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NATIONAL THIRD READER

PART I.

SECTION I.—ARTICULATION.

DEFINITIONS.

1. ARTICULATION is the *distinct* utterance of the Oral Elements, in syllables and words.
2. ORAL ELEMENTS are the sounds that, uttered separately or in combination, form syllables and words.
3. ELEMENTS ARE PRODUCED by different positions of the organs of speech, in connection with the voice and the breath.
4. THE PRINCIPAL ORGANS OF SPEECH are the lips, teeth, tongue, and palate.
5. VOICE IS PRODUCED by the action of the breath upon the larynx.¹
6. ELEMENTS ARE DIVIDED into three classes: *eighteen Tonics, fifteen Subtonics, and ten Atonics.*
7. TONICS are pure tones produced by the voice, with but slight use of the organs of speech.
8. SUBTONICS are tones produced by the voice, modified by the organs of speech.
9. ATONICS are mere breathings, modified by the organs of speech.
10. VOWELS are the letters that usually represent the

¹ The larynx is the upper part of the trachea, or windpipe.

Tonic elements, and form syllables by themselves. They are *a, e, i, o, u*, and sometimes *y*.

11. A *DIPHTHONG* is the union of two vowels in one syllable; as, *oi* in *oil*, *ou* in *our*.

12. *CONSONANTS* are the letters that usually represent *Subtonic* and *Atonic* elements. They are of two kinds, single letters and combined, viz., *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z*; *th* *Subtonic*, *th* *Atonic*, *ch, sh, wh, ng*.

TABLE OF ORAL ELEMENTS.¹

1. TONICS.

<i>ā</i> or <i>â</i> ,	as in	<i>â</i> ge,	<i>â</i> te,	<i>bâ</i> ne,	<i>dâ</i> me,	<i>tâ</i> me.
<i>ă</i> or <i>â</i> ,	"	<i>ă</i> t,	<i>ă</i> sh,	<i>dă</i> mp,	<i>lă</i> nd,	<i>lă</i> mp.
<i>â</i> ,	"	<i>â</i> rt,	<i>â</i> rm,	<i>mâ</i> rch,	<i>câ</i> rd,	<i>hâ</i> rd.
<i>â</i> ,	"	<i>â</i> ll,	<i>bâ</i> ll,	<i>pâ</i> use,	<i>wâ</i> nt,	<i>wâ</i> lk.
<i>â</i> , ²	"	<i>bâ</i> re,	<i>câ</i> re,	<i>flâ</i> re,	<i>râ</i> re,	<i>wâ</i> re.
<i>â</i> , ³	"	<i>â</i> sk,	<i>â</i> sp,	<i>glâ</i> ss,	<i>dâ</i> nce,	<i>pâ</i> nt.
<i>ē</i> or <i>é</i> ,	"	<i>hē</i> ,	<i>wē</i> ,	<i>thē</i> se,	<i>cē</i> dé,	<i>glē</i> be.
<i>ĕ</i> or <i>ê</i> ,	"	<i>ĕ</i> lk,	<i>ĕ</i> nd,	<i>blĕ</i> ss,	<i>blĕ</i> nd,	<i>wĕ</i> st.
<i>ĕ</i> , ⁴	"	<i>ĕ</i> rr,	<i>hĕ</i> r,	<i>nĕ</i> rve,	<i>sĕ</i> rve,	<i>yĕ</i> rse.
<i>ī</i> or <i>î</i> ,	"	<i>ī</i> ce,	<i>ī</i> re,	<i>chī</i> ld,	<i>mī</i> ld,	<i>wī</i> se.
<i>ĭ</i> or <i>î</i> ,	"	<i>ĭ</i> nk,	<i>ĭ</i> rch,	<i>gĭ</i> ve,	<i>sĭ</i> lk,	<i>wĭ</i> ng.
<i>ō</i> or <i>ò</i> ,	"	<i>ò</i> ld,	<i>ò</i> de,	<i>bò</i> ld,	<i>cò</i> ld,	<i>hò</i> me.

