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MARCH'S A B C BOOK



GINN & HEATH
— BOSTON —

Supplementary Announcement.

MARCH'S A-B-C BOOK.

By F. A. MARCH, LL.D., Professor of the English Language and Comparative Philology, Lafayette College, Pa.

It is well known to our best teachers that half the time spent in our schools in teaching the beginnings of reading and spelling may be saved. Teachers who understand the phonic method and the word method, and Dr. Leigh's pronouncing orthography, can teach beginners almost as rapidly and pleasantly as though our spelling were regular.

But the use of these methods calls for a good deal of knowledge of phonetics and much skill in preparing suitable lessons, and it is not making as rapid progress as its importance demands, outside our larger and most progressive towns and cities.

Professor March has made an A-B-C book as elementary as possible. He begins with the easiest letters, and goes on in a progressive method, explaining, in extended directions to teachers, exactly how to apply the best methods of teaching, and the best apparatus, to the sounds and words of each lesson. No words are introduced in the book, except such as are spelt in the same general way in common and phonetic spelling. So that, so far as the reading and spelling in this book is concerned, children will be able to read and spell right off, as soon as they learn their letters. It is hoped that this book will enable any teacher easily to learn the use of the improved methods, and will lighten the labors of those who already use them. [*Ready*

MARCH'S
A B C
BOOK



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— BOSTON —

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TO TEACHERS.



Keep the scholars doing something with their hands and voices. Have them sound the letters; pick them out in the book or on the blocks, or cards, or charts; arrange them into words; write and print them. Letters printed and sounded are the real objects for eye and ear in learning to read. Pictures of other objects help easy guessing rather than easy reading.

APPARATUS.

1. *Writing materials.* For the teacher, — a blackboard or large slate. For pupils, — slate, paper, or clean sand spread over a table.

2. *Charts, blocks, cards,* with large letters. If not to be bought, let the teacher make them with the help of pupils. Make a chart on the blackboard, or a roll of paper; or use a page of the book. Draw the letters on slips of pasteboard, or paper. Paste them on blocks.

Teachers who have learned the phonic method, or spelling by sounds, will find this book specially prepared for them. They will see, however, that the consonants *b, c, d,* etc., are here uttered with a slight vowel sound, instead of a whisper, or murmur. This is not essential. Use the whisper, if you prefer it. Each type has the same sound everywhere; so that its sound in any word is its name.

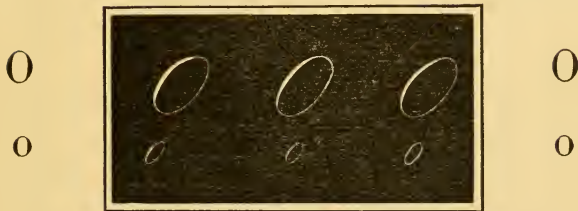
Teachers who have not learned the phonic method have only to call the letters by the names given them in the alphabet at the end of the book, and all will come easy.

Teachers who prefer the word method without writing can begin with Lesson X.

Dr. Edwin Leigh has helped make this book, kindly lending his types and his advice. It is hoped that it may lead many teachers to the use of the more advanced Readers of Dr. Leigh and Mr. Vickroy, in which similar types are used.

MARCH'S A-B-C BOOK.

LESSON I.



To Teachers.—Scholars may read the O's in the picture, but it is better to begin this lesson without the book.

1. *The Blackboard.*—Write O on the blackboard, and say, "This is O, round O." Write another O, and ask, "What is this?" Make the scholars all answer, "O," "O." Write another O, and ask, "What is this?" Have it sounded loud, long, and often.

2. *The Chart.*—Let each find O's on the chart, or on this page.

3. *The Blocks.*—Let each pick out the O's from the blocks or cards.

4. *The Slate.*—Let each write O's on the slate.

WORKING LESSON.—Let each make cards and write O on them, or write five O's on the slate, to hand in at the next Lesson.

LESSON II.



To Teachers. — Let the scholars hand in their cards or their slates with O's written on them for the Working Lesson. Let them look at each other's work, and correct it.

