

THE  
AMERICAN  
SPELLING BOOK;  
CONTAINING  
THE RUDIMENTS  
OF THE  
ENGLISH LANGUAGE  
FOR THE  
SCHOOLS  
IN THE  
UNITED STATES

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*BY NOAH WEBSTER. ESQ*

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THE REVISED IMPRESSION,  
WITH THE LATEST CORRECTIONS

This edition of the *American Spelling Book* was published in 1824  
by Holbrook and Fessenden of Battleborough, Vermont

This Orthography-Only, Easy-to-Read, Cut” typed edition was prepared  
by Donald L. Potter, Odessa, TX,  
August 23, 2007

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## *Publisher's Preface*

to the Twenty-First Century Orthography-Only Edition  
of Noah Webster's *The American Spelling Book*  
from Internet Publisher: Donald L. Potter

This edition of *The American Spelling Book* was published in 1824 by Holbrook and Fessenden of Brattleborough, Vermont.

“**Spelling-Book**: n. A book for teaching children to spell and read.” Definition from Webster's 1828 *American Dictionary of the English Language*.

Mr. Potter finished typing Noah Webster's *The American Spelling Book*, except for personal and place names, on February 19, 2007. On August 23, 2007 expository matter was cut from the *Spelling Book* to make it suitable for public schools. This was also done to make it a more compact presentation of English orthography. I highly esteem Webster's moral and religious teach, but I also realize that because of the unfortunate present day interpretation of separation of Church and State the original deeply moral and Biblically oriented 1824 edition would be unacceptable in public schools. I want the public school children to be able to benefit from Webster's method as well as the more fortunate students in private Christian Schools were there is no need to separate morality and faith from education. It is now available for free download from [www.donpotter.net](http://www.donpotter.net).

Courier New Font was used in order to keep the columns perfectly aligned. This is impossible with Times New Roman. The page numbers do not correspond with the original edition due to the complications with formatting. This purpose of this “Orthography-Only, Easy-to-Read” is **entirely practical**: I believe parents and teachers will use these pages to teach young children to read and spell on advanced levels unheard of since the days of Noah Webster.

Note carefully that Webster considered long, multi-syllabic words of four syllables to be EASY and taught them early, but one syllable word with vowel digraphs and silent letters he considered DIFFICULT and taught them later. Students who begin with Webster will be reading long words at least three years earlier than those beginning with modern phonics programs. This will have a tremendous impact on student reading levels. Webster, also, teaches long vowels at the end of syllables (open syllables) near the beginning of his program, another feature largely neglected in most (if not all) modern phonics programs. The main accent is typed in **bold font** to make it easier for younger students to better visualize the accented syllable. This is a new feature added with the publication of this edition. Last correction 10/13/08.

## PREFACE

Abridged by Donald Potter, 8/23/07

The *American Spelling Book*, or first Part of a Grammatical Institute of the English Language, when first published, encountered an opposition, which few new publications have sustained with success. It however maintained its ground, and its reputation has been gradually extended and established, until it has become the principal elementary book in the United States. In a great part of the northern States, it is the only book of the kind used; it is much used in the middle and southern States; and its annual sales indicate a large and increasing demand. Its merit is evidenced not only by this general use, but by a remarkable fact, that, in many attempts made to rival it, the compilers have all constructed their works on a similar plan; some of them have most unwarrantably and illegally copied a considerable part of the tables, with little or no alterations; and others have altered them, by additions, mutilations, and subdivisions, numerous and perplexing. In most instances, this species of injustice has been discountenanced by the citizens of the United States, and the public sentiment has protected the original work, more effectually than the penalties of the law.\*

Gratitude to the public, as well as a desire to furnish schools with a more complete and well digested system of elements has induced me to embrace the opportunity when the first patent expires, to revise the work, and give it all the improvement which the experience of teachers, and my own observations and reflections have suggested. In the execution of this design, care has been taken to preserve the scheme of pronunciation, and the substance of the former work. Most of the tables, having stood the test of experience, are considered as susceptible of little improvement or amendment. A few alterations are made, with a view to accommodate the work to the most accurate rules of pronunciation, and general usage of speaking; as also to correct some errors which crept into the work. A perfect standard of pronunciation, in a living language, is not to be expected: and when the best English Dictionaries differ from each other, in several hundred, probably a thousand words, where are we to seek for undisputed rules? and how can we arrive at perfect uniformity?

The improvements made in this work chiefly consist of a great number of new tables. Some of them are intended to exhibit the manner in which derivative words, and the variations in nouns, adjectives and verbs, are formed. The examples of this sort cannot fail to be very useful; as children may be well acquainted with a word in the singular number, or positive degree, may be perplexed when they see it in the plural number or comparative form. The examples of derivation, will accustom youth to observe the manner, in which various branches spring from one radical word, and thus lead their minds to some knowledge of the formation of the language, and the manner in which syllables are added or prefixed to vary the sense of the word.

In the progress of society and improvement, some gradual changes must be expected in a living language; the corresponding alterations in elementary books of instruction, become indispensable; but it is desirable that these alterations should be as few as possible, for they occasion uncertainty and inconvenience. And although perfect uniformity in speaking not probably attainable in any living language, yet it is to be wished, that the youth of our country may be, as little as possible, perplexed with various different systems and standards. Whatever may be the difference of opinion, among individuals, respecting a few particular words, or the particular arrangement of a few classes of words, the general interest of education requires, that a disposition to multiply books and systems of teaching the language of the country, should not be indulged in to an unlimited extent. On this disposition, however, the public sentiment alone can impose restraint.

In nine-tenths of the words in our language, a correct pronunciation is best taught by a natural division of the syllables, and a direction for placing the accent, than by a minute and endless repetition of characters.  
*March, 1818.*

# ANALYSIS OF SOUNDS

IN THE

*ENGLISH LANGUAGE.*

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LANGUAGE, in its more limited sense, is the expression of ideas by articulate sounds. In a more general sense, the word denotes all sounds by which animals express their feelings, in such manner to be understood by their own species.

Articulate sounds are those which are formed by the human voice, in pronouncing letters, syllables and words, and constitute the *spoken* language, which is addressed to the *ear*. Letters are the marks of sound, and the first elements of *written* language, which is presented to the *eye*.

In a perfect language, every simple sound would be expressed by a distinct character; and no character would have more than one sound. But languages are not thus perfect; and the English language, in particular, is, in these respects, extremely irregular.

The letters used in writing, when arranged in a certain customary order, compose what is called the *Alphabet*.

The English Alphabet consists of twenty-six letters, or single characters; and for want of others, certain simple sounds are represented by two united letters.

The letters or single characters are, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. The compound characters representing distinct sounds are, ch, sh, th. There is also a distinct sound represented by *ng*, as in *long*; and another by *s* or *z*, as in *fusion*, *azure*, which sound might be represented *zh*.

The letters are of two kinds, *vowels*, and *consonants*.

A vowel is a simple articulate sound, formed without the help of another letter, by opening the mouth in a particular manner, and begun and completed with the same position of the organs; as. *a*, *e*, *o*. The letters which represent these sounds are six; *a*, *e*, *i*, *o*, *u*. But each of these characters is used to express two or more sounds.

The following are the vowel sounds in the English Language—of *a*, as in late, ask, ball, hat, what.

of *e*, in mete, met.  
of *i*, in find, pit.  
of *o*, in note, not, move.  
of *u*, in truth, but, bush.  
of *y*, in chyle, pity

The vowels have a long and a short sound, or quality; and the different qualities are represented by different letters. Thus,

Long

<i>a</i> in late,	{when shortened, is expressed}	by <i>e</i> , as in let.
<i>ee</i> , in feet		by <i>i</i> , in fit & <i>y</i> in pity.
<i>oo</i> , in pool,		by <i>u</i> in pull & <i>oo</i> in wool.
<i>a</i> in hall		by <i>o</i> , in holly, and <i>a</i> in wallow

That the sounds of *a* in *late* and *e* in *let* are only a modification of the same vowel, may be easily understood by attending to the manner of forming the sounds; for in both words, the aperture of the mouth and the configuration of the organs are the same. This circumstance proves the sameness of the sound or vowel, in the two words, though differing in time or quality.

A consonant is a letter which has no sound, or an imperfect one, without the help of the vowel. The consonants which are entirely silent, interrupt the voice by closing the organs, as *b*, *d*, *g*, hard, *k*, *p*, *t*, which are called *mutes*; as in *eb*, *ed*, *eg*, *ek*, *ep*, et.

The consonants which do not entirely interrupt all sound by closing the organs, are *f*, *l*, *m*, *n*, *r*, *s*, *v*, *z*, which are all half vowels or semi-vowels. — To these may be added the sounds of *sh*, *th*, *zh*, and *ng*, in *esh*, *eth*, *ezh*, *ing*, which our language has no single characters to express.

A diphthong is the union of two simple sounds uttered in one breath or articulation. The two sounds do not strictly form one; for these are two different positions of the organs, and two distinct sounds, but the transition from one to the other is so rapid, that the distinction is scarcely perceived, and the sound is therefore considered as compound. Diphthongal sounds are sometimes expressed by two letters, as in *voice*, *joy*, and sometimes by one, as in *defy*; the sound of *y*, in the latter word, if prolonged, terminates in *e*, and is really triphthongal.

A triphthong is the union of three vowels in a syllable; but it may be questioned whether in any English word, we pronounce three vowels as a single articulation. In the word *adieu*, the three vowels are not distinctly pronounced.

B as but one sound, as in bite.

C is always sounded like *k* or *s*—like *k* before *a*, *o*, and *u*—and like *s* before *e*, *i* and *y*. Thus,

ca, ce, ci, co, cu, cy.

ka, se, si, ko, ku, sy.

At the end of words it is always hard like *k*, and in *public*. When followed by *i*, or *e* before vowels the syllable slides into the sound of *sh*; as in cetaceous, gracious, social, which are pronounced cetashus, grashus, soshal.

D has only one sound, as in dress, bold.

F has its own proper sound, as in life, fever, except in *of*, where it has the sound of *v*.

G before *a*, *o*, and *u*, has always its hard sound, as in gave, go, gun.

Before *e*, *i*, and *y*, it has the same hard sound in some words, and in others, the *j*. But these varieties are incapable of being reduced to a single rule, and are to be learnt only by practice, observation, and a dictionary, in which the sounds are designated.

H can hardly be said to have any sound, but it denotes an aspiration or impulse of the breath, which modifies the sound of the following vowel, as in heart, heave.

I is a vowel, as in fit; or a consonant as in bullion.

J is the mark of a compound sound, or union of sounds, which may be represented by *dzh*, or the soft *g*, as in jelly.

K has but one sound, as in king; and before the *n* is always silent, as in know.

M has but one sound, as in man, and is never silent.

P has one uniform sound, as in pit.

Q has the power of *k*, and is always followed by *u*, as in question.

R has one sound only, as in barrel.

S has the sound of *c* as in *so*, of *z*, as in *rose*—and when followed by *i*, preceding a vowel, the syllable has the sound of *sh*, as in *mission*; or *zh* as in *osier*.

T has its proper sound, as in *turn*, at the beginning of words and ends of syllables. In all the terminations *tion*, and *tial*, *ti* have the sound of *sh* as in *nation*, *nuptial*; except when preceded by *s* or *x*, in which cases they have the sound of *ch*, as in *question*, *mixtion*.

U has the properties of a consonant and vowel, in union, &c.

V has uniformly one sound, as in voice, live, and never silent.

W has the power of a vowel, as in dwell; or a consonant, as in well, will.

X has the sound of *ks* as in wax; or *gz*, as in exist, and in other words, when followed by an accented syllable beginning with a vowel. In the beginning of Greek names, it has the sound of *z*, as in Xerxes, Xenophon.

Y is a vowel, as in vanity; a diphthong, as in defy; or a consonant, as in young.

Z has its own sound usually, as in zeal, freeze.

Ch have the sound of *tsh* in words of English origin, as in chip—in some words of French origin, they have the sound of *sh* as in machine—and some words of Greek origin, the sound of *k*, as in chorus.

Gh have the sound of *f* as in laugh, or are silent as in light.

Ph have the sound of *f* as in philosophy; except in Stephen, where the sound is that of *v*.

Ng have a nasal sound, as in sing; but when *e* follows *g*, the latter takes the sound of *j*, as in range. In the words, longer, stronger, younger, the sound of *g* is doubled, and the last syllable is sounded as if written long-ger, &c.

Sh has one sound only, as in shell; but this use is often supplied by *ti*, *ci*, and *ce*, before a vowel, as in motion, gracious, cetaceous.

Th has two sounds, aspirated and vocal—aspirated, as in think, bath—vocal, as in those, that bathe.

Sc before *a*, *o*, *u*, and *r* are pronounced like *sk*, as in scale, scoff, sculpture, scribble: before *e*, *i*, *y*, like soft *c*, or *s*, as in scene, sceptic, science, Scythian. Thus pronounced,

sca, sce, sci, sco, scu, scy.  
ska, se, si, sko, sku, sy

#### *Formation of Words and Sentences.*

Letters form syllables: syllables form words, and words form sentences, which compose a discourse.

A syllable is a letter or union of letters, which can be uttered at one impulse of voice.

A word of one syllable is called a monosyllable.

of two syllables	a dissyllable.
of three syllables	a trisyllable.
of many syllables	a polysyllable.

#### *Of Accent, Emphasis, and Cadence.*

Accent is a forcible stress or impulse of voice on a letter or syllable, distinguishing it from others in the same word. When it falls on a vowel, it prolongs the sound, as in **glo**-ry; when it falls on a consonant, the preceding vowel is short, as in **hab**-it.

The general rule by which accent is regulated, is that the stress of the voice falls on that syllable of a word, which renders the articulation most easy to the speaker, and most agreeable to the hearer—By this rule has the accent of most words been imperceptibly established by long and universal usage.

When a word consists of three or more syllables, the ease of speaking requires usually a secondary accent, of less forcible utterance than the primary, but clearly distinguishable from the pronunciation of the unaccented syllables; as superfluity, literary.

In many compound words, the parts of which are important of themselves, there is very little distinction, as in ink-stand, church-yard.

Emphasis is a particular force of utterance given to a particular word in a sentence, on account of its importance.

Cadence is a fall or modulation of the voice in reading or speaking, especially at the end of a sentence.

Words are simple or compound, primitive or derivative.

A simple word can not be divided, without destroying the sense; as man, child, house, charity, faith.

A compound word is formed by two or more words; as in chimney-piece, book-binder.

Primitive words are such as are not derived, but constitute a radical stock from which others are formed; as grace, hope, charm.

Derived words are those which are formed by a primitive, and some termination or additional syllable; as grace-less, hope-ful, charm-ing, un-welcome.

Spelling is the art or practice of writing or reading the proper letters of a word; called also orthography. In forming tables for learners, the best rule to be observed, is, to divide the syllables in such a manner as to guide the learner by the sound of the letters, to the sound of the words; that is, to divide them as they are divided in just pronunciation.

### *Key to the following Work.*

<b>Long.</b>				<b>Short aw.</b>		
1	1	1		5	5	5
a	name,	late.		a	what,	was.
e or ee	here,	feet.		o	not,	from.
i	time,	find.		<b>Oo proper.</b>		
o	note,	fort.		6	6	6
u or ew	tune,	new.		o or oo	move,	room
y	dry,	defy.		<b>Oo Short.</b>		
<b>Short.</b>				7	7	7
2	2	2		oo	book,	stood.
a	man,	hat.		u	bush,	full.
e	men,	let.		<b>Short u.</b>		
i	pit,	pin.		8	8	8
u	tun,	but.		i	sir,	bird.
y	glory,	Egypt.		o	come,	love.
<b>Broad a or aw.</b>				e	her.	
3	3	3		<b>Long a.</b>		
a	bald,	tall.		9	9	9
o	cost	sought.		e	there,	vein.
aw	law			<b>Long e.</b>		
<b>Flat a.</b>				10	10	10
4	4	4		i	fatigue,	pique.
a	ask,	part		oi	diphthong; voice, joy	
				oy		
				ou	diphthong; loud, now.	
				ow		

### EXPLANATION OF THE KEY

A figure stands as the invariable representative of a certain sound. The figure 1 represents the long sound of the letters, *a*, *e*, *i*, *o*, *u*, or, *ew*, and *y*; number 2, the short sound of the same characters; number 3, marks the broad sound *a* as in *hall*; number 4, represents the sound of *a* in *father*; number 5, represents the short sound of broad *a*, as in *not*, *what*; number 6 represents the sound of *o* in *more*, commonly expressed by *oo*; number 7, represents the short sound of *oo* in *root*, *bush*; number 8 represents the sound of *u* short, made by *e*, *i*, and *o*, as in *her*, *bird*, *come*, pronounced *hur*, *burd*, *cum*; number 9, represents the first sound of *a* made by *e* as

in *their*, *vein*, pronounced *thare*, *vane*; the number 10, represents the French sound of *i*, which is the same as the *e* long.

The sounds of the diphthongs of *oi* and *ou* are not represented by figures; these have one invariable sound, and are placed before the words where they occur in the tables.

Silent letters are printed in Italic characters. Thus, in *head*, *goal*, *build*, *people*, *fight*, the Italic letters have no sound.

*S*, when printed in Italic, is not silent, but pronounced like *z* as in *devise*, pronounced *devize*.

The letter *e* at the end of words and of more syllables than one, is almost always silent: but serves often to lengthen a foregoing vowel, as in *bid*, *bade*.; to soften *c* as in *notice*, or to soften *g*, as in *homage*; or to change the sound of *th* from the first to the second, as in *bath*, *bathe*. In the following work, when *e* final lengthens the foregoing vowel, that is, gives it its first sound, it is printed in a Roman character, as in *fate*; but in all other cases it is printed in Italic, except in table 39.

*Ch* have the English sound, as in *charm*; except in the 38<sup>th</sup> and 39<sup>th</sup> tables.

The sounds of *th* in *this* and *thou*, are all distinguished in the 12<sup>th</sup> and 37<sup>th</sup> tables; except in numerical adjectives.

The sound of *aw* is invariably that of broad *a*, and that of *ew* nearly the same as *u* long.

N.B. Although one character is sufficient to express a simple vowel sound, yet the combinations *ee*, *aw*, *ew*, *oo*, are so well known to express certain sounds, that it was judged best to print both letters in Roman characters. *Ck* and *ss* are also printed in Roman characters, though one alone would be sufficient to express the sound.

*An Easy Standard of Pronunciation*

THE ALPHABET.

