

**MOSES' PHONIC READERS. A SERIES
OF SCHOOL READERS FOR TEACHING
THE ENGLISH LANGUAGE BY SOUND.
FIRST READER WITH 4,000 WORDS
FOR SPELLING BY SOUND**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649444984

Moses' Phonic Readers. A Series of School Readers for Teaching the English Language by Sound. First Reader with 4,000 Words for Spelling by Sound by Edward P. Moses

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.

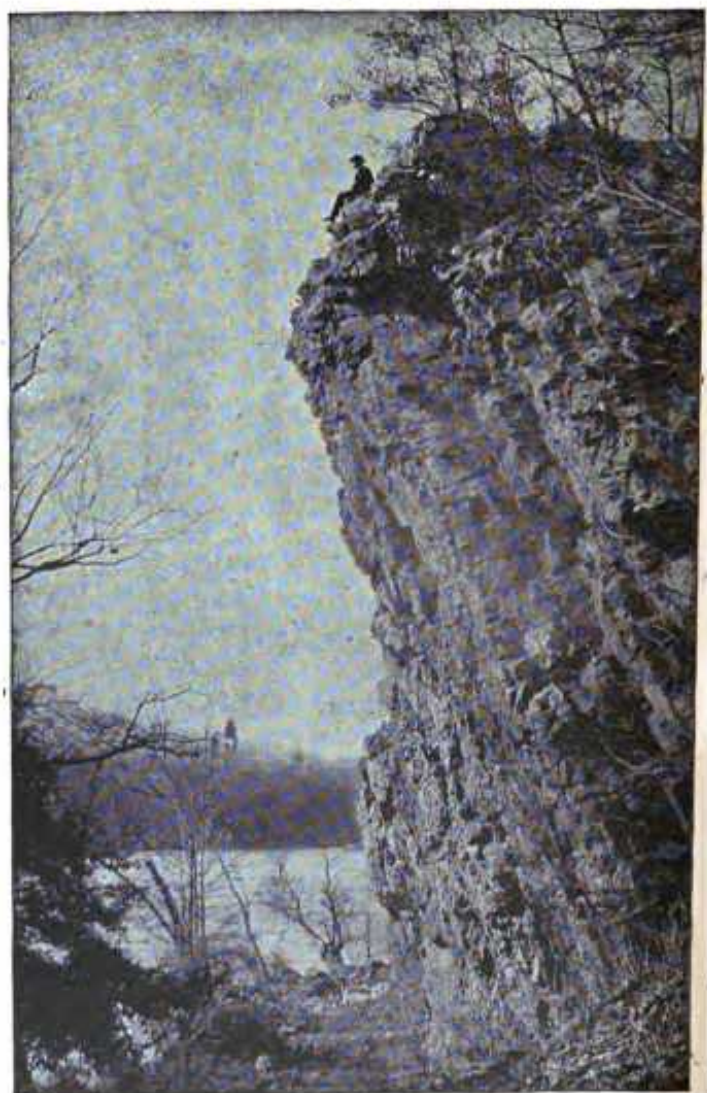
Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

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

EDWARD P. MOSES

**MOSES' PHONIC READERS. A SERIES
OF SCHOOL READERS FOR TEACHING
THE ENGLISH LANGUAGE BY SOUND.
FIRST READER WITH 4,000 WORDS
FOR SPELLING BY SOUND**



ON THE FRENCH BROAD.

COPYRIGHT, 1895,
BY EDWARD P. MOSES.

PREFACE.

This series of school books is based upon the principle that children may be taught to spell and read by sound thousands of English words as easily as words are taught in German schools. The method has long been followed in schools under the author's supervision and in the direction of the education of his children at home.

The present irrational mode of spelling some English words and the unscientific methods often employed in teaching all our words have frequently proven an insuperable barrier against the acquisition of a knowledge of the art of reading by a large class of children who have not been able to go to school long enough to learn how to read with sufficient ease and fluency to gain a love of literature before they must leave school to engage in the fierce struggle of bread-winning. To change irrational spelling is beyond our power, but to pursue a scientific mode of teaching reading is open to all teachers.

The phonic method of teaching children to read the many regular words in our language should not be ignored because, in a comparatively small number of our words, "there has been a departure from the unitary sounds of the vowels." There are irregularities in some German words, but because of this fact no teacher would think of returning to such irrational devices as "the word method," "the sentence method," or "the alphabetic method" in Prussia, where the *sounds* of the letters of the printed words have been universally used in teaching reading for about three-quarters of a century.

The word language itself shows that it was to be learned primarily through the tongue by an appeal to the ear and not to the eye.

By the use of the sound method, a child learns to read through his own efforts, and thus, by becoming a discoverer, is allowed to gain the mental power that follows such a course, and is not deprived of the genuine pleasure to which he is justly entitled. Again, by the use of the phonic method, letters are used for the identical purpose for which they were invented—"to represent a sound or an element of speech."

A printed word should not be presented as the sign of an idea. A child should be so taught that the letters of a printed word will suggest to him certain elementary sounds of human speech; these sounds will suggest a certain spoken word, which in turn will suggest the thing. This view, it is believed, is in entire accord with the doctrine which must eventually prevail in all our schools that "the genesis of knowledge in the individual must follow the genesis of knowledge in the race."

HOW TO LEARN THE SOUNDS.