Repeat Lesson I. Then teach S without book. In writing S, make it like printed S at first.

1. *The Blackboard.* — Write S on the blackboard, and say, "This is S, crooked S." Write another S, and ask, "What is this?" Make the scholars all answer, "es," "es." Write another S, and ask again, "What is this?" Let the hissing sound be prolonged, "e-s-s-s-s." Have it sounded long, loud, and often. Teachers who are used to the phonic method, or spelling by sounds, may make the hissing part of "es-s-s" alone, if they prefer. But it is better to sound the "e" of "es-s-s" lightly, and prolong the "s-s-s."

2. *The Chart.* — Let each scholar find S's on the chart. See who can find most. Or find them on this page.

3. *The Blocks.* — Let each scholar pick out the blocks or cards with S on them.

4. *The Slate.* — Let each write S on the slate or blackboard.

WORKING LESSON. — Let each, before the next Lesson, write ten S's and ten O's on the slate; or make cards with S's and O's on them.

LESSON III.

S O

S S

S O



S O

O O

S O

To Teachers. — This Lesson is to make the scholars see and hear that the sound of s followed by the sound of o makes the word “so.”

1. *The Blackboard.* — Write S, and ask, “What is this?” Write O some inches to the right of S, and ask, “What is this?” Write another S and O below the first and nearer each other, as in the picture. Write SO together, as in the picture. Take a pointer and say, “When I point to a letter, make the sound for it.” Point to the upper S. All say “es-s-s.” Have the hissing sound prolonged. Then point to the upper O. All say, “O-o-o.” Point to the middle S and O more quickly. Point to the lowest S and O so quickly as to make the sounds run together. Repeat often, until all see that the “es-s” and “o” make “so.”

2. *The Chart.* — Find the word SO on the chart; or, if you have no charts, hunt out the SO's on this page.

3. *The Blocks.* — Put blocks or cards together to make SO.

4. *The Slate.* — Write SO on the slate.

SPELLING. — Say, “Spell SO.” Have the scholars say, “es o, so.”

WORKING LESSON. — The scholars print cards with SO; or write SO on the slate, to hand in at the next Lesson.

LESSON IV.



To Teachers. — 1. *Blackboard.* — Write *n* on the board, and say, “This is *n*.” Write another *n*, and ask, “What is this?” Have the scholars all answer, “*en*,” “*en*.” Notice that *n* is made through the nose, and can be prolonged, “*en-n-n-n*.” Have it sounded long, loud, and often.

2. *Chart.* Let the scholars find *n*'s on the chart, or open page.
3. *Blocks.* — Let the scholars pick out *n*'s from the blocks or cards.
4. *Slates.* — Let all write *n*'s on their slates, or the blackboard.

Repeat Lesson III. Then teach that the sounds of *n* and *o* make the word *no*, just as you did that *s* and *o* make *so*.

1. Write on the blackboard, as in the picture, and sound the letters *n o*, till the scholars see that they make *no*.
2. Find *no* on the chart, or on this page.
3. Make *no* by putting blocks or cards together.
4. Write *no* on the slate.

SPELLING. — Say, “Spell *NO*.” Have the scholars say, “*en o, no*.” “Spell *SO*.” Answer, — “*es o, so*.”

WORKING LESSON. — The scholars print cards with *no*, or hand up slates with *no* written ten times.

LESSON V.

m m

è è

so



mè

m m

no

To Teachers. — This Lesson is to teach the letters m and è, and the word mè.

First. m. — 1. *Blackboard.* — Write m, and say, “This is m.” Write another m, and ask, “What is this?” The scholars answer, “em.” Notice that m is made through the nose, and can be prolonged, “em-m-m.” Have it sounded long, loud, and often.

2. *Chart.* — The scholars find m’s on the chart, or this page.

3. *Blocks.* — The scholars pick out m’s from the blocks or cards.

4. *Slates.* — All write m’s on their slates.