¹ First require the pupils to utter an element by itself, then to pronounce distinctly the words that follow, uttering the element after each word—thus: *â*ge, *â*; *â*te, *â*; *bâ*ne, *â*, &c. Exercise the class upon the above table, till each pupil can utter *consecutively* all the Oral elements. The attention of the class should be called to the fact that the first element, or sound, represented by each of the vowels, is usually indicated by a horizontal line placed over the letter, and the second sound by a curved line.

² The *fifth* element, or sound, represented by *a*, is its *first* or *Alphabetic* sound, modified or softened by *r*.

³ The *sixth* element represented by *a*, is a sound intermediate between *a*, as heard in *at*, *ash*, and *a*, as in *arm*, *art*.

⁴ The *third* element represented by *e*, is *e* as heard in *end*, modified or softened by *r*. It is also represented by *i, o, u*, and *y*; as in *bird*, *word*, *burn*, *myrrh*.

<i>ö</i> or <i>ô</i> ,	as in	<i>ön</i> ,	<i>bö</i> nd,	<i>blö</i> ck,	<i>fö</i> ck,	<i>fö</i> nd.
<i>ö</i> ,	"	<i>dö</i> ,	<i>tö</i> ,	<i>whö</i> ,	<i>prö</i> ve,	<i>tö</i> mb.
<i>ū</i> or <i>û</i> ,	"	<i>cû</i> be	<i>cû</i> re,	<i>dû</i> ke,	<i>dû</i> pe,	<i>fû</i> se.
<i>ū</i> or <i>û</i> ,	"	<i>bû</i> d,	<i>bû</i> lb,	<i>hû</i> sh,	<i>lû</i> ll,	<i>hû</i> nt.
<i>û</i> ,	"	<i>fû</i> ll,	<i>pû</i> ll,	<i>pû</i> t,	<i>pû</i> ss,	<i>pû</i> sh.
<i>ou</i> ,	"	<i>ou</i> r,	<i>ou</i> t,	<i>found</i> ,	<i>house</i> ,	<i>loud</i> .

2. SUB-TONICS.

<i>b</i> ,	as in	<i>babe</i> ,	<i>bale</i> ,	<i>bane</i> ,	<i>bard</i> ,	<i>bark</i> .
<i>d</i> ,	"	<i>dale</i> ,	<i>dame</i> ,	<i>date</i> ,	<i>did</i> ,	<i>dim</i> .
<i>g</i> ,	"	<i>gain</i> ,	<i>gale</i> ,	<i>gate</i> ,	<i>gag</i> ,	<i>gig</i> .
<i>j</i> ,	"	<i>jade</i> ,	<i>jane</i> ,	<i>join</i> ,	<i>joint</i> ,	<i>joist</i> .
<i>l</i> ,	"	<i>lake</i> ,	<i>lane</i> ,	<i>late</i> ,	<i>let</i> ,	<i>lend</i> .
<i>m</i> ,	"	<i>make</i> ,	<i>mane</i> ,	<i>mate</i> ,	<i>mild</i> ,	<i>mind</i> .
<i>n</i> ,	"	<i>name</i> ,	<i>nail</i> ,	<i>nave</i> ,	<i>nine</i> ,	<i>night</i> .
<i>ng</i> ,	"	<i>bang</i> ,	<i>gang</i> ,	<i>sang</i> ,	<i>flung</i> ,	<i>young</i> .
<i>r</i> ,	"	<i>race</i> ,	<i>rake</i> ,	<i>rain</i> ,	<i>bar</i> ,	<i>car</i> .
<i>th</i> ,	"	<i>that</i> ,	<i>this</i> ,	<i>these</i> ,	<i>those</i> ,	<i>with</i> .
<i>v</i> ,	"	<i>vail</i> ,	<i>vain</i> ,	<i>vase</i> ,	<i>vine</i> ,	<i>vice</i> .
<i>w</i> ,	"	<i>wage</i> ,	<i>wail</i> ,	<i>wake</i> ,	<i>wide</i> ,	<i>wise</i> .
<i>y</i> ,	"	<i>yard</i> ,	<i>yes</i> ,	<i>yet</i> ,	<i>you</i> ,	<i>your</i> .
<i>z</i> ,	"	<i>zeal</i> ,	<i>zest</i> ,	<i>zinc</i> ,	<i>zone</i> ,	<i>gaze</i> .
<i>z</i> ,	"	<i>azure</i> ,	<i>brazier</i> ,	<i>glazier</i> ,	<i>measure</i> ,	<i>seizure</i> .

