



MOSES'
PHONIC
READERS

FIRST READER

EDWARDS & BROUGHTON



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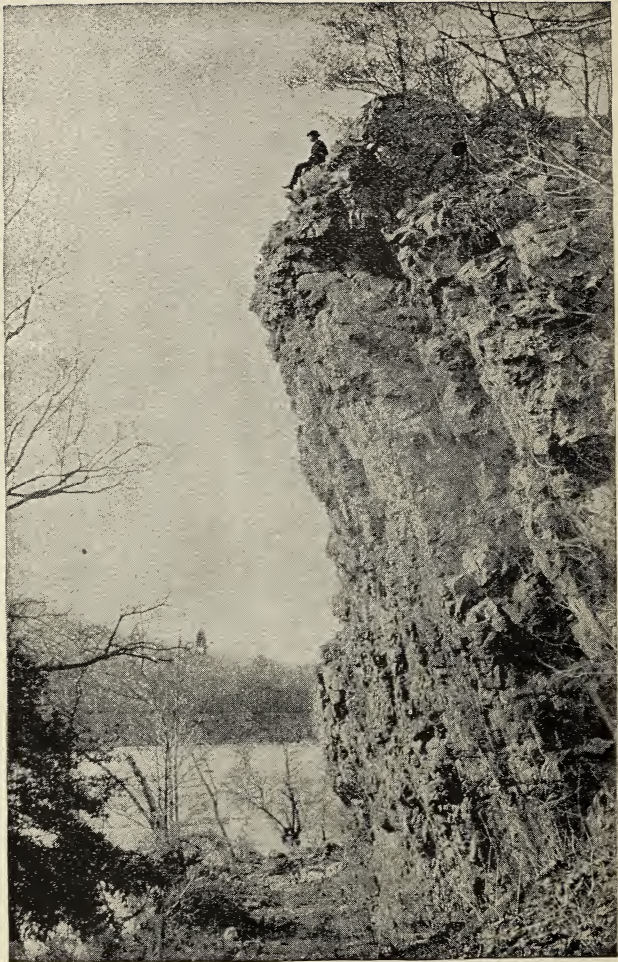
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39,598

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ON THE FRENCH BROAD.

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.

39,598

BY

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“The laut or sound method is a perfectly natural method, and ought to be introduced into our schools. It is not the fault of Sir James Kay Shuttleworth that the revised code has so long pursued its disastrous course, ignoring or repudiating every principle of true education.”—JOSEPH PAYNE.

RALEIGH, N. C.:
EDWARDS & BROUGHTON, PRINTERS AND BINDERS.
1895.

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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, ǒ, ŭ.*
3. The *â* 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 *ô* sound: Give the vowel sound heard in the word *move.*
7. The *ōō* 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 *z* 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.

PART I.

DRILL ON SOUNDS FOR THE CULTIVATION OF THE EAR.

SUGGESTIONS TO TEACHERS.

I. On the first day of school, ask the child the names of things in sight in the school-room. You will thus be enabled to establish familiarity between the school-room and the outside world, and to find out how well the child can speak his mother tongue.

Many children, at the age of six, speak very indistinctly. Some of them cannot even speak their own names correctly. *Smith* may be *Smif*; *Ethel*, *Effel*; *Robert*, *Wobbet*, etc. If you find that the child has not been taught at home to speak correctly, teach him to talk before you attempt to teach him anything else. As all literature is based upon speech, correct speaking should always precede any attempts at spelling or reading. A good building cannot stand upon a faulty foundation.

II. When the child has learned to speak common words correctly, spell out by sound the following words, and ask him of what words he is reminded by the sounds which you give. Do not write these words. They are for the ear only. Do not leave these words until the child can give instantly any one of the words which you have spelled out for him by sound. Give the consonants a slightly explosive sound, especially *l* and *r*.

| | | | | | |
|------|-----|------|------|------|------|
| Joe | pay | jee | saw | by | how |
| toe | day | be | paw | high | mow |
| beau | bay | she | law | shy | bow |
| no | say | we | raw | die | row |
| so | lay | fee | taw | dew | coo |
| mow | way | he | haw | few | do |
| hoe | may | key | caw | mew | chew |
| low | ray | knee | thaw | pew | joy |
| go | hay | see | pie | new | boy |
| row | gay | ye | lie | cow | toy |
| jay | he | jaw | my | now | Roy |

III. Speak the words in the foregoing list as wholes, and require the child to separate them into their elementary sounds. In the list there are 28 of our 41 elementary sounds.

Especial attention should be paid to the position of the vocal organs. Show the child how each sound is made. Show that the b, p, and m sounds are made by simply moving the lips and expelling the breath, that the f sound is made by expelling the breath with the lips parted, and that the v sound is made by vocalising the breath with the lips in the same position as for the f sound. Show that in making the t, d, l, and n sounds the tip of the tongue is placed at the base of the upper teeth, and that the tongue must be thrust between the teeth to make the th sounds—sharp and flat. Let the child speak the ě, ĭ, ē sounds successively, and note how the tongue swings forward from the ě position to the ĭ position and still further forward for the ē position. Drill on the position of the vocal organs in forming the elementary characters is absolutely indispensable to secure the best results with all children except perhaps the few, comparatively, who have “quick ears.” It is folly to attempt to teach spelling or reading by any method to any child who cannot clearly distinguish between the ě and ĭ sounds, or between the ĭ and ā and ē sounds, or between the l and n sounds.

IV. Select from the list of words for spelling, on pages 11-14, a large number of words composed of three elementary sounds (as bat), separate these into their elementary sounds, and ask the child of what word the sounds remind him. If he has difficulty in determining the word, pronounce the first two sounds as one, and then give the last sound, *e. g.*, bā-t. Continue this work, day by day, until the child can give instantly any word of three sounds which you spell out by sound.

V. Speak many words composed of three elementary sounds as wholes, and require the child to separate them into their three elementary sounds. Do not permit him to separate them into two sounds, *e. g.*, b-ăt.

It will require about two weeks to accomplish the work outlined above with a child of fair ability. Some children can do the work in less time; some require more time. This work should be done thoroughly in every case. As soon as it has been accomplished, the child should be shown the symbols (letters) that stand for some of these sounds—thirteen in number. But under no circumstances, attempt to teach the symbols of sounds until the child is familiar with the sounds themselves.

The thirteen symbols of sounds (letters) which are now to be taught are the following:

B D F G H L M N P R S T, and A for the short sound of a. We advise the use of the Roman letters at first, because they are much plainer than the small printed letters or the script, and were used long before the small letters or the script letters, which were fashioned after the small letters. As they were used by Virgil, Horace, and Cæsar, they can be used by little children for a few months without sacrifice of dignity. The children like them much better than any other letters. Every one who has studied little children during their first attempts at reading knows their partiality for "big letters." But after all, the sort of characters which the teacher chooses to use to represent sounds may well be left to her own discretion. These thirteen symbols are difficult to teach—the most difficult task demanded—because there is no real connection between a letter and the sound which it represents. We have found that all children easily associate a letter with the name of a person, *e. g.*, S readily recalls Sam, after the child has been told to think of Sam at sight of S. The connection between the spoken word Sam and the sound represented by S is close enough to enable the child soon to give the proper sound at sight of the letter. If some child's name is given for each letter, the sounds which these thirteen letters represent may be learned in a period of time varying from a few days to several weeks. The teacher is urged not to leave this work with any child until he can readily give the sound at sight of each one of the thirteen letters and *vice versa*. When he can do this, he is ready to begin to print or write words at the teacher's dictation after having separated the words into their elementary sounds. This process is called SPELLING, and should precede reading. The first word ever written by man was first separated into its sounds, and the characters for each sound were then slowly written. It is impossible to account for the existence of written words with arbitrary characters for elementary sounds by any other hypothesis. Later, at sight of the characters, men uttered the elementary sounds which the characters were invented to represent, and were thus able to read that which had been written. A child in school should be taught to read every printed word he meets, which is regular, in precisely the same way.



PICKING COTTON.

SCOTT & BOWEN

PART II.

SPELLING.

All the words that follow are to be printed or written by the child before he shall have seen any one of them. All the instruction which he will need to enable him to write them, if they are pronounced correctly, will appear at the head of each section. This information the teacher is expected to give to the pupil. When the thirteen characters B D F G H L M N P R S T and A (short sound) shall have been mastered, let the teacher send a child or a class to the blackboard, pronounce the first word in the list (bat) distinctly as a whole, and give a sentence or phrase containing it. Let the teacher be sure that the children understand the word and its meaning. Then require them in concert to repeat the word and separate it into its elementary sounds. Then let each child print or write upon the blackboard the proper character for each sound. If they have much difficulty, the teacher would do well, *at first*, to dictate each sound separately, b (sound) ă (sound) t (sound), requiring the children to write the proper character for each sound as it is dictated. But if this latter course is adopted, *it should not be followed longer than a few days*, after which time the teacher should merely dictate the whole word with explanation of meaning, require the pupils themselves to separate it into its sounds, and write the proper character for each sound. Do not encourage the pupils to "study" these words. They are to be spelled by reliance on the ear—not the eye. The author hopes that the small type in which they are printed will be an effectual barrier against the conning over of the words by the children. Review daily the characters for the vowel sounds.

I. Words with the b, d, f, g, h, l, m, n, p, r, s, t and ă Sounds.

| | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| bat | pat | map | Dan | pan | bag | lag | tag | mad | ham | dab |
| fat | rat | nap | fan | ran | fag | Mag | bad | pad | ram | nab |
| hat | sat | rap | man | tan | gag | nag | had | sad | Sam | Rab |
| mat | gap | sap | Nan | an | hag | sag | lad | dam | am | Tab |
| Nat | lap | tap | | | | | | | | |

II. Show the character O for the ð Sound.

dot not tot pop hod sod mob dog log or doll*
 got pot fop sop nod Bob rob fog for Tom Moll
 hot rot hop top pod fob sob hog nor on Poll
 lot sot mop God rod

* Tell the child to write // for the / sound at the end of words.

III. Show the character U for the ũ Sound.

bug mug bum rum gun sup hut tut rub hull bud
 dug pug gum sum run up nut dub tub gull mud
 hug rug hum bun sun but rut hub dull mull us
 lug tug mum fun pup

IV. Show the character E for the ě Sound.

bet met set led Ben men beg peg bell fell sell
 get net bed Ned den pen leg hem dell Nell tell
 let pet fed red hen ten

V. Show the character I for the ĭ Sound.

bit sit tin lip big rig lid rim nib fill pill
 fit it sin nip dig bid rid Tim rib gill rill
 hit din in rip fig did dim bib if hill sill
 lit fin dip sip gig hid him fib bill mill till
 pit pin hip tip pig

VI. Show the characters OO for the ô Sound.

boom room loop noon boot root hoof too woo food poor
 loom hoop moon soon hoot toot roof

VII. Show the characters OO for the õ Sound.

good hood foot soot

VIII. Tell the child that the aŵ Sound is represented by A before
 the letter L.

ball fall gall hall tall all

IX. Tell the child that the k̄ Sound at the beginning of words is rep-
 resented by the letter C.

cab cub cot cap cod cog coo coon coop coot call
 cob cat cut cup cud

X. Tell the child that the *k* Sound at the end of words is represented by the two letters CK.

back pack tack Nick tick luck tuck lock rock beck neck
hack rack Dick pick buck Puck dock mock sock deck peck
lack sack lick sick duck suck

XI. Tell the child that the *ks* Sound at the end of words is represented by the three letters CKS.

backs packs tacks necks ducks tucks picks ticks locks rocks
hacks racks becks pecks sucks licks ricks docks mocks socks
lacks sacks decks bucks

XII. Show the characters OY for the *ōy* Sound.

boy Roy toy

XIII. Show the characters OU for the *ōw* Sound.

out pout our sour loud

XIV. Tell the child that the *ī* Sound is represented by the letter I with *Ē* silent at the end.

dine mine hide tide time mire life sidle rifle file* pile
fine nine ride dime fire tire bite Bible pipe mile tile
line pine side lime hire fife idle title ripe

* Tell the child that the long sound is followed by one *l* only.

XV. Tell the child that the *ā* Sound is represented by the letter A with *Ē* silent at the end.

date mate dame same hare nape mane gale ale fable maple
fate pate fame tame mare tape pane male case gable fade
gate rate game bare pare ape sane pale base table made
hate ate lame care rare cane bale sale able ladle safe
late came name fare cape lane dale tale cable

XVI. Tell the child that the *ō* Sound is represented by the letter O with *Ē* silent at the end.

ore gore tore hone hope rope mole mote home ode bogle
bore more bone tone mope ope pole note nose rode robe
core pore cone cope pope hole sole dome rose ogle dose
fore sore

XVII. Show the characters EE for the ē Sound.

deed heed seed bee see feet beer peer peep beef seen
feed need reed fee beet meet deer deep

XVIII. Tell the child that the ū Sound is represented by the letter U with E silent at the end.

cube tube cure pure cute mute dune tune fume mule bugle

XIX. Tell the child that the é Sound is represented by the letter E.

her fern serf pert term

XX. Tell the child that the â Sound is represented by the letter A.

Words containing this sound are difficult to teach because very many young children fail to perceive any difference between the â Sound and the ǒ Sound.

bar far arm harm card lard cart part barn barb harp
car tar farm bard hard art dart tart darn carp

XXI. Show the character W for the w Sound.

web well win wick wide wife wine weep wore wee woof
wag will wet wicks weed wane wipe wire wall woo wood
wig wen wit wade

XXII. Show the character J for the j Sound.

jag jog jib Jack jam jut jade jole jee jar joy
jig jug job Jill jet jibe Jane

XXIII. Show the character Y for the y (cons.) Sound.

yam yell yes yet yard yarn yule

XXIV. Show the character V for the v Sound.

van vale vine cave lave rave wave hive live hove wove
vat vile veer gave pave save five dive cove rove Jove
vim vane vote

XXV. Show the characters CH for the ch Sound.

chat chop chum chide cheer charm chicks much leech couch
chit chub check chafe chase chart cheep such march pouch
chap chill chick chime char checks rich beech parch perch
chip chin chuck

XXVI. Show the characters SH for the sh Sound.

| | | | | | | | |
|-------|-------|-------|-------|-------|------|------|-------|
| shad | shun | shade | shock | sheep | gash | mesh | hush |
| shed | shell | shame | shuck | share | hash | dish | mush |
| shag | ship | shine | sharp | shire | lash | fish | rush |
| shall | shop | sheet | shoot | shore | mash | wish | harsh |
| sham | shot | shote | shout | cash | rash | bosh | marsh |
| shin | shut | shave | shape | dash | sash | gush | |

XXVII. Show the characters TH for the th Sound (flat).

| | | | | | | | |
|------|------|------|------|-------|-------|-----------|-------|
| the | then | that | thus | with | lathe | booth | thee |
| them | than | this | thou | bathe | lithe | mouth(v.) | thine |

XXVIII. Show the characters TH for the th Sound (sharp).

thin thick thud moth pith teeth berth tooth mouth south

XXIX. Show the characters WH for the hw Sound.

whip whim whet whack whit whale while whine white which

XXX. Show the characters QU for the kw Sound.

quid quell quill quit quack quick queen queer quire quite quote

XXXI. Show the character S for the z Sound.

| | | | | | | | | | |
|-----|------|------|------|-------|------|------|-------|------|------|
| has | is | fuse | nose | chose | wise | cars | tars | coos | boys |
| his | fees | use | rose | those | vase | jars | chars | woos | toys |
| as | bees | hose | pose | rise | bars | mars | hers | | |

XXXII. Show the characters BL for the bl Sound. When the child spells the word by sound previous to writing it, let him give but three distinct sounds for blab (bl-ă-b), and require all words that follow to be spelled in the same way.

