compare the shapes of **i** with **a**: **i** is slim—one short stroke with a dot over it. It has a slender and *short* sound, corresponding with its looks. The tongue is close to the roof of the mouth, almost touching, so that there is but a narrow space for the voice to pass

through. But it is a *free*, not a touch sound; therefore a *vowel*. Add *s* to words already learned ending in *t* and *p*.

LESSON 10. *e* as in "egg."—Requires more shaping of the mouth than *a* or *i*. The tongue is not so close to the roof of the mouth as in sounding *i*, nor is the mouth so wide open as for *a*. To produce a vowel sound exactly, say a short word, as "pet," distinctly; omit the "p," sounding "et;" then drop "t," leaving the vowel "e," which should be sounded by itself several times, cutting it short.

LESSON 11. *o* as in "on."—Open the mouth wide, as for *a*, but draw the tongue fully back and throw the voice upward instead of outward. The word "on" can now be analyzed.

Allow no lengthening or drawling on the sounds of *ä*, *ë*, *ï*, *ö*, *ü*. Have them pronounced *staccato*.

LESSON 12. *l*.—Fix the tip of the tongue fast behind the upper teeth and force the voice over the sides.

LESSON 13. *g*.—Close the throat as for *c*, but use the *voice* to make the sound instead of the breath. Place the forefinger upon the upper cartilage of the windpipe to feel the vibration.

LESSON 14. *u* as in "us."—A simple emission of voice, sounded in the throat, without any shaping of the mouth; *u* is called the "natural vowel."

LESSON 15. *ī* as in "bite," and *ȳ* as in "by."—These letters are equivalents in sound; *ī* being used alone or at the beginning or middle of a word, and *ȳ* usually at the end. The sound is compound; the mouth being open when it is begun, as for *ä*, and then the tongue rising to the posi-

tion for **i**. Show that the tongue rises while the sound is being made, but do not attempt analysis of the sound with young children.

Illustrate the using two forms for the same sound by mentioning things which are called by the same name, but have different shapes ; as, mats, chairs, desks, stoves. (All mats or chairs are not of the same shape.) Though there are two forms for the **i** sound, *neither denotes any other sound*. This illustration can be used in teaching the capital letters.

The word "my" can now be analyzed.

**LESSON 16. b.**—Mouth in position for **p**, but *voice* used instead of breath. Endeavor to get as much sound as possible *before* the lips are unclosed, and very little afterward.

**LESSON 17.** In the words "as, is, has, his," the true consonant sound *is* denoted by the small letter "z" below the large type **s**. In the same way the sound of "f" in "of" is expressed in Lesson 20. This plan is employed in the Primer to show the true sound, whenever it is practicable.

**LESSON 18.** Letters that have no sound at all are printed in hair-line type, and are not heard in analysis or pronunciation, though they appear in the print and script.

**LESSON 19. v.**—The *voice* sound of **f**; mouth in same position; upper teeth touching under lip.

**u** as in "put."—Bring the lips very near together, and draw the corners in slightly. Emit the voice quickly.

**LESSON 20. o** and **u** denote the same sound. Have the word "to" cut very short and said with the following word, as in teaching "a" and "the." Do not allow it to be pronounced separately.

LESSON 21. **r**.—Turn up the tip of the tongue till it nearly touches the roof of the mouth, and force the *voice* over the tip until it trembles.

It is a common fault of pronunciation to sound **r** very imperfectly, or not at all, when it occurs at or near the end of words. The vowels **u** or **ä** preceding **r** are substituted for, or made to include it. But **r** is never correctly pronounced unless the tip of the tongue is turned slightly up.

Drill daily on final **r**, and the words “or, nor, for, cur, curl,” etc. **r** lengthens the sound of a preceding short vowel. The fine line in the middle of the letter “r” indicates this lengthening.

LESSON 22. **j**.—Practice on **j** till a *deep voice* sound is heard. Drill on “judge;”—**j-u-j**.

LESSON 23. **w** as in “well.”—This is the same sound as **u**, but the lips are more compressed. The letter **w** is used mostly at the beginning of words and before a vowel.

LESSON 24. **th**.—Place the tip of the tongue between the teeth. An emission of breath will give the breath sound of **th** in “think.” An emission of tone will give the voice sound of **th** in “that.”

LESSON 25. **sh**.—Letters that are joined by a line denote a single sound, and the combination should be called by the name given in the Alphabet of Sounds, pages 6 and 7, when speaking the names of letters. This is, say “shee” and not **s h**, and speak of the “shee-sound.” Speak of “chee,” not of **c h**; of “thee,” not **t h**.