3. A-TONICS.

<i>f</i> ,	as in	<i>fame</i> ,	<i>fane</i> ,	<i>fate</i> ,	<i>fife</i> ,	<i>file</i> .
<i>h</i> ,	"	<i>hale</i> ,	<i>hame</i> ,	<i>hate</i> ,	<i>hark</i> ,	<i>harm</i> .
<i>k</i> ,	"	<i>keel</i> ,	<i>keep</i> ,	<i>kiss</i> ,	<i>kink</i> ,	<i>kirk</i> .
<i>p</i> ,	"	<i>peep</i> ,	<i>pipe</i> ,	<i>plump</i> ,	<i>pulp</i> ,	<i>pump</i> .
<i>s</i> ,	"	<i>same</i> ,	<i>sane</i> ,	<i>save</i> ,	<i>send</i> ,	<i>sense</i> .
<i>t</i> ,	"	<i>taste</i> ,	<i>tart</i> ,	<i>taught</i> ,	<i>tempt</i> ,	<i>toast</i> .
<i>th</i> ,	"	<i>thank</i> ,	<i>thing</i> ,	<i>think</i> ,	<i>truth</i> ,	<i>youth</i> .
<i>ch</i> ,	"	<i>chase</i> ,	<i>charge</i> ,	<i>charm</i> ,	<i>much</i> ,	<i>march</i> .
<i>sh</i> ,	"	<i>shade</i> ,	<i>shake</i> ,	<i>shame</i> ,	<i>shall</i> ,	<i>shout</i> .
<i>wh</i> ,	"	<i>whale</i> ,	<i>what</i> ,	<i>wheat</i> ,	<i>which</i> ,	<i>white</i> .

TONIC AND SUBTONIC COMBINATIONS.

After the teacher has exercised a class, separately and in concert, till each pupil can utter *correctly* all the elements as arranged in the preceding table, the following exercises will be found of great value, to improve the organs of speech and the voice, as well as to familiarize the pupil with different combinations of sounds. Each element should be uttered *very distinctly*.

1.

bà,	b ^à ,	b ^à ,	b ^à ,	b ^à ,	b ^à ;	b ^è ,	b ^è ,	b ^è ;
bi,	b ⁱ ,	b ^ò ,	b ^ò ,	b ^ò ;	b ^ù ,	b ^ù ,	b ^ù ;	bou.
àb,	à ^b ,	à ^b ,	à ^b ,	à ^b ;	èb,	è ^b ,	è ^b ;	
ib,	i ^b ;	òb,	ò ^b ,	ò ^b ;	ùb,	ù ^b ,	ù ^b ;	oub.
dà,	d ^à ,	d ^à ,	d ^à ,	d ^à ;	d ^é ,	d ^é ,	d ^é ;	
di,	d ⁱ ;	d ^ò ,	d ^ò ,	d ^ò ;	d ^ù ,	d ^ù ,	d ^ù ;	dou.
àd,	à ^d ,	à ^d ,	à ^d ,	à ^d ;	éd,	é ^d ,	é ^d ;	
id,	i ^d ;	òd,	ò ^d ,	ò ^d ;	ùd,	ù ^d ,	ù ^d ;	oud.
gà,	g ^à ,	g ^à ,	g ^à ,	g ^à ;	g ^é ,	g ^é ,	g ^é ;	
gi,	g ⁱ ;	g ^ò ,	g ^ò ,	g ^ò ;	g ^ù ,	g ^ù ,	g ^ù ;	gou.
àg,	à ^g ,	à ^g ,	à ^g ,	à ^g ;	ég,	é ^g ,	é ^g ;	
ig,	i ^g ;	òg,	ò ^g ,	ò ^g ;	ùg,	ù ^g ,	ù ^g ;	oug.
2.