| | | | | | | |
|------|-------|-------|-------|--------|-------|--------|
| blab | blot | black | bleed | blithe | blare | blocks |
| bled | blush | blade | blame | bloom | block | |

XXXIII. Show the characters CL for the cl Sound.

| | | | | | | | | |
|------|-------|-------|------|-------|-------|-------|--------|--------|
| club | clef | click | clam | clip | close | cloud | cloth | clucks |
| clad | clog | clock | clan | clot | clave | clout | clacks | clocks |
| clod | clack | cluck | clap | clash | clove | cloy | clicks | clothe |

XXXIV. Show the characters FL for the fl Sound.

fled flog flock flip flat flesh flame fleet flier flocks
flag fleck flap flop flash flush flare flee flout

XXXV. Show the characters GL for the gl Sound.

glad glum glut globe glide glare gloom glib glen glee glade

XXXVI. Show the characters PL for the pl Sound.

plod pluck plan plat plash plane plucks
plug plum plus plot plush plate

XXXVII. Show the characters SL for the sl Sound.

slab slag slam slap slit slish slide slate slave
sled slack slim slip slot slosh slime sleet sloop
slid slick slum slop slash slush slope sleep slouch

XXXVIII. Show the characters BR for the br Sound.

brad brig bran brush breech bridle broom
bred brick brat bribe bride brave brood
brag brim brash breed brine broth bricks

XXXIX. Show the characters CR for the cr Sound.

crab crack cram crash crane creep croon cracks crone
crib crick crum crush crime crate crout crocks cradle
crag crock crop creed crape crave crouch

XL. Show the characters DR for the dr Sound.

drab drag drill drum drop drape drove
drub drug dram drip drone drive droop

XLI. Show the characters FR for the fr Sound.

Fred frock frog frill from fret fresh froth free frame frocks

XLII. Show the characters GR for the gr Sound.

grab grub grum grip grade grime grape grope greet grove
grog grim grin grit greed green gripe grate grave groom

XLIII. Show the characters PR for the pr Sound.

prig prod prate prime prone proof
prim prop pride probe prose proud

XLIV. Show the characters TR for the tr Sound.

| | | | | | | | | |
|-------|-------|-------|------|-------|-------|-------|--------|--------|
| tree | trick | troll | trap | trash | trape | troop | tracks | trucks |
| trod | truck | tram | trip | tribe | tripe | trout | tricks | trifle |
| track | trill | trim | trot | trade | trite | trees | | |

XLV. Show the characters SM for the sm Sound.

| | | | | | | |
|------|-------|-------|-------|-------|-------|--------|
| smut | smack | smell | smith | smite | smart | smooth |
| smug | smock | smash | smile | smote | small | smacks |

XLVI. Show the characters SN for the sn Sound.

| | | | | | | |
|------|------|-------|-------|-------|-------|--------|
| snob | snag | snack | snip | snare | snore | snacks |
| snub | snug | snap | snipe | sneer | snout | |

XLVII. Show the Characters SP for the sp Sound.

| | | | | | | | | |
|-------|-------|-------|-------|--------|--------|------|-------|-------|
| sped | spill | spat | speed | spume | sperm | asp | clasp | crisp |
| speck | span | spit | spare | spite | spoon | gasp | grasp | wisp |
| spick | spin | spot | spire | speech | spout | hasp | lisp | whisp |
| spell | spun | spade | spine | spar | specks | | | |

XLVIII. Show the characters ST for the st Sound.

| | | | | | | | |
|-------|-------|-------|--------|------|-------|-------|--------|
| stab | step | state | stout | best | chest | roost | just |
| stub | stop | stave | sticks | lest | quest | cost | crust |
| stag | stale | stove | stocks | nest | blest | lost | trust |
| stack | stile | star | stifle | pest | crest | frost | baste |
| stick | stole | start | stable | rest | fist | bust | haste |
| stock | stone | stall | staple | test | hist | dust | paste |
| stuck | steep | stern | cast | vest | list | gust | taste |
| still | stare | stoop | fast | jest | mist | must | waste |
| stem | steer | stood | last | west | whist | rust | chaste |
| stun | store | | | | | | |

XLIX. Show the characters SPL for the spl Sound. Let splash be spelled with three sounds—spl-ă-sh.

splash spleen split

L. Show the characters SPR for the spr Sound.

sprat spree sprig sprit sprite sprout

LI. Show the characters STR for the str Sound.

strap strop strode strive strife struck strut
strip stride stripe strove street strum

LII. Show the characters SQU for the skw Sound.

squib squill square squire

LIII. Show the characters SW for the sw Sound.

swam swum swig swill sweep swoon sweet swine swathe
swim swag swell swop swipe swoop swore swish

LIV. Show the characters TW for the tw Sound.

twig twin twill twist twit

LV. Show the characters THR for the thr Sound.

throb thrash thrush three throne thrive thrall thrum thresh thrust

LVI. Show the characters NG for the ng Sound. Do not permit pupils to give this elementary sound as if it were composed of two sounds. The spoken word bang is composed of but three sounds.

bang tang twang thing sting long throng sung stung
fang clang ding cling spring song bung clung sprung
hang slang ring fling string thong hung flung strung
pang sprang sing sling swing prong lung slung swung
rang swang wing bring gong strong rung

LVII. Show the character MP for the mp Sound.

camp champ tramp gimp romp hump pump clump crump
damp clamp stamp limp bump jump chump plump trump
lamp cramp hemp crimp dump lump thump slump stump
tamp

LVIII. Show the characters LT for the lt Sound.

halt salt felt pelt smelt hilt tilt spilt
malt belt melt welt spelt jilt wilt stilt

LIX. Show the characters LP, LD, LM for the lp, ld, lm Sounds.

help yelp whelp gulp pulp bald held helm elm

LX. Show the characters PT for the pt Sound.

wept slept crept swept tipt clipt dript whipt apt

LXI. Show the characters BS for the bz Sound.

| | | | | | | | | | |
|-------|-------|-------|------|--------|------|------|------|-------|-------|
| cabs | slabs | stabs | fibs | cribs | fobs | robs | dubs | tubs | grubs |
| nabs | crabs | webs | jibs | squibs | jobs | sobs | hubs | clubs | snubs |
| blabs | grabs | bibs | ribs | cobs | mobs | cubs | rubs | drubs | barbs |

LXII. Show the characters NS for the nz Sound.

| | | | | | | | | |
|-------|-------|-------|------|-------|------|-------|--------|--------|
| caus | spans | tens | fin | chins | buns | suns | loons | swoons |
| fans | dens | wens | pins | spins | guns | shuns | moons | barns |
| pans | hens | glens | sins | shins | puns | stuns | croons | darns |
| tans | pens | bins | wins | twins | runs | coons | spoons | yarns |
| clans | | | | | | | | |

LXIII. Show the characters MS for the mz Sound.

| | | | | | | | |
|-------|-------|-------|-------|-------|-------|--------|--------|
| hams | clams | hems | brims | chums | drums | charms | rooms |
| rams | slams | stems | trims | plums | arms | seems | blooms |
| yams | crams | dims | whims | slums | farms | booms | brooms |
| shams | drams | rims | hums | crums | harms | looms | |

LXIV. Show the character DS for the dz Sound.

| | | | | | | | |
|-------|-------|------|-------|-------|-------|--------|--------|
| lads | weds | rids | Pods | duds | feeds | bleeds | broods |
| pads | sheds | gods | rods | suds | heeds | breeds | clouds |
| brads | sleds | hods | clods | hards | needs | creeds | goods |
| beds | lids | nods | buds | cards | weeds | steeds | woods |

LXV. Show the characters GS for the gz Sound.

| | | | | | | | | |
|------|-------|-------|-------|--------|-------|-------|------|-------|
| bags | nags | crag | legs | jigs | twigs | jogs | hugs | rugs |
| fags | rags | drags | pegs | pigs | bogs | logs | jugs | tugs |
| gags | tags | snags | dregs | rigs | cogs | clogs | lugs | plugs |
| hags | wags | stags | digs | wigs | dogs | flogs | mugs | slugs |
| jags | flags | swags | figs | sprigs | fogs | bugs | pugs | drugs |
| lags | brags | begs | gigs | swigs | hogs | | | |

LXVI. Show the characters NT for the nt Sound.

| | | | | | | | | |
|-------|--------|------|------|-------|-------|--------|-------|-------|
| pant | grant | dent | sent | spent | flint | splint | blunt | count |
| rant | shan't | lent | tent | hint | glint | squint | brunt | fount |
| chant | ant | pent | vent | lint | print | hunt | grunt | mount |
| plant | bent | rent | went | tint | stint | runt | stunt | |

LXVII. Show the characters TS for the ts Sound.

| | | | | | | | | |
|-------|--------|-------|--------|-------|-------|--------|--------|---------|
| bats | brats | frets | wits | dots | clots | smuts | beets | starts |
| cats | sprats | whets | chits | lots | trots | struts | sheets | pouts |
| hats | bets | bits | slits | pots | spots | boots | carts | routs |
| mats | gets | fits | grits | rots | cuts | hoots | darts | shouts |
| pats | lets | hits | spits | sots | huts | loots | parts | flouts |
| rats | nets | pits | splits | tots | ruts | roots | tarts | snouts |
| vats | pets | quits | twits | shots | shuts | toots | charts | spouts |
| chats | sets | sits | cots | blots | gluts | shoots | smarts | sprouts |

LXVIII. Show the characters LS for the lz Sound.

cools fools pools tools spools stools

LXIX. Show the characters PS for the ps sound.

| | | | | | | | | |
|-------|--------|-------|-------|--------|-------|--------|--------|--------|
| caps | chaps | steps | chips | trips | pops | drops | steeps | loops |
| gaps | claps | dips | ships | strips | tops | props | sweeps | sloops |
| laps | flaps | hips | clips | whips | chops | stops | harps | droops |
| maps | slaps | lips | slips | fops | shops | cups | sharps | troops |
| napts | traps | rips | snips | hops | flops | pups | coops | stoops |
| raps | snaps | sips | drips | lops | slops | weeps | hoops | swoops |
| taps | straps | tips | grips | mops | crops | sleeps | | |

LXX. Show the characters NGS for the ngz Sound.

| | | | | | | | |
|-------|--------|-------|--------|--------|---------|-------|--------|
| bangs | pangs | rings | things | slings | springs | gongs | prongs |
| fangs | clangs | sings | clings | brings | strings | songs | bungs |
| hangs | twangs | wings | flings | stings | swings | tongs | lungs |

LXXI. Show the characters ND for the nd Sound.

| | | | | | | | |
|------|-------|--------|------|-------|-------|-------|--------|
| band | bland | strand | mend | vend | bond | found | round |
| hand | brand | and | rend | blend | pond | hound | wound |
| land | grand | bend | send | spend | wind | mound | ground |
| sand | stand | lend | tend | end | bound | pound | |

LXXII. Show the characters NDS for the ndz Sound.

| | | | | | | | |
|-------|---------|-------|-------|--------|-------|--------|---------|
| bands | brands | lends | sends | blends | bonds | bounds | pounds |
| hands | stands | mends | tends | spends | ponds | hounds | rounds |
| lands | strands | rends | vends | ends | winds | mounds | grounds |
| sands | bends | | | | | | |

LXXIII. Show the characters MPS for the mps Sound.

camp clamps stamps romps humps clumps chumps trumps
lamps cramps limps bumps lumps thumps slumps stumps
champs tramps crimps dumps pumps

LXXIV. Show the characters FT for the ft Sound.

haft draft left cleft lift sift drift swift loft croft
craft graft theft gift rift shift thrift oft soft tuft

LXXV. Show the characters FTS for the fts Sound.

hafts crafts drafts grafts gifts lifts rifts sifts shifts drifts lofts tufts

LXXVI. Show the characters SPS for the sps Sound.

gasps hasps clasps grasps lisps wisps whisps

LXXVII. Show the characters STS for the sts Sound.

casts nests tests chests hist costs gusts trusts
fasts pests vests crests lists frosts rusts roosts
lasts rests jests fists mists busts crusts

PART III.

READING.

After the child shall have written from dictation the words in Part II.—SPELLING—he is ready to begin a process the reverse of spelling, *i. e.*, to give at sight of letters the sounds which the letters represent, and then speak the word which these sounds call to his mind—a process called READING.

The following characters, representing certain elementary sounds, are for drill until the child can give instantly the sound which the letters represent. Let the child give the short sounds for the vowels and the hard sounds for *c* and *g*.

| | | | | | | | | |
|---|---|---|---|---|---|----|----|-----------|
| a | e | i | o | u | d | t | s | b |
| m | p | f | v | w | c | g | j | k |
| l | n | r | h | z | y | ch | sh | th (flat) |

The following characters representing two or three consonantal sounds that coalesce are for drill until the child can instantly speak the sounds as wholes:

| | | | | | | | | | | |
|----|----|----|----|----|----|-----|-----|-----|-----|--------|
| bl | cl | fl | gl | pl | sl | spl | | | | |
| br | cr | fr | gr | pr | dr | tr | scr | spr | str | thr |
| sc | sk | sm | sn | sp | st | sw | tw | wh | qu | x (ks) |

The following letters, representing parts of words, are for drill until the child can give the sounds as wholes. Let the regular short sound be given to each vowel. Teachers who may be averse to using these exercises can omit them, but the author heartily agrees with Hoole in insisting upon their great value:

| | | | | | | | | | |
|-----|-----|-----|-----|-----|------|------|------|------|------|
| ba | be | bi | bo | bu | fla | fle | fli | flo | flu |
| ca | — | — | co | cu | gla | gle | gli | glo | glu |
| da | de | di | do | du | pla | ple | pli | plo | plu |
| fa | fe | fi | fo | fu | sla | sle | sli | slo | slu |
| ga | — | — | go | gu | bra | bre | bri | bro | bru |
| ha | he | hi | ho | hu | cra | cre | cri | cro | cru |
| ja | je | ji | jo | ju | dra | dre | dri | dro | dru |
| la | le | li | lo | lu | fra | fre | fri | fro | fru |
| ma | me | mi | mo | mu | gra | gre | gri | gro | gru |
| na | ne | ni | no | nu | pra | pre | pri | pro | pru |
| pa | pe | pi | po | pu | tra | tre | tri | tro | tru |
| ra | re | ri | ro | ru | sma | sme | smi | sno | smu |
| sa | se | si | so | su | sna | sne | sni | sno | snu |
| ta | te | ti | to | tu | spa | spe | spi | spo | spu |
| va | ve | vi | vo | vu | sta | ste | sti | sto | stu |
| wa | we | wi | — | — | swa | swe | swi | swo | swu |
| ya | ye | — | — | — | spla | sple | spli | splo | splu |
| cha | che | chi | cho | chu | spra | — | spri | — | spru |
| sha | she | shi | sho | shu | stra | stre | stri | stro | stru |
| tha | the | thi | tho | thu | thra | thre | thri | thro | thru |
| qua | que | qui | — | — | sca | — | — | sco | scu |
| bla | ble | bli | blo | blu | ska | ske | ski | — | sku |
| cla | cle | cli | clo | clu | scra | scre | scri | scro | scru |