<i>Roman Letters.</i>	<i>Italic.</i>	<i>Names of Letters</i>
A a	A a	a
B b	B b	be
C c	C c	ce
D d	D d	de
E e	E e	e
F f	F f	ef
G g	G g	ge
H h	H h	aytch
I i	I i	i
J j	J j	ja
K k	K k	ka
L l	L l	el
M m	M m	em
N n	N n	en
O o	O o	o
P p	P p	pe
Q q	Q q	cu
R r	R r	ar
S s	S s	es
T t	T t	te
U u	U u	u
V v	V v	ve
W w	W w	double u
X x	X x	eks
Y y	Y y	wi
Z z	Z z	ze
&*	&*	and

*Double LETTERS*

ff; fl, fi, fl, ffi, æ, œ.

\*This is not a letter, but a character standing for *and*. Children therefore should be taught to call it *and*; not *and-per-se*.

TABLE 1.

Lesson 1.						Lesson 6.					
ba	be	bi	bo	bu	by	ak	ek	ik	ok	uk	
ca	ce*	ci*	co	cu	cy*	at	et	it	ot	ut	
da	de	di	do	du	dy	ar	er	ir	or	ur	
fa	fe	fi	fo	fu	fy	az	ez	iz	oz	uz	
ka	ke	ki	ko	ku	ky	Lesson 7.					
Lesson 2.						bla	ble	bli	blo	blu	
ga	ge	gi	go	gu	gy	cla	cle	cli	clo	clu	
ha	he	hi	ho	hu	hy	pla	ple	pli	plo	plu	
ma	me	mi	mo	mu	my	fla	fle	fli	flo	flu	
na	ne	ni	no	nu	ny	va	ve	vi	vo	vu	
ra	re	ri	ro	ru	ry	Lesson 8.					
ta	te	ti	to	tu	ty	bra	bre	bri	bro	bru	
wa	we	wi	wo	wu	wy	cra	cre	cri	cro	cru	
Lesson 3.						pra	pre	pri	pro	pru	
la	le	li	lo	lu	ly	gra	gre	gri	gro	gru	
pa	pe	pi	po	pu	py	pha	phe	phi	pho	phu	
sa	se	si	so	su	sy	Lesson 9.					
za	ze	zi	zo	zu	zy	cha	che	chi	cho	chu	chy
Lesson 4.						dra	dre	dri	dro	dru	dry
ab	eb	ib	ob	ub	fra	fre	fri	fro	fru	fry	
ac	ec	ic	oc	uc	gla	gle	gli	glo	glu	gly	
ad	ed	id	od	ud	Lesson 10.						
af	ef	if	of	uf	sla	sle	sli	slo	slu	sly	
al	el	il	ol	ul	qua	que	qui	quo			
Lesson 5.						sha	she	shi	sho	shu	shy
ag	eg	ig	og	ug	spa	spe	spi	spo	spu	spy	
am	em	im	om	um	Lesson 11.						
an	en	in	on	un	sta	ste	sti	sto	stu	sty	
ap	ep	ip	op	up	sca	sce	sci	sco	scu	scy	
as	es	is	os	us	tha	the	thi	tho	thu	thy	
av	ev	iv	ov	uv	tra	tre	tri	tro	tru	try	
ax	ex	ix	ox	ux							

\*They should be taught to pronounce, *ce, ci, cy*, like *se, si, sy*.

Lesson 12.

spla	sple	spli	splo	splu	sply
spra	spre	spri	spro	spru	spry
stra	stre	stri	stro	stru	stry
swa	swe	swi	swo	swu	swy

Table 2.

*Note.* A figure placed over the first word, marks the sound of the vowel in all that follows, until contradicted by another figure.

Lesson 1.

<sup>2</sup> bag	<sup>2</sup> big	<sup>5</sup> bog	<sup>2</sup> bug	<sup>2</sup> den	<sup>2</sup> cap	<sup>2</sup> bit	<sup>5</sup> dot
fag	dig	dog	dug	hen	gap	cit	got
cag	fig	fog	hug	men	lap	hit	hot
gag	gig	hog	lug	pen	map	pit	jot
hag	pig	jog	mug	ten	rap	sit	lot
rag	wig	log	tug	wen	tap	wit	not

Lesson 2.

<sup>2</sup> man	<sup>5</sup> fob	<sup>2</sup> bad	<sup>2</sup> bed	<sup>2</sup> bid	<sup>5</sup> fop	<sup>2</sup> bet	<sup>2</sup> but
can	job	had	fed	did	hop	get	cut
pan	mob	lad	led	lid	lop	let	hut
ran	rob	mad	red	hid	mop	met	nut
van	sob	sad	wed	rid	top	yet	putt

Lesson 3.

<sup>2</sup> belt	<sup>2</sup> gilt	<sup>2</sup> band	<sup>2</sup> bled	<sup>2</sup> brag	<sup>5</sup> clod	<sup>2</sup> brad
melt	hilt	hand	bred	drag	plod	clad
felt	milt	land	fled	flag	shod	glad
pelt	jilt	sand	shed	stag	trod	shad

Lesson 4.

<sup>5</sup> clog	<sup>2</sup> glut	<sup>2</sup> blab	<sup>2</sup> chub	<sup>2</sup> damp	<sup>2</sup> bump	<sup>2</sup> bend
flog	shut	drab	club	camp	jump	lend
frog	smut	crab	drub	lamp	lump	mend
grog	slut	scab	grub	vamp	pump	send

Lesson 5.

<sup>1</sup> bind	<sup>1</sup> bold	<sup>3</sup> call	<sup>2</sup> bill	<sup>2</sup> bent	<sup>2</sup> best	<sup>2</sup> brim
find	hold	fall	fill	dent	lest	grim
mind	fold	gall	hill	lent	nest	skim
kind	sold	hall	kill	sent	jest	swim
wind	gold	tall	mill	went	pest	trim

Lesson 6.

<sup>1</sup> lace	<sup>1</sup> dice	<sup>1</sup> fade	<sup>1</sup> bide	<sup>1</sup> cage	<sup>1</sup> bake	<sup>1</sup> dine
mace	mince	lade	ride	page	cake	fine
trace	nice	made	side	rage	make	pine
pace	rice	wade	wide	wage	wake	wine

Lesson 7.

<sup>1</sup> gale	<sup>1</sup> cape	<sup>1</sup> pipe	<sup>1</sup> cope	<sup>1</sup> dire	<sup>1</sup> date	<sup>1</sup> drive
pale	rape	ripe	hope	hire	hate	five
sale	tape	wipe	rope	fire	fate	hive
vale	ape	type	pope	wire	grate	rive

Lesson 8.

dote	file	dame	fare	bore	bone	nose
mote	bile	fame	mare	fore	cone	dose
note	pile	came	rare	tore	hone	hose
vote	vile	name	tare	wore	tone	rose

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TABLE 3.

Lesson 1.

<sup>2</sup> blank	<sup>2</sup> blush	<sup>1</sup> fleet	<sup>1</sup> brace	<sup>1</sup> price	<sup>1</sup> brine
flank	flush	sheet	chace	slice	shine
frank	plush	street	grace	spice	swine
prank	crush	greet	space	twice	twine

Lesson 2.

<sup>2</sup> band	<sup>2</sup> bless	<sup>1</sup> crime	<sup>1</sup> broke	<sup>1</sup> blade	<sup>1</sup> blame
grand	dress	chime	choke	spade	flame
stand	press	prime	cloke	trade	shame
strand	stress	slime	smoke	shade	frame

Lesson 3.

<sup>1</sup> brake	<sup>1</sup> glare	<sup>1</sup> brave	<sup>2</sup> hence	<sup>1</sup> mince	<sup>1</sup> bleed
drake	share	crave	fence	since	breed
flake	snare	grave	pence	prince	speed
spake	spare	slave	sense	rinse	steed

Lesson 4.

<sup>2</sup> and	<sup>2</sup> ill	<sup>1</sup> age	<sup>2</sup> his	<sup>2</sup> rich	<sup>2</sup> less	<sup>1</sup> duke	<sup>1</sup> life
act	ink	aim	has	held	mess	mule	wife
apt	fact	aid	hast	gift	kiss	rule	safe
ell	fan	ice	hath	dull	miss	time	male
ebb	left	ale	add	till	tush	tune	save
egg	self	ace	elf	will	hush	mute	here
end	else	ape	pen	well	desk	maze	robe

Lesson 5.

<sup>1</sup> glade	<sup>1</sup> snake	<sup>2</sup> track	<sup>2</sup> clank	<sup>2</sup> clamp	<sup>2</sup> black
grade	glaze	pact	crank	champ	crack
shave	craze	plant	shank	cramp	match
wave	prate	sang	plank	spasm	patch
quake	slate	fang	clump	splash	fetch
stage	shape	sang	thump	crash	vetch

Lesson 6.

<sup>1</sup> mire	<sup>1</sup> sire	<sup>1</sup> strife	<sup>1</sup> bride	<sup>2</sup> brick	<sup>1</sup> strive
spine	quire	fife	chide	kick	spike
vine	spire	trite	glide	chick	splice
gripe	mire	quite	pride	click	strike
snipe	smite	squire	vice	lick	ride
stripe	spite	spike	trice	stick	wide

Lesson 7.

*Examples of the formation of the plural from the singular, and of other derivates.*

name,	names	camp,	camps	slave,	slaves
dame,	dames	clamp,	clamps	brave,	braves
gale,	gales	lamp,	lamps	stave,	staves
scale,	scales	scalp,	scalps	mate,	mates
cape,	capes	map,	maps	state,	states

grape	grapes	plant,	plants	mind,	minds
crane,	cranes	plank,	planks	bind,	binds
shaded,	shades	flag,	flags	snare,	snares
grade,	grades	bank,	banks	snake,	snakes.

Lesson 8.

cake,	cakes	chap,	chaps	shake,	shakes
flake,	flakes	flank,	flanks	spade,	spades
hope,	hopes	shine,	shines	pipe,	pipes
note,	notes	slope,	slopes	wire,	wires
blot,	blots	fold,	folds	hive,	hives
cube,	cubes	club,	clubs	pine,	pin
grave,	graves	vote,	votes	fade,	fades
street,	streets	cone,	cones	mill,	mills
sheet,	sheets	bone,	bones	hill,	hills

Lesson 9.

side	sides	blank,	blanks	mare,	mares
vale,	vales	choke,	chokes	tare,	tares
wife,	wives	cloke,	clokes	grate,	grates
life,	lives	smoke,	smokes	smite,	smites
hive,	hives	flame,	flames	brick	bricks
drive,	drives	frame,	frames	kick,	kicks
go,	goes	stand,	stands	stick,	sticks
wo,	woes	drove,	droves	bridle,	bridles
do,	does	robe,	robes	fire,	fires
add,	adds	flag,	flags	swim,	swims

TABLE 4.

*Easy words of two syllables, accented on the first.*

When the stress of voice falls on a vowel, it is necessarily long, and is marked by the figure 1. When the stress of voice falls on a consonant, the preceding vowel is necessarily short, and is marked by figure 2.

No figures are placed over the vowels in unaccented syllables, because they are short. It must be observed, however, that in unaccented terminating syllables, almost all vowels are pronounced like *i* and *u*. Thus,

al is pronounced ul, , rural rurul,  
et it, fillet fillit.

This is the general rule in the language: originating doubtlessly from this cause, that the short *i* and *u* are pronounced with a less aperture or opening of the mouth, with less exertions of the organs, and consequently with more ease than the other vowels in these terminating syllables; for in order to pronounce them right, nothing more is required than to lay a proper stress of the voice

on the accented syllable, and pronounce the unaccented syllables with more ease and rapidity. When any of these terminations are accented, and some of them are, the vowel retains its own sound; as, *compel, lament, depress, &c.*

The figures are placed over the vowels of the accented syllables; and one figure marks all the words that follow, till it is contradicted by another figure.

<sup>1</sup> ba ker	glo ry	ne gro	sa cred
bri er	gi ant	o ver	se cret
ci der	gra vy	pa gan	sha dy
cra zy	gru el	pa per	si lent
cri er	ho ly	pa pist	so ber
cru el	hu man	pi lot	spi der
di al	i cy	pli ant	sto ry
di et	i dol	po et	stu dent
du ty	i vy	pre cept	stu pid
dy er	ju ry	pru dent	ta per
dra per	ju lep	qui et	tra der
fa tal	la dy	ra ker	ti dings
fe ver	la zy	re al	to ry
fi nal	le gal	ri der	to tal
fla grant	li ar	ri ot	tri al
flu ent	li on	ru by	tru ant
fo cus	ma ker	ru in	tu molt
fru gal	mo dish	ru ler	tu tor
fu el	mo ment	ru ral	va cant
va grant	cut ler	ham let	mut ter
va ry	dan ger	han sel	num ber
vi per	dif fer	hap py	nut meg
vi tal	din ner	hin der	nurs ling
vo cal	drum mer	hun dred	pam per
wa fer	el der	hunt er	pan el
wa ges	em bers	in sect	pan try
wa ger	em blem	in step	pat tern
wo ful	en ter	in to	pa tron
ab bot	fac tor	jes ter	pen cil
act or	fag got	ken nel	pen ny
ad der	fan cy	kin dred	pep per
ad vent	fan tom	king dom	pil lar
al um	fat ling	kins man	pil fer
am ber	fer ret	lad der	pil grim
an gel	fil let	lan tern	plum met

bal lad	flan nel	lap pet	pup py
bank er	flat ter	lat ter	ram mer
ban ter	flut ter	let ter	ran som
bap tist	fran tic	lim ber	rec tor
bat ter	fun nel	lim ner	rem nant
bet ter	gal lop	lit ter	ren der
bit ter	gam mon	luck y	ren net
blun der	gan der	mam mon	rub bish
buf fet	gar ret	man na	sad ler
bur gess	gen try	man ner	sal lad
car rot	gib bet	ma tron	san dy
chan nel	gyp sy	mem ber	sat in
chap man	glim mer	mer ry	scan dal
chap ter	glit ter	mill er	scat ter
chat ter	gul let	mit ten	sel dom
chil dren	gun ner	mur der	sel fish
chil ly	gus set	mud dy	sen tence
cin der	gut ter	mur mur	shat ter
shep herd	tan ner	wed ding	hor rid
shil ling	tat tler	wil ful	joc key
sig nal	tem per	will ing	jol ly
sil ver	ten der	wis dom	mot to
		4	
sin ner	ten drill	art less	on set
slat tern	ten ter	art ist	of fer
slen der	tim ber	af ter	of fice
		5	
slum ber	trench er	chop per	pot ter
smug gler	trum pet	com ment	rob ber
spin net	tum bler	com mon	sot tish
			2
spir it	tur key	con duct	cler gy
splen did	vel lum	con cord	er rand
spend dor	vel vet	con gress	her mit
splin ter	ves sel	con quest	ker nel
stam mer	vic tim	con sul	mer cy
sub ject	vul gar	con vert	per fect
sud den	ug ly	doc tor	per son
suf fer	ul cer	dross y	ser mon
sul len	un der	dol lar	ser pent
sul try	up per	fod der	ser vant
sum mon	ut most	fol ly	ver min
tal ly	ut ter	fop pish	ven om

TABLE 5.

*Easy words of two syllables, accented on the second.*

N.B. In general, when a vowel in an unaccented syllable stands alone or ends a syllable\*, it has its first sound as in *protect*: yet as we do not dwell upon the vowel, it is short and weak. When the vowel, in such syllable is joined to a consonant, it has its second sound; as *address*.

\*But if a vowel unaccented ends the word, it has its second sound, as in *city*.

<sup>1</sup> a <b>base</b>	a <b>like</b>	a <b>maze</b>	at <b>tire</b>
a <b>bide</b>	al <b>lude</b>	as <b>pire</b>	be <b>fore</b>
a <b>dore</b>	a <b>lone</b>	a <b>tone</b>	be <b>have</b>
be <b>hold</b>	fore <b>seen</b>	trans <b>late</b>	di <b>rect</b>
com <b>ply</b>	im <b>brue</b>	un <b>bind</b>	dis <b>band</b>
com <b>pute</b>	im <b>pale</b>	un <b>told</b>	dis <b>miss</b>
com <b>plete</b>	in <b>cite</b>	un <b>fold</b>	dis <b>sent</b>
con <b>fine</b>	in <b>flame</b>	un <b>glue</b>	dis <b>tinct</b>
con <b>jure</b>	in <b>trude</b>	un <b>kind</b>	dis <b>trust</b>
con <b>sume</b>	in <b>sure</b>	un <b>lace</b>	dis <b>tract</b>
con <b>trol</b>	in <b>vite</b>	un <b>ripe</b>	dis <b>turb</b>
cre <b>ate</b>	mis <b>name</b>	un <b>safe</b>	ef <b>fect</b>
		<sup>2</sup>	
de <b>cide</b>	mis <b>place</b>	ab <b>rupt</b>	e <b>mit</b>
de <b>clare</b>	mis <b>rule</b>	ab <b>surd</b>	en <b>camp</b>
de <b>duce</b>	mis <b>take</b>	ac <b>cept</b>	en <b>rich</b>
de <b>fy</b>	mo <b>rose</b>	ad <b>dict</b>	e <b>vent</b>
de <b>fine</b>	par <b>take</b>	ad <b>dres</b>	e <b>vince</b>
de <b>grade</b>	per <b>spire</b>	ad <b>mit</b>	ful <b>fill</b>
de <b>note</b>	po <b>lite</b>	a <b>mend</b>	fi <b>nance</b>
de <b>pute</b>	pre <b>pare</b>	a <b>midst</b>	gal <b>lant</b>
de <b>rive</b>	pro <b>mote</b>	ar <b>range</b>	him <b>self</b>
dis <b>like</b>	re <b>bate</b>	as <b>cend</b>	im <b>pend</b>
dis <b>place</b>	re <b>buke</b>	be <b>set</b>	im <b>plant</b>
dis <b>robe</b>	re <b>cite</b>	ca <b>nal</b>	im <b>press</b>
dis <b>taste</b>	re <b>cline</b>	col <b>lect</b>	im <b>print</b>
di <b>vine</b>	re <b>duce</b>	com <b>pel</b>	in <b>cur</b>
e <b>lope</b>	re <b>late</b>	con <b>duct</b>	in <b>dent</b>
en <b>dure</b>	re <b>ly</b>	con <b>tent</b>	in <b>fect</b>
en <b>force</b>	re <b>mind</b>	con <b>tend</b>	in <b>fest</b>
en <b>gage</b>	re <b>plete</b>	cor <b>rect</b>	in <b>flict</b>
en <b>rage</b>	re <b>vere</b>	cor <b>rupt</b>	in <b>still</b>
en <b>roll</b>	se <b>duce</b>	de <b>duct</b>	in <b>struct</b>
en <b>sue</b>	sub <b>lime</b>	de <b>fect</b>	in <b>vest</b>

en tice	su pine	de fend	mis give
en tire	su preme	de press	mis print
e vade	sur vive	de range	mis trust
for sworn	tra duce	de tect	mo lest
neg lect	re press	un bend	re volve
ob struct	re tract	un fit	re volt
oc cur	re trench	un hinge	de spond
o mit	ro mance	un man	con cert
		4	
op press	se dan	de bar	de fer
per mit	se lect	de part	di vert
por tent	sub ject	dis arm	in verse
pre tend	sub mit	dis card	in vert
pre dict	sub tract	em balm	per vert
pro ject	sus pense	em bark	per verse
pro tect	trans act	en chant	re fer
pro test	trans cend	en large	con fer
re cant	trans gress	huz za	de ter
re fit	trans plant	un arm	in fer
re lax	tre pan	un bar	in ter
		5	
re mit	un apt	ab hor	in tend

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TABLE 6.

