

**THE RATIONAL METHOD IN READING:  
AN ORIGINAL PRESENTATION OF  
SIGHT AND SOUND WORK THAT  
LEADS RAPIDLY TO INDEPENDENT  
AND INTELLIGENT READING**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649469437

The Rational Method in Reading: An Original Presentation of Sight and Sound Work That Leads Rapidly to Independent and Intelligent Reading by Edward G. Ward

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**EDWARD G. WARD**

**THE RATIONAL METHOD IN READING:  
AN ORIGINAL PRESENTATION OF  
SIGHT AND SOUND WORK THAT  
LEADS RAPIDLY TO INDEPENDENT  
AND INTELLIGENT READING**





PICTURE FOR A STORY.

Educ T 759.08.910

HARVARD COLLEGE LIBRARY  
BY EXCHANGE FROM  
NEW YORK STATE LIBRARY  
FEB 26 1932

## THE RATIONAL METHOD IN READING

### PRIMER

*Material: Conversations.*

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

### FIRST READER

*Material: Conversations and Stories.*

PART I.—Sight and Phonetic Reading. Largely review Exercises.

PART II.—Sight and Phonetic Reading. Advance Work.

### SECOND READER

*Material: Stories and Poetry, Literary and Ethical.*

PART I.—Sight and Phonetic Reading. Advance Work.

PART II.—Sight and Phonetic Reading. The Remaining Phonograms.

### THIRD READER

*Material: Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.*

Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

### FOURTH READER

*Material: Stories, Poetry, etc., from History, Folk Lore, and Fiction.*

Diacritical Marks omitted from the Text.

### FIFTH READER

*Material: Literary, Ethical, Historical, and Mythological.*

### MANUAL OF INSTRUCTION FOR TEACHERS

#### PHONETIC CARDS—

FIRST SET. To Accompany the Primer.

SECOND SET. To Accompany the First Reader.

THIRD SET. To Accompany the Second Reader.

COPYRIGHT, 1894, 1896, 1907, 1908, BY SILVER, BURDETT & COMPANY.  
ENTERED AT STATIONERS' HALL, LONDON, ENGLAND. ALL RIGHTS RESERVED.

## PUBLISHERS' NOTE

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method and understand the underlying principles well enough to be safe in making such deviations from the beaten track as may seem to them wise.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn, of which he was for many years the honored Superintendent.

In presenting this edition printed from new plates and embellished with new illustrations, the publishers wish to make grateful acknowledgment of the phenomenal favor that has been accorded to the *Rational Method in Reading* by the teachers and educators of the country. So many editions have been called for that the original plates have become worn; and the publishers, in renewing the plates, have taken advantage of the opportunity to make a few textual changes and improvements.

For the convenience of teachers, the variations in this text as compared with the edition first published have been tabulated, and appear on pages 143 and 144 of this edition.

JUNE, 1908.

## TO THE TEACHER

---

It will be useless to put children into this book unless

1. They *know* all the sight-words and phonograms presented in the Primer and the First Reader, — and
2. Are skillful enough in "the blend" to determine readily any word made up of not more than three or four of said phonograms.

If, therefore, your pupils have been imperfectly prepared for this book in the grades below yours, — or if, having been well prepared, they have had a long vacation just before entering your grade, — your first care must be to review and perfect the work of the lower grades, *whatever time it may require* to do so.

If your pupils have not been prepared at all, i.e., have not been taught by the Rational Method, you must, of course, prepare them *ab initio*. No matter what their grade or their acquirements may be, the best of all ways to do this is to put them through the Primer and the First Reader in strict accordance with the directions given in the Manual for the *first* and *second* half-years' work; except that, instead of beginning with the blackboard and learning a certain stock of words in advance, they should begin with the book itself, and learn the new words as they become necessary.

At the beginning of a term, though the scholars from the grade below come to you well prepared, you will probably receive a number of *new scholars* who know nothing of this method. Meet the difficulty involved in this circumstance, thus:

During the first month of the term, teach the new scholars, by means of special drills, all the words and phonograms found in the following lists. Let them also, of course, participate in the regular reading of the class, but do not expect their reading during this month to be good. From the beginning of the second month, the class should be able to work as a unit.

### VOCABULARY OF THE PRIMER AND FIRST READER

#### *Words*

a, again, ail, all, am, an, and, any, apple, arc, arm, as, at, ate, — be, been, bird, boy, bread, bush, business, busy, but, by, — can, come, corn, could, cow, — day, did, do, does, dog, don't, down, drink, — each, eat, egg, eight, end, ever, — for, found, Frank,



from, fruit, full, — garden, get, girl, give, go, goes, good, grass, — had, hand, has, have, he, heard, her, here, him, his, home, horse, how, — I, ice, if, ill, in, is, it, — Jack, — kind, — less, let, like, look, — make, me, milk, mosquito, Mr., much, — new, no, not, now, — of, old, on, once, one, other, our, out, over, — picture, play, pretty, put, — rabbit, — said, saw, says, see, seed, sell, sew, shall, she, some, stay, such, — take, tell, than, Thanksgiving, that, the, them, then, there, they, thing, think, this, to, too, turkey, — up, us, — want, was, watch, water, way, we, well, were, wet, what, when, where, which, who, will, wind, wing, with, work, would, — yard, yes, you.

### Phonograms

ā, ä, â, a, — b, bl, br, — c, ch, ck, cl, cr, — d, d̄, dr, — ē, ē, e, ed, er, ers, est, ew, — f, ful, — ġ, ġ, gl, gr, — h, — i, i, i, ic, iek, ight, ights, im, ing, ings, ip, is, ish, — j, — k, — l, less, ly, — m, — n, ness, n, — ō, ō, ō, o, ou, ow, — p, pl, pr, — r, — s, s, sh, — t, th, th, tr, — ū, u, u, un, — v, — w, wh, — y, ŷ.

(These phonograms should be taught or reviewed in the order in which they are presented in the *Manual* and not in the alphabetical or reference order in which they are given above.)

In using this book, never have your scholars read a lesson until you have specially prepared them for it in accordance with the following directions:

1. Copy on the blackboard, with their marks, all the phonetic words of the lesson that contain more than three phonograms each, and about a dozen of the shorter phonetic words. 2. Have these words read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary. 3. As a rule, give the harder words to the bright scholars, and the easier ones to the dull scholars. If you would not have the dull remain dull, give them plenty of easy work to do.

This exercise will constitute at once a preparation for the lesson, and the "blend drill" for the day.

A day or two before reaching a lesson that introduces a new phonogram, teach the said new phonogram, and give your scholars drill in its use by having them read from the blackboard a number of words taken from the *Manual* list over which said phonogram appears. Do not teach any new phonogram more than a day or two in advance of the lesson over which it is first presented.

Finally, — Do not attempt the use of this or any other book of this series until you have thoroughly digested the instructions given in the *Manual*, pp. 8-15.



THE DOLLS' BATH

G. J. G.

## SECOND READER

### PART I

#### LESSON I

#### Busy Bärņý

u

Make be lĕvø your work is play  
And strĭvø with all your might;  
Then wearĭ ness will flĭ a way,  
And work be come dēlight.

1. Bärņý was a little Irish boy. He had a stĕp-fāther who was vĕrĭ kind to him.

2. Bärņý's stĕp fāther workĕd hārd for a lĭving. Ġvĕss what his business was.