Let the pupil spell out by sound each of the following words.
Give the short Sounds to the vowels unless otherwise directed:

| | | | | | | |
|------|-------|------|------|-------|-------|-------|
| at | clap | hag | sad | Rab | slant | gasp |
| bat | flap | lag | clad | Tab | grant | hasp |
| cat | slap | Mag | glad | blab | scant | clasp |
| fat | scrap | nag | brad | slab | camp | bask |
| hat | strap | rag | am | crab | damp | cask |
| mat | trap | sag | dam | drab | lamp | flask |
| Nat | snap | tag | ham | grab | clamp | fact |
| pat | an | wag | jam | scab | cramp | tract |
| rat | can | flag | ram | stab | tramp | craft |
| sat | Dan | slag | Sam | and | stamp | haft |
| vat | fan | brag | yam | band | as | draft |
| slat | man | crag | clam | hand | has | graft |
| brat | Nan | drag | slam | land | ax | gas |
| spat | pan | snag | cram | sand | Max | spasm |
| cap | ran | stag | dram | bland | tax | bats |
| gap | tan | swag | tram | brand | wax | cats |
| lap | clan | bad | swam | grand | flax | hats |
| map | bran | fad | cab | stand | hast | mats |
| nap | span | had | dab | ant | cast | pats |
| rap | bag | lad | gab | pant | fast | rats |
| sap | fag | mad | Mab | rant | last | vats |
| tap | gag | pad | nab | plant | blast | slats |

| | | | | | | |
|--------|-------|--------|--------|------|------|------|
| chats | gags | slams | grants | cot | log | slop |
| brats | hags | crams | camp | dot | clog | crop |
| caps | lags | drams | lamps | got | flog | drop |
| gaps | nags | cabs | clamps | hot | frog | prop |
| laps | rags | dabs | tramps | lot | grog | stop |
| maps | sags | nabs | stamps | not | cod | swop |
| nap | tags | blabs | casts | pot | God | Tom |
| rap | wags | slabs | lasts | rot | hod | from |
| taps | flags | crabs | blasts | sot | nod | or |
| claps | brags | grabs | basks | tot | pod | for |
| flaps | crag | scabs | casks | blot | rod | nor |
| slaps | drags | stabs | flasks | clot | sod | bob |
| scraps | snags | bands | gasps | plot | clod | cob |
| straps | stags | hands | hasps | slot | plod | fob |
| traps | swags | lands | clasps | trot | trod | job |
| snaps | lads | sands | acts | Scot | fop | mob |
| cans | pads | brands | facts | spot | hop | rob |
| fans | brads | stands | tracts | bog | lop | doll |
| pans | dams | ants | crafts | cog | mop | loll |
| tans | hams | pants | hafts | dog | pop | Moll |
| clans | rams | rants | drafts | fog | sop | Poll |
| bags | yams | plants | grafts | hog | top | horn |
| fags | clams | slants | spasms | jog | flop | morn |

| | | | | | | |
|-------|-------|--------|------|-------|-------|-------|
| loft | tots | plods | bit | twin | gill | prim |
| soft | blots | fops | fit | skin | hill | scrim |
| on | clots | hops | hit | spin | Jill | trim |
| ox | plots | lops | kit | dip | kill | skim |
| box | slots | mops | pit | hip | mill | swim |
| fox | trots | pops | sit | Jip | pill | big |
| romp | Scots | sops | tit | lip | rill | dig |
| cost | spots | tops | wit | nip | sill | fig |
| lost | bogs | flops | flit | rip | till | gig |
| frost | cogs | slops | slit | sip | will | jig |
| sort | dogs | crops | grit | tip | drill | pig |
| snort | fogs | drops | spit | clip | frill | rig |
| cork | hogs | props | twit | flip | trill | wig |
| fork | jogs | stops | in | slip | spill | brig |
| stork | logs | swops | bin | drip | still | prig |
| bond | clogs | costs | din | grip | swill | sprig |
| pond | flogs | frosts | fin | strip | dim | twig |
| blond | frogs | corks | kin | trip | him | swig |
| cots | hods | forks | pin | skip | rim | bid |
| dots | nods | storks | sin | snip | Tim | did |
| lots | pod | bonds | tin | ill | slim | hid |
| pots | rods | ponds | win | bill | brim | kid |
| rots | clods | it | grin | fill | grim | lid |

| | | | | | | |
|-------|-------|--------|--------|--------|--------|--------|
| rid | milk | strict | spins | rills | prigs | tints |
| slid | silk | lisp | dips | sills | sprigs | prints |
| bib | hilt | crisp | hips | tills | twigs | stints |
| fib | gilt | wisp | lips | drills | swigs | fists |
| jib | jilt | bits | nips | frills | bids | lists |
| nib | tilt | fits | rips | trills | kids | twists |
| rib | spilt | hits | sips | spills | lids | lisps |
| glib | stilt | kits | tips | stills | rids | wisps |
| crib | risk | pits | clips | swills | bibs | bet |
| if | frisk | sits | flips | dims | fibs | get |
| gift | hint | wits | slips | rims | jibs | let |
| lift | lint | flits | drips | brims | nibs | met |
| rift | mint | grits | grips | trims | ribs | net |
| sift | tint | spits | strips | skims | cribs | pet |
| drift | flint | bins | trips | swims | gifts | set |
| swift | print | dins | skips | digs | lifts | wet |
| wind | stint | fins | snips | figs | rifts | yet |
| limp | fist | pins | bills | gigs | sifts | fret |
| crimp | hist | sins | fills | jigs | drifts | bed |
| is | list | wins | gills | pigs | winds | fed |
| his | mist | grins | hills | rigs | milks | led |
| fix | grist | twins | mills | wigs | silks | Ned |
| mix | twist | skins | pill | brigs | hints | red |

| | | | | | | |
|-------|-------|-------|-------|--------|--------|------|
| Ted | spend | pelt | left | sets | dells | dug |
| bled | bent | smelt | cleft | frets | sells | hug |
| fled | dent | beg | web | beds | tells | jug |
| bred | lent | keg | held | dens | wells | lug |
| Fred | rent | leg | weld | fens | yells | mug |
| sped | sent | peg | step | hens | smells | pug |
| Ben | tent | best | elm | pens | spells | rug |
| den | went | jest | helm | tens | swells | tug |
| fen | spent | lest | hem | wens | belts | plug |
| hen | bell | nest | stem | glens | melts | drug |
| men | dell | pest | elf | ends | pelts | snug |
| pen | fell | rest | self | bends | begs | bum |
| ten | Nell | test | help | lends | kegs | gum |
| wen | sell | vest | yelp | mends | legs | hum |
| glen | tell | west | next | rends | pegs | mum |
| end | well | blest | text | sends | jests | rum |
| bend | yell | crest | hemp | tends | nests | glum |
| lend | smell | wept | desk | blends | pests | plum |
| mend | spell | slept | bets | spends | rests | slum |
| rend | swell | crept | gets | dents | tests | drum |
| send | belt | stept | lets | rents | vests | grum |
| tend | felt | swept | nets | tents | crests | scum |
| blend | melt | yes | pets | bells | bug | swum |

| | | | | | | |
|-------|-------|-------|-------|--------|--------|--------|
| but | up | drub | gull | rugs | pups | humps |
| cut | cup | grub | hull | tugs | sups | jumps |
| hut | pup | scrub | mull | plugs | cubs | lumps |
| nut | sup | snub | skull | drugs | dubs | pumps |
| rut | bump | stub | gulp | hums | hubs | clumps |
| tut | dump | hunt | pulp | plums | rubs | stumps |
| strut | hump | blunt | bulk | slums | tubs | trumps |
| smut | jump | grunt | hulk | cuts | clubs | hunts |
| bud | lump | stunt | sulk | huts | drubs | grunts |
| cud | pump | bust | skulk | nuts | grubs | stunts |
| mud | clump | dust | dusk | ruts | scrubs | busts |
| bun | plump | gust | husk | struts | snubs | gusts |
| dun | slump | must | musk | buns | stubs | rusts |
| fun | stump | rust | tusk | guns | culls | crusts |
| gun | trump | crust | bugs | nuns | dulls | trusts |
| nun | cub | trust | hugs | puns | gulls | hulks |
| pun | dub | us | jugs | runs | hulls | sulks |
| run | hub | tuft | lugs | suns | skulls | skulks |
| sun | rub | cull | mugs | stuns | bumps | husks |
| spun | tub | dull | pugs | cups | dumps | tusks |
| stun | club | | | | | |

SS for the S Sound.

Tell the child that ss at the end of words do not stand for two Sounds, but for one s Sound. Then let him spell out by Sound these words:

bass grass cress hiss Swiss toss dross
 class Bess dress kiss boss gloss buss
 glass mess press bliss loss cross fuss
 brass bless tress miss

FF for the F Sound.

Tell the child that ff at the end of words stand for one f Sound. Then let him spell out by Sound these words:

tiff doff cuff muff bluff scruff
 skiff scoff huff puff fluff snuff
 stiff buff luff ruff scuff stuff
 off

CK for the K sound.

Remind the child that c and k do not stand for two Sounds, but for one k sound. Then let him spell out by Sound these words:

back black stack Dick slick luck struck
 hack clack beck lick brick tuck truck
 lack slack deck pick crick Puck backs
 pack crack neck sick trick suck hacks
 rack track peck tick stick cluck lacks
 sack smack fleck wick buck pluck packs
 tack snack speck click duck stuck racks

sacks tracks decks licks bricks ducks
 tacks smacks necks picks cricks sucks
 blacks snacks pecks ticks tricks clucks
 clacks stacks flecks wicks sticks plucks
 slacks becks specks clicks bucks trucks
 cracks

NG for the ng Sound.

Remind the child that n and g do not stand for two Sounds, but for one sound—ng. Then let him spell out by Sound these words:

bang sprang fling song slung clangs springs
 fang twang sling prong sprung kings strings
 hang ding bring strong strung rings stings
 pang king spring bung stung sings swings
 rang ring string hung swung wings gongs
 sang sing sting lung bangs clings songs
 tang ting swing rung fangs flings prongs
 clang wing gong sung hangs slings bungs
 slang cling long flung pangs brings lungs

NK for the ngk Sound.

Tell the child that n before k does not stand for the n Sound, but for the ng Sound. Then let him spell out by sound these words:

bank rank blank drank spank link rink
 hank sank flank frank ink mink sink
 lank tank crank prank kink pink wink

| | | | | | |
|-------|-------|--------|--------|--------|--------|
| blink | junk | hanks | pranks | pinks | slinks |
| clink | sunk | ranks | spanks | rinks | drinks |
| slink | slunk | tanks | inks | sinks | prinks |
| brink | trunk | blanks | kinks | winks | bunks |
| drink | spunk | flanks | links | blinks | junks |
| prink | banks | cranks | minks | clinks | trunks |
| bunk | | | | | |

CH

Remind the child that c and h do not stand for the two Sounds, c, h, but for one Sound—ch. Then let him spell out by Sound these words:

| | | | | | | |
|-------|-------|-------|-------|-------|-------|------|
| chaff | chap | chess | chick | chink | chuck | much |
| champ | chat | chest | chill | chip | chuff | such |
| chant | check | chit | chin | chop | rich | |

TCH

Tell the child that t before ch does not stand for any Sound. Then let him spell out by sound these words:

| | | | | | |
|-------|---------|---------|--------|--------|--------|
| batch | patch | stretch | pitch | twitch | Dutch |
| catch | scratch | sketch | fitch | botch | hutch |
| hatch | snatch | ditch | stitch | blotch | clutch |
| latch | fetch | hitch | switch | Scotch | crutch |
| match | | | | | |

SH

Remind the child that s and h do not stand for two Sounds, s, h, but for one Sound—sh. Then let him spell out by Sound these words:

shad shot dash splash flesh bosh blush
 sham shift gash slash fresh slosh flush
 shed ship hash brash dish gush plush
 shell shuck mash crash fish hush slush
 shelf shun rash trash wish mush brush
 shod shut clash smash swish rush crush
 shop cash flash mesh

TH

Remind the child that t and h do not stand for two Sounds, t, h, but often for the th Sound (flat). Then let him spell out by Sound these words:

than this that thus the with them then

WH

Remind the child that w and h do not stand for the two Sounds, w, h, but for the hw Sound. Then let him spell out by Sound these words:

whack which whet whist when whim whip

I in Words Ending in E.

Remind the child that i in words ending in e does not stand for the ĩ Sound, but for the ī Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

dine mine vine thine whine ride wide
 fine nine wine brine bide side chide
 line pine shine swine hide tide glide

| | | | | | | |
|-------|-------|--------|--------|--------|-------|--------|
| slide | vile | quite | stripe | tire | lime | hive |
| bride | wile | sprite | tripe | wire | time | live |
| pride | smile | smite | snipe | spire | chime | drive |
| bile | stile | spite | swipe | fife | slime | strive |
| file | while | white | fire | life | crime | rise |
| mile | bite | pipe | hire | wife | prime | wise |
| Nile | kite | ripe | mire | strife | dive | bribe |
| pile | mite | wipe | quire | dime | five | tribe |
| tile | | | | | | |

A in Words Ending in E.

Remind the child that a in words ending in e does not stand for the ä Sound, but for the ā Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words.

| | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|
| ate | grate | shave | shape | share | same | blade |
| date | prate | slave | crape | flare | tame | glade |
| fate | skate | brave | drape | snare | shame | grade |
| gate | Kate | crave | grape | spare | blame | trade |
| hate | state | grave | bare | stare | flame | spade |
| late | cave | stave | dare | came | frame | cane |
| mate | gave | ape | fare | dame | fade | Jane |
| rate | pave | cape | hare | fame | jade | lane |
| plate | rave | gape | mare | game | made | mane |
| slate | save | nape | pare | lame | wade | pane |
| crate | wave | tape | rare | name | shade | vane |

| | | | | | |
|-------|------|-------|-------|--------|-------|
| plane | dale | sale | whale | taste | case |
| crane | gale | tale | baste | waste | chase |
| ale | male | vale | haste | chaste | safe |
| bale | pale | stale | paste | base | |

O in Words Ending in E.

Remind the child that o in words ending in e does not stand for the ō Sound, but for the ō Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

| | | | | | | |
|-------|-------|--------|-------|-------|-------|-------|
| ore | snore | drone | grope | mole | those | dose |
| bore | store | prone | mote | pole | close | close |
| core | swore | stone | note | sole | prose | robe |
| fore | bone | throne | quote | stole | cove | globe |
| gore | cone | hope | vote | hose | hove | probe |
| more | hone | mope | shote | nose | wove | ode |
| sore | lone | pope | smote | pose | clove | rode |
| tore | tone | rope | hole | rose | grove | dome |
| wore | crone | slope | jole | chose | stove | home |
| shore | | | | | | |

U in Words Ending in E.

Remind the child that u in words ending in e does not stand for the ū Sound, but for the ū Sound, and that the e does not stand for any Sound. Then let him spell out by Sound these words:

| | | | | | | |
|------|------|------|------|------|-----|-----|
| cure | cube | cute | use | mule | cue | hue |
| pure | tube | mute | fuse | tune | due | |

A Before R.

Tell the child that a before r does not usually stand for the ă Sound, but for the â sound. Then let him spell out by Sound these words:

| | | | | | | |
|------|-------|-------|-------|--------|--------|--------|
| bar | bark | part | darn | march | stars | carts |
| car | dark | tart | yarn | parch | arms | darts |
| jar | hark | chart | arm | starch | farms | parts |
| far | lark | smart | farm | harsh | harms | tarts |
| tar | mark | start | harm | marsh | charms | charts |
| scar | park | card | charm | bars | cards | smarts |
| spar | stark | hard | carp | cars | yards | starts |
| star | cart | lard | harp | jars | barns | barb |
| char | dart | yard | sharp | scars | darns | barbs |
| ark | mart | barn | arch | spars | yarns | |

A Before L.