*Easy words of three syllables; the full accent on the first, and a weak accent on the third.*

<sup>1</sup> cru ci fix	lu na cy	si mon y	ad a mant
cru el ty	no ta ry	stu pe fy	am i ty
de cen cy	nu mer al	tu te lar	am nes ty
di a dem	nu tri ment	va can cy	ar ro gant
di a lect	o ver plus	va gran cy	bar ris ter
dra per y	po et ry	ab do men	but ter y
droll e ry	pri ma cy	al le gro	ben e fit
du ti ful	pri ma ry	ad mi ral	big a my
flu en cy	pu ri ty	al co ran	big ot ry
i ro ny	re gen cy	an im al	but ter fly
la zi ness	se cre cy	ac ci dent	cal en dar
li bra ry	scru tin y	al i ment	cab in et
can is ter	en ti ty	len i ty	ped i gree

can ni bal	ep i gram	le pro sy	pen al ty
can o py	es cu lent	lev i ty	pen u ry
cap i tal	ev e ry	lib er al	pes ti lent
chast i ty	fac ul ty	lib er ty	pil lo ry
cin na mon	fac to ry	lig a ment	prac tic al
cit i zen	fam i ly	lin e al	prin cip al
clar i fy	fel o ny	lit a ny	pub lic an
clas sic al	fes tiv al	lit er al	punc tu al
clen en cy	fin ic al	lit ur gy	pun gen cy
cler ic al	fish er y	lux u ry	pyr a mid
cur ren cy	gal lant ry	man i fest	rad i cal
cyl in der	gal le ry	man i fold	rar i ty
den i zen	gar ri son	man ner ly	reg u lar
det ri ment	gen e ral	mar in er	rem e dy
dif fid ent	gun ner y	med ic al	rib al dry
dif fer ent	hap pi ness	mel o dy	rev er end
dif fi cult	her al dry	mem o ry	rit u al
dig nit ty	im ple men	mes sen ger	riv u let
dil i gent	im pu dent	mil lin er	sac ra ment
div id end	in cre ment	min er al	sal a ry
dul cim er	in di go	min is ter	sat is fy
ec sta cy	in dus try	mus cu lar	sec u lar
ed it or	in fan cy	mys te ry	se di ment
ef fi gy	in fan try	nat u ral	sen a tor
el e ment	in fi del	pan o ply	sen ti ment
el e gy	in stru ment	par a dox	sen tin el
em bas sy	in te ger	par a gon	sev er al
eb o ny	in tel lect	par al lax	sil la bub
em bry o	in ter est	par al lel	sim il ar
em e rald	in ter val	par a pet	sin gu lar
em per or	in va lid	par i ty	sin is ter
en e my	jus ti fy	pat ri ot	slip e ry
en mi ty	leg a cy	ped ant ry	sub si dy
sum ma ry	ur gen cy	hos pi tal	prod i gal
sup ple ment	wag gon er	lot te ry	pro di gy
sym me try	wil der ness	mon u ment	prom in ent
	<sup>4</sup>		
tam a rind	har bin ger	nom in al	prop er ty
tap es try	har mo ny	oc u lar	pros o dy
tem po ral	harps i chord	oc cu py	pro test ant
	<sup>5</sup>		
ten den cy	cod i cil	of fi cer	quad ru ped

<b>ten</b> e ment	<b>col</b> o ny	<b>or</b> a tor	<b>qual</b> i ty
<b>ter</b> ri fy	<b>com</b> e dy	<b>or</b> i gin	<b>quan</b> tit y
<b>test</b> a ment	<b>com</b> ic al	<b>or</b> na ment	<b>quan</b> da ry
<b>tit</b> u lar	<b>con</b> ju gal	<b>or</b> re ry	<b>cer</b> ti fy
<b>typ</b> ic al	<b>con</b> tin ent	<b>ot</b> to man	<b>mer</b> cu ry
<b>tyr</b> an ny	<b>con</b> tra band	<b>pol</b> i cy	<b>per</b> fid y
<b>vag</b> a bond	<b>con</b> tra ry	<b>pol</b> i tic	<b>per</b> ju ry
<b>van</b> i ty	<b>doc</b> u ment	<b>pop</b> u lar	<b>per</b> ma nent
<b>vic</b> tor y	<b>drop</b> sic al	<b>pov</b> er ty	<b>per</b> tin ent
<b>vil</b> lan ny	<b>glob</b> u lar	<b>pon</b> der ous	<b>re</b> gu late
<b>vin</b> e gar	<b>gloss</b> a ry	<b>prob</b> i ty	<b>ter</b> ma gaut

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TABLE 7.

*Easy words of three syllables, accented on the second.*

<sup>1</sup> a <b>base</b> ment	de <b>co</b> rum	im <b>pru</b> dent
a <b>gree</b> ment	de <b>ni</b> al	oc <b>ta</b> vo
al <b>li</b> ance	de <b>cri</b> al	op <b>po</b> nent
al <b>lure</b> ment	de <b>port</b> ment	po <b>ma</b> tum
ap <b>pa</b> rent	de <b>po</b> nent	pri <b>me</b> val
ar <b>ri</b> val	dic <b>ta</b> tor	re <b>ci</b> tal
a <b>maze</b> ment	di <b>plo</b> ma	re <b>li</b> ance
a <b>tone</b> ment	en <b>rol</b> ment	re <b>qui</b> tal
co <b>e</b> qual	en <b>tice</b> ment	re <b>vi</b> val
con <b>fine</b> ment	e <b>qua</b> tor	spec <b>ta</b> tor
con <b>trol</b> ler	he <b>ro</b> ic	sub <b>scri</b> ber
de <b>ci</b> pher	il <b>le</b> gal	sur <b>vi</b> vor
tes <b>ta</b> tor	di <b>min</b> ish	pro <b>tect</b> or
test <b>a</b> trix	dis <b>sent</b> er	pu <b>is</b> sant
trans <b>la</b> tor	dis <b>tem</b> per	re <b>dund</b> ant
trans <b>pa</b> rent	dis <b>tin</b> guish	re <b>fresh</b> ment
tri <b>bun</b> al	di <b>urn</b> al	re <b>lin</b> quish
ver <b>ba</b> tim	dog <b>ma</b> tic	re <b>luc</b> tant
vol <b>can</b> no	do <b>mes</b> tic	re <b>mem</b> ber
un <b>e</b> qual	dra <b>mat</b> ic	re <b>plen</b> ish
un <b>mind</b> ful	e <b>ject</b> ment	re <b>plev</b> in
a <b>ban</b> don	em <b>bar</b> rass	re <b>pug</b> nant

ac **cus** tom  
af **fect** ed  
ag **gress** or  
a **mend** ment  
ap **par** el  
ap **pend** ix  
as **cend** ant  
as **sas** sin  
as **sem** bly  
at **tach** ment

at **tend** ant  
be **gin** ning  
be **wil** der  
co **hab** it  
col **lect** or  
con **sid** er  
con **tin** gent  
con **tract** or  
de **cant** er  
de **lin** quent  
de **liv** er  
de **mer** it  
de **tach** ment  
di **lem** ma

em **bel** lish  
em **pan** nel  
en **camp** ment  
e **quip** ment  
er **rat** ic  
es **tab** lish  
hys **ter** ic  
in **ces** sant  
in **clem** ent  
in **cum** bent

in **hab** it  
in **sip** id  
in **trin** sic  
in **val** id  
ma **lig** nant  
mo **nas** tic  
noc **turn** al  
pa **cif** ic  
pe **dant** ic  
po **lem** ic  
pre **cept** or  
pre **tend** er  
pro **hib** it  
pro **lif** ic

re **pub** lish  
ro **man** tic  
se **ques** ter  
spe **cif** ic  
sur **ren** der  
to **bac** co  
trans **cend** ent  
trans **gress** or  
tri **umph** ant  
um **brel** la

<sup>5</sup>  
a **bol** ish  
ac **com** plish  
ad **mon** ish  
as **ton** ish  
de **mol** ish  
dis **solv** ent  
im **mod** est  
im **mort** al  
im **pos** tor  
im **prop** er  
in **con** stant  
in **sol** vent  
im **mor** al  
un **god** ly

TABLE 8.

*Easy words of three syllables, accented on the first and third.*

<sup>1</sup>  
al a **mode**  
dev o **tee**  
dis a **gree**  
dis es **teem**  
dom i **neer**  
im ma **ture**  
im por **tune**

in com **mode**  
in ter **cede**  
in tro **duce**  
mis ap **ply**  
mis be **have**

o ver **take**  
rec on **cile**  
ref u **gee**  
su per **sede**  
su per **scribe**  
vol un **teer**  
un der **mine**

<sup>2</sup>  
ap pre **hend**  
con de **scend**  
con tra **dict**  
dis pos **sess**  
in di **rect**

in cor **rect**  
in ter **mix**  
o ver **run**  
o ver **turn**  
rec ol **lect**  
rec om **mend**  
rep re **hend**

su per **add**  
un der **stand**  
un der **sell**  
dis con **cern**  
dis con **nect**

TABLE 9.

*Easy words of four syllables, the full accent on the first, and the half accent on the third.*

<b>lu</b> min na ry	<b>dil</b> a to ry	<b>preb</b> end a ry
<b>mo</b> ment a ry	<b>ep</b> i lep sy	<b>pref</b> a to ry
<b>au</b> ga to ry	<b>em</b> is sa ry	<b>pur</b> ga to ry
<b>bre</b> vi a ry	<b>ig</b> no min y	<b>sal</b> u tar y
<sup>2</sup> <b>ac</b> cu ra cy	<b>in</b> ti ma cy	<b>sanc</b> tu a ry
<b>ac</b> ri mo ny	<b>in</b> tri ca cy	<b>sec</b> re tar y
<b>ad</b> mi ral ty	<b>in</b> vent o ry	<b>sed</b> en tar y
<b>ad</b> ver sa ry	<b>man</b> da to ry	<b>stat</b> u a ry
<b>al</b> i mo ny	<b>mat</b> ri mo ny	<b>sump</b> tu a ry
<b>al</b> le go ry	<b>mer</b> ce na ry	<b>ter</b> ri to ry
<b>cer</b> e mo ny	<b>mis</b> cel la ny	<b>tes</b> ti mo ny
<b>cus</b> tom a ry	<b>mil</b> i ta ry	<b>trib</b> u ta ry
<b>del</b> i ca cy	<b>pat</b> ri mo ny	<b>per</b> emp to ry
<b>dif</b> fi cul ty	<b>plan</b> et a ry	<b>sub</b> lu na ry
<sup>5</sup> <b>con</b> tro ver sy	<b>prom</b> on to ry	<b>con</b> tu ma cy
<b>mon</b> as te ry	<b>vol</b> un ta ry	<b>con</b> tu me ly
<b>ob</b> sti na cy	<b>ob</b> du ra cy	<b>dom</b> e da ry
<b>pro</b> mis so ry	<b>com</b> ment a ry	<b>com</b> mis ea ry

The words **het**-e-ro-dox, **lin**-e-a-ment, **pat**-ri-ot-ism, **sep**-tu-a-gint, have the full accent on the first syllable, and the half accent on the last.

Table 10.

*Easy words of four syllables, accented on the second*

a <b>e</b> ri al	ob <b>scu</b> ri ty	cap <b>ti</b> vi ty
an <b>un</b> i ty	ob <b>tain</b> a ble	ce <b>lib</b> a cy
ar <b>mo</b> ri al	pro <b>pri</b> e ty	ci <b>vil</b> i ty
cen <b>tu</b> ri on	se <b>cu</b> ri ty	cli <b>mac</b> ter ic
col <b>le</b> gi al	so <b>bri</b> e ty	co <b>in</b> cid ent
com <b>mu</b> ni cant	va <b>cu</b> i ty	col <b>lat</b> e ral
com <b>mu</b> ni ty	va <b>ri</b> e ty	com <b>par</b> is on
con <b>gru</b> i ty	<sup>2</sup> ab <b>surd</b> i ty	com <b>pet</b> it or
con <b>nu</b> bi al	ac <b>tiv</b> i ty	com <b>pul</b> so ry

cor **po** re al  
cre **du** li ty  
e **le** gi ac  
fu **tu** ri ty  
gram **mar** i an  
gra **tu** i ty  
his **to** ri an  
li **bra** ri an  
ma **te** ri al  
ma **tu** ri ty  
me **mo** ri al  
mer **cu** ri al  
out **rage** ous  
e **quiv** a lent  
e **quiv** o cal

e **van** gel ist  
e **vent** u al  
fa **tal** i ty  
fer **til** i ty  
fi **del** i ty  
for **mal** i ty  
fru **gal** i ty  
gram **mat** ic al  
ha **bit** u al  
hos **til** i ty  
hu **man** i ty  
hu **mil** i ty  
i **den** ti ty  
im **mens** i ty  
im **ped** im ent  
ju **rid** ic al  
le **vit** ic al  
lon **gev** i ty  
ma **lev** o lent

ma **lig** ni ty  
mil **len** ni um  
mo **ral** i ty  
mu **nif** i cent  
na **tiv** i ty  
ne **ces** si ty

ac **cess** a ry  
ad **min** is ter  
ad **vers** i ty  
a **dul** te ry  
af **fin** i ty  
a **nal** o gy  
a **nat** o my  
an **tag** o nist  
ar **til** le ry  
a **vid** di ty  
bar **bar** i ty  
bru **tal** i ty  
ca **lam** i ty  
no **bil** i ty  
nu **mer** ic al

om **nip** o tent  
par **tic** u lar  
per **pet** u al  
po **lit** ic al  
po **lyg** a my  
pre **cip** it ant  
pre **dic** a ment  
pro **fund** i ty  
pros **per** i ty  
ra **pid** i ty  
re **cip** ro cal  
re **pub** lic an  
sab **bat** ic al  
sa **tan** ic al  
scur **ril** i ty  
se **ver** i ty  
sig **nif** ic ant  
se **ren** i ty  
sin **cer** i ty

so **lem** ni ty  
su **prem** a cy  
ter **res** tri al  
tran **quil** li ty  
ty **ran** nic al  
va **lid** i ty

con **jec** tur al  
con **stit** u ent  
de **cliv** i ty  
de **lin** quen cy  
de **prav** i ty  
di **am** e ter  
dis **par** i ty  
di **vin** i ty  
ef **fect** u al  
e **lec** tric al  
em **pyr** e al  
e **pis** co pal  
e **pit** o me  
ve **nal** i ty  
vi **cin** i ty

<sup>5</sup>  
a **pol** o gy  
a **pos** ta cy  
as **trol** o gy  
as **tron** o my  
bi **og** ra phy  
com **mod** i ty  
de **moc** ra cy  
de **spond** en cy  
e **con** o my  
ge **om** e try  
hy **poc** ri sy  
ma **jor** i ty  
me **trop** o lis  
mi **nor** i ty  
mo **nop** o ly  
pre **dom** in ate  
pri **or** i ty  
tau **tol** o gy  
ver **bos** i ty

<sup>2</sup>  
ad **ver** si ty  
di **ver** si ty  
e **ter** ni ty  
hy **per** bo le  
pro **verb** i al  
sub **serv** i ent

TABLE 11.

*Easy words of four syllables; full accent on the third,  
and the half accent on the first.*

an te <sup>1</sup> <b>ce</b> dent	com ment <b>a</b> tor
ap par <b>a</b> tus	me di <b>a</b> tor
sa cer <b>do</b> tal	mem o <b>ran</b> dum
su per <b>vi</b> sor	o ri <b>ent</b> al
ac ci <sup>2</sup> <b>dent</b> al	or na <b>ment</b> al
ar o <b>ma</b> tat ic	pan e <b>gry</b> ic
cal i <b>man</b> co	pred e <b>ces</b> sor
de tri <b>ment</b> al	sci en <b>tif</b> ic
en er <b>get</b> ic	sys tem <b>at</b> ic
fun da <b>ment</b> al	cor res <sup>5</sup> <b>pond</b> ent
in nu <b>en</b> do	hor i <b>zon</b> tal
mal e <b>fac</b> tor	u ni <sup>2</sup> <b>ver</b> sal
man i <b>fes</b> to	un der <b>stand</b> ing
at mos <b>pher</b> ic	o ver <b>whelm</b> ing

☞ Having proceeded through tables, composed of easy words from one to four syllables, let the learner begin the following tables, which consist of more difficult words. In these the child will be much assisted by a knowledge of the figures and the use of Italics.

If the instructor should think it useful to let his pupils read some of the easy lessons, before they have finished spelling, he may divide their studies – let them spell on part of the day, and read the other.

TABLE 12.

*Difficult and irregular Monosyllables.*

I would recommend this table to be read sometimes across the page to make children attentive to the different ways of expressing the same sound, &c.