Second. è. — 1. Write è on the board. Notice that it is dotted. Dotted è is a different letter from e without a dot; è has the name which used to be given to e, *i.e.*, the vowel sound in *me, he, she, we*. Say, “This is è.” Write another è below, as in the picture, and ask, “What is this?” They answer, “è.” Write “mè” below, as in the picture. Take a pointer and teach that the sounds of m and è make the word “mè,” just as you taught *so* and *no* in Lessons III., IV.

2. *Chart*; 3. *Blocks*; 4. *Slates.* Find and write è and mè.

SPELLING. — Say, “spell mè.” They answer, “em è, mè.” Spell

so

no

WORKING LESSON. — Print cards with m, è, and mè. Hand in on the slates, written five times,

mè

no

so

LESSON VI.

sh sh

shè

è sh



mè

shè

no

To Teachers.—sh is called one letter. Its name is “ish.” Be careful never to call it *es aitch*.

1. *Blackboard.*—Write sh on the board, and say, “This is ish.” Write another sh, and ask, “What is this?” Teach the scholars to answer, “ish,” “ish.” Notice that ish is a hissing sound, and can be prolonged, “ish-sh-sh.” It is often used to tell children to hush. Have it sounded long, loud, and often, just as you have been sounding es-s-s.

2. *Chart.*—Let the scholars find sh’s (ish’s) on the chart, or on this page.

3. *Blocks.*—Let them pick out blocks with sh (ish) on them.

4. *Slates.*—Let them write sh. Take the pointer and teach that “ish è” spells “shè,” just as you taught that “em è” spells “mè” in Lesson V.

SPELLING.—Say, “Spell shè.” Scholars say, “ish è, shè.” Spell

no

so

mè

shè

WORKING LESSON.—Print cards with sh and shè; or hand in on the slates, written five times,

shè

no

so

LESSON VII.

l w

lo

mè



w l

wo

wè

To Teachers. — 1. *Blackboard.* — Write l, and say, “This is el.” Write another l, and ask, “What is this?” Scholars answer, “el.” Notice that the murmur of l over the tongue can be prolonged, “e-l-l-l-l.” Have it sounded long, loud, and often. Write lo, as in the picture, and with a pointer teach that the letters make the word lo, as you did with s o, so, in Lesson III.

2. *Chart.* Find l and “lo” on the chart, or on this page.

3. *Blocks.* — Put blocks together to make “lo.”

4. *Slate.* — Scholars write l and “lo.”

W. — The name of w is changed. It is not *double yu*. It is *wu* (woo). Write w on the board, and say, “This is wu.” Write another w, and ask, “What is this?” Scholars answer, “Wu.” Notice that the first part of the name may be prolonged, “oo-oo-u.” Point out that wu o spells “wo,” and wu è spells “wè.” Use chart, blocks, and slate upon w and “wo.”

SPELLING. — Spell

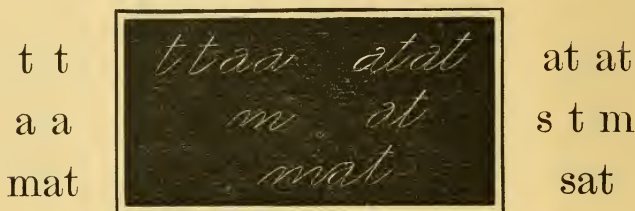
no mè lo shè so wo wè

WORKING LESSON. — Print cards with

l w wo wè

or write five of each on the slates.

LESSON VIII.



To Teachers.—1. *Blackboard.*—Write t, and say, “This is t^è.” Write another t, and ask, “What is this?” Scholars answer, “t^è.”

2. *Chart.*—Find t’s on the chart, or on this page.

3. *Blocks.*—Find blocks with t on them.

4. *Slates.*—All write t’s.

A.—The name of “a” is changed. It is called by the sound it has in “at,” “an,” “ax.” Write “a” on the board; make it like the printed “a,” as it is in the picture. Say, “This is ‘a.’” Have it sounded over and over. Say, “Spell ‘at.’” The answer (“a t^è, at”) should sound nearly like “atty, at.”

Chart.—Find “a” and “at” on the chart, or on this page.

Blocks.—Make “at” with blocks.