When **h** is a modifying character, changing the sound of **s** into that of **sh**, of **t** into **th**, of **c** into **ch**, a projecting



hair line nearly joins the **h** to the preceding letter which it modifies. **h** and **e** are the chief modifying letters.

LESSON 26. **k**.—This is another form of **c**. It is **c** with a line or prop at the back. The **c**-part is made angular, when the prop is prefixed. Explain the two forms thus to children, and give the illustration of an object sometimes having different forms, as was done in Lesson 15.

LESSON 27. **ē**.—The vowel letters which have the dash over them denote their first or *name* sounds; but, though they are easily pronounced, the teacher should see that there is a different shaping of the mouth for each, and endeavor to get a clear and precise articulation of **ē**, **ā**, **ō**. Also make the difference in both sound and length perceptible between **ā**, **a**; **ē**, **e**; **ī**, **i**; **ō**, **o**; **ū**, **u**.

LESSON 30. **y**, **i**.—The sound of **y** final, as in “any,” is identical with that of **i**. The sound of **y**, when initial, as in “yet,” is somewhat compressed on account of the vowel following; the tongue lightly touches the roof of the mouth. When **w** and **y** precede a vowel they represent consonant or touch sounds.

LESSON 32. **oo**.—Double-**o** is the regular phonetic representative of the vowel in “cool.” When used in place of **u**, as in “good,” **oo** has the mark of shortness placed over it—**oȯ**.

LESSON 33. **ū**.—This sound is compounded of **i** and **oo**, uttered very quickly in succession; the **oo** being accented. Its usual equivalent is **ew**.

LESSON 34. **ee**.—Double-**e** is the regular equivalent of **ē** in “me,” and needs no marking. **ai** and **ay** may be con-

sidered regular equivalents of **ā**; therefore the **i** and **y** remain in bold type. The hair line on **a** shows the union.

LESSON 38. **n** sounds as **ng** before **k** and **g**.

LESSON 40. **oi** and **ou** are generally used at the beginning, and **oy** and **ow** at the end of words. These are regular representative digraphs; not equivalents.

LESSON 44. **ä**.—Attention will be needed to properly sound the **r** after **ä**. **ä** does not include **r**, which requires a turning up of the tongue; while pure **ä** is made with the mouth wide open while the tongue is flattened.

LESSON 46. **au** and **aw** may be considered the normal representatives of the vowel in "fault" and "saw," or as the equivalents of **a**. The hair line on **a** connects them.

LESSONS 45, 48, 49. The shade sounds, represented by **â**, **ô**, **â**, are given for teachers who desire a full vowel representation. Others can dispense with them. **â** as in "bare" occurs only before **r**, except when provincial, as in some southern States.

LESSON 51. **wh**.—Give **wh** as a whispered sound; no tone. It is regarded as the breath sound of **w**.

LESSON 62. Practise on words ending with "ing," to prevent or cure the error of saying "meetin," "go-in," etc.

Page 82. The lessons which follow are less for children than for adults. Besides their use in classifying difficult words, they show that provision is made in Pronouncing Print for all the vagaries of common spelling; bringing order out of chaos.

ELIZA B. BURNZ.