<sup>1</sup> bay	clay	rail	flail	brain
day	way	frail	snail	chain
hay	ray	wail	laird	grain
lay	bray	mail	aid	slain
say	stray	nail	maid	train
may	slay	trail	stair	rain
pay	spay	bail	swear	main
pray	jail	ail	wear	plain
sway	pail	hail	bear	sprain
fray	sail	tail	tear	stain
twain	tray	change	squeal	creed
vain	gray	strange	beer	heed
wain	slain	blaze	peer	mead
paint	play	be	deer	knead
quaint	beard	pea	fear	reed
plaint	date	sea	dear	bleed
aim	tale	tea	hear	breed
claim	staid	flea	near	plead
main	laid	yea	rear	deem
waif	paid	key	veer	seem
stage	braid	leap	drear	cream
gauge	air	neap	clear	dream
plague	chair	reap	shear	stream
vague	fair	cheap	steer	beam
bait	hair	heap	bier	steam
great	pair	steel	tier	seam
gait	lain	kneel	year	gleam
wait	pain	teal	cheer	scream
plait	strain	feel	heard	fleam
strait	gain	keel	blear	fream
graze	blain	deal	ear	ream
praise	drain	heal	sear	team
raise	fain	meal	smear	least
baise	faint	peel	spear	feast

raze	taint	reel	tear	yeast
maize	saint	seal	queer	beast
shave	train	steal	deed	priest
brave	hasted	veal	feed	east
knave	paste	weal	need	reef
break	waste	zeal	weed	grief
steak	baste	peal	bead	brief
spray	chaste	beal	bead	brief
stay	taste	ceil	read	chief
gray	traipse	eel	seed	leaf
sheaf	teat	sleeve	league	sleight
fief	beak	grieve	teague	bright
liet	leak	reeve	tw eag	fight
beef	weak	leave	leash	blight
plea	bleak	lieve	liege	fright
flee	sneak	reave	siege	flight
nee	speak	beeves	dry	wight
deep	freak	eaves	bye	wright
keep	squeak	greaves	fly	clime
weep	reek	freeze	cry	rhyme
steep	cheek	sneeze	sky	knife
sleep	wreak	breeze	lie	climb
creep	fleak	ease	die	smile
sheep	sqreak	squeeze	eye	stile
fleece	shriek	cheese	buy	guile
peace	sleek	frieze	try	mild
cease	steak	please	fry	child
lease	seen	seize	pie	wild
geese	bean	tease	wry	bride
niece	clean	speech	high	stride
piece	mien	leach	nigh	guide
grease	queen	beach	sigh	guise
crease	wean	reach	by	fro
meet	keen	teach	fie	doe
bleat	glean	screech	hie	toe
cheat	spleen	breach	vie	foe
treat	spleen	breach	light	fow
meat	green	each	might	mow
seat	quean	peach	height	tow
feat	lean	fiend	night	row
beat	ye an	yield	right	owe

neat	mean	shield	sight	flow
feet	heave	wield	tight	glow
heat	cleave	field	slight	blow
slow	roast	loan	hoarse	rue
know	coast	shown	source	shrew
grow	toast	old	coarse	spew
snow	more	told	board	stew
stow	four	cold	hoard	tew
strow	pour	mold	gourd	yew
dough	door	port	sword	chew
hoe	floor	fort	holme	clew
sloe	roar	sport	oaf	ewe
mole	boar	court	loaf	slue
pole	hoar	goad	due	mew
sole	oar	load	true	cure
foal	soar	toad	you	pure
goal	oat	woad	glue	your
roll	boat	soap	sue	rude
poll	doat	froze	dew	prude
boll	goat	close	few	shrewd
toll	moat	prose	new	crude
soul	bloat	chose	pew	feud
scroll	float	coach	lieu	rheum
coal	joke	poach	view	muse
shoal	oak	roach	new	bruise
bowl	croak	broach	brew	use
knoll	cloke	folks	screw	cruise
stroll	soak	coax	brew	spruce
troll	tone	foam	blew	use
rogue	known	comb	knew	cruse
brogue	own	roam	drew	juice
vogue	groan	loam	crew	sluice
most	blown	shorn	hew	fruit
post	flown	sworn	strew	bruit
host	mown	mourn	shew	suit
ghost	sown	force	slew	mewl
boast	moan	course	blue	lure
jamb	check	delve	skill	jolt
lamb	speck	valve	spill	boult
plaid	wreck	guess	chill	dolt
limb	meant	breast	ditch	moult

gaunt	sense	guest	pitch	coat
dense	tense	sweat	witch	dost
hence	bench	debt	twitch	curl
pence	clench	stem	niche	hurl
fence	stench	phlegm	hinge	churl
lapse	quench	wink	singe	drum
flat	wench	pink	cringe	dumb
gnat	wrench	cinque	fringe	crumb
cash	drench	prism	twinge	numb
clash	fetch	schism	glimpse	plum
gnash	sketch	chip	since	much
strap	wretch	skip	rince	such
wrap	spend	ship	wince	touch
shall	friend	strip	teint	crutch
bled	blend	scrip	brick	burst
dead	badge	spin	stick	stuff
stead	fadge	chin	kick	snuff
read	edge	twin	wick	rough
tread	hedge	skin	quick	tough
bread	wedge	guilt	spit	plump
dread	sledge	built	knit	stump
sqread	ledge	quilt	twit	trump
shred	sedge	build	live	lurch
head	pledge	drift	sieve	church
cleanse	dredge	shift	ridge	young
			8	
realm	fledge	swift	none	gulf
dram	bridge	twist	stone	nyumph
deck	bilge	wrist	home	hymn
neck	helve	risk	bolt	judge
peck	twelve	shrill	colt	grudge
drudge	lost	sawn	squall	cough
trudge	tost	brawn	yawl	trough
shrub	war	spawn	awl	fork
scrub	for	yawn	haul	cork
bulge	nor	laud	stall	hawk
gurge	taught	fraud	small	balk
surge	caught	broad	crawl	walk
purge	brought	cord	brawl	talk
punge	sought	lord	bawl	chalk
curse	ought	ward	caul	stalk
purse	wrought	gauze	drawl	calk

law	fought	cause	wart	daub
shaw	groat	pause	sort	bawd
taw	fraught	clause	short	warp
maw	naught	torch	quart	wasp
raw	form	scorch	snort	want
paw	storm	gorge	bald	cause
saw	swarm	all	scald	<sup>4</sup> balm
awe	warm	tall	off	calm
gnaw	born	fall	oft	psalm
straw	corn	hall	loft	psalm
flaw	warn	gall	soft	qualm
draw	corse	pall	cross	alms
chaw	horn	ball	dross	bask
claw	morn	call	moss	cask
craw	fawn	wall	loss	ask
haw	lawn	maul	horse	mask
jaw	dawn	scrawl	corpse	task
cost	pawn	sprawl	dwarf	ark
bark	starve	daunt	gape	knock
dark	arm	flaunt	carn	drop
hark	harm	haunt	darn	crop
mark	charm	jaunt	barn	shop
lark	farm	taunt	yarn	shock
park	barm	vaunt	bar	wan
are	cart	past	far	swan
shark	dart	past	scar	gone
stark	hart	vast	star	swash
asp	mart	blast	tar	watch
clasp	part	fast	czar	was
hasp	tart	mast	car	wast
rasp	start	mass	char	knob
gasp	smart	pass	jar	swab
grasp	chart	lass	mar	wad
hard	heart	bass	par	dodge
bard	staff	brass	barb	lodge
card	chaff	class	garb	bodge
lard	half	glass	carle	podge
guard	calf	grass	marl	fosse
pard	laugh	arch	snarl	bond
yard	craft	march	chance	fond

branch	shaft	parch	dance	pond
launch	waft	starch	prance	wand
staunch	raft	hash	lance	strong
haunch	draught	charge	glance	wrong
blanch	aft	large	trance	botch
craunch	haft	barge	scarf	scotch
cart	pant	farce	laste	mosque
			5	
harp	grant	parse	swap	blot
sharp	slant	calve	dock	yacht
scarp	ant	halve	mock	scoat
carve	aunt	salve	clock	halt
sdalt	spool	woo	roof	strip
malt	droop	proof	loof	chirp
tault	scoop	woof	soon	jerk
vault	troop	loose	hoop	perk
false	loop	goose	coop	smirk
bronze	soup	moose	poop	yerk
doom	group	spoon	full	quirk
room	hoop	roost	bull	herb
		6		
boom	boot	root	pull	verb
loom	coot	foot	wool	fir
bloom	hoot	shoot	bush	myrrh
groom	toot	book	push	fern
womb	moot	cook	puss	earn
			2	
tomb	food	hook	earl	yearn
broom	rood	look	pearl	learn
spoon	brood	took	skirt	stern
boon	mood	brook	verse	kern
moon	move	crook	fierce	quern
noon	prove	flock	pierce	ssearch
loon	groove	rook	fierce	perch
swoon	noose	shook	herse	swerve
ourn	choose	croup	terse	wert
				8
poor	lose	wood	verge	son
tour	boose	stood	serge	run
moor	ooze	good	dirge	ton
boor	ouse	hood	virge	won
cool	coo	could	vert	done

foo	two	would	term	one (wun)
tool	do	should	firm	come
stool	shoe	wolf	germ	some
pool	loo	hoof	sperm	bomb
clomb	once (wunce)	foil	brow	browse
rhomb	monk	boil	plow	spouse
dirt	tongue	coil	bough	drowse
shirt	birch	join	slough	cloud
flirt	sponge	coin	out	crowd
wort	heir	loin	stout	loud
girt	trey	groin	oust	proud
spirt	sley	boy	trout	shroud
squirt	prey	joy	gout	bound
kirk	grey	toy	pout	hound
work	weigh	coy	clout	pound
bird	eigh	cloy	rout	round
first	neigh	buoy	shout	sound
worst	vein	voice	doubt	foul
blood	deign	choice	bout	owl
flood	skein	moist	drought	fowl
sir	rein	hoist	our	scowl
her	eight	joist	sour	cowl
worm	freight	noise	brown	growl
world	streight	coif	down	howl
front	tete	quoif	drown	ounce
ront	feint	ou and ow	frown	pounce
wont	veil	now	clown	vouch
dove	oi and oy	cow	gown	couch
love	oil	how	town	vouch
shove	spoil	bow	house	slouch
glove	soil	mow	louse	pouch
twirl	broil	sow	mouse	gouge
dunce	toil	vow	douse	lounge

## MONOSYLLABLES IN *TH*.

*The following have the first sound of th, viz. as in thick, thin.*

<sup>1</sup>	throw	thowl	hath	breadth	bath
	truth	threw	rath	filth	lath
	youth	thrice	pith	frith	wrath
	sheath	thrive	with*	plinth	<sup>5</sup> throbb
	heath	throne	theft	spilth	throng
	both	throee	thatch	<sup>3</sup> thaw	thong
	oath	throve	thill	cloth	<sup>6</sup> tooth
	forth	<sup>2</sup> thing	thrid	moth	through
	fourth	think	thrill	broth	<sup>2</sup> earth
	highth	thin	thrash	sloth	dearth
	three	thank	thwack	troth	birth
	throat	thick	tilth	north	girth
	theme	thrift	withe	loth	mirth
	thigh	thumb	smith	thorn	thirst
	faith	length	thrust	froth	worth
	blowth	strength	thrum	thrall	month
	growth	breath	thread	thwart	thirl
	quoth	death	stealth	warmth	<b>ou</b>
	ruth	health	thrash	swath	south
	teeth	wealth	deeth	<sup>4</sup> path	mouth
	thane	treat	width	hearth	drouth

\*In this word, *th* has its first sound before a consonant, as in *withstand*; and its second sound before a vowel, as in *without*, *with us*. But in other compound words, *th* generally retains the sound of its primitive.

The following have the second sound of *th*, as in *thou*.

thine	teeth*	blithe	then	soothe
thy	those	wreath	thus	they <sup>9</sup>
bathe	tithe	writhe	the	there
lathe	these	sythe	them	their
swathe	though	seethe	thence	ou
clothe	thee	breathe	than	thou
loathe	hithe	this <sup>2</sup>	booth <sup>6</sup>	mouth
meeethe	lithe	that	smooth	

\*The noun *teeth*, has the first sound of *th*, and the verb *to teeth* its second sound. The same is observable of *mouth*, and *to mouth*. This is the reason why these words are found under both heads.

The words *mouth*, *moth*, *cloth*, *path*, *swath*, *bath*, *lath*, have the first sound of *th* in the singular number, and the second in the plural.

*Examples of the formation of plurals, and other derivatives.*

bay,	bays	stain,	stains	saint,	saints
day,	days	brain,	brains	heap,	heaps
lay,	lays	chain,	chains	tear,	tears
pay,	pays	pain,	pains	hear,	hears
pray,	prays	paint,	paints	spear,	spears
sway,	sways	claim,	claims	creed,	creeds
way,	ways	strait,	straits	trait,	traits
mail,	mails	plague,	plagues	chief,	chiefs
nail,	nails	key,	keys	leak,	leaks
sail,	sails	knave,	knaves	speak,	speaks
weep,	weeps	green,	greens	sheaf,	sheaves
scam,	seams	yield,	yields	leaf,	leaves
fly,	flies	stride,	strides	poll,	polls
cry,	cries	guide,	guides	soul,	souls
dry,	dries	smile,	smiles	coal,	coals
sky,	skies	toe,	toes	howl,	bowls
buy,	buys	foe,	foes	rouge,	rouges
sigh,	sighs	bow,	bows	post,	posts
flight,	flights	glow,	glows	host,	hosts

light,	lights	flow,	flows	toast,	toasts
sight,	sights	blow,	blows	coast,	coasts
life,	lives	snow,	snows	door,	doors
wife,	wives	hoe,	hoes	floor	floors
knife,	knives	foal,	foals	oar,	oars

TABLE 13.

*Lessons of easy words, to teach children to read,  
and to know their duty.*

All the Tables of expository matter has been deleted to make this edition acceptable in public schools in America. (Donald L. Potter, editor)

TABLE 14.

*Words of two syllables accented on the first.*

1	<b>fea</b> ture	<b>ni</b> ter	<b>tail</b> lor
<b>a</b> cre	<b>fe</b> male	<b>oat</b> meal	<b>trait</b> or
<b>a</b> pron	<b>fro</b> ward	<b>past</b> ry	<b>trea</b> ty
<b>bare</b> foot	<b>grate</b> ful	<b>pi</b> ous	<b>wea</b> ry
<b>beast</b> ly	<b>griev</b> ous	<b>peo</b> ple	<b>wo</b> ful
<b>brew</b> er	<b>gno</b> mon	<b>plu</b> mage	<b>wri</b> ter
<b>beau</b> ty	<b>hein</b> ous	<b>pa</b> rent	<b>wain</b> scot
<b>brok</b> en	<b>hind</b> most	<b>pro</b> logue	<b>yeo</b> man
<b>boat</b> swain	<b>hoar</b> y	<b>quo</b> ta	<b>ab</b> sence <sup>2</sup>
<b>bow</b> sprit	<b>hu</b> mor	<b>rhu</b> barb	<b>ab</b> bey
<b>brave</b> ry	<b>jew</b> el	<b>ri</b> fle	<b>am</b> ple
<b>ca</b> ble	<b>jui</b> cy	<b>rogu</b> ish	<b>asth</b> ma
<b>cheap</b> en	<b>knave</b> ry	<b>re</b> gion	<b>an</b> cle
<b>dai</b> ly	<b>knight</b> hood	<b>sea</b> son	<b>bal</b> ance
<b>dai</b> sy	<b>li</b> ver	<b>spright</b> ly	<b>bel</b> fry
<b>dea</b> con	<b>la</b> bor	<b>sti</b> fle	<b>bash</b> ful
<b>dia</b> mond	<b>le</b> gion	<b>stee</b> ple	<b>bish</b> op
<b>do</b> tage	<b>may</b> or	<b>bol</b> ster	<b>blem</b> ish
<b>eve</b> ning	<b>me</b> ter	<b>coul</b> ter	<b>blus</b> ter

fa vor	mi ter	slave ry	brim stone
fla vor	mea sles	shoul der	brick kiln
blud geon	dam son	grav el	mel on
bel lows	dan gle	grum ble	mer it
bis cuit	dac tyl	guin ea	min gle
brit tle	debt or	gud geon	mis tress
buck ram	dim ple	hand ful	mis chief
bus tle	dis tance	hab it	mus ket
cam el	doub le	has soc	mus lin
cap rice	driv en	ha voc	mus ter
cap tain	dud geon	heif er	mar riage
cen sure	dun geon	heav y	nev er
chap el	drunk ard	hin drance	nim ble
chas ten	dust y	hus band	pad lock
cher ish	ec logue	hum ble	pamph let
chim ney	en gine	husk y	pen nance
car ry	en sign	im age	pes ter
car riage	en trails	in stance	phren zy
cis tern	er ror	in ward	pis mire
cit y	fash ion	isth mus	plan et
clam or	fam ish	jeal ous	pleas ant
clean ly	fas set	jour nal	peas ant
cred it	fat ten	judge ment	pinch ers
crev ice	fes ter	knap sack	pun ish
crust y	fid dle	lan guage	puz zle
crys tal	flag on	lan guor	pic ture
cup board	frec kle	land lord	pur chase
cus tom	frus trate	lev el	prac tice
crib bage	fur lough	lim it	phthis ic
cul ture	fran chise	lus ter	punch eon
cous in	ges ture	lunch eon	quick en
cut lass	gant let	mad am	ram ble
dam age	gin gle	mal ice	rap id
dam ask	grand eur	man gle	rat tle
dam sel	grand eur	mas tiff	reb el
rel ish	tav ern	daugh ter	mark et
rig or	tempt er	au tumn	mus ter
ris en	ten ant	fault y	mar quis
riv er	till age	for tress	par cel
riv et	tip ple	for tune	par don
ruf fle	tress pass	gau dy	par lor

res in	troub le	geor gic	part ner
sam ple	twink ling	gorge ous	pas ture
salm on	trans port	lau rel	psalm ist
satch el	trun cheon	lord ship	scar let
scab bard	ven om	haugh ty	slan der
scis sors	ven ture	morn ing	<sup>5</sup> al so
seven night	vint age	mor tal	al way
scep ter	vis it	mort gage	bon fire
spec ter	vis age	naugh ty	cob ler
scrib ble	vict uals	saw yer	clos et
scuf fle	venge ance	tor ment	col league
sin ew	veni son	wa ter	com et
sim ple	vine yard	sau cy	com rade
sin gle	wel come	sau cer	con quer
scep tic	wed lock	<sup>4</sup> an swer	cock swain
smug gle	wick ed	barb er	con duit
span gle	wran gle	brace let	cop y
spig ot	wrap per	cart er	con trite
spit tle	wres tle	cham ber	cof fin
spin dle	wrist band	craft y	doc trine
sup ple	weap on	char coal	flor id
subt le	wid geon	flask et	fon dle
stur geon	zeal ot	gar land	fore head
sur geon	zeal ous	ghast ly	frol ic
tal lent	zeph yr	gar ment	fal chion
tal on	<sup>3</sup> slaugh ter	har lot	grog ram
tan gle	bor der	har vest	gos lin
tat tle	cor ner	jaun dice	hogs head
hom age	spon dee	coop er	shov el
hon est	wan der	cuck oo	squir rel
hon or	wan ton	<sup>2</sup> ver min	vir gin
knowl edge	war rant	ver dict	wor ship
hal loe	squan der	ver juice	won der
lodg er	yon der	vir tue	neigh bor
mod est	<sup>6</sup> gloom y	kern el	ou
mod ern	wo man	<sup>8</sup> con jure	coun cil
mon strous	boo by	cov er	coun ter

7

nov el	wool len	cir cuit	coun ty
nov ice	bush el	fir kin	dough ty
prof fer	bo som	com pass	drow sy
prog ress	bush y	com fort	mount ain
prom ise	worst ed	bor ough	show er
pros pect	cush ion	dirt y	flow er
pros per	bul let	gov ern	bow er
quad rant	bul lock	hon ey	pow er
quad rate	bul ly	sove reign	oy
squad ron	bul wark	stir rup	voy age
stop page	butch er	skir mish	

---

TABLE 15.