jà,	j ^à ,	j ^à ,	j ^à ,	j ^à ;	j ^é ,	j ^é ,	j ^é ;	
ji,	j ⁱ ;	j ^ò ,	j ^ò ,	j ^ò ;	j ^ù ,	j ^ù ,	j ^ù ;	jou.
àj,	à ^j ,	à ^j ,	à ^j ,	à ^j ;	èj,	è ^j ,	è ^j ;	
ij,	i ^j ;	òj,	ò ^j ,	ò ^j ;	ùj,	ù ^j ,	ù ^j ;	ouj.
là,	l ^à ,	l ^à ,	l ^à ,	l ^à ;	l ^é ,	l ^é ,	l ^é ;	
li,	l ⁱ ;	l ^ò ,	l ^ò ,	l ^ò ;	l ^ù ,	l ^ù ,	l ^ù ;	lou.
àl,	à ^l ,	à ^l ,	à ^l ,	à ^l ;	èl,	è ^l ,	è ^l ;	
il,	i ^l ;	òl,	ò ^l ,	ò ^l ;	ùl,	ù ^l ,	ù ^l ;	oul.
mà,	m ^à ,	m ^à ,	m ^à ,	m ^à ;	m ^é ,	m ^é ,	m ^é ;	
mi,	m ⁱ ,	m ^ò ,	m ^ò ,	m ^ò ;	m ^ù ,	m ^ù ,	m ^ù ;	mou.
àm,	à ^m ,	à ^m ,	à ^m ,	à ^m ;	ém,	é ^m ,	é ^m ;	
im,	i ^m ;	òm,	ò ^m ,	ò ^m ;	ùm,	ù ^m ,	ù ^m ;	oum.
3.

nà,	n ^à ,	n ^à ,	n ^à ,	n ^à ;	n ^è ,	n ^è ,	n ^è ;	
ni,	n ⁱ ;	n ^ò ,	n ^ò ,	n ^ò ;	n ^ù ,	n ^ù ,	n ^ù ;	nou.

- | | | | | | | | | |
|------|-------------------|-------------------|-------------------|-------------------|------------------|-------------------|-------------------|-------|
| àn, | à ⁿ , | à ⁿ , | à ⁿ , | à ⁿ ; | èn, | è ⁿ , | è ⁿ ; | |
| in, | i ⁿ ; | òn, | ò ⁿ , | ò ⁿ ; | ùn, | ù ⁿ , | ù ⁿ ; | oun. |
| àng, | à ^{ng} , | à ^{ng} , | à ^{ng} , | à ^{ng} ; | éng, | é ^{ng} , | é ^{ng} ; | |
| ing, | i ^{ng} ; | òng, | ò ^{ng} , | ò ^{ng} ; | ùng, | ù ^{ng} , | ù ^{ng} ; | oung. |
| rà, | r ^à , | r ^à , | r ^à , | r ^à ; | r ^é , | r ^é , | r ^é ; | |
| ri, | r ⁱ ; | r ^ò , | r ^ò , | r ^ò ; | r ^ù , | r ^ù , | r ^ù ; | rou. |
| àr, | à ^r , | à ^r , | à ^r , | à ^r ; | èr, | è ^r , | è ^r ; | |
| ir, | i ^r ; | òr, | ò ^r , | ò ^r ; | ùr, | ù ^r , | ù ^r ; | our. |
4.

fhà,	f ^{hà} ,	f ^{hà} ,	f ^{hà} ,	f ^{hà} ;	f ^{hè} ,	f ^{hè} ,	f ^{hè} ;	
fhi,	f ^{hi} ;	f ^{hò} ,	f ^{hò} ,	f ^{hò} ;	f ^{hù} ,	f ^{hù} ,	f ^{hù} ;	fhou.
àfh,	à ^{fh} ,	à ^{fh} ,	à ^{fh} ,	à ^{fh} ;	èfh,	è ^{fh} ,	è ^{fh} ;	
ifh,	i ^{fh} ;	òfh,	ò ^{fh} ,	ò ^{fh} ;	ùfh,	ù ^{fh} ,	ù ^{fh} ;	oufh.
và,	v ^à ,	v ^à ,	v ^à ,	v ^à ;	v ^é ,	v ^é ,	v ^é ;	
vi,	v ⁱ ;	v ^ò ,	v ^ò ,	v ^ò ;	v ^ù ,	v ^ù ,	v ^ù ;	vou.
àv,	à ^v ,	à ^v ,	à ^v ,	à ^v ;	év,	é ^v ,	é ^v ;	
iv,	i ^v ;	òv,	ò ^v ,	ò ^v ;	ùv,	ù ^v ,	ù ^v ;	ouv.
wà,	w ^à ,	w ^à ,	w ^à ,	w ^à ;	w ^é ,	w ^é ,	w ^é ;	
wi,	w ⁱ ;	w ^ò ,	w ^ò ,	w ^ò ;	w ^ù ,	w ^ù ,	w ^ù ;	wou.
 5.