Teachers and parents who have never been drilled in the elementary sounds will find it an easy task of less than half an hour to learn to utter them all, with a fair degree of accuracy, without the aid of an instructor. The sounds are forty-one in number, and are divided for convenience as follows:

I. THE VOWEL SOUNDS—17 IN NUMBER.

1. The long sounds: *ā, ē, ī, ō, ū.*
2. The short sounds: *ă, ě, ĭ, ȝ, ŭ.*
3. The *ā* sound: Give the vowel sound heard in the word *farm.*
4. The *āw* sound: Give the vowel sound heard in word *ball.*
5. The *ē* sound: Give the vowel sound heard in the word *her.*
6. The *ō* sound: Give the vowel sound heard in the word *move.*
7. The *ōo* sound: Give the vowel sound heard in the word *good.*
8. The *ōw* sound: Give the vowel sound heard in the word *cow.*
9. The *ōy* sound: Give the vowel sound heard in the word *boy.*

II. THE CONSONANT SOUNDS—24 IN NUMBER

1. To speak the *b, d, j, k, p, t, v* and *x* sounds, say the first part of the names of each letter. In other words, start to speak the names, but do not utter the vowel sound which is united with the true sound of the consonants to make the names of these letters.
2. To speak the *f, l, m, n* and *s* sounds, speak the names of these letters very slowly, and observe the sound which follows the vowel sound to form the names of the letters.
3. To obtain the *g* sound, speak the first part of the word *go.*
4. To obtain the *h* sound, speak the first part of the word *ho.* This is merely a hard breathing.

5. To obtain the *r* sound, speak the first part of the word *ray*.
6. To obtain the *w* sound, speak the first part of the word *we*.
7. To obtain the *y* sound, speak the first part of the word *ye*.
8. To obtain the *ch* sound, speak the first part of the word *chew*.
9. To obtain the *sh* sound, speak the first part of the word *she*.
10. To obtain the *th* sound (flat), speak the first part of the word *thou*.
11. To obtain the *th* sound (sharp), speak the first part of the word *thin*.
12. To obtain the *ng* sound, speak the last part of the word *ring*.
13. To obtain the *zh* sound, speak the sound represented by the letter *z* in the word *azure*. This is not often found in short words.

A mirror will be helpful in enabling one to observe the proper position of the tongue in uttering the various elementary sounds. A conference with any competent stenographer will prove of interest.

Teachers are urged not to teach children any of the symbols for sounds until they are reached in due order in the spelling lessons.

THE SELECTION OF WORDS.

The first lists of words for spelling and reading contain only monosyllables, which Bulwer declared to be the foundation of language. The words have been selected with great care, with a view primarily to present such English words as can be taught through the ear. Some of these words, though not heard in the vocabulary of many children, may be met with by ambitious children early in their reading. They will also afford the teacher an opportunity to enlarge constantly the vocabulary of the children. Some teachers will doubtless be of opinion that it is useless to teach young children how to spell or read certain words included in the lists. Such words may easily be omitted. It was thought better to make the lists too large than too small.

PRONUNCIATION.

The authority for pronunciation is *Stormonth's English Dictionary*. The language can be learned much more quickly by following this work than by following any American dictionary with which the author is acquainted. Besides, lexicographers on the other side of the Atlantic have much better facilities for hearing and reporting English speech than those who live in a colder country than England and in a land where English speech is an exotic. An unabridged

Stormonth's Dictionary can be purchased from any book-seller for one dollar and seventy-five cents—a price that puts it within the reach of every teacher. A dictionary, however, is not essential, as the true pronunciation of all words used may be found in this book.

OMISSION OF DIACRITICAL MARKS.

The plan of the work contemplates the teaching of the words of the language by sound, without the use of diacritical marks. These are unnecessary, and should not be resorted to, under any circumstances, in teaching little children.

A COMPARISON OF RESULTS.

By the use of various methods ordinarily used, children often spend their first year at school on a first reader containing but a few hundred words. By following out the course here laid down, children of fair ability who are regular in attendance can be taught to read and spell the first year of school from three thousand to four thousand words.

THE TEXT.

In the selection of reading matter, we have been guided largely by these wise observations in *Rosenkranz' Philosophy of Education*: "The proper classical works for youth are those which nations have produced in the childhood of their culture. . . . There may be produced out of the simplest and *naïvest* phases of different epochs of culture of one and the same people stories which answer to the imagination of children, and represent to them the characteristic features of the past of their people." We have long been of the opinion that there is nothing in our language in which children take so deep an interest as the Mother Goose Melodies. We have, therefore, given these simple songs a large portion of the space in this little book reserved for sentence reading.

THE PURPOSE OF THIS BOOK.

Attempts which the author made for years to teach reading by the phonic method, using text-books with words chosen apparently with little or no regard to phonic elements, were not altogether satisfactory, though the results were much better than had been secured

through the use of any other method. At length, he became satisfied that the language could not be taught by sound with the best results so long as in the early reading lessons such literal monstrosities were found as *one, once, two, four, who, buy, does, door, broad, any, and busy*. To gather material for making the teaching of English words by sound as fruitful as possible, he was forced to prepare, for the use of teachers and pupils in his own schools, at the expense of much time and labor, long lists of words arranged strictly according to sound. This book is the outcome of these labors.

The reading of sentences should be postponed for a few months after the child enters school, because, when he begins reading sentences, he should be familiar enough with most of the words to fix his attention upon the meaning of what he reads, and not have his mind distracted by painful efforts to call the words.

Joseph Payne, the eminent English authority on education, declared a quarter of a century ago that the sound method had made little progress in England because of the lack of a proper book on the subject for the guidance of teachers. To make such a book has been the ambition of the author of this little work. It is his earnest desire to do something toward smoothing for the poorer classes of English speaking children—the rich have time enough before them—the rugged path that leads into the green fields of our noble English literature, of which they too are by birthright legal heirs. Whether he has met with any degree of success in his arduous undertaking, he leaves to the impartial judgment of his fellow-teachers.