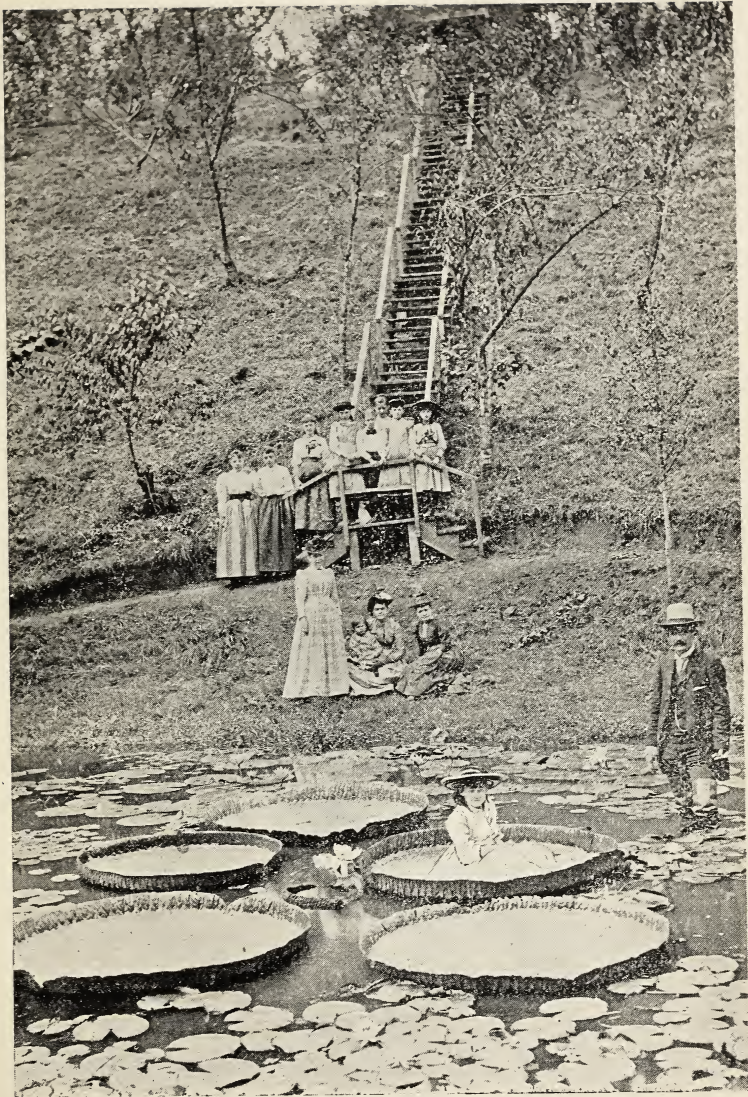
Tell the child that a before l does not usually stand for the ă Sound, but for the ăw Sound. Then let him spell out by Sound these words:

| | | | | | | | |
|------|------|-------|------|--------|------|------|-------|
| all | call | wall | fall | squall | halt | salt | scald |
| ball | tall | small | hall | stall | malt | bald | |

E Before R.

Tell the child that e before r does not usually stand for the ě Sound, but for the é Sound. Then let him spell out by Sound these words:

| | | | | | | | |
|------|-------|------|-------|-------|-------|-------|-------|
| her | fern | pert | sperm | perch | herd | jerks | herds |
| hers | stern | term | jerk | herb | terms | herbs | |



WATER-LILIES.

I Before R.

Tell the child that i before r does not, in short words, stand for the ĩ Sound, but for the é Sound. Then let him spell out by Sound these words:

sir shirt dirk stirs dirks whirl skirts
 stir skirt shirk whirs shirks birch squirts
 whir squirt smirk first smirks flirts girls
 dirt bird chirp birds girl shirts whirls
 flirt

U Before R.

Tell the child that u before r does not usually stand for the ũ Sound, but for the é Sound. Then let him spell out by Sound these words:

cur curd lurk hurt slurs blurts
 fur burst Turk blurt spurs spurts
 blur curst turn spurt furls turns
 slur durst churn curt curls churns
 spur furl church curs hurls lurks
 surf curl curds blurs hurts Turks
 turf hurl

THE DIPHTHONGS.

The teaching of the English diphthongs without the use of diacritical marks is the most important work of the primary school. Our diphthongs should be taught as the diphthongs of other languages are taught. After a child has learned the Sound ordinarily attached to the German diphthongs ei and ie, he is not encouraged to wait, in utter helplessness, whenever he meets them thereafter, until his teacher marks them. And yet some teachers and text-book makers mark *oa*, again and again, as they occur in different words, just as

if the diphthong *oa* represented different sounds in all the words in which it appears, whereas it represents the long *o* Sound in every word in the language except in the word *broad* and its compounds. The mutilation of regular English words (and at least 95 per cent. of our consonants and 90 per cent. of our vowels are regular) by means of daggers, macrons, etc., is wholly unnecessary and without excuse.

THE DIPHTHONG AI.

Tell the child that the diphthong *ai* represents the \bar{a} Sound. Then let him spell out by Sound these words:

| | | | | | |
|-------|--------|-------|--------|---------|--------|
| ail | lain | fair | paint | wails | hairs |
| bail | main | hair | quaint | snails | lair |
| fail | pain | lair | saint | trails | pairs |
| hail | rain | pair | taint | quails | stairs |
| jail | vain | stair | aim | gains | maids |
| mail | chain | aid | claim | pains | raids |
| nail | brain | laid | waist | rains | braids |
| pail | drain | maid | bails | chains | baits |
| rail | grain | paid | fails | brains | waits |
| sail | plain | raid | jails | drains | plaits |
| tail | slain | braid | mails | plains | faints |
| wail | stain | staid | nails | stains | paints |
| frail | sprain | bait | pails | sprains | saints |
| snail | strain | wait | rails | trains | taints |
| trail | train | plait | sails | chairs | aims |
| quail | air | faint | tails | fairs | claims |
| gain | chair | | | | |

THE DIPHTHONG AW.

Tell the child that the diphthong aw represents the āw Sound. Then let him spell out by Sound these words:

| | | | | | |
|-----|-------|--------|-------|--------|---------|
| caw | haw | bawl | dawn | paws | drawls |
| jaw | maw | yawl | yawn | claws | scrawls |
| law | claw | crawl | pawn | draws | sprawls |
| paw | craw | drawl | drawn | bawls | pawns |
| raw | draw | shawl | spawn | yawls | dawns |
| saw | squaw | scrawl | jaws | shawls | yawns |
| taw | straw | sprawl | laws | crawls | hawk |

THE DIPHTHONG AU.

Tell the child that the diphthong au generally represents the āw Sound. Then let him spell out by Sound these words:

| | | | | |
|------|------|-------|-------|--------|
| haul | Paul | Maud | vault | mauls |
| maul | Saul | fault | hauls | faults |

THE DIPHTHONG AY.

Tell the child that the diphthong ay represents the ā Sound. Then let him spell out by Sound these words:

| | | | | | | |
|-----|-----|------|-------|-------|-------|--------|
| bay | may | bray | slay | stray | rays | prays |
| day | nay | clay | stay | bays | ways | stays |
| gay | pay | dray | tray | days | brays | trays |
| hay | ray | gray | sway | lays | drays | sways |
| jay | say | play | spray | pays | plays | strays |
| ay | way | pray | | | | |

THE DIPHTHONG EE.

Remind the child that the diphthong ee represents the ē Sound. Then let him spell out by Sound these words:

| | | | | | |
|--------|-------|--------|---------|--------|---------|
| bee | peep | treed | seem | peeps | teens |
| fee | weep | beer | beef | weeps | screens |
| jee | sheep | deer | beech | creeps | weeks |
| see | creep | jeer | leech | sleeps | seeks |
| thee | sleep | cheer | screech | sweeps | cheeks |
| wee | steep | sheer | speech | deeds | creeks |
| free | sweep | queer | bees | feeds | Greeks |
| glee | deed | sneer | fees | heeds | seems |
| tree | feed | steer | sees | needs | eel |
| flee | heed | green | frees | weeds | peel |
| spree | need | queen | trees | creeds | feel |
| beet | reed | seen | flees | bleeds | heel |
| feet | seed | screen | sprees | breeds | reel |
| meet | weed | mEEK | beets | speeds | steel |
| sheet | creed | seek | meets | steeds | eels |
| fleet | freed | week | sheets | jeers | peels |
| sleet | breed | cheek | sleets | cheers | feels |
| greet | bleed | creek | greetS | sneers | heels |
| street | speed | Greek | streets | steers | reels |
| sweet | steed | sleek | sweets | queens | steels |
| deep | | | | | |

THE DIPHTHONG EA.

Tell the child that the diphthong ea usually represents the ē Sound. Then let him spell out by Sound these words:

| | | | | | |
|-------|--------|--------|--------|---------|---------|
| sea | steal | gleam | wean | beats | beams |
| lea | squeal | cream | clean | seats | seams |
| tea | ear | scream | glean | cheats | teams |
| flea | dear | steam | heap | bleats | reams |
| eat | fear | stream | leap | treats | gleams |
| beat | near | dream | reap | deals | screams |
| heat | gear | beak | cheap | heals | streams |
| meat | hear | leak | peach | peals | dreams |
| neat | rear | peak | reach | seals | beaks |
| peat | tear | weak | teach | steals | creaks |
| seat | year | bleak | bleach | squeals | leaks |
| cheat | shear | creak | preach | fears | peaks |
| wheat | clear | freak | beach | hears | freaks |
| bleat | drear | scream | bead | rears | screaks |
| treat | blar | streak | lead | tears | streaks |
| deal | smear | sneak | read | years | sneaks |
| heal | spear | speak | plead | shears | speaks |
| meal | beam | bean | beast | clears | beans |
| peal | seam | dean | feast | blears | deans |
| seal | team | lean | least | smears | leans |
| veal | ream | mean | yeast | spears | means |

weans gleans leaps beads reads beasts leaf
cleans heaps reaps leads pleads feasts sheaf

THE DIPHTHONG EW.

Tell the child that the diphthong ew usually represents the ū Sound. Then let him spell out by Sound these words:

dew hew new stew hews pews
few mew pew dewes mewes stewes

THE DIPHTHONGS EI, EO, EU, EY.

Words containing the diphthongs ei, eo, eu, ey, are not given in this list because they are rarely met with. Only 65 words containing these four diphthongs were found in a series of five school readers with a vocabulary of 6,000 words, and only 18 were found in the monosyllabic words of that vocabulary.

THE DIPHTHONG OA.

Tell the child that the diphthong oa represents the ō Sound. Then let him spell out by Sound these words:

oat moan croak coach foam coats loads
boat groan oar poach loam goats roads
coat goad boar roach roam shoats toads
goat load roar boast coax floats oaks
shoat road soar coast hoax gloats soaks
float toad coal roast soap loans cloaks
gloat oak foal toast loaf moans croaks
groat soak goal board oats groans oars
loan cloak shoal hoard boats goads

| | | | | | |
|-------|-------|--------|--------|--------|-------|
| boars | coals | shoals | roasts | boards | foams |
| roars | foals | boasts | toasts | hoards | roams |
| soars | goals | coasts | | | |

THE DIPHTHONG OO.

Tell the child that the diphthong oo usually represents the ô Sound. Then let him spell out by Sound these words:

| | | | | |
|-------|-------|--------|--------|--------|
| coo | bloom | moon | sloops | cools |
| too | gloom | noon | droops | fools |
| woo | broom | soon | scoops | pools |
| shoo | groom | croon | stoops | tools |
| coop | boot | spoon | swoops | spools |
| hoop | hoot | swoon | troops | stools |
| loop | root | hoof | booms | coons |
| sloop | toot | roof | dooms | loons |
| droop | shoot | proof | looms | moons |
| scoop | cool | food | rooms | croons |
| stoop | fool | brood | blooms | spoons |
| swoop | pool | smooth | brooms | swoons |
| troop | tool | booth | grooms | booths |
| boom | spool | roost | boots | roosts |
| doom | stool | coops | hoots | hoofs |
| loom | coon | hoops | toots | roofs |
| room | loon | loops | shoots | |

THE DIPHTHONG OW.

Tell the child that the diphthong ow often represents the \ddot{ow} Sound. Then let him spell out by Sound these words:

cow plow crown howl mows gowns cowl
 bow brow drown growl rows clowns fowls
 how prow frown prowl sows crowns howls
 mow down town scowl vows drowns growls
 now gown owl crowd plows frowns prowls
 row clown cowl cows brows towns scowls
 sow brown fowl bows pros owls crowds
 VOW

THE DIPHTHONG OU.

Tell the child that the diphthong ou often represents the \ddot{ow} Sound. Then let him spell out by Sound these words:

out scout sound shroud pouts mounds
 gout snout wound count routs pounds
 lout spout ground fount shouts sounds
 pout stout our mount flouts scours
 rout bound sour couch sprouts clouds
 shout found flour pouch scouts shrouds
 flout hound scour vouch snouts counts
 crout mound loud foul spouts founts
 sprout pound proud thou hounds mounts
 trout round cloud

THE DIPHTHONG OY.

Tell the child that the diphthong oy represents the öy Sound. Then let him spell out by Sound these words:

boy coy hoy joy Roy toy boys joys toys

THE DIPHTHONG OI.

Tell the child that the diphthong oi represents the öy Sound. Then let him spell out by Sound these words:

| | | | | | |
|------|-------|-------|-------|--------|--------|
| oil | toil | foist | quoit | toils | points |
| boil | broil | hoist | oils | broils | quoits |
| coil | spoil | joist | boils | spoils | foists |
| foil | coin | moist | coils | coins | hoists |
| soil | loin | point | foils | loins | joists |

THE DIPHTHONG IE.

Tell the child that the diphthong ie often represents the ī Sound. Then let him spell out by Sound these words:

| | | | | | | | |
|-----|-------|-------|-------|------|-------|-------|-------|
| die | pie | tied | fried | dies | ties | dries | tries |
| fie | tie | shied | pried | hies | shies | fries | skies |
| hie | dried | cried | tried | lies | fies | pries | spies |
| lie | hied | dried | spied | pies | cries | | |

GH SILENT.

Tell the child that the digraph gh does not usually represent any Sound, but that after i (like silent e final) it lengthens the i. Then let him spell out by Sound these words:

| | | | | | |
|------|-------|-------|--------|--------|--------|
| high | fight | night | tight | plight | fright |
| nigh | light | right | blight | slight | caught |
| sigh | might | sight | flight | bright | plough |

WR

Tell the child that w before r does not represent any Sound. Then let him spell out by Sound these words:

wrack wreck wrest wrist writhe wrote
wrap wren wring write wrong wrung

KN

Tell the child that k before n does not represent any Sound. Then let him spell out by Sound these words:

knack knelt knob knot knead knew knight
knell knit knock knave knee knife

In teaching children to read any piece of English literature, let the Sounds attached to the combinations of letters in the above lists, from page 30 to page 46, be treated as the STANDARD SOUNDS, and all that depart from this standard be treated as exceptions. Whenever a child, in his reading, hesitates at any word, let him give to the letters the Sounds as explained above. If he will do this, he will be able to make out for himself about nine-tenths of all the words he will ever meet. Whenever he shall have applied the test given him, and has failed to catch the word, then, but not till then, ask him what the word would be if each letter were regular, and tell him the word, unless it be a word which is found in the lists on pages 48-53, in which case the child should be referred to that word. Explain, if possible, the reason for the irregularity. A knowledge by the teacher of the history of English orthography is necessary to secure the best results in teaching the language to little children or to adults. No one, in fact, thoroughly understands any word until he has learned its history.

The teacher should drill thoroughly upon the annexed table, which is given as a review. This table should be placed upon the black-board, kept there permanently, and referred to constantly:

READING CHART.

Sound a with e at the end of a word, as in date.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|-------|
| “ | i | “ | e | “ | “ | “ | “ | “ | bite. |
| “ | o | “ | e | “ | “ | “ | “ | “ | bone. |
| “ | u | “ | e | “ | “ | “ | “ | “ | cute. |

Sound ar, as in tar.

| | | | |
|---|------|---|--------|
| “ | er, | “ | her. |
| “ | ir, | “ | sir. |
| “ | ur, | “ | fur. |
| “ | al, | “ | tall. |
| “ | igh, | “ | fight. |

Sound ch, as in chat.

| | | | |
|---|-----|---|-------|
| “ | sh, | “ | shot. |
| “ | th, | “ | this. |
| “ | wh, | “ | when. |
| “ | ck, | “ | neck. |
| “ | ng, | “ | ring. |
| “ | ai, | “ | bait. |
| “ | ay, | “ | play. |
| “ | au, | “ | Maud. |
| “ | aw, | “ | caw. |

Sound ea, as in neat.

| | | | |
|---|-----|---|-------|
| “ | ee, | “ | feet. |
| “ | ew, | “ | new. |
| “ | ie, | “ | pie. |
| “ | oa, | “ | goat. |
| “ | oo, | “ | moon. |
| “ | ow, | “ | cow. |
| “ | ou, | “ | out. |
| “ | oi, | “ | boil. |
| “ | oy, | “ | boy. |

ED.