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TABLE 16.

*Words of two syllables, accented on the second.*

ac quire	af fair	ap proach	a stray
a base	af fright	ar rain	a vail
a buse	a gainst	a rise	a wake
a dieu	a muse	as sign	a way
al ly	en croach	un tie	a far
aw ry	en dear	un true	a larm
be lieve	en treat	up right	guit ar
be lief	ex cise	ad <sup>2</sup> journ	in graft
be nign	ex pose	a byss	re mark
be siege	in crease	at tack	sur pass
be low	in dict	at tempt	ca tarrh
be stow	in pair	a venge	re gard
bo hea	in fuse	ad ept	ap <sup>6</sup> prove
con sign	in scribe	be head	a mour
com plain	ma lign	be twixt	bab oon
cam paign	ob tain	bur lesque	bas soon
com pose	o pake	con temn	be hoove

con dign	ob lige	con tempt	buf foon
con cise	per tain	co quet	ca noe
con ceit	pre vail	e nough	car touch
con fuse	pre scribe	fi nesse	dis prove
con strain	pro pose	ga zette	a do
de ceive	pur suit	gro tesque	a loof
			2
de ceit	pro rogue	har angue	e merge
de crease	re ceive	im mense	im merse
de light	re cept	qua drille	af firm
de pose	re course	so journ	de sert
		3	
de scribe	re pair	be cause	de serve
			8
de sire	re pose	a dorn	a bove
de vise	re strain	de fraud	be come
dis claim	re sume	de bauch	be love
			9
dis course	re tain	per form	con vey
dis may	re sign	re ward	sur vey
dis own	sup pose	sub orn	in veigh
dis play	tran scribe	trans form	oi
		4	
dis pose	trans pose	e clat	ap point
in close	un close	ad vance	a noint
a void	re joice	com pound	pro pound
em broil	sub join	con found	sur mount
en joy	dis join	de voir	al low
de stroy	ou	ac count	a bound
de coy	a mount	pro nounce	an nounce
pur loin	a bout	re nounce	ca rouse

TABLE 17.

*Examples of words derived from their roots or primitives.*

EXAMPLE 1.

<i>Prim.</i>	<i>Derv.</i>	<i>Prim.</i>	<i>Derv.</i>	<i>Prim.</i>	<i>Derv.</i>
rain,	rain-y	grass,	grass-y	froth,	froth-y
rust,	rust-y	glass,	glass-y	drouth,	drouth-y
leaf,	leaf-y	ice,	i-cy	size,	si-zy
stick,	stick-y	frost,	frost-y	chill,	chill-y
pith,	pith-y	snow,	snow-y	chalk,	chalk-y
length,	lengh-y	fog,	fogg-y	down,	down-y
slight,	slight-y	wood,	wood-y	gloss,	gloss-y
storm,	storm-y	room,	room-y	worth,	wor-thy

EXAMPLE 2.

Plural nouns of two syllables, formed, from the singular of one syllable.

lace,	la-ces	brush,	brush-es	house,	hous-es
face,	fa-ces	price,	pri-ces	church,	church-es
pace,	pa-ces	slice,	sli-ces	box,	box-es
trace,	tra-ces	spice,	spi-ces	tierce,	tier-ces
cage,	ca-ges	grace,	gra-ces	verse,	vers-ses
page,	pa-ges	press,	press-es	lodge,	lodg-es
nose,	no-ses	dress,	dress-es	watch,	watch-es
rose,	ro-ses	maze,	ma-zes	noise,	nois-es
curse,	curs-es	fish,	fish-es	voice,	voic-es
purse,	purs-es	horse,	hors-es	charge,	charg-es
surge,	surg-es	corps,	corps-es	sense,	sens-es
loss,	loss-es	cause,	caus-es	fring,	frin-ges
arch,	arch-es	farce,	far-ces	ridge,	ridg-es
cheese,	chees-es	course,	cours-es	dance,	dan-ces

EXAMPLE 3.

Words formed by adding *ing* to verbs, and called *Participles*

call,	call-ing	al-lay,	al-lay-ing
air,	air-ing	com-plain,	com-plain-ing
faint,	faint-ing	al-low,	al-low-ing
feel,	feel-ing	lav-ish,	la-vish-ing
beat,	beat-ing	glim-mer,	glim-mer-ing

Words in which *e* final is omitted in the derivatives

change,	chang-ing	ex-change,	ex-chang-ing
glance,	glanc-ing	dis-pose,	dis-pos-ing
prance,	pranc-ing	con-verse,	con-vers-ing
grace,	grac-ing	con-vince,	con-vinc-ing
give,	giv-ing	op-e-rate,	op-e-rat-ing
hedge,	hedg-ing	dis-solve,	dis-solv-ing
style,	styl-ing	im-i-tate,	im-i-tat-ing
solve,	solv-ing	re-ceive,	re-ciev-ing
tri-fle,	tri-fling	per-ceive,	per-ceiv-ing
ri-fle,	ri-fling	per-ceive,	per-ceiv-ing
shuf-fle,	shuf-fl-ing	prac-tice,	prac-tic-ing

EXAMPLE 4.

The manner of expressing degree of comparison in qualities, by adding *er* and *est*, or *r* and *st*; called Positive, Comparative, and Superlative.

<i>Pos.</i>	<i>Comp.</i>	<i>Superl.</i>	<i>Pos.</i>	<i>Comp.</i>	<i>Superl.</i>
great,	great-er,	great-est	wise,	wis-er,	wis-est
kind,	kind-er,	kind-est	ripe,	rip-er,	rip-est
bold,	bold-er,	bold-est	rare,	rar-er,	rar-est
rich,	rich-er,	rich-est	grave,	grav-er,	grav-est
near,	ner-er,	near-est	chaste,	chast-er,	chast-est
cold,	cold-er,	cold-est	brave,	brav-er,	brav-est
warm,	warm-er,	warm-est	vile,	viler,	vil-est

EXAMPLE 5.

Words ending in *ish*, expressing a degree of quality less than the positive.

red-dish,	red,	red-der,	red-dest
brown-ish,	brown,	brown-er,	brown-est
whi-tish,	white,	whi-ter,	whit-est
green-ish,	green,	green-er,	green-est
black-ish,	black,	black-er,	black-est
blu-ish,	blue,	blu-er,	blu-est
yel-low-ish,	yellow,	yel-low-er,	yel-low-est

EXAMPLE 7.

Formation of verbs in the three persons.

Present Time.

<i>Singular number.</i>			<i>Plural.</i>
1	2	3	
I love,	thou lovest,	he loveth,	1. We love
	you love,	he loves,	2. ye or you love
		she loves,	3. they love
		it loves,	
I grant,	thou grantest	he granteth	1. We grant
	you grant	he grants,	2. ye or you grant
		she grants,	3. they grant
Past Time.			
I loveth,	thou loveth	he loved,	1. We loved
	you loved,	she loved,	2. ye or you loved
		it loved,	3. they loved

TABLE 18

*Familiar Lessons.*

TABLE 19.

*Words of Three Syllables, the full Accent on the First, and the half Accent on the Third.*

Note. In half accented terminations, *ate, ude, ure, ize, ute, use, ule, uge, ide*, the vowel has its first sound generally, though not dwelt upon so long, or pronounced with so much force, as in the full accented syllables. But in the terminations *ice, ive, ile*, the vowels has generally its second sound, and the final *e* is superfluous, or only softens *c*; as notice, relative, juvenile, pronounced notis, relativ, juvenil. In the former case, the final *e* is in Roman; and in the latter case in Italic.

<sup>1</sup> <b>Di</b> a phragm	<b>pleu</b> ri sy	<b>am</b> or ous
<b>du</b> pli cate	<b>qui</b> et ude	<b>an</b> ec dote
<b>di</b> a logue	<b>rheu</b> ma tism	<b>an</b> ti quate
<b>aid</b> de camp	<b>ru</b> min ate	<b>ap</b> ti tude
<b>e</b> go tism	<b>scru</b> pu lous	<b>an</b> o dyune

fa vor ite  
for ci ble  
fre quen cy  
fu gi tive  
fea si ble  
glo ri ous  
he ro ism

ju bi lee  
ju ve nile  
live li hood  
lu bri cate  
lu cra tive  
lu dic rous  
lu min ous  
**night** in gale  
nu mer ous  
o di ous  
dem on strates  
der o gate  
des o late  
des pot ism  
des pe rate  
des ti tute  
dem a gogue  
ep au lette  
ep i logue  
el o quence  
el e vate  
em phas sis  
em u ious  
en ter prize  
en vi ous  
ep i cure  
es ti mate  
ex cel lence  
fas cin ate  
fab u lous  
feb ri fuge  
fluc tu ate  
fur be low  
gen er ous

se ri ous  
spu ri ous  
su i cide  
**suit** a ble  
va ri ous  
u ni form  
u su ry

<sup>2</sup>  
ad jec tive  
ag gra vate  
an a pest  
an im ate  
app e tite  
al ti tude  
ab dic ate  
ac cu rate  
ad e quate  
al ge bra  
im pi ous  
in fam ous  
in stig ate  
in sti tute  
in tim ate  
jeal ous y  
jeop ar dy  
jess a mine  
las si tude  
lat i tude  
lib er tine  
lit ig ate  
mack er el  
mag ni ude  
man u script  
mass a cre  
med i cine  
med it ate  
mis chiev ous  
met a phor  
musk mel lon  
nour ish ment  
ped a gogue  
pal li ate

ap er ture  
as y lum  
bev e rage  
blun der buss  
cat a logue  
cal cu late  
can did ate

can dle stick  
car a way  
cel e brate  
crit i cism  
cim e tar  
court e sy  
cul ti vate  
dec a logue  
dec o rate  
del e gate  
pen te cost  
per quis ite  
phys ic al  
plen i tude  
pres byt er  
pres id ent  
pris on er  
priv i lege  
quer u lous  
par a sol  
ral le ry  
ran cor ous  
rap tur ous  
ra ven ous  
rec ti tude  
rel a tive  
ren o vate  
re quis ite  
ren dez vous  
rep ro bate  
res i dence  
res i due  
ret i nue  
rev er ence

gent le man  
gen u ine  
gran a ry  
hem i sphere  
hes it ate  
hand ker chief  
hur ri cane  
hyp o crite  
im age ry  
sens i ble  
sep a rate  
ser a phim

stadt hold er  
stim u late  
stip u late  
stren u ous  
sub ju gate  
sub se quent  
sub sti tute  
syn a gogue  
sim i le  
scep tic ism  
syn co pe  
sur ro gate  
syl lo gism  
tan ta lize  
tan ta mount  
tel e scope  
ten a ble  
tim o rous  
treach er ous

trip lic ate  
tur pi tude  
vas sal age  
vin dic ate  
bil let doux

<sup>3</sup>  
fraud u lent  
cor di al  
cor pr ral  
for feit ure

pal pa ble  
pal pit ate  
par a dise  
par a digm  
par a phrase  
par a site  
par ent age  
par ox ism  
par ri cide  
laud a ble  
plau sib le  
por phy ry

<sup>4</sup>  
arch i tech  
ar gu ment  
ar ma ment  
ar ti fice  
bay o net  
bar ba rism  
bar ba rous  
car din al  
car pen ter  
chan cell or  
chan ce ry  
guar di an  
lara ce ny  
mar gin al  
mas quer ade  
par ti san  
phar ma cy  
par lia ment  
rasp ber ry

<sup>5</sup>  
al der man  
al ma nac  
bot a ny  
col lo quy  
com pli ment

com plai sance  
con sti tute  
con tem plate  
com pen sate

rev er end  
rhap so dy  
rid i cule  
sac ri fice  
sac ri lege  
sal iv ate  
sass a fras  
sat ir ize  
scav en ger  
crock e ry  
hor i zon  
lon gi tude

nom i nate  
ob lig ate  
ob lo quy  
ob sta cle  
ob stin ate  
ob vi ous  
om in ous  
op e rate  
op po site  
or i fice  
prob a ble  
pop u lous  
pot en tate  
prof li gate  
proph e cy  
quar an tine  
pros e cute  
por rin ger  
pros per ous

pros ti tute  
sol e cism  
sol i tude  
soph is try  
vol atile

roq ue laur  
tom a hawk  
per se cute  
per son age

**for** ti tude  
**for** tu nate  
**ter** min ate  
**firm** a ment  
**mir** a cle  
**cir** cu lar  
**cir** cum stance  
**cir** cum spect

**con** fis cate  
**cor** o ner  
**com** pa ny  
**come** li ness  
**gov** ern or  
**gov** ern ess  
*oi*  
**poig** nan cy

**prin** ci ple  
**ser** vi tude  
**roy** al ty  
*ou*  
**coun** sel lor  
**coun** ter feit  
**count** e nance  
**boun** ti ful

---

TABLE 21.

*Words of three syllables, accented on the second.*

<sup>1</sup>  
 a **chiev** ment  
 ac **quaint** ance  
 ap **prais** er  
 ar **rear** age  
 blas **phe** mer  
 con **ta** gion  
 con **ta** gious  
 cor **ro** sive  
 cour **age** ous  
 de **ceit** ful  
 de **ci** sive

dif **fu** sive  
 in **qui** ry  
 e **gre** gious  
 en **light** en  
 o **bei** sance  
 out **rage** ous  
 pro **ce** dure

pot **a** toe  
 so **no** rous  
 mus **ke** toe

<sup>2</sup>  
 a **bridge** ment  
 ac **knowl** edge

con **jec** ture  
 con **vuls** ive  
 de **ben** ture  
 de **fect** ive  
 dis **cour** age  
 dis **par** age  
 dis **sem** ble  
 ef **ful** gent  
 en **tan** gle  
 ex **cul** pate  
 gym **nas** tic

ef **fect** ive  
 em **bez** zle  
 en **deav** or  
 ex **cess** ive  
 ex **pens** ive  
 ex **press** ive  
 ex **tens** ive

ex **cheq** uer  
 es **cutch** eon  
 ho **san** na

il **lus** trate  
 i **am** bus

mis **pris** on  
 pneu **mat** ics  
 pre **sump** tive  
 pro **duc** tive  
 pro **gres** sive  
 re **puls** ive  
 re **ten** tive  
 re **venge** ful  
 rheu **mat** ic  
 stu **pend** ous  
 sub **mis** sive

<sup>5</sup>  
 ab **or** tive  
 in **dorse** ment  
 im **port** ance  
 im **pos** ture  
 per **form** ance  
 re **cord** er  
 im **pos** ture

<sup>4</sup>  
 ad **van** tage  
 a **part** ment  
 de **part** ment

dis **as** ter  
 em **bar** go

<sup>5</sup>

ad <b>ven</b> ture	in <b>cen</b> tive	a <b>pos</b> tle
af <b>franch</b> ise	in <b>cul</b> cate	re <b>mon</b> strate
ag <b>grand</b> ize	in <b>dent</b> ure	sub <b>al</b> tern
dis <b>fan</b> chise	in <b>just</b> tice	<sup>6</sup> ac <b>cou</b> ter
ap <b>pren</b> tice	in <b>vec</b> tive	ma <b>neu</b> ver
au <b>tum</b> nal	lieu <b>ten</b> ant	<sup>2</sup> al <b>tern</b> ate
bis <b>sex</b> tile	mo <b>ment</b> ous	de <b>ter</b> mine
com <b>pul</b> sive	of <b>fens</b> ive	re <b>hears</b> al
cur <b>mud</b> geon	op <b>press</b> ive	sub <b>vers</b> ive

*The following are accented on the first and third syllables.*

Ap per <sup>1</sup> <b>tain</b>	con nois <b>seur</b>	em bra <b>sure</b>
ad ver <b>tise</b>	dis ap <b>pear</b>	ac qui <sup>2</sup> <b>esce</b>
as cer <b>tain</b>	en ter <b>tain</b>	co a <b>lesce</b>
con tra <b>vene</b>	gaz et <b>teer</b>	male con <b>tent</b>
can non <b>ade</b>	deb o <b>nair</b>	coun ter <sup>4</sup> <b>mand</b>

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TABLE 22

*Words not exceeding three syllables, divided.*

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TABLE 23.

*Words of four syllables, accented on the first.*

<sup>2</sup> <b>Ad</b> mi ra ble	<b>des</b> pi ca ble	<b>mis</b> er a ble
<b>ac</b> cu rate ly	<b>el</b> i gi ble	<b>nav</b> i ga ble
<b>am</b> i ca ble	<b>es</b> ti ma ble	<b>pal</b> li a tive
<b>ap</b> pli ca ble	<b>ex</b> pli ca tive	<b>pit</b> i a ble
<b>ar</b> ro gant ly	<b>fig</b> u ra tive	<b>pref</b> er a ble
	<b>lam</b> ent a ble	<b>ref</b> er a ble

**cred** it a ble  
**crim** in al ly  
**spec** u la tive  
**suf** fer a ble  
**tem** per a ture  
**val** u a ble  
**ven** er a ble  
**vul** ner a ble

**lit** er a ture  
**mar** riage a ble  
<sup>1</sup>  
**a** mi a ble  
**ju** di ca ture  
**va** ri a ble  
<sup>5</sup>  
**hos** pit a ble  
**for** mid a ble  
<sup>4</sup>  
**an** swer a ble

**rev** o ca ble  
**sump** tu ous ly  
<sup>5</sup>  
**com** mon al ty  
**nom** in a tive  
**op** er a tive  
**prof** it a ble  
**tol** er a ble  
**cop** u la tive

*The following have the half accent on the third syllable.*

<sup>2</sup>  
**Ag** ri cul ture  
**an** ti qua ry  
**ap** o plex y

**tab** er na cle  
**tran** sit o ry  
<sup>3</sup>  
**au** dit o ry

<sup>4</sup>  
**arch** i tec ture  
**ar** bi tra ry  
**par** si mo ny

---

#### TABLE 24.

*Words of four syllables; the full accent on the second, and half accent on the fourth.*

Note: The terminations *ty*, *ry*, and *ly*, have very little accent.