Mat.—Write “m at” on the board, as it is in the picture, and show that “em a t^è” (atty) spells “mat.” Have it repeated over and over. Then teach “sat” in the same way.

SPELLING.—Spell

so m^è no mat sat lo wo w^è at

WORKING LESSON.—Print cards with

t a at mat sat

or print five of each on the slate.

LESSON IX.

th e
that
thi e



e th
e n
that

To Teachers. — th is one letter. Its name is “thè.” Notice carefully how it is written on the blackboard above, as well as how it looks in print. Never call it “tè aitch.”

Blackboard. — Write th, and say, “This is thè.” Write another th, and ask, “What is this?” Scholars should answer, “thè.” Write “that” on the board, and point out that “thè a tè” spells “that.” Sound it over and over.

Chart. — Find th on the chart, or on this page.

Blocks. — Pick out blocks to spell “that.” Do not let it be done with separate blocks for t and h.

e. — *Blackboard.* — Write e, and say, “This is e.” Its name is the sound it has in “en,” “ex.” Have the scholars make the sound often. Spell “en.” Answer, — “e en, en.”

Chart. — Find e on the chart, or on this page.

Blocks. — Pick out blocks for “en.”

SPELLING. — Spell

no so en at mi e mat sat lo
wo wi e that shi e thi e

WORKING LESSON. — Print cards with

th e that en

or write them on the slates.

LESSON X.

c p c

cat

p c p



p c c

cap

cat

To Teachers. — The name of c is kè (key). The name of p is pè. Teach the letters c, p, and the words cat, cap, with *blackboard*, *chart*, and *blocks*, as the former Lessons have been taught. Then let the scholars open their books and read from this page.

Spell the words at the bottom of the page. Give out a *working lesson* in writing on cards or the slates, as at former Lessons.

cat



cap

thè cat.

thè cap.

that cat.

that cap.

no

mè

at

èn

cap

so

wè

that

wo

cat

lo

shè

sat

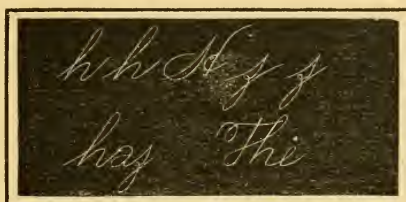
shè

mat

LESSON XI.

h S z

haz



H h Sh

Haz Th

To Teachers. — The name of h is hĕ. The name of z is ez. Notice z (ez) ends in wedges where s (es) ends in balls. Teach these two letters with *blackboard, chart, and blocks*, as in former Lessons. Teach the capitals H (hĕ), Sh (ish), and Th (thĕ). Then open the book and read. *Spell* the list of words below. Give out a *working lesson* in writing.

cat

Thĕ cat

That cat



cap

thĕ cap

that cap

Thĕ cat haz thĕ cap ɔn.

Haz that cat that cap ɔn?

Shĕ haz that cap ɔn.

So	lo	wo	mĕ	wĕ	aɔ
no	at	cat	shĕ	mat	haz
shĕ	sat	cap	ɔn	that	lap

LESSON XII.

G g

go

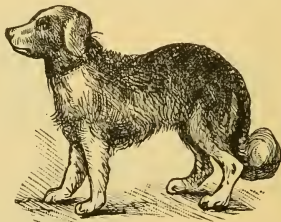


D d

Dog

To Teachers. — The name of g is not jè, as it used to be called; but it is gè, as it sounds in get, go, get. The name of D d is dè. Teach the letters with *blackboard, charts, blocks, and slates*, as in former Lessons. *Read* from the book below. *Spell* the words below. Give out a *working lesson* in writing.

Hat



Dog

The hat

That hat

O, hat.

The dog

That dog

Go, dog.

Hat	cat	mat	sat	that	az
Go	wo	no	me	the	lo
So	we	en	cap	dog	haa

LESSON XIII.

i i I

It sit



It is

this is

To Teachers.— The name of I i is not sounded like *eye*. It is the first sound in *it, in, ill*. Teach it with *blackboard, chart, and blocks*. *Spell.* Give out a *working lesson*, as on former days.