1. In the following words ending in ed, the e is silent and lengthens the preceding vowel:

| | | | | | |
|--------|--------|--------|--------|--------|--------|
| blamed | shamed | glazed | spared | mired | twined |
| famed | tamed | grazed | bribed | tired | whined |
| framed | blazed | fared | jibed | wired | cured |
| lamed | crazed | scared | fired | piled | dozed |
| named | gazed | shared | hired | smiled | closed |

2. In the following words ending in ed, the e is silent, but does not affect the preceding vowel:

| | | | | |
|----------|----------|----------|---------|---------|
| bayed | maimed | reared | boomed | hurled |
| payed | barred | sheared | doomed | burned |
| played | charred | bleared | bloomed | churned |
| swayed | sparred | cleared | groomed | spurned |
| praised | tarred | smeared | boiled | turned |
| raised | pleased | heeled | coiled | whirled |
| drained | teased | peeled | foiled | blabbed |
| gained | greased | reeled | soiled | grabbed |
| rained | beamed | jeered | toiled | nabbed |
| sprained | dreamed | peered | broiled | stabbed |
| stained | screamed | sneered | spoiled | bagged |
| strained | steamed | veered | moored | fagged |
| trained | leaned | sneezed | wooded | gagged |
| aimed | weaned | squeezed | curled | jagged |
| claimed | neared | seemed | furled | lagged |

| | | | | |
|---------|---------|----------|---------|---------|
| nagged | penned | bobbed | stubbed | swelled |
| sagged | fibbed | jobbed | drugged | welled |
| wagged | nibbed | mobbed | hugged | yelled |
| bragged | ribbed | robbed | jugged | chilled |
| dragged | cribbed | sobbed | lugged | drilled |
| snagged | digged | clogged | tugged | filled |
| jammed | wigged | dogged | drummed | frilled |
| crammed | dimmed | flogged | gummed | killed |
| rammed | rimmed | jogged | hummed | spilled |
| shammed | skimmed | clubbed | shunned | tilled |
| slammed | trimmed | dubbed | stunned | trilled |
| fanned | finned | drubbed | buzzed | called |
| manned | pinned | grubbed | belled | stalled |
| planned | sinned | rubbed | felled | walled |
| webbed | skinned | scrubbed | shelled | culled |
| begged | lived | snubbed | spelled | lulled |
| hemmed | | | | |

3. In the following words ending in ed, the e is silent and lengthens the preceding vowel, and the d represents the t Sound because of the inconvenience or impossibility of giving the d Sound in such words:

| | | | | | |
|--------|--------|--------|--------|---------|---------|
| baked | waked | liked | poked | stroked | shaped |
| raked | slaked | spiked | yoked | smoked | draped |
| quaked | staked | joked | choked | gaped | scraped |

piped striped hoped roped sloped cased
 wiped swiped moped groped duped chased

4. In the following words ending in ed, the e is silent, but does not affect the preceding vowel, and the d represents the t Sound, for the reason stated in the preceding section:

| | | | | |
|---------|-----------|---------|----------|----------|
| cashed | hacked | kicked | trucked | clipped |
| dashed | lacked | licked | capped | slipped |
| gashed | packed | picked | napped | dripped |
| hashed | quacked | ticked | rapped | gripped |
| lashed | racked | tricked | tapped | stripped |
| mashed | sacked | docked | chapped | tripped |
| clashed | tacked | locked | clapped | skipped |
| flashed | blackened | mocked | flapped | whipped |
| slashed | clacked | knocked | slapped | hopped |
| crashed | slacked | rocked | strapped | lopped |
| smashed | cracked | shocked | trapped | mopped |
| dished | tracked | blocked | snapped | popped |
| fished | smacked | frocked | dipped | topped |
| wished | whacked | sucked | nipped | chopped |
| rushed | becked | tucked | ripped | shopped |
| slushed | decked | chucked | sipped | flopped |
| brushed | pecked | shucked | tipped | cropped |
| crushed | checked | clucked | chipped | dropped |
| backed | specked | plucked | shipped | propped |

| | | | | |
|---------|----------|-----------|---------|----------|
| stopped | tossed | fetched | whiffed | cooked |
| supped | glossed | stretched | doffed | hooked |
| camped | gaspd | sketched | scoffed | looked |
| clamped | rasped | hitched | cuffed | brookd |
| cramped | clasped | pitched | huffed | crooked |
| stamped | lispd | itchd | luffd | coopd |
| tramped | branchd | stitchd | puffd | hoopd |
| romped | quenched | switchd | stuffd | loopd |
| bumped | clenchd | twitchd | taxd | droopd |
| dumpd | drenchd | botchd | waxd | troopd |
| jumpd | pinchd | blotchd | vexd | scoopd |
| lumpd | clinchd | crotchd | fixd | stoopd |
| pumpd | finchd | scotchd | mixd | swoopd |
| slumpd | bunchd | clutchd | boxd | cursd |
| trumpd | munchd | askd | barkd | nursd |
| classd | punchd | baskd | jerkd | archd |
| messd | crunchd | maskd | shirkd | marchd |
| blessd | hatchd | deskd | smirkd | parchd |
| dressd | latchd | riskd | lurkd | starchd |
| pressd | matchd | friskd | soakd | perchd |
| hissd | patchd | whiskd | cloakd | lurchd |
| kissd | scratchd | huskd | croakd | churched |
| missd | snatchd | sniffd | bookd | creasd |

ES.

Words ending in es, in which the e is silent, and lengthens the preceding vowel:

| | | | | | |
|--------|---------|--------|---------|---------|---------|
| dames | panes | babes | slides | strikes | wiles |
| games | vanes | jibes | brides | spikes | smiles |
| hames | planes | bribes | safes | jokes | stiles |
| James | cranes | tribes | chafes | pokes | holes |
| lames | dines | robes | fifes | chokes | poles |
| names | lines | globes | strifes | spokes | soles |
| tames | mines | probes | bakes | strokes | apes |
| shames | vines | cubes | cakes | smokes | capes |
| blames | wines | fades | lakes | ales | gapes |
| flames | shines | jades | makes | bales | shapes |
| frames | spines | wades | rakes | dales | drapes |
| dimes | whines | blades | takes | gales | grapes |
| limes | bones | grades | wakes | males | scrapes |
| times | cones | trades | shakes | pales | hopes |
| chimes | hones | spades | flakes | sales | popes |
| climes | tones | bides | slakes | tales | ropes |
| crimes | thrones | hides | takes | vales | gropes |
| domes | crones | rides | drakes | scales | bares |
| homes | drones | sides | stakes | files | cares |
| fumes | stones | tides | dikes | miles | dares |
| canes | dunes | chides | likes | pires | fares |
| lanes | tunes | glides | pikes | tiles | mares |

| | | | | | |
|--------|--------|--------|---------|--------|---------|
| pare | wires | hates | mites | paves | fives |
| shares | spires | mates | smites | raves | hives |
| glares | ores | rates | motes | saves | lives |
| scares | bores | slates | notes | waves | wives |
| snares | cores | crates | votes | shaves | drives |
| spares | pores | grates | shots | slaves | strives |
| stares | sores | brates | bathes | braves | coves |
| fires | shores | skates | lathes | craves | roves |
| hires | scores | states | clothes | graves | cloves |
| mires | snores | bites | caves | staves | droves |
| quires | stores | kites | laves | dives | groves |
| tires | dates | | | | |

IRREGULAR WORDS.

WORDS CONTAINING A LETTER OR LETTERS WHICH DO NOT REPRESENT THE SOUNDS ORDINARILY ATTACHED THERETO.

Let the child spell out by Sound all of the following words according to the suggestions, which should be explained by the teacher.

I. Words ending in y, in which the y represents the ī Sound:

| | | | | | | |
|----|-----|-----|------|-----|-----|-----|
| by | why | fly | fry | try | spy | thy |
| fy | shy | cry | pry | sky | sty | wry |
| my | sly | dry | spry | | | |

II. Words in which o before ld represents the ō Sound without silent e final:

old bold cold fold gold hold sold told scold

III. Words in which o before ll represents the ō Sound without silent e final:

roll toll droll stroll troll

IV. Words in which i before nd and ld represent the ī Sound without silent e final:

bind hind mind wind grind wild
find kind rind blind mild child

V. In words ending in nch, ch represents the sh Sound:

branch drench finch finch munch lunch
bench French linch bunch punch crunch
quench trench pinch hunch

VI. No printed word ends in the letter j. For the j Sound at the end of a word, g is printed, followed by e.

age stage marge purge hinge fringe
cage forge charge range singe twinge
page huge serge change tinge lunge
rage barge verge grange cringe plunge
sage large urge strange

In some words the letter d, silent, is printed before the g.

budge nudge trudge hedge sledge bridge
fudge drudge badge ledge dredge dodge
judge grudge edge wedge ridge lodge

VII. No printed word ends in the letter v. For the v Sound at the end of a word, ve is printed.

| | | | | | |
|--------|--------|--------|--------|-------|--------|
| delve | twelve | live | swerve | heave | weave |
| helve | have | groove | curve | leave | cleave |
| shelve | give | serve | sleeve | | |

VIII. In many words the s Sound at the end is represented by c, followed by e, silent. In some of these words the e lengthens the preceding vowel:

| | | | | | | |
|------|-------|-------|------|------|-------|--------|
| face | race | Grace | ice | nice | slice | spice |
| lace | place | trace | dice | rice | price | splice |
| pace | brace | space | mice | vice | trice | thrice |

In other words of this class, the e does not affect the preceding vowel.

| | | | | | |
|--------|--------|--------|--------|---------|--------|
| dance | prance | thence | wince | pounce | Greece |
| lance | trance | whence | prince | founce | voice |
| chance | fence | mince | dunce | trounce | choice |
| glance | hence | quince | ounce | fleece | peace |
| France | pence | since | bounce | | |

IX. In some words ending in the s or z sound represented by s, an e is added without affecting the preceding vowel.

| | | | | | |
|-------|--------|-------|--------|--------|--------|
| curse | souse | noose | sense | verse | praise |
| nurse | chouse | else | geese | ease | rouse |
| purse | grouse | horse | crease | tease | blouse |
| douse | goose | pulse | grease | please | cheese |
| house | loose | false | coarse | grease | noise |
| mouse | moose | rince | hoarse | raise | poise |

X. The letter o before n sometimes represents the ũ Sound.

son done ton none won month front

XI. The letter o before m sometimes represents the ũ Sound.

come some

XII. The letter o before v sometimes represents the ũ Sound.

dove love glove shove

XIII. The diphthong ow, in some words, represents the ō Sound.

bow trow show glow grow known
 low row throw slow snow bowl
 mow sow flow crow know own

XIV. The diphthong oo, in some words, represents the ō Sound.

book look took crook stood foot
 cook looks shook good wood soot
 hook rook brook hood

XV. The diphthong ou, in some words, represents the ũ Sound.

touch young rough* tough* slough*

*GH at the end of a few words represents the f sound.

XVI. The diphthong ou before ght represents the ăw Sound.

ought fought thought brought wrought
 bought sought

XVII. The diphthong ou, in some words, represents the ô Sound.

you yours group through gourd
 your soup wound croup gouge

XVIII. The diphthong ou, in some words, represents the ō Sound.

four pour source court soul
fourth poured course dough though

XIX. The diphthong ou, in some words, represents the oo Sound.
could would should couldn't wouldn't shouldn't

XX. The diphthong ea, in some words, represents the ě Sound.
dead lead bread spread breast breath heaven
head read dread tread death deaf

XXI. The diphthong ea before r represents, in some words, the ě Sound.

earn learn heard earth earl pearl search

XXII. The diphthong ea represents, in some words, the ā Sound.
great break steak bear pear tear wear swear

XXIII. The letter u is silent in the following words:

guess guard build built buy guest

XXIV. In some words ending in en, the e is silent, and does not affect the preceding vowel.

seven kitten garden driven heaven sudden maiden

XXV. In some words ending in en, the e is silent, but lengthens the preceding vowel.

even open broken stolen chosen taken

XXVI. The letter a, after a w Sound, often represents the ō Sound.

| | | | | | |
|------|--------|-------|-------|-------|-------|
| wad | want | 'twas | wharf | swan | swab |
| wan | was | wasp | whap | swamp | squab |
| wand | wasn't | watch | what | swap | squad |

XXVII. After w, or sometimes represents the é Sound.

word work worm world worth worse worst

XXVIII. In some words, o represents the ô Sound.

do to lose move prove two* who* whom* whose*

* Silent w.

XXIX. In some words, l is silent before k.

balk calk talk chalk walk stalk

XXX. In words ending in mb, the b is silent.

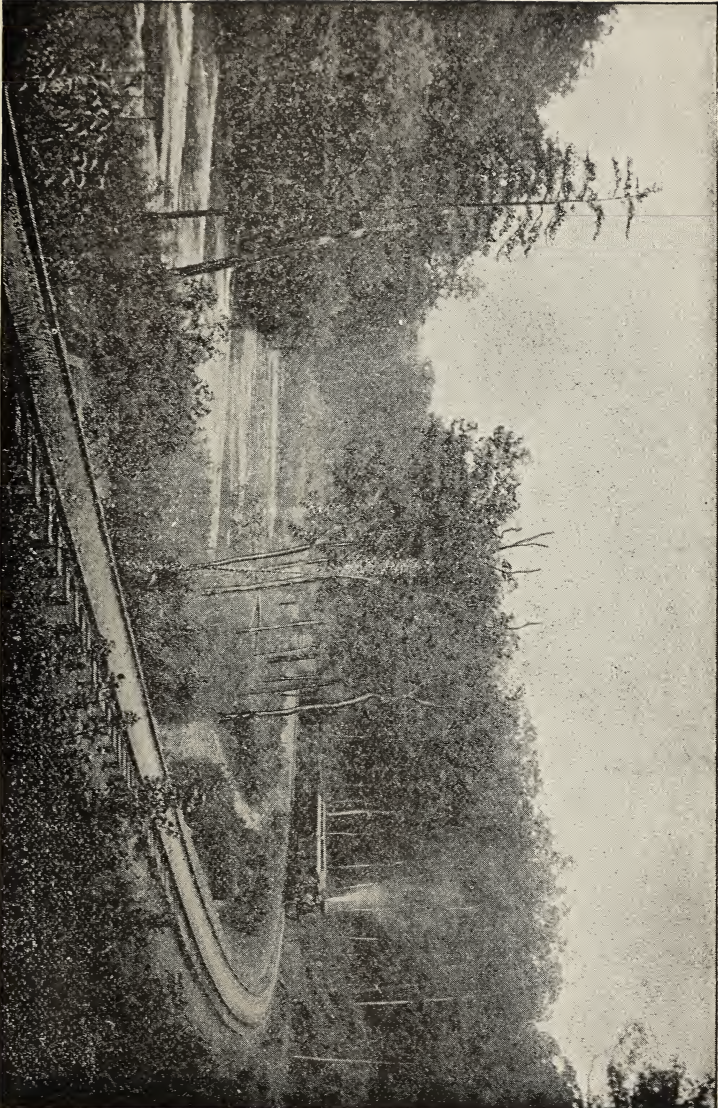
| | | | | |
|------|------|------|-------|-------|
| jamb | limb | dumb | plumb | thumb |
| lamb | bomb | numb | crumb | |

XXXI. In the following words, e represents the ē Sound:

be he me we she

XXXII. In the following words, o represents the ō Sound:

go ho no so comb



VIEW ON ARARAT RIVER, SURRY COUNTY

XXXIII. MISCELLANEOUS DIFFICULT WORDS.

To give all help possible on these difficult words, the teacher is advised to dictate each of these words to be spelled by Sound, and then require the child to copy from his book the orthodox form. The child will then have, side by side, the orthodox forms and the key to their pronunciation, and will thus be enabled to see what letters in each word do not conform to rule. If there were any real danger in looking at words as they should be spelled, and would now be spelled but for the prejudices of Dr. Johnson and the ignorance of early printers, all persons, old and young, should be warned of the danger of making use of a pronouncing dictionary. See appendix for key to the pronunciation of these words:

| | | | | | |
|---------|--------|---------|--------|--------|--------|
| ah | said | where | chief | cough | oven |
| ha | says | where's | grief | blood | school |
| calf | warm | key | field | flood | rule |
| half | swarm | they | fierce | door | blue |
| calm | ma'am | whey | niece | floor | bush |
| can't | axe | eye | piece | wolf | push |
| pass | are | eyes | shield | often | bull |
| past | been | heart | friend | gone | full |
| bath | sew | flew | of | don't | pull |
| path | key | cent | John | rogue | puss |
| raft | George | were | shoe | tongue | put |
| laugh | their | else | shoes | sport | sure |
| laughed | eight | I | does | one | juice |
| aunt | sleigh | I'll | broad | ones | fruit |
| masts | there | I'm | dozen | once | bye |

PART IV.