<sup>1</sup>  
 Ad **vi** sa ble  
 ac **cu** mu late  
 ap **pro** pri ate  
 an **ni** hi late  
 a **me** na ble  
 ab **bre** vi ate  
 al **le** vi ate  
 cen **so** ri ous  
 com **mo** di ous  
 com **mu** ni cate  
 con **cu** pis cence  
 com **par** a ble

im **me** di ate  
 im **pe** ri ous  
 imp **la** ca ble  
 in **tu** i tive  
 la **bo** ri ous  
 me **lo** di ous  
 mys **te** ri ous  
 no **to** ri ous  
 ob **se** qui ous  
 op **pro** bri ous  
 pe **nu** ri ous  
 pre **ca** ri ous

vic **to** ri ous  
 vo **lu** min ous  
 ux **o** ri ous  
<sup>3</sup>  
 as **par** a gus  
 ac **cel** er ate  
 ad **mis** si ble  
 ad **ven** tur ous  
 a **dul** ter ate  
 ac **cept** a ble  
 ag **gran** dize ment  
 dis **fran** chise ment  
 am **big** u ous

de **plo** ra ble  
 dis **pu** ta ble  
 er **ro** ne ous  
 har **mo** ni ous  
 be **at** i tude  
 ca **lum** ni ate  
  
 ca **pit** u late  
 cert **if** i cate  
 ca **tas** tro phe  
 co **ag** u late  
 com **bus** ti ble  
 com **mem** o rate  
 com **mis** er ate  
 com **par** a tive  
 com **pat** i ble  
 com **pend** i ous  
 con **grat** u late  
 con **spic** u ous  
 con **tem** pla tive  
 con **tempt** i ble  
  
 con **ti** gu u ous  
 de **fin** i tive  
 de **lib** er ate  
 de **riv** a tive  
 di **min** u tive  
 e **phem** e ris  
  
 e **phip** a ny  
  
 fa **cil** it ate  
 fa **nat** i cism  
 il **lus** tri ous

sa **lu** bri ous  
 spon **ta** ne ous  
 ter **ra** que ous  
 vi **ca** ri ous  
 im **pet** u ous  
 in **dus** tri ous  
  
 en **gen** u ous  
 in **quis** i tive  
 in **vid** i ous  
 in **vin** ci ble  
 in **vis** i ble  
 per **fid** i ous  
 per **spic** u ous  
 pre **dic** a ment  
 per **plex** i ty  
 pro **mis** cu ous  
 pa **rish** ion er  
 re **cep** ta cle  
 ri **dic** u lous  
 si **mil** itude  
  
 sus **cep** ti ble  
 tem **pest** u ous  
 tu **mult** lu ous  
 vi **cis** si tude  
 vo **cif** er ous  
 vo **lump** tu ous  
  
 u **nan** im ous  
  
 de **bauch** e ry  
 con **form** it y  
 de **form** i ty

am **phib** i ous  
 a **nal** y sis  
 ar **tic** u late  
 as **sas** sin ate  
 e **nor** mi ty  
 sub **or** din ate  
  
 a **bom** in ate  
 ac **com** mo date  
 a **non** y mous  
 a **poc** a lypse  
 a **poc** ry pha  
 a **pos** tro phe  
 cor **rob** o rate  
 de **nom** in ate  
 de **mon** stra ble  
 de **pop** u late  
 dis **con** so late  
 pre **pos** ter ous  
 pre **rog** a tive  
 re **spon** si ble  
<sup>2</sup>  
 ad **mis** sib le  
 con **vers** a ble  
 re **vers** i ble  
 su **per** flu ous  
 su **per** la tive  
 pre **ser** va tive  
<sup>8</sup>  
 ac **com** pa ny  
  
 dis **cov** er y  
<sup>oi</sup>  
 em **broid** er y

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TABLE 25.

TABLE 26.

*Words of five syllables; the full accent on the second*

<sup>3</sup> Co <b>tem</b> po ra ry	pre <b>par</b> a tory
de <b>clam</b> a to ry	pro <b>hib</b> it o ry
de <b>fam</b> a to ry	re <b>sid</b> u a ry
dis <b>pens</b> a to ry	tu <b>mult</b> u a ry
e <b>lec</b> tu a ry	vo <b>cab</b> u la ry
e <b>pis</b> to la ry	vo <b>lup</b> tu a ry
ex <b>clam</b> a to ry	<sup>5</sup> con <b>sol</b> a to ry
ex <b>plan</b> a to ry	de <b>pos</b> it o ry
ex <b>tem</b> po ra ry	de <b>rog</b> a to ry
he <b>red</b> it a ry	in <b>vol</b> un ta ry
in <b>cen</b> di a ry	re <b>pos</b> it o ry
in <b>flam</b> ma to ry	<sup>2</sup> ob <b>serv</b> a to ry
pre <b>lim</b> i na ry	de <b>lib</b> er a tive
com <sup>1</sup> <b>mu</b> ni ca ble	ef <b>fem</b> in a cy
com <b>mu</b> ni ca tive	in <b>suf</b> fer a ble
in <b>vi</b> o la ble	in <b>dis</b> so lu ble
per <b>spi</b> ra to ry	in <b>vul</b> ner a ble
de <sup>2</sup> <b>gen</b> er a cy	in <b>vet</b> er a cy
con <b>fed</b> er a cy	in <b>ter</b> min a ble
con <b>sid</b> er a ble	in <b>temp</b> per ate ly

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TABLE 27.

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TABLE 28.

*Words of five syllables accented on the first and third.*

<sup>1</sup> <b>Am</b> bi <b>gu</b> i ty	<b>reg</b> u <b>lar</b> i ty
<b>con</b> ti <b>gu</b> i ty	<b>rep</b> re <b>hen</b> sib le

con tra ri e ty  
dic ta to ri al  
ep i cu re an  
imp or tu nit y  
no to ri e ty  
per pe tu i ty  
per spi cu i ty  
pres by te ri an  
pri mo ge ni al  
su per flu i ty  
tes ti mo ni al

<sup>2</sup>  
ac a dem ic al  
af fa bil i ty  
al pha bet ic al  
an a lyt ic al  
ar gu ment a tive  
mon o syl la ble  
plau si bil i ty  
pol y syl la ble  
pop u lar i ty  
pos si bil i ty  
pri mo gen i ture  
prin ci pal i ty  
prob a bil i ty  
prod i gal i ty  
punc tu al i ty

pu sil lan im ous  
an i mos i ty  
a pos tol ic al  
ar is toc ra cy  
as tro nom ic al  
cat e gor ic al  
cu ri os i ty  
di a bol ic al  
et y mol o gy

gen e ros i ty  
equi pon der ant  
in dis solv a ble

rep re sent a tive  
sat is fac to ry  
sen si bil i ty  
sen su al i ty  
sim i lar i ty  
tes ta ment a ry  
cir cum am bi ent  
com pre hen sib le  
con san guin i ty  
con tra dict o ry  
cred i bil i ty

di a met ric al  
el e ment a ry  
ep i dem ic al  
e van gel ic al  
fal li bil i ty  
gen e al o gy  
hos pi tal i ty  
il le git im ate  
im per cep ti ble  
in tel lect u al  
in tro duc to ry  
in tre pid i ty  
ir re sist i ble  
mag na nim i ty  
met a phys ic al

<sup>5</sup>  
an a tom ic al  
in ter rog a tive  
met a phor ie al  
pe ri od ic al  
phi lo sop hic al  
phys i og no my  
phys i ol o gy  
trig o nom e try  
u ni form i ty

<sup>2</sup>  
u ni vers i ty  
em blem at ic al  
ge o graph ic al

TABLE 29.

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Table 30.

In the following words, *tion*, *tian*, *tial*, and *tier*, are pronounced *chun*, *chal*, *chur*.

<sup>1</sup> Cour tier	fus tian	com bus tion
<sup>2</sup> bas tion	mix tion	di ges tion
Christ ian	<sup>2</sup> ce les tial	ad mix tion

And in all words where *t* is preceded by *s* or *x*.

In all other words *tion* is pronounced *shun*; as are also *cion*, *cyon*, *sion*. Thus *motion*, *correcion*, *halelyon*, *mansion*, are pronounced *moshun*, *coershun*, *halshun*, *manshun*. *Cial* is pronounced *shal*.

*Words of two syllables, accented on the first.*

<sup>1</sup> <b>Mo</b> tion	<b>por</b> tion	<b>sta</b> tion
<b>na</b> tion	<b>po</b> tion	<sup>2</sup> <b>ac</b> tion
<b>no</b> tion	<b>ra</b> tion	<b>dic</b> tion
<b>fac</b> tion	<b>men</b> tion	<b>ses</b> sion
<b>fic</b> tion	<b>mis</b> sion	<b>ten</b> sion
<b>frac</b> tion	<b>pas</b> sion	<b>unc</b> tion
<b>fric</b> tion	<b>pen</b> sion	<sup>3</sup> <b>auc</b> tion
<b>func</b> tion	<b>sanc</b> tion	<b>op</b> tion
<b>man</b> sion	<b>sec</b> tion	<b>ver</b> sion

*Words of three syllables accented on the second*

<sup>1</sup> Ces <b>sa</b> tion	com <b>mis</b> sion	pro <b>tec</b> tion
com <b>mo</b> tion	com <b>pres</b> sion	pre <b>emp</b> tion
de <b>vo</b> tion	con <b>fes</b> sion	re <b>demp</b> tion
plant <b>a</b> tion	con <b>sump</b> tion	re <b>flec</b> tion
poll <b>u</b> tion	con <b>ven</b> tion	sub <b>jec</b> tion

pro **por** tion  
re **la** tion  
sal **va** tion  
fi **du** cial  
ad **mis** sion  
af **fec** tion  
af **fli** tion  
as **cen** sion  
as **sump** tion  
at **ten** tion  
col **lec** tion

con **vic** tion  
cor **rec** tion  
de **cep** tion  
de **script** tion  
di **rec** tion  
dis **tinc** tion  
ex **cep** tion  
ex **pre** sion  
in **flict** tion  
ob **ject** tion  
pro **fes** sion

suc **ces** sion  
sus **pen** sion  
as **per** sion  
as **ser** tion  
a **ver** sion  
con **ver** sion  
de **ser** tion  
dis **per** sion  
re **ver** sion  
sub **ver** sion  
sub **stan** tial

Word of four syllables; the full accent on the third,  
and the half accent on the first.

<sup>1</sup>  
Ac cept **a** tion  
ac cu **sat** ion  
ad mi **ra** tion  
ad o **ra** tion  
ag gra **va** tion  
ap pro **ba** tion  
av o **ca** tion  
des o **la** tion  
ed u **ca** tion  
el o **cu** ion  
em u **la** tion  
ex pect **a** tion  
hab it **a** tion  
in clin **a** tion  
in sti **tu** tion  
med it **a** tion  
mod e **ra** tion  
nav i **ga** tion  
ob serv **a** tion  
per se **cu** tion  
pres er **va** tion  
pre la **ma** tion  
pub lic **a** tion  
ref orm **a** tion

cal cu **la** tion  
con dem **na** tion  
con gre **ga** tion  
con sti **tu** tion  
con tem **pla** tion  
cul ti **va** tion  
dec la **ra** tion  
res o **lu** tion  
rev e **la** tion  
rev o **lu** tion  
sep a **ra** tion  
sup pli **ca** tion  
trib u **la** tion  
vi o **la** tion  
vis it a tion  
ap pre **hen** sion  
com pre **hen** sion  
con de **scen** sion  
con tra **dic** tion  
ju ris **dic** tion  
res ur **rec** tion  
sat is **fact** ion  
<sup>3</sup>  
aug ment **a** tion  
<sup>3</sup>  
al ter **a** tion

*Word of five syllables, accented on the first and fourth*

<p>Am pli fi <sup>1</sup>ca tion  <b>qual</b> i fi ca tion          ed i fi ca tion          as so ci a tion</p> <p>mul ti pli ca tion  <b>con</b> tin u a tion          rat i fi ca tion  <b>sanc</b> ti fi ca tion  <b>sig</b> ni fi ca tion  <b>cir</b> cum lo cu tion  <b>cir</b> cum val la tion  <b>com</b> mem mo ra tion</p>	<p><b>con</b> fed e ra tion  <b>con</b> grat u la tion  <b>con</b> so ci a tion  <b>or</b> gan i za tion  <sup>1</sup>  <b>co</b> op e ra tion  <b>glo</b> ri fi ca tion  <b>pro</b> nun ci a tion  <b>pro</b> pi ti a tion  <b>re</b> gen e ra tion  <b>re</b> nun ci a tion  <b>re</b> tal i a tion  <b>ar</b> gu ment a tion</p>
--	---

Note: *As-sas-sin-a-tion, de-nom-i-na-tion, de-ter-min-a-tion, il-lul-min-a-tion* have the second and fourth syllables accented, and *tran-sub-stan-ti-a-tion*, has an accent on the first, third, and fifth syllable. *Con-sub-stan-ti-a-tion* follows the same rule.

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TABLE 31.

*Familiar Lessons*

TABLE 32.

In all words ending in *ow* unaccented, *w* is silent, and *o* has its first sound. Many of these words are corrupted in vulgar pronunciation: *follow* is called *foller*, &c. for which reason the words of this class are collected in the following table.

<p><sup>2</sup>          Bar row          bel low          bil low</p> <p>bur row          el bow          fel low</p>	<p>gal lows          bel lows          har row</p> <p>cal low          mal lows          mar row</p>	<p>nar row          hol low          shad ow</p> <p>shal low          spar row          tal low</p>	<p>win dow          win now          yel low  <sup>5</sup>          bor row          fol low          mor row</p>
--	--	---	---

fal low	mea dow	whit low	sor row
far row	mel low	wind ow	wal low
fur row	min now	wil low	swal low

TABLE 33.

In the following words, *si* sounds like *zh*. Thus, *confu-sion* is pronounced *confu-zhun*; *bra-sier*, *bra-zhur*; *os-sier*, *o-zhur*; *vis-ion*, *vizh-un*; *pleas-ure*; *pleazh-ure*.

NOTE: In this and the following table, the figures show the accented syllables, without any other direction.

<sup>2</sup> Bra sier	con fu sion	il lu sion
cro sier	con tu sion	in tru sion
gla zier	de lu sion	in fu sion
o sier	dif fu sion	pro fu sion
ra sure	ef fu sion	oc ca sion
ho sier	ex clu sion	ob tru sion
sei zure	ex plo sion	<sup>2</sup> vis ion
fu sion	e va sion	meas ure
am bro sial	a bra sion	pleas ure
ad he sion	cor ro sion	treas ure
al lu sion	de tru sion	leis ure
co he sion	dis plo sion	az ure
col lu sion	in clo sure	ab scl's ion
con clu sion	e ro sion	col lis ion
con cis ion	e lis ion	in cis ion
div is ion	e lys ian	al lis ion
de cis ion	pre cis ion	re cis ion
de ris ion	pro vis ion	<sup>8</sup> <sup>2</sup> cir cum cis ion

The compounds and derivates follow the same rule.

TABLE 34.

Words in which *cie*, *sie*, and *tie*, are pronounced *she*; *tia* and *cia*, *sha*, *cious*, and *tious*, *shus*. Thus, *ancient*, *partial*, *captious*, are pronounced *anshent*, *parshal*, *capshus*. This rule will be sufficient to direct the learner to a right pronunciation, without distinguishing silent letters.

<sup>1</sup> Gre cian	ran sient	ex pa tiate
gra cious	lus cious	fa ce tious
pa tient	cau tious	fal la cious

quo tient	<sup>4</sup> par tial	fe ro cious
spa cious	<sup>5</sup> con science	in gra tiate
spe cious	con scious	lo qua cious
spe cies*	<sup>1</sup> ap pre ci ate	ne go ciate
so cial	as so ci ate	pro ca cious
sa tiate	au da cious	ra pa cious
<sup>2</sup> an cient	ca pa cious	sag a cious
cap tious	con so ciate	se qua cious
fac tious	dis so ciate	ten a cious
fic tious	e ma ciate	vex a tious
nup tial	ex cru ciate	vi va cious
vo ra cious	pro vin cial	<sup>2</sup> cir cum stan tial
an nun ciate	pru den tial	con sci en tious
con ten tious	sen ten tious	con se quen tial
cre den tials	sub stan tiate	con fi den tial
en un ciate	<sup>2</sup> com mer cial	pen i ten tial
es sen tial	con tu ma cious <sup>†</sup>	pes ti len tial
in fec tious	ef fi ca cious	prov i den tial
li cen tiate	os ten ta tious	rev e ren tial
om nis cience	per spi ca cious	res i den tia ry
po ten tial	per tin a cious	<sup>5</sup> e qui noc tial

\*Pronounced *speshiz*.

<sup>†</sup>The words of four syllables have the half accent on the first.  
The compounds and derivatives follow the same rule.

TABLE 35.

In the following words the vowels are short, and the accented syllable must be pronounced as though it ended with the consonant *sh*. Thus, *pre-cious*, *spe-cial*, *effi-cient*, *logi-cian*, *mili-tia*, *addi-tion*, are pronounced *presh-us*, *spesh-ul*, *effish-ent*, *logish-an*, *milish-a*, *addish-on*. These words will serve as examples for the following table.

<b>Pre</b> cious	ef <b>fi</b> cient	per <b>di</b> tion
<b>spe</b> cial	es <b>pe</b> cial	per ni cious
<b>vi</b> cious	fla <b>gi</b> tious	pe <b>ti</b> tion
<b>vi</b> tiate	fru <b>i</b> tion	pro <b>fi</b> cient

ad <b>di</b> tion	ju <b>di</b> cial	phy <b>si</b> cian
am <b>bi</b> tion	lo <b>gi</b> cian	po <b>si</b> tion
aus <b>pi</b> cious	ma <b>gi</b> cian	pro <b>pi</b> tious
ca <b>pri</b> cious	ma <b>li</b> cious	se <b>di</b> tion
com <b>mi</b> tial	mi <b>li</b> tia	se <b>di</b> tious
con di tion	mu <b>si</b> cian	sol <b>sti</b> tial
cog <b>ni</b> tion	un <b>tri</b> tion	suf <b>fi</b> cient
con <b>tri</b> tion	no <b>vi</b> ciate	sus <b>pi</b> cious
de <b>fi</b> cient	of <b>fi</b> ciate	trans <b>i</b> tion
de <b>li</b> cious	of <b>fi</b> cial	vo <b>li</b> tion
disc <b>re</b> tion	of <b>fi</b> cious	ab o <b>li</b> tion*
dis <b>cu</b> tient	pa <b>tri</b> cian	ac qui <b>si</b> tion
e <b>di</b> tion	par <b>ti</b> tion	ad mo <b>ni</b> tion
ad ven <b>ti</b> tious	per ju <b>di</b> cial	co a <b>li</b> tion
am mu <b>ni</b> tion	pol i <b>ti</b> cian	com pe <b>ti</b> tion
ap pa <b>ri</b> tion	prop o <b>si</b> tion	com po <b>si</b> tion
ar ti <b>fi</b> cial	prep o <b>si</b> tion	def i <b>ni</b> tion
ad sci <b>ti</b> tious	pro hi <b>bi</b> tion	dem o <b>li</b> tion
ap po <b>si</b> tion	rhet o <b>ri</b> cian	dep o <b>si</b> tion
eb ul <b>li</b> tion	su per fi cial	dis po <b>si</b> tion
er u <b>di</b> tion	su per <b>sti</b> tion	prac <b>ti</b> tion er
ex hi <b>bi</b> tion	sup po <b>si</b> tion	a rith me <b>ti</b> cian
ex po <b>si</b> tion	sur rep <b>ti</b> tious	ac a de <b>mi</b> cian
im po <b>si</b> tion	av a <b>ri</b> cious	sup pos i <b>ti</b> tious
op po <b>si</b> tion	ben e <b>fi</b> cial	math e ma <b>ti</b> cian

The compound and derivatives follow the same rule

In the following words, the consonant *q* terminates a syllable; but perhaps the ease of the learner may render a different division more eligible.