Dog

The dog

This dog



Hat

The hat

That hat

The dog has the hat on.

Is this the dog?

This is the dog. He has the hat on.

Is that the hat? It is the hat.

It no on as cat

Sit go dog has hat

LESSON XIV.

u put

Cat



C N

Not

To Teachers. — The name of u is not *yu*, but *u* without *y*, or *oo*, as heard in *good*, *hood*, or long in *ooze*. Give an exercise with *blackboard*, *chart*, *block*, and *slates*. *Read, spell, and give out a working lesson.*

Dog

Cat

The dog

That cat



Hat

Cap

This hat

That cap

The dog haz put hiz hat on.

The cat haz not put the hat on.

Cat	put	wo	lo	haz	that
Hat	not	so	on	this	dog

LESSON XV.

I a a

Papa



I wish

a dog

To Teachers. — The name of a is the sound of *ah!* as in *far, father.* The name of the new I is sounded like *eye.* Be careful to have *papa'* pronounced correctly, not "pappy," or "papper." Do not pronounce a in "a dog" as you do the old name of the letter a; pronounce it as in the first syllable of *papa'*. Use *blackboard, etc.* *Read, spell,* and give out a *working lesson* as usual.

Papa, I wish I had a dog.

Papa, I wish we had
a cat.

Papa, I wish I had
a hat.

Papa, I wish we had
a dog.



Papa	dog	that	we	has	lo	go
Cap	on	sat	she	is	so	wo
Cat	hat	wish	he	this	no	had
Lap	mat	the	me	as	it	sit

LESSON XVI.

B b e

Ben



big

bed

To Teachers. — The name of b (B) is b^b. The name of e is changed. It is the first sound in *egg, ess*. Conduct the exercise as directed in former lessons.

This is Ben. Ben has a pen.



I wish I had a pen.
Is the pen a bad
pen? No. It is not a
bad pen. I wish I had
it.

Ben has a dog. I
wish I had a big dog. I wish papa
had a big dog.

Pen	cat	go	me	it	on
Ben	hat	lo	we	sit	dog
bed	sat	no	he	bit	cap
bad	papa	so	she	big	lap

LESSON XVII.

R r

Ruth



thin

red

To Teachers. — R (r) is named *ar*; th is one letter, and named *ith*. It has the same relation to t which th has to d. Exercises as before.



I wish I had a pen.

That is Ruth Smith.

Has she a pen?

No, Ruth has a pin.

I wish she had a pen.

This is Sam Smith. Has he a pen?

No, Sam has a pan, he has no pen.

I wish he had a pen.

Ruth	cat	pen	had	no	Sam
Smith	mat	pin	red	go	am
That	wish	pan	thin	lo	ham

—◆—

LESSON XVIII.

Y y f

Yes F



U U

run

To Teachers. — The name of y (Y) is yè, not “wy.” The name of u U is the first sound in *up*, *un*, which lengthens into the first sound in *urn*. Practice upon it both in sounding and writing. The name of f is *ef*. Notice how “fast” is pronounced. Do not call it “fast.” Other exercises as in former lessons.



Tom haz a dog. Ruth haz a cat.

Can Tom's dog run fast? Yes,
Tom's dog can run fast.

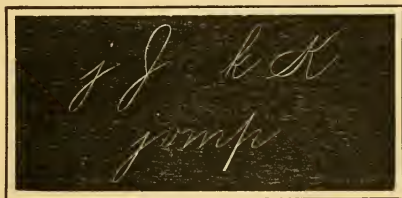
Can Ruth's cat run fast? Yes, the
cat can run fast.

Can Tom's dog run az fast az
Ruth's cat? Yes, Tom's dog can
run az fast az Ruth's cat.

Tom	Ruth	lo	iz	hiz	papa
Not	cat	no	yes	haz	fast
Sam	dog	so	az	this	pan
Smith	run	sit	ham	that	fan

LESSON XIX.

J j
jump



K k
bark

To Teachers. — The name of j is *jay*. The name of k is *kay*. Exercises as before.