SPELLING—DISSYLLABLES.

These words are to be written on the blackboard by the children without previous study on their part.

Let the teacher dictate each word slowly, taking care to pronounce both consonants in the middle of such words as *batter*, *fatter*, etc., and give a sentence or phrase to show the meaning of each word. The children should speak the word, repeat the first syllable, and write the characters for each sound in that syllable; then they should speak the second syllable and write the characters for each sound in the second syllable.

All the words in this list can be written correctly before they have been seen by the children, with no directions other than those given for the spelling of monosyllabic words, or which may be found in the different sections that follow, except the caution that for the *k* sound at the end of a syllable, *ck* is written, as at the end of a word.

I. DISSYLLABLES ENDING IN ER.

| | | | | | | |
|----------|----------|----------|----------|---------|---------|---------|
| batter | letter | butter | pepper | blabber | adder | winner |
| fatter | setter | cutter | dipper | stabber | ladder | thinner |
| hatter | tetter | gutter | ripper | fibber | madder | grinner |
| matter | bitter | mutter | shipper | jobber | bladder | spinner |
| patter | fitter | shutter | clipper | robber | bidder | gunner |
| tatter | titter | flutter | slipper | lubber | fodder | runner |
| chatter | fritter | sputter | stripper | rubber | udder | stunner |
| shatter | glitter | splutter | copper | blubber | rudder | hammer |
| clatter | splitter | stutter | hopper | slubber | shudder | stammer |
| flatter | twitter | rapper | chopper | dagger | banner | simmer |
| platter | otter | clapper | cropper | bragger | manner | glimmer |
| smatter | hotter | flapper | stopper | stagger | tanner | trimmer |
| spatter | totter | slapper | upper | bigger | inner | swimmer |
| splatter | blotter | snapper | supper | digger | dinner | hummer |
| better | trotter | trapper | crupper | chigger | sinner | summer |
| fetter | utter | strapper | jabber | trigger | tinner | drummer |

| | | | | | | |
|----------|---------|---------|----------|----------|---------|-----------|
| differ | deeper | refer | damper | pouter | Tucker | hunter |
| offer | peeper | prefer | hamper | shouter | trucker | punter |
| coffer | creeper | bicker | pamper | spouter | anther | jasper |
| proffer | sleeper | picker | tamper | stouter | panther | antler |
| buffer | steeper | quicker | stamper | under | gather | chapter |
| puffer | sweeper | sicker | tramper | sunder | lather | after |
| suffer | bender | wicker | banter | thunder | fester | enter |
| cobbler | fender | thicker | canter | blunder | jester | helper |
| gobbler | lender | flicker | ranter | plunder | pester | temper |
| juggler | mender | slicker | chanter | humbler | tester | vesper |
| smuggler | render | snicker | planter | mumbler | Chester | member |
| duller | sender | Mister | alter | rumbler | tether | trickster |
| archer | tender | sister | falter | tumbler | nether | pilfer |
| marcher | vender | blister | halter | grumbler | whether | silver |
| farmer | blender | glisten | palter | stumbler | fleeter | splinter |
| charmer | slender | twister | caller | umber | sweeter | bother |
| carper | spender | hither | taller | cumber | limber | sooner |
| harper | ever | thither | smaller | lumber | timber | rooster |
| sharper | never | wither | aster | number | hinder | hover |
| barber | sever | whither | caster | slumber | tinder | oyster |
| barter | clever | slither | faster | muster | simper | yonder |
| dart | melter | giver | gander | bluster | whimper | prosper |
| garter | pelter | liver | pander | cluster | lisper | lobster |
| smarter | welter | quiver | grand | fluster | whisper | monster |
| starter | shelter | river | winter | butler | hooper | order |
| harder | smelter | shiver | printer | cutler | trooper | ulster |
| carder | spelter | lifter | stinter | sutler | corner | huckster |
| larder | defer | sifter | splinter | pucker | louder | usher |
| partner | infer | shifter | outer | sucker | prouder | rusher |

II. DISSYLLABLES ENDING IN ED.

| | | | | | | |
|---------|---------|---------|---------|--------|---------|----------|
| batted | netted | twitted | butted | rugged | budded | stranded |
| hatted | petted | dotted | smutted | added | studded | ended |
| matted | fretted | potted | jagged | padded | banded | bended |
| patted | whetted | blotted | ragged | bedded | handed | mended |
| chatted | pitted | spotted | shagged | wedded | landed | rended |
| betted | flitted | trotted | dogged | nodded | sanded | tended |

| | | | | | | |
|---------|---------|---------|---------|---------|---------|----------|
| wended | blunted | hafted | gilded | sated | needed | sounded |
| blended | grunted | grafted | wicked | grated | seeded | counted |
| bonded | fasted | gifted | carted | plated | weeded | mounted |
| chanted | lasted | lifted | darted | prated | chided | pouted |
| panted | blasted | rifted | parted | sheeted | glided | routed |
| ranted | jested | sifted | smarted | sleeted | slided | shouted |
| planted | nested | shifted | started | greeted | basted | flouted |
| granted | rested | drifted | carded | noted | pasted | spouted |
| dented | tested | tufted | herded | voted | tasted | sprouted |
| rented | cheded | belted | halted | faded | wasted | clouded |
| tented | crested | melted | malted | jaded | posted | booted |
| hinted | listed | pelted | salted | waded | bounded | hooted |
| tinted | twisted | smelted | welded | shaded | founded | rooted |
| glinted | dusted | jilted | fated | bladed | hounded | tooted |
| stinted | rusted | tilted | hated | graded | pounded | roosted |
| hunted | crusted | wilted | mated | traded | rounded | brooded |
| stunted | trusted | stilted | rated | heeded | | |

III. DISSYLLABLES ENDING IN Y.

Tell the children that very few printed words end in the letter i; that when a spoken word ends in the ĩ Sound, the letter i is not written for that Sound, but generally y.

| | | | | | | |
|--------|--------|--------|--------|--------|--------|--------|
| dally | jolly | sorry | Betty | whinny | ruddy | boggy |
| rally | Molly | curry | Hetty | bonny | happy | foggy |
| sally | Polly | hurry | petty | bunny | sappy | buggy |
| tally | carry | flurry | ditty | funny | puppy | muggy |
| jelly | Harry | tabby | gritty | sunny | taffy | brassy |
| Nelly | marry | shabby | putty | daddy | jiffy | grassy |
| filly | parry | flabby | smutty | caddy | clammy | Bessy |
| jilly | tarry | slabby | Fanny | Freddy | Tommy | dressy |
| silly | berry | chubby | cranny | giddy | gummy | missy |
| chilly | ferry | stubby | Benny | smiddy | mummy | bossy |
| stilly | Jerry | chatty | Jenny | toddy | baggy | mossy |
| dolly | merry | fatty | penny | shoddy | shaggy | glossy |
| folly | cherry | Hatty | finny | cuddy | dreggy | fussy |
| holly | sherry | patty | ninny | muddy | Peggy | Andy |

| | | | | | | |
|---------|---------|---------|---------|---------|---------|----------|
| bandy | party | dimly | meetly | shanty | timely | roomy |
| candy | marshy | grimly | sweetly | shapely | wisely | smoothly |
| dandy | sharply | primly | dusty | basely | wifely | forty |
| handy | hardly | slimly | fusty | bravely | finely | poorly |
| sandy | tardy | trimly | gusty | safely | swiftly | cloudy |
| brandy | harshly | prickly | lusty | safety | tipsy | costly |
| gamely | starry | quickly | rusty | manly | richly | strongly |
| lamely | army | sickly | crusty | crafty | thinly | stoutly |
| namely | hardy | thickly | trusty | grandly | pigmy | goodly |
| tamely | needy | fifty | ugly | lastly | nimbly | lumpy |
| badly | seedy | shifty | snugly | plenty | solely | clumsy |
| madly | weedy | pansy | plucky | twenty | lonely | purely |
| sadly | greedy | tansy | lucky | pertly | homely | justly |
| gladly | deeply | loudly | barely | sternly | closely | sultry |
| partly | steeply | proudly | rarely | sleepy | sorely | lofty |
| tartly | freely | roundly | lately | sentry | gloomy | softly |
| smartly | steely | soundly | stately | envy | | |

IV. DISSYLLABLES ENDING IN ING.

| | | | | | |
|----------|-----------|-----------|----------|----------|----------|
| batting | splitting | flapping | lopping | flagging | fibbing |
| matting | twitting | slapping | mopping | bragging | cribbing |
| patting | potting | trapping | popping | dragging | jobbing |
| chatting | rotting | stepping | chopping | snagging | mobbing |
| betting | spotting | dipping | shopping | egging | robbing |
| getting | trotting | nipping | flopping | begging | rubbing |
| letting | butting | ripping | slopping | digging | clubbing |
| netting | cutting | sipping | dropping | logging | grubbing |
| petting | nutting | tipping | cropping | flogging | shamming |
| setting | shutting | chipping | stopping | hugging | slamming |
| wetting | capping | shipping | swopping | lugging | cramming |
| fretting | lapping | clipping | supping | tugging | hemming |
| whetting | mapping | dripping | bagging | drugging | stemming |
| fitting | napping | gripping | fagging | dabbing | brimming |
| hitting | lapping | tripping | lagging | blabbing | trimming |
| sitting | sapping | whipping | nagging | grabbing | gumming |
| flitting | tapping | stripping | tagging | ebbing | humming |
| spitting | clapping | hopping | wagging | webbing | drumming |

| | | | | | |
|-----------|-----------|-----------|-----------|-----------|-----------|
| strumming | drilling | sleeping | booming | sticking | banging |
| adding | frilling | creeping | blooming | mocking | hanging |
| gadding | trilling | sweeping | grooming | rocking | clanging |
| madding | swilling | meeting | soothing | shocking | dinging |
| padding | twilling | sheeting | smoothing | blocking | ringing |
| bedding | culling | sleeting | ending | flocking | singing |
| shedding | dulling | greeting | bending | stocking | winging |
| wedding | calling | seeing | lending | ducking | clinging |
| sledding | falling | fleeing | mending | sucking | flinging |
| bidding | galling | seeming | rending | tucking | slinging |
| ridding | walling | outing | sending | chucking | bringing |
| nodding | darling | pouting | tending | clucking | springing |
| manning | starling | routing | wending | plucking | stinging |
| tanning | carting | shouting | blending | trucking | swinging |
| spanning | darting | flouting | spending | cashing | througing |
| penning | parting | spouting | backing | dashing | panting |
| inning | smarting | sprouting | hacking | gashing | ranting |
| pinning | starting | bounding | lacking | lashing | chanting |
| sinning | arming | hounding | packing | mashing | planting |
| spinning | farming | pounding | quacking | clashing | granting |
| tinning | harming | rounding | racking | flashing | renting |
| winning | charming | sounding | sacking | plashing | tenting |
| grinning | arching | counting | tacking | slashing | venting |
| cunning | marching | mounting | blacking | crashing | hinting |
| funning | parching | cooing | clacking | smashing | tinting |
| running | starching | wooing | cracking | splashing | glinting |
| sunning | carding | booting | tracking | dishing | printing |
| shunning | darning | hooting | smacking | fishing | squinting |
| stunning | carping | looting | pecking | wishing | stinting |
| felling | feeding | rooting | specking | gushing | bunting |
| telling | heeding | tooting | licking | hushing | hunting |
| welling | needing | shooting | picking | rushing | grunting |
| swelling | weeding | looping | ticking | blushing | stunting |
| filling | bleeding | drooping | wicking | flushing | camping |
| tilling | speeding | trooping | clicking | slushing | tamping |
| willing | peeping | stooping | pricking | brushing | champing |
| shilling | weeping | swooping | tricking | crushing | clamping |

| | | | | | |
|----------|----------|----------|----------|-----------|-----------|
| cramping | lumping | nesting | drafting | clasping | fumbling |
| tramping | pumping | resting | grafting | grasping | humbling |
| stamping | thumping | testing | lifting | lipping | mumbling |
| limping | trumping | cresting | sifting | ambling | rumbling |
| crimping | stumping | twisting | shifting | gambling | tumbling |
| romping | casting | costing | drifting | rambling | crumbling |
| bumping | fasting | dusting | helping | shambling | grumbling |
| dumping | lasting | rusting | gulping | trembling | stumbling |
| jumping | blasting | trusting | gasping | | |

Tell the child that the \bar{a} , \bar{i} , \bar{o} , and \bar{u} Sounds, in words ending in the *ing* Sound, are represented by these letters without the letter e, which has been dropped in almost all words ending in *ing*.

| | | | | | | |
|---------|----------|---------|---------|---------|----------|---------|
| dating | sharing | saving | draping | riding | smiling | dosing |
| hating | snaring | shaving | caning | siding | diving | hoping |
| mating | sparing | waving | waning | tiding | hiving | moping |
| rating | squaring | braving | planing | chiding | driving | sloping |
| plating | staring | craving | casing | gliding | striving | groping |
| slating | fading | graving | chasing | sliding | fring | posing |
| grating | lading | slaving | basting | dining | hiring | closing |
| prating | wading | gaming | hasting | fining | miring | boring |
| stating | shading | naming | pasting | lining | tiring | snoring |
| baring | grading | taming | tasting | miuing | wiring | storing |
| caring | trading | shaming | wasting | piuing | piping | using |
| daring | spading | blaming | biting | shining | wiping | musing |
| faring | caving | flaming | smiting | twining | rising | tuning |
| paring | laving | framing | spiting | filing | voting | curing |
| flaring | paving | gaping | biding | piling | quoting | during |
| glaring | raving | shaping | hiding | tiling | | |

V. DISSYLLABLES ENDING IN LE.

Few printed words end in l. When a monosyllable ends in the l Sound, ll is written for that Sound, as has already been observed. When dissyllables end in the l Sound, le is frequently written.