2	li quor	an ti quity
E qui ty	li que fy	in i qui ty
e qui ta ble	li qui date	in i qui tous
li quid	la quey	ob li quity

---

TABLE 36.

In the following table, *i* before a vowel sounds like *y* at the beginning of words, as in *junior*, *filial*, *dominion*, which are pronounced, *junyur*, *filyal*, *dominyon*.

<sup>1</sup> Fol io	mill ion	in gen ious
jun ior	min ion	bat tal ion <sup>2</sup>
sol dier*	pill ion	ci vil ian
sav ior	pin ion	com pan ion
seign ior	trill ion	con nex ion
un ion	trunn ion	de flux ion
al ien	val iant	do min ion
gen ial	cull ion	fa mil iar
gen ius	runn ion	o pin ion
<sup>2</sup> anx ious <sup>†</sup>	scull ion	pa vil ion
bdell ium	bull ion	post ill ion
bil ious	<sup>5</sup> coll ier	punc til io
bill iards	pon aird	ras cal ilon
bill ions	<sup>8</sup> on ion	re bell ion
brill iant	<sup>1</sup> be hav ior	se ragl io
bagn io	com mun ion	ver mil ion
fil ial	par hel ion	aux il ia ry
flex ion	pe cul iar	<sup>2</sup> min ia ture
flux ion	con ven ient	<sup>1</sup> pe cun ia ry

\* Pronounced sol-ger

<sup>†</sup>Pronounced ank-shus.

Table 37.

The first sound of *th*, as in *think*.

	the o rem	ca <sup>4</sup> thar tic
<sup>1</sup> E ther	the a tre	en <sup>1</sup> thu siasm
ja cinth	hy a cinth	an <sup>1</sup> tip a thy
the sis	<sup>2</sup> cath o lic	pa renth e sis
ze nith	ep i thet	a rith me tic
<sup>2</sup> thun der	la y rinth	an tith e sis
meth od	leth ar gy	mis an tro py
an them	pleth o ry	phil lan trop y
dip thong	sym pa thy	can tar i des
eth ics	am a ranthy	<sup>5</sup> the oc ra cy
pan ther	am e thyst	the ol o gy
sab bath	ap a thy	the od o lite
thim ble	can the rus	ther mom e ter
this tle	math e sis	au thor i ty
thurs day	syn the sis	ca thol i con
trip thong	pan <sup>1</sup> the on	my thol o gy
<sup>3</sup> en thrall	e the re al	or thog ra phy
ath wart	can tha ris	hy poth e sis
be troth	ca the dral	lit hog ra phy
<sup>8</sup> thir ty	u re thra	li thot o my <sup>7</sup>
thor ough	<sup>2</sup> au then tic	a poth e ca ry
<sup>1</sup> thir teen	pa the tic	ap o the o sis
ou	syn the tic	pol y the ism
thou sand	a canth us	<sup>1</sup> bib li o the cal
<sup>1</sup> a the ism	ath let ic	<sup>5</sup> ich thy ol o gy
the o ry	me theg lin	or ni thol o gy

Second sound of *th* as in *thou*.

<sup>1</sup> ei ther	<sup>2</sup> ra th er	hit her	weath er
nei ther	fath om	leath er	with er
hea then	feat her	fur ther	whet her
cloth ier	gat her	breth ren	net her
wet her	with er	<sup>8</sup> broth er	be queath
prith ee	<sup>4</sup> fat her	wor thy	<sup>8</sup> an oth er
bur then	far thing	moth er	<sup>2</sup> to get her
south ern	far ther	smoth er	<sup>5</sup> log a rithms
teth er	<sup>5</sup> pot her	oth er	<sup>2</sup> nev er the <sup>2</sup> less
thit er	broth el	<sup>1</sup> be neath	

The derivatives follow the same rule.

TABLE 38.

Words in which *ch* have the sound of *k*.

<sup>1</sup> Christ	<sup>5</sup> chol ic	or ches ter
chyle	chol er	och i my
scheme	schol ar	<sup>1</sup> chi me ra
ache	mon arch	pa ro chi al
chasm	<sup>2</sup> schir rous	cha mel ion
chrism	<sup>8</sup> stom ach	<sup>2</sup> tri bac chus
<sup>5</sup> chord	<sup>1</sup> pa tri arch	chro mat ic
loch	eu cha rist	me chan ic
<sup>6</sup> school	<sup>2</sup> an ar chy	ca chex y
<sup>1</sup> oi	chrys o lite	cha lib e ate
choir	char ac ter	a nach ro nism
<sup>1</sup> cho rus	cat e chism	syn ec do che
te trarch	pen ta teuch	pyr rhich i us
cha os	sep ul cher	am phib ri chus

cho ral	tech nic al	mel an cho ly
e poch	al chy my	<sup>5</sup> chro nol o gy
o cher	an cho ret	chi rog ra phy
tro chee	brach i al	cho rog ra phy
<sup>2</sup> an chor	lach ry mal	chro nom e ter
crist en	mach in ate	the om a chy
chem ist	sac char ine	<sup>2</sup> an ti bac chus
ech o	syn cro nism	<sup>2</sup> cat e chet ic al
chal ice	mich ael mas	<sup>1</sup> bac chan al ian
sched ule	<sup>5</sup> chor is ter	cat e chu men
pas chal	chron i cle	<sup>5</sup> ich thuy ol o gy

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TABLE 39.

Words of French origin, in which *ch* sound like *sh*, and *i* accented, like *e* long.

<sup>1</sup> Chai ise	fa tigue	mag a zine
<sup>2</sup> cham ois*	in trigue	bomb a sin
chan cre	ma rine	man da ri
cha made	der nier	brig a dier
cham paign	po lice	bom bard ier
fra cheur	ma chine ry	buc can ier
chi cane	<sup>2</sup> chev er il	can non ier
	chev is ance	cap a pie
pique	chiv al ry	car bin ier
shire	<sup>1</sup> deb au chee	cav a lier
ma chine	chev a lier	cor de lier
cash ier	chan de lier	gren a dier
an tique	cap u chin	fin an cier

\* Pronounced shammy.

---

TABLE 40.

Words in which *g* is hard before *e*, *i*, and *y*.

<sup>1</sup> Gear	dagger	leg ged	gherk in
geese	crag gy	pig gin	<sup>3</sup> au ger
<sup>2</sup> geld	bug gy	guag gy	<sup>5</sup> bog gy
get	crag ged	rag ged	fog gy
gift	dig ger	rig ger	clog gy
give	dreg gy	rig gish	cog ger
gig	drug get	rug ged	dog ged
gild	drug gist	scrag ged	dog ger
gil	flag gy	scrag gy	dog gish
gimp	gib ber	shag gy	jog ger
<sup>8</sup> gird	gib bous	slug gish	nog gen
girt	gid dy	snag ged	<sup>4</sup> par get
girl	gig gle	sprig gy	tar get
<sup>1</sup> ea ger	gig let	stag ger	<sup>4</sup> gird le
mea ger	giz zard	swag ger	be gin
gew gaw	gim blet	swag gy	<sup>2</sup> wag ge ry
ti ger	hag gish	tig ger	<sup>5</sup> log ger head
to ged	jag gy	twig gin	or gil lous
<sup>2</sup> big gin	jag ged	twig gy	to get her
brag ger	knag gy	wag gish	<sup>2</sup> <sup>5</sup> pet ti fog ger

The following are pronounced as though they were written with double *g*. Thus, *finger* is pronounced *fing-ger*.

<sup>2</sup> Fin ger	lin ger	young ger	long est
an ger	lin go	young est	strong er
hun ger	lin guist	<sup>5</sup> long er	<sup>9</sup> mong er

These, with their compounds and derivatives, are most of the words in the language, in which *g* has its hard sound before *e*, *i*, and *y*. But to these must be added the derivatives of verbs ending in *g*. Thus from *dig*, come *diggeth*, *digest*, *digged*, *digging*, &c. in which *g* is hard before *e* and *i*.

TABLE 41 .

TABLE 42.

It is a rule in the language, that *c* and *g* are hard at the end of words, and they commonly are so at the end of syllables; but in the following table they are soft, like *s* and *j* at the end of the accented syllable. Thus *magic*, *acid*, are pronounced *majic*, *asid*, and ought to be divided *mag-ic*, *ac-id*. It is a matter disputed by teachers, which is the most eligible division *mag-ic*, *ac-id*, or *ma-gic*, *a-cid*. However, as children acquire a habit of pronouncing *c* and *g* hard at the end of syllables, I choose not to break the practice, but have joined these consonants to the last syllable. The figures show that the vowels of the accented syllables are all short.

<sup>2</sup> Ma gic	pa ci fy	ex pli cit
tra gic	pa geant ry	so li cit
a gile	pa gin al	im a gine
a cid	re gi cide	re li gion
dig it	re gim en	li ti gious
vi gil	re gim ent	pro di gious
fa cile	re gis ter	au da city
fra gile	spe ci fy	ca pa ci ty
frig id	spe ci men	fu ga cit y
rig id	ma cer ate	lo qua cit y
pla cid	ma cil ent	men da ci ty
pi geon	ma gis trate	men di ci ty
si gil	ne ces sa ry	di la cer ate
ta cit	tra ge dy	du pli ci ty
a git ate	ci cin age	fe li ci ty
ag ger ate*	ve get ate	mu ni ci pal
le gi ble	ve get ant	an ti ci pate
	<sup>5</sup>	
tla gel et	lo gic	par ti ci pate
pre ce dent	pro cess	sim pli ci ty
pre ci pice	co git ate	me di cin al
re ci pe	pro ge ny	so li ci tude
	<sup>2</sup>	
de cim al	il lic it	per ni ci ty
de cim ate	im pli cit	tri pli ci ty
la cer ate	e li cit	ver ti ci y
au da ci ty	om ni gin ous	per spi ca ci ty

ex ag ger ate	ver ti gin ous	per tin a cit y
mor da cit y	re fri ger ate	<sup>5</sup> atro ci ty
un ga ci ty	<sup>2</sup> le gis <sup>1</sup> la tion	fe ro ci ty
o pa ci ty	re cit a tion	ve lo ci ty
ra pa ci ty	sa cri <sup>2</sup> le gious	rhi no ce ros
sa ga ci ty	o le a gin ous	<sup>5</sup> an a lo gic al
se qua ci ty	au then ti ci ty	as tro lo gic al
vi va ci ty	e las ti ci ty	ge o lo gic al
te na ci ty	e lec tri ci ty	ped a go gic al

\* g soft

ve ra ci ty	du o de ci mo	phi lo lo gic al
a da gi o	o ri gin al	tau to lo gic al
bel li ger ent	ec cen tri ci ty	the o lo gic al
or i gin al	mu cil a gin ous	re ci pro ci ty
ar mi ger ous	mul ti pli cit y	<sup>2</sup> le ger <sup>1</sup> de main

The compounds and derivitives follow the same rule.

TABLE 43.

Words in which *h* is pronounced before *w*, though written after it. Thus, *what*, *when* *whispser*, are pronounced *hwat*, *hwen*, *hwisper*; that is, *hooat*, *hooen*, *hooisper*.

<sup>1</sup> Whale	whelm	whit	wher ry
wheak	when	whiz	wheat her
wheat	whence	whurr	whif fle
wheel	whet	<sup>3</sup> wharf	whims ey
wheeze	which	<sup>5</sup> what	whin ny
while	whiff	<sup>8</sup> whirl	whis per
whilst	whig	<sup>9</sup> where	whist le
whine	whim	whey	whit her
white	whin	<sup>1</sup> whee dle	whit low

why <sub>2</sub>	whip	whi ting	whit ster
whelk	whisk	whi tish	whit tle
whelp	whist	<sub>2</sub> wher ret	whim per

The compounds and derivatives follow the same rule.

In the following with their compounds and derivatives, *w* is silent

<sub>1</sub> Whore	while	<sub>6</sub> who	whom	whoop	whose
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TABLE 44.

In the following, with their compounds and derivatives *x* is pronounced like *gz*, *exact* is pronounced *egzact*, &c.

<sub>2</sub> Ex act	ex em pli fy	ex or bit ant
ex ist	ex an i mate	ex or di um
ex empt	ex as pe rate	<sub>5</sub> ex alt
ex ult	<sub>1</sub> ex ude	ex ot ic
ex am ine	ex a men	ex on er ate
ex am ple	ex u ber ance	<sub>2</sub> ex ert
ex em plar	<sub>3</sub> ex haust	ex er cent
ex ec u tor	ex hort	<sub>2</sub> ex ile

In most or all other words, *x* is pronounced like *ks*, except at the beginning of Greek names, where it sounds like *z*.

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TABLE 45.

TABLE 46.

*Examples of the formation of derivatives and compound words.*

Example 1.

Words in which *or* or *er* are added to denote an **agent**.

<i>Primitive</i>	<i>Derivative</i>	<i>Primitive</i>	<i>Derivative</i>
Act,	act-or	in-struct,	in-struct-or
lead,	lead-er	blas-pheme,	blas-phe-mer
deal,	deal-er	cor-rect,	cor-rect-or
gain,	gain-er	dis-pose,	dis-pos-er
hate,	hat-er	op-press,	op-press-or
cool,	cool-er	re-deem,	re-deem-er
help,	help-er	dis-sent,	dis-sent-er

Example 2.

Words to express females, or the female gender, formed from those which express male, or the masculine gender.

act-or,	act-ress	in-struct,	ins-tract-or
bar-on,	bar-on-ess	priest,	priest-ess
tu-tor,	tu-tor-ess	prince,	prin-cess
trait-or,	trait-ress	po-et,	po-et-ess
count,	count-ess	song-ster,	song-stress
dea-con,	dea-con-ess	li-on,	li-on-ess
duke,	duch-ess	mas-ter,	mis-tress
heir,	heir-ess	em-pe-ror,	em-press
proph-et,	proph-et-ess	test-a-tor,	test-a-trix
sor-cer-er,	sor-cer-ess	seam-ster,	seam-stress

a-dul-ter-er	a-dul-ter-ess
em-bas-sa-dor	em-bas-sa-dress
shep-herd	shep-herd-ess
ben-e-fac-tor	ben-e-fac-tress
mar-quis,	mar-chi-o-ness
pro-TECT-or,	pro-TECT-ress
ex-ec-u-tor,	ex-ec-u-trix
ad-min-is-tra-tor	ad-min-is-tra-trix

### Example 3.

Word formed by *ly* (which is a contraction of *like*) used to denote a **quality**, or show the **manner of action**, or **degree of quality**.

bad,	badly	ab-struse,	ab-struse-ly
brave,	brave-ly	cow-ard,	cow-ard-ly
chief,	chief-ly	crook-ed,	crook-ed-ly
dark,	dark-ly	ex-act,	ex-act-ly
good,	good-ly	ef-fect-u-al,	ef-fect-u-al-ly
high,	high-ly	ex-cess-ive,	ex-cess-ive-ly
weak,	weak-ly	fa-ther,	fa-ther-ly
year,	year-ly	gal-lant,	gal-lant-ly
new,	new-ly	se-date,	se-date-ly

### Example 4.

Words formed by *ful*, denoting **abundance**.

mer-cy,	mer-ci-ful	cure,	cu-ra-ble
mourn,	mourn-ful	re-spect,	re-spect-ful
hope,	hope-ful	dis-grace,	dis-grace-ful
wish,	wish-ful	de-light,	de-light-ful
youth,	youth-ful	re-venge,	re-venge-ful
awe,	aw-ful	dis-trust,	dis-trust-ful
care,	care-ful	du-ty,	du-ti-ful

### Example 5.

Words formed by *able* or *ible*, denoting **power** or **ability**.

com-mend,	com-mend-a-ble	cure,	cu-ra-ble
as-sail,	as-sail-a-ble	pay,	pay-a-ble
re-spire,	re-spi-ra-ble	sale,	sale-a-ble
per-spire,	per-si-ra-ble	vend	vend-i-ble
ad-vise,	ad-vi-sa-ble	test,	test-a-ble
re-verse,	re-vers-i-ble	tax,	tax-a-ble
man-age,	man-age-a-ble	taste,	tast-a-ble
cred-it,	cred-it-a-ble	tame,	tame-a-ble
prof-it,	prof-it-a-ble	rate,	ra-ta-ble

Example 6.

Words formed by *ness*, denoting a **state** or **condition**.

good,	good-ness	shrewd,	shrewd-ness
great,	great-ness	plain,	plain-ness
rash,	rash-ness	sound,	sound-ness
bald,	bald-ness	rough,	rough-ness
hoarse,	hoarse-ness	self-ish,	self-ish-ness
blood-y,	blood-i-ness	come-ly,	come-li-ness
mis-er-a-ble,		mis-er-a-ble-ness	
for-mi-da-ble,		for-mi-da-ble-ness	
gra-cious,		gra-cious-ness	
fa-vor-a-ble,		fa-vor-a-ble-ness	
of-fen-sive,		of-fen-sive-ness	

Example 7.

Words formed by *ish*, denoting **quality**, or a small degree of it.

ape,	a-pish	white,	whi-tish
wasp,	wasp-ish	blue,	blu-ish
wag,	wag-gish	black,	black-ish
block,	block-ish	pur-ple,	pur-plish
sour,	sour-ish	gray,	gray-ish
sweet,	sweet-ish	clown,	clown-ish

Example 8.

Words formed by *less*, denoting **destitution** or **absence**.

art,	art-less	numb-er,	num-ber-less
grace,	grace-less	mo-tion,	mo-tion-less
shape,	shape-less	meas-ure,	meas-ure-less
need,	need-less	fa-ther,	fa-ther-less
heed,	heed-less	mo-ther,	moth-er-less
care,	care-less	pray-er,	pray-er-less

Example 9.

Words formed by *al*, denoting **quality**, and by *some*, denoting **fullness**.

frac-tion,	frac-tion-al	glad,	glad-some
doc-trine,	doc-trin-al	loath,	loath-some
crime,	crim-in-al	frol-ick,	frol-ick-some
na-tion,	na-tion-al	de-light,	de-light-some

Example 10.