Can Tom's dog jump? Yes, Tom's dog can jump, and Ruth's cat can jump.

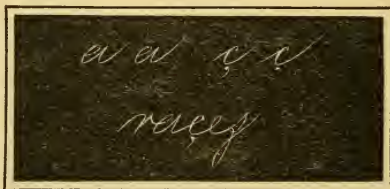
Can Tom's dog bark? Yes, he barks at Ruth's cat.

Ruth's cat can not bark.

Jump	put	bark	Tom	barks	cat
Run	Ruth	far	dog	jumps	yes
Pump	with	fast	log	puts	can

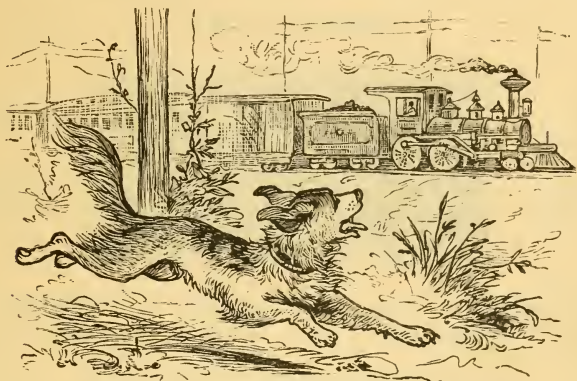
LESSON XX.

a a
po-ta-to



ç ç
çent

To Teachers.—*a* has the name which is commonly given to *a*, the first sound in “able,” “Amos”; *ç* is named *see*, like the old *c*. Notice how “fast” is pronounced. Exercises as before.



This iz Car-lo. He iz a big dog. Iz he an old dog? Car-lo iz a big dog, but he iz not an old dog. Can he run fast? Yes, Car-lo can run fast. He runz re-gez with the cars.

Can he run as fast as the cars? No. He runz and jumps and barks, as hard as he can, but he can not run as fast as the cars.

Po-ta-to	big	he	jump	car	bark
Re-gez	dog	iz	run	far	mark
Car-lo	but	as	Ruth	fast	cent

LESSON XXI.

ng ng

sing



i i

kind

To Teachers. — ng is one sound, called *ing*; i is called *eye*. See Lesson XV. SPELL THE WHOLE LESSON. Exercises as before.



Sam has a sled. Sam's sled can go as fast as the cars.

Car-lo is going a sliding this morn-ing. Car-lo sits up on the sled be-hind Sam. It is fun for Car-lo.

LESSON XXII.

ch Ch
Church



ü ü
mü-zic

To Teachers. — The name of ch is chë. The name of ü is yu. Exercises as before.

Sam haz a drum. Sam iz rich. Sam can drum. He iz mak-ing mü-zic this morn-ing. Hark. Rub-a-dub-dub. Rub-a-dub-dub. That iz mü-zic. Sam drums az hard az he can. Rat-a-tat-tat. Rat-a-tat-tat. That iz charm-ing. That iz fun for Sam.



Car-lo mak-ing morn-ing az rich
Church mü-zic charm-ing so drum

LESSON XXIII.

V X Z

v x z



Q q

qu Qu

To Teachers. — These letters have their old names, vè, ex, zè, kù. Exercises as before.

I wish I had six çents.

Sam Smith iz rav-ing mad.

Quit that.

Car-lo iz slid-ing on Sam's sled.

He sits up be-hind Sam.

That iz fun for Car-lo.

Car-lo dragz thè sled up for Sam.

That iz not much fun for Car-lo.

That iz fun for Sam.

Sav-ing

six

div-ing

siz-ez

Shav-ing

fix

liv-ing

priz-ez

Hav-ing

fix-ing

striv-ing

quit

Rev-ing

mix

giv-ing

quiz

LESSON XXIV.

To Teachers.—All the letters have now been introduced, and if spelling has been thoroughly taught by the sounds, using the names of the letters here given, the scholars are ready to read on. Teach, as before, writing with the blackboard, and reading and spelling at each lesson.