| | | | | | | |
|--------|---------|----------|----------|--------|--------|---------|
| battle | prattle | throttle | straddle | coddle | babble | quibble |
| cattle | brittle | cuttle | peddle | noddle | gabble | cobble |
| rattle | whittle | shuttle | treddle | toddle | pebble | gobble |
| tattle | bottle | addle | riddle | puddle | nibble | bubble |

| | | | | | | |
|---------|----------|---------|---------|---------|---------|---------|
| stubble | straggle | dimple | bramble | jumble | handle | marble |
| apple | giggle | pimple | shamble | mumble | dwindle | mantle |
| grapple | juggle | simple | tremble | rumble | spindle | tussle |
| ripple | smuggle | crimple | nimble | tumble | swindle | feeble |
| tipple | struggle | rumple | thimble | grumble | bundle | needle |
| whipple | ample | crumple | bumble | stumble | trundle | wheedle |
| topple | sample | gamble | fumble | candle | startle | noodle |
| supple | trample | ramble | humble | dandle | garble | poodle |
| waggle | temple | | | | | |

VI. DISSYLLABLES FOR ALL OF WHOSE SOUNDS THE PROPER CHARACTERS HAVE BEEN GIVEN.

| | | | | | |
|---------|----------|---------|----------|-----------|----------|
| abed | alarm | aside | ballot | belong | buffet |
| abhor | alas | asleep | balsam | bereft | cabin |
| abide | album | aspen | bamboo | besech | cabins |
| abode | alert | assent | bandit | beseem | cadet |
| abound | alive | assist | banish | beset | cadets |
| about | alone | assort | bantam | beside | cajole |
| abrupt | along | astern | bantling | betide | caldron |
| absent | aloud | astound | baron | between | candid |
| absorb | alter | astride | barrack | beware | canine |
| abuse | alum | astute | barren | beyond | cannon |
| Adam | amid | atlas | basement | bishop | cannot |
| admire | amidst | atone | bedrid | bishops | canteen |
| admit | annoy | attach | bedlam | bittern | canteens |
| adopt | anon | attack | beehive | blemish | canvas |
| adore | ant-hill | attend | befall | bonfire | carat |
| adrift | anthem | attire | before | bonnet | carbon |
| adult | appall | attune | began | bonnets | careen |
| advent | Arab | aver | beget | bottom | careens |
| afar | argus | aware | begin | brandish | career |
| afoot | arise | awhile | begins | brethren | carmine |
| afresh | arose | baboon | begrime | brigade | carpet |
| agate | around | bagman | begun | brigand | carpets |
| agog | arrest | ballad | behave | brigands | carrot |
| agree | ashes | ballast | behest | brimstone | carrots |
| aground | ashore | balloon | belate | brushwood | cartoon |

| | | | | | |
|------------|-----------|-------------|-----------|-----------|------------|
| cartoons | comma | culprits | desists | effort | felons |
| casement | command | cumber | despise | efforts | ferment |
| casements | commend | cumbers | despot | elders | ferments |
| cassock | common | currant | despots | emblem | ferret |
| cassocks | compare | currants | dessert | emblems | ferrets |
| caster | compose | cutler | destroy | empire | fertile |
| catmint | compute | dampen | detach | employ | fervent |
| cavern | comrade | debase | deters | employs | festers |
| caverns | confide | debate | detest | enchant | festoon |
| chaffer | confine | declare | detests | enchants | festoons |
| chandler | confound | defame | devote | endure | fetlock |
| chapman | confuse | defend | devout | enjoy | fetlocks |
| chaplet | consent | defer | differs | enjoys | fifteen |
| chapter | consist | defers | disband | enlist | figure |
| chapters | console | define | disbands | enlists | filbert |
| charter | constant | degrade | discard | enrich | filberts |
| charters | consume | degree | discards | enters | fillet |
| checkmate | contend | demand | disclose | entire | fillets |
| checker | contends | demands | discreet | entrap | fillip |
| checkers | content | denote | disgust | entraps | filters |
| cherish | contest | dentist | disgusts | envoy | finish |
| cherub | contests | dentists | dismount | envoys | flippant |
| cherup | contrast | denude | dismounts | erase | florin |
| chevron | contrasts | depart | dispute | estate | florins |
| chicken | contrive | departs | distant | esteem | flusters |
| children | convent | depend | divert | esteems | flutters |
| clamber | convents | depends | diverts | evade | forbid |
| claret | convert | deplore | divide | event | forbids |
| closet | converts | deprive | divine | events | foreground |
| cloud-capt | cornet | deride | docket | errand | forenoon |
| cobweb | corrupt | derive | dragon | errands | foresee |
| cockade | corrupts | derrick | dragons | fagot | forest |
| coffin | costume | derricks | dragoon | fagots | forests |
| coffins | cravat | desert (v.) | dragoons | falters | foretell |
| combine | credit | desert (n.) | druggist | farewell | forgave |
| comet | cricket | desire | druggists | farthings | forget |
| comets | culprit | desist | drumstick | felon | forgtes |

| | | | | | |
|-----------|--------------|-----------|------------|-----------|-----------|
| fortune | gusset | hundreds | insnare | lapwings | maroon |
| fragment | greenish | housewife | inspire | lapdog | maroons |
| fragments | greenbacks | homesick | install | lapstone | martin |
| frigate | gullet | home-spun | instep | larrup | martins |
| fireside | gunsmith | himself | insteps | larrups | mash-tub |
| footman | gunsmiths | horrid | insult | Latin | matin |
| fishwife | ground-swell | hangman | insults | leghorn | mattock |
| foolish | habit | ignite | intend | leghorns | method |
| foreman | habits | imbibe | intends | lemon | melon |
| gallant | haddock | impart | intent | lemons | misdeed |
| gambit | hamlet | imparts | inters | leggings | misled |
| gamut | hamlets | implore | invent | lifelong | millet |
| gantlet | hammock | impose | invents | lime-tree | misprint |
| garland | hammocks | impure | invert | limit | misspell |
| garlands | handbill | impute | inverts | limits | misspend |
| garment | hardship | indeed | invest | limpid | misstate |
| garments | harpoon | indent | invests | linen | mistrust |
| garnet | harpoons | indents | invite | linnet | misuse |
| garnets | harvest | infant | jacket | linnets | modern |
| garnish | hassock | infants | jackets | linseed | modest |
| garret | hassocks | infers | japan | liquid | molest |
| garrets | helmet | infest | jargon | liquids | moonshine |
| gathers | helmets | infests | job-lot | livid | morbid |
| gimlet | herald | inflame | jog-trot | locket | mullet |
| gimlets | heralds | inflate | lagoon | lockets | mushroom |
| goblet | hermit | inhale | lagoons | lock-up | mustang |
| goblets | hermits | inland | lament | logwood | muslin |
| goblin | hobnob | inlet | laments | loophole | madcap |
| goblins | holland | inlets | lamp-black | madam | mammoth |
| golosh | hornet | inquire | lampoon | maggot | manna |
| Gorgon | hornets | insane | lampoons | magnet | merit |
| goslings | hubbub | insert | landlock | mallet | mole-hill |
| gossip | huckster | inserts | landman | mallets | narrate |
| gossips | hucksters | inshore | landsman | mammon | neckcloth |
| grandsire | humbug | inside | lantern | manhood | Neptune |
| grenade | humbugs | insist | lanterns | mannish | nickname |
| griffins | hundred | insists | lapwing | marches | northern |

| | | | | | |
|-----------|-----------|-----------|----------|----------|------------|
| nostrum | outwits | pilgrims | publish | remit | revile |
| nutmeg | padlock | piston | punish | remnant | revive |
| nutmegs | padlocks | pistons | puppet | remote | riches |
| nugget | palate | planet | puppets | repent | rickets |
| nuggets | parade | planets | quagmire | repents | rigor |
| oblong | parchment | platoon | rabbit | repose | rivet |
| obtuse | parish | platoons | rabid | reprint | rivets |
| onset | parrot | plummet | racket | reprints | robin |
| oppose | parrots | plummets | radish | reptile | robins |
| orbit | parsnep | pocket | ragman | repute | rocket |
| order | parsnip | pockets | rag-tag | request | rockets |
| organ | partners | polish | rampart | require | rosin |
| organs | pastime | pollen | ramrod | requite | rubbish |
| ornate | pattern | poltroon | random | resent | russet |
| ostrich | pavement | poltroons | ransack | resents | Sabbath |
| outbid | peevish | pontoon | rapid | reside | salad |
| outbound | peewit | popgun | ratan | resin | saloon |
| outhrave | peg-top | poplin | rattan | resist | saloons |
| outcast | pellet | potash | recall | resists | salt-marsh |
| outcrop | pennant | prefers | red-hot | resort | salt-mine |
| outfit | pepsin | prelate | red-man | resorts | salt-pan |
| outlast | perfume | prepare | redeem | resound | salvers |
| outlet | perhaps | present | red-tape | resounds | samite |
| outline | perish | preside | redound | respire | sand-bag |
| outmarch | persist | presume | red-wing | respond | sandstone |
| outride | persists | pretend | refers | responds | sandwich |
| outrun | person | pretends | refine | restore | sash-frame |
| outsell | persons | prevent | refresh | result | satin |
| outset | pervade | prevents | refund | results | satire |
| outshine | pervert | primers | refuse | resume | satteen |
| outside | perverts | primrose | refute | retard | selfish |
| outsleep | petard | privet | regard | retards | senate |
| outstare | picket | problem | regret | retire | sermon |
| outstrip | pickets | problems | relate | retort | serpent |
| outstrips | picklock | profit | relent | retorts | servile |
| outvote | pigment | profits | relish | revert | settee |
| outwit | pilgrim | prosper | remand | reverts | shamrock |

| | | | | | |
|-------------|--------------|-------------|-------------|---------|------------|
| sheepish | snappish | tarnish | torrid | unlock | upstart |
| sherbet | shallop | tartan | transmit | unlocks | upstarts |
| shipment | Shetland | tartans | transmits | unman | valet |
| shipshape | shin-bone | tatting | transfers | unmans | valid |
| shorthand | sidelong | tattoo | transmute | unmeet | vampire |
| signet | side-arms | tavern | transom | unpack | vanish |
| slap-dash | slap-jack | taverns | transpire | unpacks | vapid |
| slap-bang | sonnet | tempers | transplant | unpin | varnish |
| slattern | sonnets | tempest | transplants | unpins | veneer |
| slip-shod | spare-rib | tempests | transpose | unripe | venom |
| solid | spavin | tenant | trappings | unroot | verdant |
| socket | spigot | tenants | trellis | unset | vermin |
| sordid | spitfire | tennis | tricksters | unsetts | Vesper |
| speeches | spring-time | tepid | trombone | unshod | vestment |
| spendthrift | stand-up | thicket | troop-ship | unshorn | visit |
| spinet | stirrup | thickets | troop-ships | unsung | visits |
| spirit | stirrups | thousand | trousers | unswept | vivid |
| splendid | stoneware | thousands | trumpet | untrod | volume |
| stagnant | stuck-up | ticket | trumpets | untwine | waggish |
| stockade | summit | tickets | turret | unwed | walnut |
| stolid | summits | timid | turrets | unwept | walnuts |
| stripling | table-cloth | tin-plate | umpire | unwise | walrus |
| sublime | table-cloths | tinman | unbend | uphill | wedlock |
| submit | tablet | tin-ware | unbends | upland | welfare |
| submits | tablets | tippet | unbid | uplands | wicket |
| subside | taboo | tirade | unbound | uplift | windmill |
| subsist | tadpole | tomboy | uncase | uplifts | windpipe |
| subsists | talent | tomboys | unclasp | upon | wisdom |
| sullen | talents | tomtit | unclasps | uprise | withdraw |
| sultan | Talmud | tooth-pick | unclothe | uproot | withers |
| sunshine | talon | tooth-picks | uncut | uproots | within |
| supplant | talons | torment | unfit | upset | without |
| supplants | tam-tam | torments | unhang | upsets | woodman |
| suppose | tandem | torpid | unhung | upshot | woodland |
| suspend | target | torrent | unjust | upside | yard-stick |
| sutlers | targets | | | | |



IN GREEN PASTURES.

DIFFICULT DISSYLLABLES AND TRISYLLABLES.

The following list contains all the words of two and three syllables in the Mother Goose Melodies in this book which the child will probably have any trouble in making out for himself. Whenever he is unable to make out any one of these words as he meets it in his reading, refer him to this list. In case a child finds trouble with any monosyllable in his reading, refer him to the word in the list in which it is placed.

For key to the pronunciation of these words, see appendix.

I. DIFFICULT SOUNDS OF A.

any master wander
 many Mary patiently
 water lady garret
 marry

II. DIFFICULT SOUNDS OF O.

other money
 mother covered
 mother's sometimes
 another going
 woman into

III. DIFFICULT SOUNDS OF E.

wherever everywhere
 pretty

IV. DIFFICULT SOUNDS OF I.

Simon piper's

V. DIFFICULT SOUNDS OF U.

music pudding sugar

VI. DIFFICULT SOUNDS OF AI.

again against

VII. DIFFICULT SOUND OF EA.

meadow

VIII. DIFFICULT SOUND OF EE.

coffee

IX. DIFFICULT SOUNDS OF OW.

meadow window followed

X. DIFFICULT SOUND OF OU.

enough

XI. DIFFICULT SOUND OF G.

gentlemen

XII. DIFFICULT SOUND OF GH.

enough

XIII. DIFFICULT SOUND OF TI.

patiently

XIV. SILENT H.

Johnny

PART V.

MOTHER GOOSE.

Old Mother Goose, when
She wanted to wander,
Would ride through the air
On a very fine gander.

Mother Goose had a house ;
'Twas built in a wood,
Where an owl at the door
For sentinel stood.

She had a son Jack—
A plain-looking lad ;
He was not very good,
Nor yet very bad.

She sent him to market ;
A live goose he bought.
“ Here, mother,” says he,
“ It will not go for naught.”

Jack found, one fine morning,
As I have been told,
His goose had laid him
An egg of pure gold.

Jack rode to his mother
The news for to tell ;
She called him a good boy,
And said it was well.

Jack's mother came in,
And got the goose soon,
And, mounting its back,
Flew up to the moon.

Mother Goose's son Jack
Was a fine little man.
He got him a pack, and away he ran.
"I'll be a peddler," he said, "if I can."

Deedle, deedle, dumpling, my son John ;
He went to bed with his stockings on ;
One shoe off, and one shoe on,
Deedle, deedle, dumpling, my son John.

Baa, baa, black sheep,
Have you any wool ?
Yes, marry, have I
Three bags full :
One for my master,
One for my dame,
But none for the little boy
That cries in the lane.

Humpty Dumpty sat on a wall ;
Humpty Dumpty had a great fall.
All the king's horses and all the king's men
Cannot put Humpty Dumpty together again.

Dance to your daddy,
My bonny laddy ;
Dance to your ninny,
My sweet lamb.
You shall have a fishy
In a little dishy,
And a whirl-i-giggy
And some nice jam.

There was a crooked man, and he went a crooked
mile,
And he found a crooked sixpence against a crooked
stile ;
He caught a crooked cat, which caught a crooked
mouse,
And they all lived together in a crooked little house.

Yankee Doodle came to town,
And how do you think they served him ?
One took his bag, another his scrip,
The quicker for to starve him.

Sing! Sing! What shall I sing?
The cat's run away with the pudding-bag string.

Jack and Jill
Went up the hill
To get a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

Jack Sprat could eat no fat;
His wife could eat no lean;
So, betwixt them both, you see,
They left the platter clean.

Ride a cock horse to Banbury Cross
To see an old woman ride on a brown horse.
With rings on her fingers and bells on her toes,
She shall have music wherever she goes.

As I was going to Saint Ives,
I met a man with seven wives.
Every wife had seven sacks;
Every sack had seven cats;
Every cat had seven kits.
Kits, cats, sacks, and wives,
How many were going to Saint Ives? [One.]

Bessy Bell and Mary Gray,
They were two bonny lasses;
They made their house upon the sea,
And covered it with rashes.

Bessy kept the garden gate,
And Mary kept the pantry.
Bessy always had to wait,
And Mary lived in plenty.

If I had as much money as I could spend,
I never would cry, "Old chairs to mend!
Old chairs to mend! Old chairs to mend!"
I never would cry, "Old chairs to mend!"