# Student Progress Chart for Eliza Burnz' STEP-BY-STEP PRIMER

Student \_\_\_\_\_ Teacher \_\_\_\_\_ School \_\_\_\_\_

1. a c t <i>the</i>	2. m my and	3. s <i>on</i>	4. p – s in pl.	5. n	6. f
7. d	8. h	9. i	10. e	11. o	12. l
13. g	14. u	15. <i>ī, ī, ŷ</i>	16. b	17. z	18. light-lined letters: silent
19. v	20. of to	21. r <i>or for nor</i>	22. j	23. w	24. th
25. sh	26. k	27. <i>ē</i> be <i>ēa</i>	28. <i>ā</i> ate, etc.	29. <i>ō</i> go no wo toe <i>hōe fōe bōne</i>	30. y = I lady con. yes
31. <i>ī ŷ pīe bŷ rīde</i>	32. oo boot	33. <i>ū</i> <i>ūse dūe</i>	34. ee	35. ch chief rich	36. <i>āy</i>
37. ai	38. n gang ing ong	39. <i>ñ</i> = ng <i>iñg</i>	40. oi oil oy joy	41. ou ou ow cow <i>ōw lōw</i>	42. <i>ōō</i> - <i>ū fōōt</i>
43. ck	44. <i>ä</i> <i>fär</i>	45. <i>â</i> = <i>ā</i> sounded short <i>âsk lâst</i>	46. au haul aw saw	47. <i>ă</i> = au = aw ball	48. <i>ô</i> = <i>ă</i> but sounded shorter
49. <i>â</i> fare <i>fâir</i> there	50. x = ks six	51. wh why	52. final ce = s used after long vowels <i>câçe</i>	53. <i>ġ</i> = j age badge	54. final blends ft nt nd rt rn rl st
55. lt ld lb lf lk lp llm	56. beg. blends pl bl fl sl cl gl	57. br- cr dr fr gr pr tr	58. final blends mp mps	59. beg. blends st sk sc sw sgtr shr thr	60. bg s msn sp spl spr scr
61. q	62. ing ings	63. er = ur	64. zh vision measure etc.	65. Stories	66. u + r fur
67. e, i, , + r her bird	68. e-near i de-ny gh=f ed=t	69. a as u some ton; ei ey + r = <i>ā</i>	70. ph = f I before <i>ē</i> , etc.	71. ti si zi c ice = sh & rule x = z irr. words	

Record the date the student masters the lesson in the square. Words in *italics* are to be called at sight in the lessons where they are first presented. Lessons 1 to 62 are Basic. Lessons 63 to 71 contain advanced information, largely for adults. Prepared by Donald L. Potter, 4/21/10. [www.donpotter.net](http://www.donpotter.net)

## Note from Internet Publisher: Donald L. Potter

April 21, 2010

I prepared this “Student Progress Chart” to help me keep track of my students’ progress with Eliza Broadman Burnz’ 1892 *THE STEP-BY-STEP PRIMER: Burnz’ Pronouncing Print*. Dr. Eugene Roth sent me a link to Burnz’ *Primer* in 2009. It shares the same basic viewpoint as Dr. Edwin Leigh, inventor of light-line (thin-line) type that was highly successful in teaching boys and girls to read. Dr. Edwin Leigh’s method of teaching reading was the most successful in the history of reading in America. It is a terrible shame that it was eventually pushed out of the classroom by very powerful influences bent on preventing American children from reaching their full intellectual potential.

Burnz’ program is developmentally appropriate for student from kindergarten through adult. It completely eliminates any need for guessing, whole-word or phonetic. It reduces the time necessary to get students reading on grade level to a fraction of the time of programs that do not use a self-pronouncing font that represents unambiguously all of the English speech sounds. Notice that this modified alphabet does not resort to respelling, it preserves traditional orthography completely intact.

This method is particularly helpful in teaching children to spell since the actual spelling patterns of the words are not altered in any way.

I have used the program successfully to cut the time needed to teach first-graders to read. I can cheerfully testify to its amazing effectiveness.

I have also published Burnz’ *Step-by-Step Primer in Traditional Orthography* (spelling without any diacritical marks). This document is the perfect bridge (transition) from self-pronouncing to our regular unadorned spellings. I can testify that students have absolutely no problem transitioning from the Burnz’ self-pronouncing print to our regular spelling. Incontestable evidence for this ease-of-transition is also available from more than two decades of use of Dr. Edwin Leigh’s self-pronouncing font, the historical predecessor to Burnz. Miss Geraldine Rodgers has thoroughly researched Leigh’s history in her magnum opus, *History of Beginning Reading: From Teaching by “Sounds” to Teaching by “Meaning.”*

The following paragraph from Burnz’ article on “Learning to Spell” explains how **writing** is employed with the method to help students learn to spell.

In using a pronouncing primer, the child does not name the letters, but reads by sound; pronouncing the under letter when the upper letter does not indicate the right sound, and omitting to sound the letters in skeleton (light-line/thin-line) type. After reading a lesson, the words are written by the pupil, who draws a line across the silent letters but does not write the under ones. Words having under or silent letters are *written many times*. Afterwards, all the lesson is written in the ordinary way without any marks. The pupil thus learns to spell with the understanding as well as the memory.

For more information in older reading programs that can help us improve our modern reading programs, visit the “Education Page” my website: [www.donpotter.net](http://www.donpotter.net)

Mrs. Elizabeth Brown has collected information on Leigh’s font. Her website is [www.thephonicspage.org](http://www.thephonicspage.org).