Tab	big	Eth-el	cup	milk
spilt	fur	soft	silk	thing

This is Tab. She is a big cat.
 Is she an old cat?
 Yes, Tab is an old
 cat. Tab is as old
 as Eth-el. Ruth had
 a cup with milk in
 it. If milk is spilt,
 Tab laps it up.
 Ruth spilt the milk.
 Tab lapt it up.
 Tab's fur is as soft as silk. But
 she is a bad old thing. She bit
 Eth-el's hand.



LESSON XXV.

This is Car-lo. He is Tom's dog.

He lets Tom pat him.



Car-lo can bring things. If Tom flings a chip in the pond, Car-lo can swim for it.

Hold up the chip, Tom. Beg for it, Car-lo. Car-lo sits

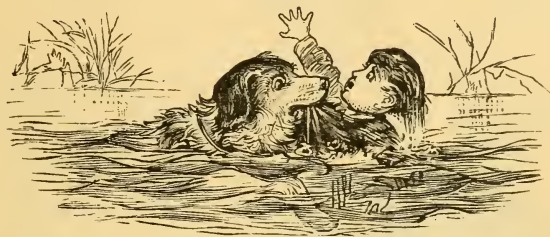
up, and barks, and jumps for the chip. Fling it, Tom. Tom flings it as far as he can.

Car-lo runs, and barks, and jumps in, and swims, and finds the chip, and brings it. That is fun for Car-lo.



LESSON XXVI.

strong slips help hold with swam
swimz pond jump Fred wish-ez get



Car-lo iz big and strong. He swimz in the pond. If Tom slips in, Car-lo can jump in and help him. Car-lo can hold Tom up and swim with him.

Fred iz as big as Tom. Fred slipt in, and Car-lo jumpt in, and held Fred up, and swam with him.

Car-lo iz the dog for me.

Fred's papa wish-ez he had Car-lo. I wish we had him. But we can not get him. He iz Tom's dog.

LESSON XXVII.

mark-et	bask-et	morn-ing
cur	bark-ing	march-
a-long	grand	lion



This is Car-lo. He can get things at mark-et. Tom sends him. Car-lo has a bask-et. The mark-et men put the things in the bask-et.

He has a ham in his bask-et this morn-ing.

Hark! That cur is bark-ing at Car-lo. The cur runs be-hind Car-lo, and snaps at him, and barks, and barks, and barks as hard as he can. But Car-lo march-es a-long as grand as a lion.

LESSON XXVIII.

string strong wind turnz top skip
standz spin hop flop grand steps

Tim haz a top and a string. The string iz long and strong. Tim windz the string on the top. Then he flingz the top so that it turnz and dropz on its peg. The top standz on its peg and spinz. Tim hopz and skipz. The top spinz and spinz, and humz and singz.

Tim hopz and skipz, and hopz and skipz.

The top spinz az long az it can stand. Then it flops and dropz and stopz.



LESSON XXIX.

went fish fish-ing tub red string
bent much go-ing put old pond



Tom went a fish-ing in the pond.
He has put his fish in the tub.

Sam is not as big as Tom. He can
not go a fish-ing in the pond. But
Sam is go-ing a fish-ing. He has
an old fish-ing rod, and a string
with a bent pin on it. So has Ruth.

Sam iz fish-ing in thie tub. So iz Ruth.

Fish-ing in thie tub iz az much fun fër Sam az fish-ing in thie pond iz fër Tøm.



LESSON XXX.

pen-çil	curlz	ring	Eth-el	mü-zic
Burnz	bøx	wish	De-vis	Pinch

Papa, I wish I had a fur cap.
Sam Smith haz a fur cap.

Papa, Ben Stem haz a red sled.
I wish I had a red sled.

Papa, I wish I had a mü-zic bøx.
Ruth Pinch haz a mü-zic bøx.

Papa, I wish I had a gold pen.
Tøm Burnz haz a gold pen.

I wish I had a gold pen-çil, and
a gold ring. Eth-el De-vis haz a
gold ring, and she haz curlz. I wish
I had curlz.

LESSON XXXI.