yà,	y ^à ,	y ^à ,	y ^à ,	y ^à ;	y ^è ,	y ^è ,	y ^è ;	
yi,	y ⁱ ;	y ^ò ,	y ^ò ,	y ^ò ;	y ^ù ,	y ^ù ,	y ^ù ;	you.
zou;	z ^ù ,	z ^ù ,	z ^ù ;	z ^ò ,	z ^ò ,	z ^ò ;	z ⁱ ,	z ⁱ ;
zè,	z ^è ,	z ^è ;	z ^à ,	z ^à ,	z ^à ,	z ^à ,	z ^à ,	z ^à .
ouz;	ùz,	ùz,	ùz;	òz,	òz,	òz;	iz,	iz;
èz,	èz,	èz;	àz,	àz,	àz,	àz,	àz,	àz.
zou;	z ^ù ,	z ^ù ,	z ^ù ;	z ^ò ,	z ^ò ,	z ^ò ;	z ⁱ ,	z ⁱ ;
zè,	z ^è ,	z ^è ;	z ^à ,	z ^à ,	z ^à ,	z ^à ,	z ^à ,	z ^à .
ouz;	ùz,	ùz,	ùz;	òz,	òz,	òz;	iz,	iz;
èz,	èz,	èz;	àz,	àz,	àz,	àz,	àz,	àz.

TONIC AND ATONIC COMBINATIONS.

The first element represented by each of the vowels is usually indicated by a horizontal line placed over the letter; and the second element, by a curved line. *To familiarize the pupil with this notation, the horizontal and curved lines are introduced in the following exercises.

1. fā, fǎ, fǎ, fá, fá, fá; fē, fě, fě;
 fī, fī; fō, fō, fō; fū, fū, fū; fou.
 āf, āf, āf, āf, āf, āf; ēf, ēf, ēf;
 if, if; of, of, of; uf, uf, uf; ouf.
 hā, hǎ, hǎ, há, há, há; hē, hě, hě;
 hī, hī; hō, hō, hō; hū, hū, hū; hou.
 kā, kǎ, kǎ, ká, ká, ká; kē, kě, kě;
 kī, kī; kō, kō, kō; kū, kū, kū; kou.
 āk, āk, āk, āk, āk, āk; ēk, ēk, ēk;
 ik, ik; ok, ok, ok; uk, uk, uk; ouk.

2. pā, pǎ, pǎ, pá, pá, pá; pē, pě, pě;
 pī, pī; pō, pō, pō; pū, pū, pū; pou.
 āp, āp, āp, āp, āp, āp; ēp, ēp, ēp;
 ip, ip; op, op, op; up, up, up; oup.
 sǎ, sǎ, sǎ, sǎ, sǎ, sǎ; sē, sě, sě;
 sī, sī; sō, sō, sō; sū, sū, sū; sou.
 ās, ās, ās, ās, ās, ās; ēs, ēs, ēs;
 is, is; os, os, os; us, us, us; ous.
 tā, tā, tā, tā, tā, tā; tē, tē, tē;
 tī, tī; tō, tō, tō; tū, tū, tū; tou.

3. át, át, át, át, át, át; ét, ét, ét;
 ít, ít; ôt, ôt, ôt; üt, üt, üt; out.
 thǎ, thǎ, thǎ, thǎ, thǎ, thǎ; thě, thě, thě;
 thī, thī; thō, thō, thō; thū, thū, thū; thou.
 áth, áth, áth, áth, áth, áth; êth, êth, êth;
 íth, íth; óth, óth, óth; úth, úth, úth; outh.
 ouch; ūch, ūch, ūch; och, och, och; ich, ich;
 êch, êch, êch; ách, ách, ách, ách, ách, ách.
 chou; chū, chū, chū; chō, chō, chō; chí, chí;
 chě, chě, chě; chá, chá, chá, chá, chá, chá.