Dr. Gene Roth sent me the following theoretically insightful and historically important articles by Eliza Burnz.

## Learning to Spell.

An article in the London *Spectator* in reference to spelling has been widely copied and commented on by the press. The writer says: "We believe that spelling is a special faculty; and that the inability to spell is not due to a lack of brains or to lack of attention, but simply and solely to the non-possession of the spelling faculty."

Does such a statement commend itself to the common sense of people in general and of teachers in particular? Does not such an assertion strike one as pure nonsense? Can we conceive of a special faculty for comprehending and applying an art so inconsistent with rule and reason as is English orthography? A simple sentence which is found on almost the first page of many primers for children, "do go on," shows wherein lies one of the chief difficulties in spelling. Three different sounds are given to that one letter "o." Does the learning to pronounce d-o, *do*, prepare the pupil to spell *too*, *you*, *true*? Having learned that g-o is sounded *go*, will the poor child escape censure if it spells t-o for *toe* or b-o for *bow*? Naming the letters, o-n, gives the pupil the impression that the word should be sounded *own*; and so the reason-destroying; process goes on.

At the same time it is true that "seeing assists the speller." Not, because some persons have a specially "defective vision for spelling," as the *Spectator* thinks, but for the reason that the perception and memory of *form* are so much more active in some persons than in others. In my early days, when Webster's blue-black speller was the main dependence for youngsters, the children spelled the columns of words down, up, and across, naming aloud the letters of each word. They learned to spell by the jingle, and many did well at the exercise; but it was found that their writing, (spelling on paper), did not agree with their vocal spelling. The Word Method of learning to read was discovered twenty years ago, by J. Russell Webb; it soon became popular, and spelling was thereafter taught chiefly by writing. The word-picture, in print and script, was made the basis of learning to write as well as to read. This word method is still the one almost universally employed in the best schools, in connection with pictures.

But the typewriting machine has shown that the word method also fails to make good spellers. Why? Because there is no analytic comparison made between the word—the *spoken* word, and its written or printed representation. The children are not sufficiently instructed in speech. I mean that they are not taught the elementary sounds which compose the spoken language, *before* they are introduced to letters as the representatives of those sounds. Nor are they afterwards taught the art of reading by means of fonetic books, the letters of which show a correspondence between sound and sign. It may be said that this is impracticable. It is with the ordinary primers and readers, but not with books printed with "Leigh's Pronouncing Orthography" or the newer "Pronouncing Print." In using these books the pupil sees which letters have a meaning and which are silent. The attention is called to the agreements and disagreements between the spoken word and the printed. And it is to the habit thus formed, of *close attention to particulars*, that good spellers can be made, both in the primary schools and in the higher departments.

Dr. Harris, now commissioner of education at Washington, was for many years superintendent of the schools of St. Louis. He had Leigh's pronouncing orthography books used in the primary schools. In a letter which he wrote as an introduction to "Circular No. 8, 1893," he says, that by the use of these books the "children not only learned to read rapidly but they *learned to spell the ordinary spelling* much more correctly than other pupils. This was due to the tact that *they noticed the silent letters* more carefully. These children *learned logical habits of analysis*, and were more intelligent in regard to the meaning of what they read than others." In this circular, Dr. Harris gives a specimen of Leigh's print. The pamphlet is a history of the spelling reform, and is sent free on application to the bureau of education, Washington, D. C.

Notwithstanding the excellent results achieved with the Leigh print, it has gone out of use in the New York and even in the St. Louis schools; principally, I think, on account of so many letters being modified in shape. Its failure to satisfy teachers led to the invention of "Pronouncing Print" which produces the same results without new or oddly shaped letters.

In using a pronouncing primer, the child does not name the letters, but reads by sound; pronouncing the under letter when the upper letter does not indicate the right sound, and omitting to sound the letters in skeleton type. After reading a lesson, the words are written by the pupil, who draws a line across the silent letters but does not write the under ones. Words having under or silent letters are *written many times*. Afterwards, all the lesson is written in the ordinary way without any marks. The pupil thus learns to spell with the understanding as well as the memory.

Eliza B. Burnz

Accessed Dec. 15, 2009

*The School Journal*, Volume 49, No. 11.

E.L. Kellogg & Co., Sept 29, 1894. Page 264.

Original from Harvard University Digitized May 8, 2007

[http://books.google.com/books?id=x\\_kBAAAAYAAJ&pg=PA264](http://books.google.com/books?id=x_kBAAAAYAAJ&pg=PA264)