Is this Ben Smith? No. He is not Ben Smith this morn-ing. He is Ma-jor Ri-nal'-do Ri-nal-dí-ni.

Ma-jor Ri-nal'-do Ri-nal-dí-ni is pa-rad-ing this morn-ing. He haz six men, — Sam and Tom and Bob and Jim and Ruth and Car-lo.

Ma-jor Ri-nal-dí-ni lets Ruth and Car-lo be hiz men. Tab is go-ing a-long with Ruth; but Ma-jor Ri-nal-dí-ni can not let Tab be a man.

Sam haz a drum.

Tom has a horn. It is a tin horn. Bob has a trump-et. Jim has a gun. It is not a pop-gun.

For-ward march!

Sam drums as hard as he can. Rub-a-dub-dub. Rub-a-dub-dub.

The Ma-jor is march-ing. Sam is march-ing with his drum. Tom is march-ing with his tin horn. Bob march-es with his trump-et. Bob struts. Tom and Bob both strut. Jim is march-ing with his gun.

Ruth is not as old as the rest. She can not march as fast as the rest. She march-es as fast as she can. Car-lo can march as fast as Ma-jor Ri-nal'-do Ri-nal-dí-ni.

For-ward march!





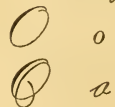





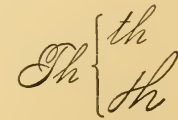
Rat-a-tat. Rat-a-tat. Rat-a-tat-tat, tat-tat.

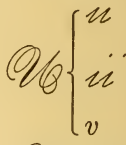





This is a grand march.

THE ALPHABET.



<i>Roman.</i>	<i>Name.</i>	<i>Examples.</i>	<i>Script.</i>
A { a	ă	at, fat	A { a
{ a	ah	arm	
{ a	a	potato	
B b	bè	bat	B b
C { c	kè	cat	C { c
	ç	çent	
	ch	church	
D d	dè	did	D d
E { e	ě	met	E { e
	è	mè, hè	
F f	ef	fit	F f
G g	gè (<i>not jè</i>)	go, get	G g
H h	hè	hè	H h
I i	ì	it	I i
I i	eye	frjar	I i
J j	ja	jet	J j

Roman.	Name.	Examples.	Script.
K k	ka	kin	
L l	el	lo	
M m	em	mè	
N { n ng	en ing	no king	
O { o ø	o ø, ö (awe)	no net, ner	
P p	pè	pet	
Q q	kü	quit	
R r	ar	rat	
S { s z sh	es ez ish	so aa shè	
T t	tè	tep	
Th th	ifh	thin	
Th th	thè	then	

<i>Roman.</i>	<i>Name.</i>	<i>Examples.</i>	<i>Script.</i>
U	u	put, Ruth	
	ü	müsic	
	U	but, burn	
V	v	vat	
	vè		
W	wu	wo·	
X	ex	wax	
Y	yè	yè	
Z	zè	zèbra	

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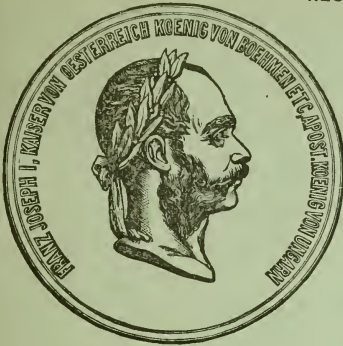
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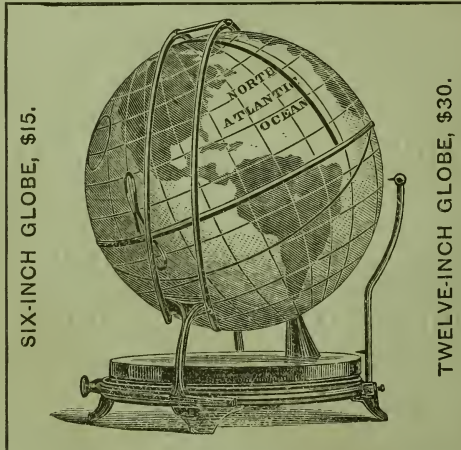


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