Words formed by *ous*, and *ive*, denoting **quality**.

grace,	gra-cious	sport,	sport-ive
glo-ry,	glo-ri-ous	expense,	ex-pens-ive
hu-mor,	hu-mor-ous	con-clude,	con-clu-sive
mel-o-dy,	me-lo-di-ous	ex-cess,	ex-cess-ive
har-mo-ny,	har-mo-ni-ous	e-lect,	e-lect-ive
vic-tor,	vic-to-ri-ous	de-cide,	de-ci-sive

Example 11.

Words formed by *age*, *ment*, *ence*, and *ance*, denoting **state**, **condition**,  
or **action performed**, &c.

pa-rent,	pa-rent-age	per-form,	per-form-ance
pat-ron,	pat-ron-age	ful-fil,	ful-fil-ment
per-son,	per-son-age	at-tain,	at-tain-ment
car-ry,	car-riage	de-pend,	de-pend-ence
mar-ry,	mar-riage	oc-cur,	oc-cur-rence
re-mit,	re-mit-tance	re-pent,	re-pent-ance
ac-com-plish,		ac-com-plish-ment	
com-mand,		com-mand-ment	

Example 12.

Words ending in *or* or *er*, and *ee*, the former denoting the **agent**, and the latter the **person**, to whom an action is done.

les-sor',	les-see'	ap-pel-lor',	ap-pel-lee'
do'-nor,	do-nee'	cog-ni-zor',	cog-ni-zee'
bail-or',	bail-ee'	in-dors'-er	in-dors-ee'
as-sign-or',	as-sign-ee'	ob-li-gor',	ob-li-gee'
pay'-or,	pay-ee'	mort'-ga-ger,	mort-ga-gee'

Example 13.

Words ending in *ity*, denoting **power**, **capacity**, **state**, &c.

in-firm,	in-firm-i-ty	le-gal,	le-gall-i-ty
a-ble,	abil-i-ty	mor-tal,	mor-tal-i-ty
pos-si-ble,		pos-si-bil-i-ty	
con-form,		con-form-i-ty	
chris-tian		chris-tian-i-ty	
pop-u-lar,		pop-u-lar-i-ty	
sin-gu-lar,		sin-gul-lar-i-ty	
fea-si-ble,		fea-si-bil-i-ty	
com-pat-i-ble,		com-pat-i-bil-i-ty	
im-pen-e-tra-ble,		im-pen-e-tra-bil-i-ty	

Example 14.

Verbs of affirmations, formed by the terminations *ise* and *en*.

Gen-er-al,	gen-er-al-ize	mor-al,	mor-al-ize
le-gal,	le-gal-ize	jour-nal,	jour-nal-ize
tyr-an-ny,	tyr-an-nize	can-on,	can-on-ize
meth-od,	meth-od-ize	har-mo-ny,	har-mon-ize
au-thor,	au-tor-ize	strait,	strait-en
bas-tard,	bas-tard-ize	wide,	wid'en, or
system,	sys-tem-ize		wi-den
civ-il,	civ-il-ize	length,	length-en

### Example 15.

Words in which the sense is changed by prefixing a syllable, or syllables.

Ap-pear,	dis-ap-pear	grow,	o-ver-grow
al-low,	dis-al-low	look,	o-ver-look
o-bey,	dis-o-bey	run,	o-ver-run
o-blige,	dis-o-blige	take,	o-ver-take
es-teem,	dis-es-teem	throw,	o-ver-throw
pos-sess,	dis-pos-sess	turn,	o-ver-turn
ap-ply,	mis-ap-ply	ad-mit,	re-ad-mit
be-have,	mis-be-have	as-sume,	re-as-sume
in-form,	mis-in-form	em-bark,	re-em-bark
de-ceive,	un-de-ceive	en-force,	re-en-force
work,	un-der-work	add,	su-per-add
op-e-rate,	co-op-er-ate	a-bound	su-per-a-bound
en-gage,	pre-en-gage	weave,	in-ter-weave
ma-ture,	pre-ma-ture	see,	fore-see
num-ver,	out-num-ber	sight,	fore-sight
run,	out-run	plant,	tans-plant
fee-ble,	en-fee-ble	com-pose,	de-com-pose
no-ble,	en-no-ble	act,	coun-ter-act

### Example 16.

Names formed from qualities by changing terminations.

Long,	length	deep,	depth	dry ,	drought
strong,	strength	high,	highth,	wide,	width

Examples of various derivatives from one root, or radical word.

Boun-ty, boun-te-ous, boun-te-ous-ly, boun-te-ous-ness, boun-ti-ful,  
boun-ti-ful-ly, foun-ti-ful-ness.

Beau-ty, beau-te-ous, beau-te-ous-ly, beau-te-ous-ness, beau-ti-ful, beau-ti-ful-ly,  
beau-ti-ful-ness, beau-ti-fy.

Art, art-ful, art-ful-ly, art-ful-ness, art-less, art-less-ly, art-less-ness.

Con-form, con-form-i-ty, con-form-a-ble, con-form-a-bly, con-form-ist,  
con-form-a-tion, con-form-a-ble-ness.

Press, press-ure, im-press, im-press-ion, im-press-ure, im-press-ivie-ly,  
 com-press, com-press-sure, com-press-ion, com-press—ble, com-press-i-bil-i-ty,  
 in-com-press-i-ble, in-com-press-i-bil-i-ty, de-press, de-press-i-oini, sup-press,  
 sup-press-ion.

Grief, griev-ous, griev-ous-ly, give-ance, ag-grieve.

At-tend, at-tend-ant, at-tend-ance, at-ten-tion, at-ten-tive, at-ten-tive-ly,  
 at-ten-tive-ness

Fa-vor, fa-vor-ite, fa-vor-a-ble, fa-vor-a-bly. fa-vor-a-ble-ness, fa-vor-it-ism,  
 un-fa-vor-a-ble, un-fa-vor-a-bly, un-fa-vor-a-ble-ness, dis-fa-vor.

### Compound Words.

Ale house	cop per plate	gin ger bread
ap ple tree	day light	grand child
bed fel low	di ning room	New ha ven
bed cham ber	Charles town	New york
bee hive	George town	ink stand
book sell er	dress ing room	ju ry man
but ter milk	dip ping pan	land tax
can dle stick	earth quake	lap dog
chain shot	el bow chair	moon shine
cher ry tree	fer ry man	pa per mill
ches nut tree	fire arms	ti tle page
cop y book	fire shov el	Yale col lege

Table 47.

### *Irregular words, not comprised in the foregoing tables.*

<i>Written.</i>	<i>Pronounced.</i>	<i>Written.</i>	<i>Pronounced.</i>
A ny	en ny	isle	ile
bat teau	bat to	isl and	ile and
beau	bo	ma ny	men ny
beaux	boze	ocean	o shun
been	bin	says	sez
bur eau	bu ro	said	sed
bur y	ber ry	sous	soo
bu sy	biz zy	su gar	shoog ar
co lo nel	cur nel	vis count	vi count
haut boy	ho boy	wo men	wi min

<i>Written.</i>	<i>Pronounced.</i>
Ap ro pos	ap pro po
bel les let tres	bel let ter
bu si ness	biz ness
flam beau	flam bo
che vaux de fries	shev o de freeze
en ten dre	en taun der
port man teau	port man to
righ eous	ri chus

The compounds and derivatives follow the same rules.

TABLE 48.

*The most usual Names of Men, accented.  
Names of Women  
Derivatives from Names*

TABLE 49.

*Names of the principal Countries on the Eastern Continent, the adjectives belong to each, the names of the People, and the chief Town or City – accented.*

*In America*

TABLE 50.

*Chief Rivers on the Eastern Continent:  
In Europe, In Asia, In Africa, In America*

TABLE 51.

*Names of Cities, Towns, Counties, Rivers, Mountains, Lakes, Islands, Bays.  
&c. in America*

TABLE 52.

*Of Numbers.*

<i>Figures.</i>	<i>Letters.</i>	<i>Names.</i>	<i>Numerical Adjectives.</i>
1	I	one	first
2	II	two	second
3	III	three	third
4	IV	four	fourth
5	V	five	fifth
6	VI	six	sixth
7	VII	seven	seventh
8	VIII	eight	eighth
9	IX	nine	ninth
10	X	ten	tenth
11	XI	eleven	eleventh
12	XII	twelve	twelfth
13	XIII	thirteen	thirteenth
14	XIV	fourteen	fourteenth
15	XV	fifteen	fifteenth
16	XVI	sixteen	sixteenth
17	XVII	seventeen	seventeenth
18	XVIII	eighteen	eighteenth
19	XIX	nineteen	nineteenth
20	XX	twenty	twentieth
21	XXI	twenty one	twenty first
22	XXII	twenty two	twenty second
30	XXX	thirty	thirtieth
31	XXXI	thirty one	thirty first
40	XL	forty	fortieth
50	L	fifty	fiftieth
60	LX	sixty	sixtieth
70	LXX	seventy	seventieth
80	LXXX	eighty	eightieth
90	XC	ninety	ninetieth
100	C	one hundred	one hundredth
200	CC	two hundred	two hundredth
300	CCC	three hundred	three hundredth
400	CCCC	four hundred	four hundredth
500	D	five hundred	five hundredth
600	DC	six hundred	six hundredth
700	DCC	seven hundred	seven hundredth
800	DCCC	eight hundred	eight hundredth
900	DCCCC	nine hundred	nine hundredth, &c.
1000	M	one thousand, &c.	one thousandth
1821	MDCCCXXI	one thousand eight hundred and twenty one.	

N.B. In all numerical adjectives, *th* has its proper sound, as in *think*.

TABLE 53.

*Words, the same in sound, but different in spelling and signification.*

AIL, to be troubled	Bow, to shoot with
Ale, malt liquor	Beau, a gay fellow
Air, an element	Bred, brought up
Are, plural of is or am	Bread, food
Heir, to an estate	Bur row, for rabbits
All, the whole	Bo rough, a town corporate
Awl, an instrument	By, a particle
Al tar, for sacrifice	Buy, to purchase
Al ter, to change	Cain, a man's name
Aunt, uncle's wife	Cane, a shrub or staff
As cent, steepness	Call, to cry out
As sent, an agreement	Caul, of a wig or bowels
Au ger, an instrument	Can non, a large gun
Au gur, one who foretells	Can on, a rule
Bail, surety	Can vass, to examine
Bale, a pack of goods	Can vas, course cloth
Ball, a round substance	Ceil ing, of a room
Bawl, to cry aloud	Seal ing, setting of a seal
Bare, naked	Cell, a hut
Bear, to suffer	sell, to dispose of
Bear, a beast	Cent u ry, a hundred years
Base, vile	Cent au ry, an herb
Bass, in music	Col er, wrath
Beer, a liquor	Col lar, for the neck
Bier, to carry the dead	Chol lar, for the neck
Ber ry, a small fruit	Cord, a small rope
Bu ry, to inter the dead	Chord, in music
Beat, to strike	Ci on, a young shoot
Beet, a root	Si on, a mountain
Blew, did blow	Cite, to summon
Blue, color	Sight, seeing
Boar, a male swine	Site, situation
Bore, to make a hole	Chron i cal, a long continuance
Bow, to bend	Chron i cle, a history
Bough, a branch	

Course, order or direction  
 Coarse, not fine  
   Com ple ment, a full number  
   Com pli ment, expression of civility  
 Cou sin, a relation  
 Coz en, to cheat  
   Coun cil, an assembly  
   Coun sel, advice  
 Cur rant, a berry  
 Cur rent, passing, or a stream  
   Deer, a wild animal  
   Dear, of great price  
 Dew, from heaven  
 Due, owed  
   Die, to expire  
   Dye, to color  
 Doe, a female deer  
 Dough, bread unbaked  
   Doe, a female deer  
 Dun, brown color  
 Done, performed  
   Fane, a weathercock  
   Fain, gladly  
 Feint, a false march  
 Feign, to dissemble  
   Fair, comely  
   Fare, food, customary duty,&c.  
 Fell on, a withlow  
 Fell on, a criminal  
   Flea, an insect  
   Flee, to run away  
 Flour, of wheat  
 Flow er, of the field  
   Fourth, in number  
   Forth, abroad  
 Foul, nasty  
 Fowl, a bird

Gilt, with gold  
 Guilt, crime  
   Grate, for coals  
   Great, large  
 Hail, to salute, or frozen  
   drops of rain  
 Hale, sound, healthy  
   Hart, a beast  
   Heart, the seat of life  
 Hare, an animal  
 Hair, of the head  
   Here, in this place  
   Hear, to hearken  
 Hew, to cut  
 Hue, color  
   Him, that man  
   Hymn, a sacred song  
 Hire, wages  
 High er, more high  
   Heel, of the foot  
   Heal, to cure  
 I, myself  
 Eye, organ of sight  
   Isle, an island  
   Ile, of a church  
 In, within  
 Inn, a tavern  
   Kill, to slay  
   Kiln, of brick  
 Knave, a dishonest man  
 Nave, of a wheel  
   Knight, by honor  
   Night, the evening  
 Know, to be acquainted  
 No, not so  
   Knew, did know  
   New, not old

Knot, made by tying  
 Not, denying  
     Lade, to dip water  
     Laid, placed  
 Lain, did lie  
 Lane, a narrow passage  
     Leek, a root  
     Leak, to run out  
 Les son, a reading  
 Les sen, to diminish  
     Li ar, a teller of lies  
     Lyre, a harp  
 Led, did lead  
 Lead, heavy metal  
     Lie, a falsehood, also to rest on a bed  
     Lye, water drained through ashes  
 Lo, behold  
 Low, humble  
     Made, finished  
     Maid, an unmarried woman  
 Main, the chief  
 Mane, of a horse  
     Male, the he knid  
     Mail, armor or a packet  
 Man ner, mode or custom  
 Man or, a lordship  
     Meat, flesh  
     Meet, to come together  
 Mite, an insect  
 Might, strength  
     Met al, gold silver, &c.  
     Met tle, briskness  
 Naught, bad  
 Nought, none  
     Nay, no  
     Neigh, as a hourse  
 Oar, to row with  
 Ore, metal not separated

Oh, alas  
 Owe, to be indebted  
     One, in number  
     Won, past time of *win*  
 Our, belonging  
 Hour, sixty minutes  
     Pale, wanting color  
     Pail, a vessel  
 Pain, torment  
 Paine, a square of glass  
     Peel, the outside  
     Peal, upon the beals  
 Pear, a fruit  
 Pare, to cut off  
     Plain, even or level  
     Plane, to make smooth  
 Pray, to implore  
 Prey, a booty  
     Prin ci pal, chief  
     Prin ci ple, first rule  
 Proph et, foreteller  
 Prof it, advantage  
     Peace, tranquility  
     Piece, a part  
 Rain, falling water  
 Rein, of a bridle  
 Reign, to rule  
     Reed, a shrub  
     Read, to persue  
 Rest, ease  
 Wrest, to force  
     Rice, a sort of corn  
     Rise, origin  
 Rye, a sort of grain  
 Wry, crooked  
     Ring, to sound  
     Wring, to twist  
 Rite, ceremony  
 Right, just

Write, to form letters with pen  
Wright, a workman  
    Rode, did ride  
    Road, the highway  
Roe, a deer  
Row, a rank  
    Ruff, a neckcloth  
    Rough, not smooth  
Sail, of a ship  
Sale, a selling  
    Seen, beheld  
    Scene, of a stage  
See, to behold  
Sea, the ocean  
    Sent, ordered away  
    Scent, smell  
Sen ior, elder  
Seign or, lord  
    Shore, side of a river  
    Shoar, a prop  
Sink, to go down  
Cinque, five  
    So, thus  
    Sow, to scatter  
Sum, the whole  
Some, a part  
    Sun, a fountain of light  
    Son, a male child  
Sore, an ulcer  
Soar, to mount up  
    Stare, to look earnestly  
    Stair, a step  
Suc cor, help  
Suck er, a young twig  
    Sleight, dexterity  
    Slight, to despise

Sole, of the foot  
Soul, the spirit  
    Tax, a rate  
    Tacks, small nails  
Tale, a story  
Tail, the end  
    Tare, weight allowed  
    Tear, to rend  
Team, of cattle or horses  
Teem, to go with young  
    Their, belonging to them  
    There, in tha place  
The, a particle  
Thee, yourself  
    Too, likewise  
    Two, twice more  
Tow, to drag after  
Toe, of the foot  
    Vale, a valley  
    Veil, a covering  
Vein, for the blood  
Vane, to shew the course  
    of the wind  
    Vice, sin  
Vise, a screw  
    Wait, to tarry  
    Weight, heaviness  
Wear, to put on  
Ware, merchandise  
Wear, past time plural of *am*  
    Week, seven days  
    Weak, not strong  
Wood, trees  
Would, was willing  
    You, plural of *thee*  
    Yew, a tree

TABLE 54.  
Of Abbreviations

A. A. S. Fellow of the American Academy	F. R. S. Fellow of the Royal Society
C. A. S. Fellow of the Conneticut Academy	Gal. Galatians
A. B. Bachelor of Arts	Gen. Genesis
A. D. In the year of our Lord	Gent. Gentleman
A. M. Master of arts, before noon, or in the year of the world	Geo. George
Bart. Baronet	G. R. George the King
B. D. Bachelor of Divinity	Heb. Hebrews
C. or Cent. a hundred	Hon. Honorable
Capt. Captain	Hund. Hundred
Col. Colonel	Ibidem, ibid. in the same place
Cant. Canticles	Isa. Isaiah
Chap. Chapter	i. e. that is
Chron. Chonicles	Id. the same
Co. Company	Jan. January
Com. Commissioner	Ja. James
Cr. Credit	Jac. Jacob
Cwt. Hundred weight	Josh. Joshua
D. D. Doctor of Divinity	K. King
Dr. Doctor or Debtor	Km. Kingdom
Dec. December	Kt. Knight
Dep. Deputy	L. Lord or Lady
Deut. Deuteronomy	Lev. Leviticus
Do. or ditto, the same	Lieut. Lieutenant
E. G. for example	L. L. D. Doctor of Laws
Eccl. Ecclesiaste	L. S. the place of the Seal
Ep. Epistle	Lond. London
Eng. English	M. Marquis
Eph. Ephesians	M. B. Bachelor of Physic
Esa, Esaias	M. D. Doctor of Physic
Ex. Example, or Exodus	Mr. Master
Feb. February	Messers. Gentlemen, Siss
Fr. France, of Francis	Mrs. Mistress
	M. S. Manuscripts
	M. S. S. Manuscripts
	Mat. Matthew

Math. Mathematics  
 N. B. take particular notice  
 Nov. November  
 No. Number  
 N. S. New Stile  
 Obj. Objection  
 Oct. October  
 O. S. Old Stile  
 Parl. Parliament  
 Per cent. by the hundred  
 Pet. Peter  
 Phil. Philip  
 Philom. a lover of learning  
 P. M. Afternoon  
 P. S. Postscript  
 Ps. Psalm  
 Q. