

**THE NEW
AMERICAN
THIRD READER**

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The New American Third Reader by Epes Sargent & Amasa May

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EPES SARGENT & AMASA MAY

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THIRD READER**

E. H. BUTLER & CO. NEW AMERICAN SERIES

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BY EPES SARGENT

AND ANASA MAY



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PREFACE.

THE books of this series have been graduated on the general principle that the learner will read best what he understands best. We have therefore aimed at making the *simple* an easy and natural step to the *complex*.

Hints for object teaching are scattered through the volume, as suggestive of what may be done by the faithful teacher in availing himself of opportunities to impart a knowledge of *things*, simultaneously with a knowledge of what is *said* of them in printed forms of speech.

In the Introduction will be found compressed all the directions and exercises important at this stage of instruction in acquainting the pupil with the principles of phonic analysis and in inculcating good habits of pronunciation.

By practice in the carefully-selected examples (pages 5-8) illustrating the elementary sounds, a class will not only learn accuracy in the use of many words liable to be mispronounced, but will be well exercised in the more difficult combinations, the mastery of which is essential to a clear and correct articulation.

The orthography of this series is that of the latest edition of Webster's Dictionary. Nearly all the matter of our three lower books is protected by copyright. Nine-tenths of the engravings are from original designs made expressly for this series by eminent artists; for we hold that, if pictorial illustrations are given as an aid in teaching, they should be such as may cultivate a taste for what is best in art.

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INTRODUCTION.

1. **Elementary Sounds.**—An Elementary Sound is one which cannot be separated into different sounds. In the word *awe* there is only one elementary sound, and that is the sound of **a** in *fall*, which is the same as **o** in *nor*, **aw** in *law*, **augh** in *daughter*, etc.

2. In *ought* there are two Elementary Sounds, that of **a** in *fall* and **t**; while in *bought* there are three: **b o t**.

3. The Elementary Sounds of the English language do not exceed thirty-four; and of these some are regarded as mere varieties of other sounds.

4. To represent these thirty-four sounds, owing to the defects of our alphabet, we have only twenty-six letters; and so, to represent some of the thirty-four sounds (as **ng** in *king*, **th** in *this*, **th** in *thin*, **sh** in *shine*, etc.), we have to use two letters.

5. The elementary sounds are **a** in *far*, **a** in *fat*, **a** in *fate*, **a** in *fall*; **e** in *me*, **e** in *met*; **i** in *fit*; **o** in *note*, **o** in *not*; **u** in *bull*; **oo** in *cool*; **u** in *but*; **w** in *wet*; **y** in *yet*; **h** in *hot*; **ng** in *king*; **m** in *man*; **n** in *not*; **l** in *let*; **r** in *run*; **p** in *pan* and **b** in *bag*; **f** in *fan* and **v** in *van*; **th** in *thin* and **th** in *thine*; **t** in *tin* and **d** in *din*; **k** in *kind* and **g** in *gun*; **s** in *sin* and **z** in *zeal*; **sh** in *shine* and **z** in *azure*.

6. Besides these there are four Compound Vowel Sounds sometimes classed with the Elementary; namely, **i** in *pine*, **u** in *cube*, **ou** in *house*, **oi** in *voice*; and two Compound Consonant Sounds; namely, **ch** in *chest*, **j** in *jest*.

7. **Letters not Wanted.**—The letters **c**, **q** and **x** do not appear in the foregoing list of Elementary Sounds, because, as representatives of sound, they are redundant, or not wanted; **c** expressing only what is as well expressed by **s** or **k** (as in *city*, *can*); **q** being only **kw**; and **x** being **ks** or **gz**.

8. Vowels and Consonants.—A Consonant is an element of speech formed by means of a complete or partial closing of the vocal tube; and being itself an obscure sound, it generally requires the help of a vowel for its intelligible utterance.

9. A Vowel can be uttered without a closing of the vocal tube, and without the aid of any other sound. The vowels are *a, e, i, o, u* and sometimes *w* and *y*.

10. Cognate Consonant Sounds.—By these is meant a class of sounds cognate, that is, related or allied, to each other, as *p* and *b*, *f* and *v*, *th* in *thin* and *th* in *thine*; *t* and *d*, *k* and *g*, hard (as in *gun*); *s* and *z*; *sh* in *shine*, and *z* in *azure*. Of these *p, f, th* in *thin*, *t, k, s* and *sh* are said to be Aspirate; the others, Vocal.

11. Equivalent or Substitutes.—Different letters are sometimes used to express the same sound. Thus, the first *e* in *there* has the sound of *a* in *dare*, while *ea* in *great*, and *igh* in *weight*, have the simple sound of long *a* in *fate*, and are called its Equivalent or Substitutes. In *laugh, phonic*, etc., *gh* and *ph* are the Equivalent or Substitutes of *f*.

12. Letters and their Sounds.—Bear in mind that the names of letters are seldom the same as their sounds. In the word *though* there are only two Elementary Sounds; namely, vocal *th* and long *o*, but when you spell aloud the word *though*—that is, when you name the letters—you say *tee, aitch, o, yew, jee, aitch*, which do not sound much like the two sounds in *though*. Indeed, *o* is the only letter that really has a sound in the word *though*.

13. Syllables.—A Syllable is either a word, or that part of a word which is spoken with a single impulse of the voice. The word *teach* is a Syllable, but *teach'er* is a Dissyllable; that is, a word of two syllables. A word of more than two syllables is called a Polysyllable.

14. Accent.—In the word *teach'er* we give greater force to the first syllable than to the second, and this greater force is called Accent. On what syllable does the accent come in

neglect, satisfy, moment, momentous, geography? The mark of accent (') is thus used : *mu-se'um*.

15. Phonic Spelling.—In common Orthographic Spelling we pronounce all the letters of a word according to their alphabetic names; but in Phonic Spelling we simply pronounce the different Elementary Sounds of the word; thus, in *late* = *l a t*, *l* has its own sound, *a* its long, *t* its own sound, and *e* is silent. In *school* = *s k o l*, *s* has its own sound, *ch* the sound of *k*, *o* the sound of long *oo*, and *l* its own sound. In *know* = *n o*, *k* is silent, *n* has its own sound, and *ow* the sound of long *o*. In *sphere* = *s f e r*, *s* has its own sound, *ph* the sound of *f*, *e* its long sound, as in *here*, *r* its own sound, and *e* is silent. Name the elementary sounds in *they, call, law, sought, theme, daughter, thine, thaw, enough*, etc. Phonic spelling should be illustrated by the aid of the blackboard.

EXERCISES IN VOWEL SOUNDS.

16. In the following exercises let the class pronounce the first word of the group in which the sound to be illustrated occurs, and then repeat three times the prominent sound, thus : *Far*, *ā*, *ā*, *ā*; then proceed with the pronunciation of every word in the group. It should be understood that all the vowel letters in Italics in the words selected to be pronounced have the sound of the representative vowel indicated at the head of the paragraph. Thus, *ea* in *heart* has the sound of *a* in *far*, and *eau* in *beau* has the sound of *o* in *no*.

a (as in *far*, marked *ā*). *Father, arm, are, aunt, balm, bath, calm, daunt, draught* (draft), *guard, haunt, hearth, lath, laugh, launch, laundry, path, salve, saunter, sergeant, taunt, vaunt*.

a (short, as in *hat*, marked *ă*). *Apt, acrid, catch, clamber, gas, gather, national, panic, plaid, rallery, rather, rational, tapestry, tarry, tassel*.

a (long, as in *hate*, marked *ā*). *Ale, angel, aye, cambric, chasten, deign, feign, gauge, heinous, matron, neighbor, obey, sleigh, steak, straight, stranger, weigh*.

a (broad, as in *fall*, marked *ā*; the equivalent of *o* in *nor*).

All, alter, *auction*, *aught*, *balk*, *balsam*, *broad*, *brought*, *caught*, *fawn*, *halt*, *orb*, *paltry*, *sward*, *sauce*, *saucy*, *thought*.

a (as in *ask*, marked â—called by some, Intermediate a; pronounced by some, like a in *dare*). *Clasp*, *dance*, *fast*.

â (as in *dare*, marked â). *Air*, *e'er*, *ere*, *fair*, *bear*, *par'ent*, *fair'y*, *there*, *where*, *ne'er*, *rare*, *pear*, *char'y*.

ê (long, as in *me*, marked ê). *Brief*, *caprice*, *Cæsar*, *dear*, *deceit*, *demon*, *e'en*, *either* (also pronounced *ither*), *fiend*, *grieve*, *key*, *machine*, *people*, *quay* (*ke*), *ravine*, *receipt*, *seize*, *siege*, *tea*.

è (short, as in *met*, marked è). *Bed*, *again*, *against*, *any*, *bestial*, *bread*, *breakfast*, *cellar*, *cleanse*, *deaf*, *engine*, *erring*, *friend*, *get*, *guess*, *heifer*, *kettle*, *leant*, *leopard*, *many*, *peasant*, *preface*, *ready*, *said*, *says*, *tepid*, *very*, *yet*.

ë (as in *her*, marked ë; nearly equivalent to u in *fur*). *Bird*, *burst*, *curd*, *earl*, *earn*, *earth*, *fern*, *fervid*, *first*, *furl*, *girl*, *heard*, *herd*, *learn*, *mercy*, *mirth*, *nurst*, *pearl*, *person*, *pert*, *rehearse*, *stern*, *term*, *word*, *world*, *worm*, *worse*, *worth*.

î (short, as in *hit*, marked î). *Bid*, *been*, *biscuit*, *breeches*, *build*, *busy*, *conduit*, *England*, *forfeit*, *give*, *guilt*, *sieve*, *spirit*, *tribune*, *typify*, *vineyard*, *witty*, *women*, *withe* (the *th* aspirate, as in *hath*), *with* (the *th* vocal, as in *thine*).

ï (long, as in *find*, marked ï). *Apply*, *ally*, *buy*, *child*, *eye*, *fly*, *guide*, *height* or *hight*, *indict*, *isle*, *oblige*, *rye*, *sigh*, *sky*.

ô (long, as in *note*, marked ô). *Boat*, *beau*, *bone*, *both*, *bowsprit*, *brooch*, *cocoa*, *dotard*, *dough*, *droll*, *fellow*, *foe*, *loth*, *most*, *only*, *patrol*, *scroll*, *sew*, *strew*, *sloth*, *stone*, *soul*, *toad*, *troll*, *traw*.

ò (short, as in *got*, marked ò). *Blot*, *bonnet*, *cough*, *dross*, *florid*, *forehead*, *gloss*, *grovel*, *hovel*, *jocund*, *knowledge*, *moth*, *product*, *quality*, *sorry*, *swamp*, *squadron*, *trode*, *trough*, *wan*, *was*, *watch*.

û (as in *full*, marked û; the equivalent of short oo, as in *book*). *Bush*, *butcher*, *could*, *hook*, *look*, *pull*, *pulpit*, *push*, *put*, *should*, *wolf*, *woolen*, *woman*, *wood*, *would*.

oo (long, as in cool). Bloom, bruise, brutal, canoe, croup, do, fruit, group; lose, moon, move, rule, shoe, true, two, who.

u (short, as in but, marked ŭ). Cut, blood, brother, color, cousin, does, done, dove, enough, flood, front, money, none, nothing, some, tongue, young.

u (long, as in mute, marked ū; sometimes called diphthongal u, and having a sound of initial y). Cube, dew, due, feud, knew, neutral, new, reduce, Tuesday, tumid, tutor, view. (Long u is never heard immediately after the sound of r in the same syllable, as in *rude, rule*; and by some authorities it is not used after the sound of l, as in *lute, lunar*, etc.)

ou (as in house). Brow, cloud, county, cow, crowd, down, dowry, doubt, drought, noun, now, out, powder, pronounce, town, trout, vow. (Keep this sound pure. Do not say *keow* for *cow*.)

oi (as in voice). Avoid, boil, coin, coy, hoist, join, jeist, join, loiter, oil, oyster, point, poise, rejoice, soil, spoil, toil, voyage. (Do not pervert this sound into that of long i.)

EXERCISES IN CONSONANT SOUNDS.

17. The word *babe* may be printed on the blackboard, and the pupils taught to pronounce it distinctly. Then they may be taught to speak the first element *b*, separated as far as it can be from the accompanying vowel sound, thus :

Babe b b b babe.

First pronounce the word *babe*, prolonging the *b* sound; then make the sound of *b* three times, and pronounce the word *babe*. Similar examples from the other consonant sounds can be readily chosen and applied by the teacher.

b (as in *barb*). *Babble, booby, cab, ebb, imbibe, lobby, mob, rib, stab, web.*

ch (as in *church*). *Chafe, chamber, cheap, ditch, hatch, marching, milch, such, touch, which.*

d (as in *did*). *Degrade, eddy, fade, giddy, hod, lad, mode, nod, padded, wedded.*

f (as in *fife*). *Far, few, laugh, off, prophet, physic, rough, sapphire, tough, sphere, trough.*