Ding-dong, bell; the cat's in the well.
Who put her in? Little Tommy Green.
Who got her out? Little Tommy Trout.

What a naughty boy was that,
To drown poor Pussy Cat,
Who never did any harm,
But kill'd the mice in his father's barn.

Tommy Trot, a man of law,
Sold his bed, and lay on straw—
Sold the straw, and lay on grass,
To get his wife a looking-glass.

What are little boys made of?

Hills and dales

And little dogs' tails,

And that's what little boys are made of.

What are little girls made of?

Sugar and spice

And everything nice,

And that's what little girls are made of.

This little pig went to market ;

This little pig stayed at home ;

This little pig got roast beef ;

This little pig got none ;

This little pig cried "Wee, wee," all the way home.

As I went by the garden gap,

Whom should I meet but Dick Red Cap—

A stick in his hand, a stone in his throat.

If you will tell me this riddle, I'll give you a groat.

[A cherry.]

Hickup, hickup, go away ;

Come again another day.

Hickup, hickup, when I bake

I will give to you a butter-cake.

Three wise men of Gotham
Went to sea in a bowl.
If the bowl had been stronger,
My song had been longer.

Tom, Tom, the piper's son,
Stole a pig, and away he run.
The pig was eat, and Tom was beat,
And Tom went roaring down the street.

Handy, spandy, Jack a dandy,
Loved plum-cake and sugar-candy.
He got some at a candy-shop,
And out he came with a hop, hop, hop.

I had a little hobby-horse,
And it was dapple-gray;
Its head was made of pea-straw;
Its tail was made of hay.

I sold it to an old woman
For a copper groat,
And I'll not sing my song again
Without a new coat.

Higgledy, piggedy, my black hen,
She lays eggs for gentlemen—
Sometimes nine, and sometimes ten;
Higgledy, piggedy, my black hen.

The north wind will blow,
And we will have snow,
And what will the robin do then ?
Poor thing !

He will sit in the barn,
And, to keep himself warm,
Will hide his head under his wing,
Poor thing !

Mary had a little lamb ;
Its fleece was white as snow ;
And everywhere that Mary went
The lamb was sure to go.

He followed her to school one day—
That was against the rule.
It made the children laugh and play
To see a lamb at school.

And so the teacher turned him out,
But still he lingered near,
And waited patiently about
Till Mary did appear.

“ What makes the lamb love Mary so ? ”
The eager children cry.

“ O, Mary loves the lamb, you know, ”
The teacher did reply.

The moon came too late to the twinkling sky
To see what the stars were about.
“Fair night,” said she, “is the family in?”
“O no! they are every one out.”

Polly, put the kettle on ;
Polly, put the kettle on ;
Polly, put the kettle on ;
And let's drink tea.

I saw a ship a-sailing—
A-sailing on the sea—
And oh! it was all loaded
With pretty things for thee.

There was candy in the cabin ;
There were apples in the hold ;
The sails were made of silk,
And the masts were made of gold.

Little Poll Parrot
Sat in the garret,
Eating toast and tea.
A little brown mouse
Jumped into the house
And stole it all away.

The girl on the hill that couldn't speak plain
Cried "Gobble, gobble, gobble."
The man on the hill that couldn't stand still
Went hobble, hobble, hobble.

Simple Simon went a-hunting
For to catch a hare.
He rode an ass about the streets,
But couldn't find one there.

He went to shoot a wild duck,
But wild duck flew away.
Said Simon, "I can't hit him,
Because he will not stay."

Simple Simon went a-fishing
For to catch a whale.
All the water he had got
Was in his mother's pail.

There was a pretty lad,
And he lived by himself,
And all the meat he got
He put upon a shelf.

The rats and the mice
Did lead him such a life
That he went to Ireland
To get himself a wife.

1. This pig went to the barn.
 2. This ate all the corn.
 3. This said he would tell.
 4. This said he wasn't well.
 5. This went "Week! week!" over the doorsill.
-

If all the seas were one great sea,
What a great sea that would be!
And if all the trees were one tree,
What a great tree that would be!

And if all the axes were one ax,
What a great ax that would be!
And if all the men were one man,
What a great man that would be!

And if the great man took the great ax,
And cut down the great tree,
And let it fall into the great sea,
What a splish-splash that would be!

- "Let us go to the wood," said this pig.
"What to do there?" says this pig.
"To look for my mother," says this pig.
"What to do with her?" says that pig.
"Kiss her to death," says this pig.

To market, to market, to buy a fat pig;
Home again, home again, jiggety-jig.
To market, to market, to buy a fat hog;
Home again, home again, jiggety-jog.

Here we go round the bramble bush,
The bramble bush, the bramble bush;
Here we go round the bramble bush,
On a cold, frosty morning.

This is the way we wash our clothes,
Wash our clothes, wash our clothes;
This is the way we wash our clothes,
On a cold, frosty morning.

This is the way we clean our rooms,
Clean our rooms, clean our rooms;
This is the way we clean our rooms,
On a cold, frosty morning.

Barber, barber, shave a pig.
How many hairs will make a wig?
Five-and-twenty—that's enough.
Give the poor barber a pinch of snuff.

Curly Locks, Curly Locks, wilt thou be mine?
Thou shalt not wash dishes, nor yet feed the swine.

Molly, my sister, and I fell out ;
And what do you think it was all about ?
She loved coffee and I loved tea,
And that was why we couldn't agree.

Hey ! diddle-diddle,
The cat and the fiddle ;
The cow jumped over the moon ;
The little dog laughed
To see such sport,
And the dish ran away with the spoon.

Pick-a-pack, pick-a-pack ;
Sister, get upon my back ;
Clasp your arms about me close,
While I hold your little toes.

Six little snails
Lived in a tree.
Johnny threw a big stone—
Down came three.

There was an old woman
Lived under a hill ;
She put a mouse in a bag
And sent it to mail.

“ Old woman, old woman, old woman,” said I,
“ Whither, O whither, O whither, so high ? ”
“ To sweep the cobwebs from the sky,
And I’ll be with you by-and-by.”

Old Betty Blue
Lost a holiday shoe.
What can Old Betty do ?
Give her another
To match the other,
And then she may swagger in two.

Riddle-me, riddle-me, riddle-me-ree.
Perhaps you can tell what this riddle may be :
As deep as a house, as round as a cup,
And all the king’s horses can’t draw it up.
[A well.]

The little boy in the barn
Lay down on some hay ;
The owl came out and flew about,
And the little boy ran away.

Little Tom Tucker, sing for your supper.
What shall he sing for ? White bread and butter.
How shall he cut it without any knife ?
How shall he marry without any wife ?

Johnny shall have a new bonnet,
And Johnny shall go to the fair;
And Johnny shall have a new ribbon
To tie up his bonny brown hair.

And why may not I love Johnny?
And why may not Johnny love me?
And why may not I love Johnny
As well as another body?

And here's a leg for a stocking,
And here is a kiss for a shoe;
And he has a kiss for his daddy,
And two for his mammy, I trow.

Is John Smith within?

Yes; that he is.

Can he set a shoe?

Yes, marry, two.

Here a nail, and there a nail—

Tick, tack, too.

There was an old woman in Surry
Who was, morn, noon and night, in a hurry,
Called her husband a fool,
Drove her children to school—
This little old woman in Surry.

Little Boy Blue, come blow your horn ;
The sheep's in the meadow, the cow's in the corn.
Where's the little boy that looks after the sheep ?
He's under the haycock, fast asleep.
Will you wake him ? No ; not I,
For if I do, he'll be sure to cry.

Once I saw a little bird
Come hop, hop, hop ;
So I cried, " Little bird,
Will you stop, stop, stop ? "

And was going to the window
To say " How do you do ? "
But he shook his little tail
And far away he flew.

O, look at the moon ;
She is thinking up there.
O mother, she looks
Like a lamp in the air.

Last week she was smaller,
And just like a bow,
But now she is bigger,
And round as an O.

I had a little husband,
No bigger than my thumb ;
I put him in a pint-pot
And there I bid him drum.

Clap hands, clap hands,
O Tommy Randy,
Did you see my good man ?
They call him Cock-a-Bandy.

Pease pudding hot,
Pease pudding cold,
Pease pudding in the pot
Nine days old.

Some like it hot ;
Some like it cold ;
Some like it in the pot
Nine days old.

And since Master Jelf
Was put on the shelf
Because he would not spell pie,
Let him stand there, so grim,
And no more about him,
For I wish him a very good-bye.



IN THE LAND OF THE SKY.

FABLES.**THE FOOLISH DOG.**

A man had a dog so bad that he tied to his neck a chain with a block at the end. The dog was so proud of his block that he would turn up his nose at all the dogs he met. One day a smart old dog said to him: "If you had sense enough to know why your master tied that block on you, you would hang your head in shame."

THE DEER'S HORNS AND LEGS.

A deer went to a lake to drink. When he saw his likeness in the clear water, he said, "What splendid horns I have! How proud I am of them! But my poor little slim legs! I am ashamed of them!" Just then he heard the cry of hunters and hounds. In a flash he was away. His little thin legs took him on from the men and the hounds so fast that he began to feel safe. But his great horns got caught in some branches. Before he could get loose, the hounds were on him. "Poor fool!" said he; "my slim legs would have saved my life but for my clumsy horns."

THE WOLF AND THE LAMB.

A hungry wolf one day came to a creek where a little lamb was drinking. The wolf made up his mind to kill and eat the lamb, but first tried to give a good excuse. He said, "I am going to kill you because you said mean things about me last year." The lamb said, "Oh no! Last year I had not been born." "Well," said the wolf, "it was your brother, and one of the name's as good as the same." "I never had a brother," said the lamb. "But you are insulting me now, for you are standing in the water I am trying to drink, and muddying it." "No, I am not," said the lamb, "for you see that I am below you." Then the wolf got very mad, and said, "Stop your foolish excuses." He then jumped on the poor lamb, took him away, and ate him up.

THE GREEDY DOG.

A dog once stole a large piece of meat, and started home with it. On his way he had to cross a creek. When he was about the middle of the log, he looked down and saw in the water his likeness and that of the meat. He thought he saw another dog with a larger piece of meat. He made a grab for this meat too, and so lost what he had.

THE FOX AND THE CRANE.

A fox one day asked a crane to dinner. The only thing he set on the table was a large flat dish, full of soup. The crane could get only a few drops, but the fox could lap up the soup with his tongue.

A few days after, the crane asked the fox to dinner. The only thing he set on the table was a very tall vessel with meat in it. The fox could get only what ran down the sides as the crane helped himself easily with his long bill.

The fox laughed, and said that the crane had served him just right.

THE WICKED DOG.

A man once had a dog he trusted so much that he let him take care of his sheep. When the master was out of sight, the dog would hurt the sheep. He killed two or three of them. At last the master caught him, and got a rope to hang him. The dog began to whine. "Do not hang me," said the dog, "hang the wolf, for he has killed ten times as many of your sheep as I have." But the master said, "Yes, I will hang you. You are ten times meaner than the wolf, for you did me harm when I trusted you."

THE WOLF, THE FOX, AND THE APE.

A wolf once said that a fox had stolen some meat which he had put away. The fox denied the charge. They agreed to let an ape try the case. After hearing from both of them, the ape said, "Master Wolf, I do not think that you lost any meat. Master Fox, I think that you stole the meat."

A fool cannot be a just judge.

THE ANT AND THE DOVE.

An ant went to a river to drink, and fell in. He would have been drowned but for a dove, who threw into the river a large leaf. The ant got upon this leaf, and rode to the bank.

A few days after, the ant saw a hunter aim at the dove with his gun. He bit the hunter's foot just as he was going to shoot. The man missed his aim, and the dove's life was saved.

THE RAT WITH A BELL.

An old house was full of rats. They got up the walls and ate the meat, though it was hung as high as the roof. They ate their way to the store-room, and got at the jam and sweets. They bit through the planks, and ran up and down the room. The cat could not get at them. They were too sharp and too well fed to come near traps, though now

and then one more foolish than the rest was caught. On one of these a bell was tied. He was then set free.

Full of joy, the rat ran to see his old playmates. They heard the bell go "tink, tink, tink." Then they ran away as fast as they could. Before he could reach them, they were all up and off—some this way, some that. Not a tail of them was to be seen.

He ran them from hole to hole, and from room to room, while he would stop now and then to laugh. And so he drove them from the house. "That's right," said he; "the less there are, the more for me," and he made the best meal of his life off the good things.

For two or three days he was very happy. He ate and ate, and was in high glee. At last he became sick of such a life, where he had no one to speak to, and would have been very glad to mix with the other rats once more.

But how was he to get rid of his bell? He gave a tug with his teeth, and wore the skin off his neck, but he could not get the bell off. He went from room to room, and tried to let some of his old playmates see him, but they were all gone from the house. At last, as he crept through the lonely house, sad and weak, he fell in the way of Pussy, and was caught at once and killed.

THE OWL.

When cats run home and light is come,
And dew is cold upon the ground,
And the far-off stream is dumb,
And the whirring sail goes round,
And the whirring sail goes round ;
Alone and warming his five wits,
The white owl in the belfry sits.

When merry milkmaids click the latch
And rarely smells the new-mown hay,
And the cock hath sung beneath the thatch
Twice or thrice his roundelay,
Twice or thrice his roundelay ;
Alone and warming his five wits,
The white owl in the belfry sits.

Tennyson.



APPENDIX.

KEY TO THE PRONUNCIATION OF DIFFICULT MONOSYLLABLES AND DIFFICULT DISSYLLABLES AND TRISYLLABLES.

| | | |
|---------------------|--------------------|--------------------------|
| again (ǎ-gĕn) | eight (āt) | I'm (īm) |
| against (ǎ-gĕnst) | else (ĕls) | into (ĭn-tô) |
| ah (â) | enough (ĕ-nŭf) | John (jŏn) |
| another (ǎ nŭth-ĕr) | everywhere | Johnny (jŏn-nĭ) |
| any (ĕn-nĭ) | (ĕv-ĕr-ĭ-hwĕr) | juice (jôs) |
| are (âr) | eye (ī) | key (kĕ) |
| aunt (ânt) | eyes (ĭz) | lady (lā-dĭ) |
| axe (ǎks) | field (fĕld) | laugh (lâf) |
| baa (bâ or bā) | fierce (fĕrs) | laughed (lâft) |
| bath (bâth) | flew (flô) | ma'am (mām) |
| been (bĭn) | flood (flŭd) | many (mĕn-ĭ) |
| blood (blŭd) | floor (flôr) | marry (mār-rĭ) |
| blue (blô) | followed (fŏl-lôd) | Mary (Mā-rĭ) |
| broad (brāwd) | friend (frĕnd) | master (mās-tĕr) |
| bull (bŏol) | fruit (frôt) | master [title] (mās-tĕr) |
| bush (boŏsh) | full (fŏol) | masts (mâsts) |
| bye (bĭ) | garret (gār-rĕt) | meadow (mĕd-ô) |
| calf (kâf) | gentlemen | money (mŭn-ĭ) |
| calm (kâm) | (jĕn-tl-mĕn) | mother (mŭth-ĕr) |
| cant (kânt) | George (jŏrj) | mother's (mŭth-ĕrz) |
| cent (sĕnt) | going (gŏ-ing) | music (mŭ-zĭk) |
| chief (chĕf) | gone (gŏn) | niece (nĕs) |
| coffee (kŏf-fĭ) | grief (grĕf) | of (ŏv) |
| corn (kawrn) | ha (hâ) | often (ŏfn) |
| cough (kŏf) | half (hâf) | oh (ô) |
| covered (kŭv-ĕrd) | heart (hârt) | once (wŭns) |
| does (dŭz) | hey (hā) | one (wŭn) |
| door (dôr) | I (ī) | ones (wŭnz) |
| dozen (dŭzn) | I'll (ĭl) | other (ŭth-ĕr) |