4. oush; ūsh, ūsh, ūsh; osh, osh, osh; ish, ish;
 êsh, êsh, êsh; ásh, ásh, ásh, ásh, ásh, ásh.

shou; shǔ, shǔ, shū; shō, shō, shō; shī, shī;
 shě, shě, shē; shǎ, shǎ, shǎ, shǎ, shǎ, shǎ.
 whou; whǔ, whǔ, whū; whō, whō, whō; whī, whī;
 whě, whě, whē; whǎ, whǎ, whǎ; whǎ, whǎ, whǎ.

SPELLING, BY SOUNDS.

The following words are arranged for an exercise in Spelling, by sounds. The names of the letters are not to be given; but the elements are to be produced separately, and then pronounced in connection, thus: v ā s t, pronounced vast; ā r m—arm; h ó s t—host; m ó v—move, &c. The attention of the pupil should be especially directed to *silent letters*, or those that are not sounded in words where they occur. In the following exercise they appear in *italics*.

sàve,	wàve,	fât,	mân,	ârm.
pârt,	hâll,	wârm,	pâre,	târe.
grâss,	vâst,	scène,	glêbe,	têst.
dêbt,	hêr,	fêrn,	pîne,	bide.
limb,	rîng,	gòld,	hòst,	gròt.
bònd,	mòve,	pròve,	mùte,	pùre
dùm̄b,	hùnt,	fùll,	pùsh,	loud.
house,	blàze,	blând,	glide,	glimpse.
brâss,	brânc̄h,	drouth,	grând,	grânt.
skùlk,	spârk,	spênd,	stârt,	stâre.
flâsh,	flêsh,	plùm,	slide,	frâme.
prînt,	trâmp,	smâsh,	strând,	swârm.

ERRORS IN ARTICULATION.

ERRORS IN ARTICULATION arise chiefly,

1. From the omission of one or more *elements* in a word; as,

fac's	for	facts.	coas's	for	coasts.
faul's	"	faults.	côl'ness	"	coldness.
cen's	"	cents.	fiel's	"	fields.
accep's	"	accepts.	blin'ly	"	blindly.
attemp's	"	attempts.	frien's	"	friends.

an' for and.	sland'rer for sland er er.
wá'm " warm.	diff'ring " dif fer ing.
hist'ry " his to ry.	av'rice " av a rice.
lit'ral " lit e ral.	dāng'rous " dān ger ous.
corp'ral " cor po ral.	min'ral " min er al.
lib'ral " lib e ral.	gen'ral " gen e ral.
an'mal " an i mal.	mem'ry " mem o ry.

2. From uttering one or more *elements* that should not be sounded; as,

driv en for driv'n.	tōk en for tōk'n.
ēv en " ev'n.	shāk en " shāk'n.
heav en " heav'n.	driv el " driv'l.
tāk en " tāk'n.	grov el " grov'l.
sick en " sick'n.	rav el " rav'l.
brok en " brok'n.	shov el " shov'l.
sev en " sev'n.	shriv el " shriv'l.
soft en " sof'n.	sniv el " sniv'l.

3. From substituting one *element* for another; as,

sēt for sit.	åsk for åsk.
sēnce " since.	låst " låst.
shēt " shūt.	gråss " gråss.
gīt " gēt.	dråft " dråft.
forgīt " forgēt.	ståff " ståff.
hērth " hearth (hårth).	cårse " course (còrs).
bēn " been (bīn).	re pårt " re pòrt.
agàn " again (agēn).	tróf fy " tró phy.
agånst " against (agēnst).	pà rent " pàr ent.
cåre " cåre.	bún net " bôn net.
dånce " dånce.	chil drum " chil dren.
påst " pást.	súl lar " cēl lar.

EXERCISES IN ARTICULATION.

For a further exercise in ARTICULATION, let the pupils, separately and in concert, read each of the following sentences several times, speaking rapidly, and, at the same time, uttering the Elements in *italics* with *force* and *distinctness*.

1. A bright *day*.
2. A field *tent*.
3. It *must* be so.
4. We *must* fight it through.
5. Both these with thanks *approach* thee.
6. The same *mind* may love vice, and condemn the faults of others.
7. She *smileth* on every leaf and every flower.
8. A thousand *shrieks* for hopeless mercy call.
9. The finest *streams* through *tangl'd* forests *strayed*.
10. Now set the teeth and *stretch* the nostril wide.
11. He *watch'd* and *wept*, he felt and *prayed* for all.
12. Arm it with rags, a *pigmy* straw will pierce it.
13. The hosts *stood* still, in silent wonder *fix'd*.
14. He *hush'd* the *child*, and *wish'd* he had *push'd* his dog from the path, when he *snarl'd*.
15. Regardless of the storms and *streams*, he *form'd* his friends and *boldly* *storm'd* the outposts.
16. The *tramp* of *steeds* and the *mustering* of hosts *fill'd* the land.
17. Looking out at the window, she *beholdeth* the willows in the meadow beneath.
18. No *sheet* nor *shroud* *enshrin'd* those *shreds* of *shrive'l'd* clay.
19. Where *wheel'd* and *whirl'd* the *floundering* whale.
20. *White* *Whitney* *whet* his knife on a *whet-stone*.
21. The *lengths*, *breadths*, *heights*, and *depths* of the *subject*.
22. The *strife* *ceaseth*; peace *approacheth*, and the good man *rejoiceth*.

23. This *act* more than all other *acts* of Congress, laid the *ax* at the root of the *ev'l*.

24. Thou *beck'ndst* to him, and *black'ndst* a name more worthy than thou *reck'ndst* of.

SECTION II.—SYLLABLES.

1. A SYLLABLE is a word, or part of a word, uttered by a single impulse of the voice.

2. A MONOSYLLABLE is a word of *one* syllable; as, *home*.

3. A DISSYLLABLE is a word of *two* syllables; as, *home-less*.

4. A TRISYLLABLE is a word of *three* syllables; as, *con-fine-ment*.

5. A POLYSYLLABLE is a word of *four* or *more* syllables; as, *in-no-cen-cy*, *un-in-tel-li-gi-bil-i-ty*.

6. THE ULTIMATE is the *last* syllable of a word; as *ful*, in *peace-ful*.

7. THE PENULT, or penultimate, is the last syllable but *one* of a word; as *māk*, in *peace-mak-er*.

8. THE ANTEPENULT, or antepenultimate, is the last syllable but *two* of a word; as *peace*, in *peace-mak-er*.

In the following lesson, let the pupils give the number and names of the syllables, in each word.

NIGHT.

1. NIGHT is calm and fair: blue, starry, settled is night. The winds, with the clouds, are gone. They sink behind the hill.

2. The moon is upon the mountains. Trees glisten: streams shine on the rock. Bright rolls the settled lake: bright the stream of the vale.

3. I see the trees overturned, and the shocks of corn. The wakeful boy rebuilds the shocks, and whistles on the distant field.

4. The dark waves tumble on the lake, and lash its rocky shores. The boat is brimful in the bay; the oars are on the rocking tide.

5. The breezes drive the blue mist slowly over the narrow vale. Night is settled, calm, blue, starry, bright with the moon. The youth are rejoicing, for lovely is the night.

SECTION III.—ACCENT.

1. ACCENT is the peculiar force given to one or more syllables of a word.

2. A mark like this ' is often used to show which syllable is accented; as, *read'ing*, *eat'ing*, *re ward'*, *com pel'*, *mis'chievous*, *vi o lin'*, *fire'-eat' er*.

In the following lesson, let the pupils tell which syllable is accented, in words of more than one syllable.

NIGHT.

1. NIGHT is calm and dreary. The clouds rest on the hills. No star with green trembling beam, no moon, looks from the sky.

2. The stream of the valley murmurs; but its murmur is sullen and sad. The distant ocean is heard. The waves thunder on the rocky beach.

3. The cock is heard from the barn. The hunter starts from sleep, in his lonely hut. Thinking that the day approaches, he calls his bounding dogs. He ascends the hill, and whistles on his way.

4. Hark! the whirlwind is in the forest. Aged trees are overturned.

5. The hail rattles around. The flaky snow descends. The tops of the mountains are white.

6. The stormy winds abate. The pale moon emerges from behind the clouds. Various is the night, and cold: receive me, my friends.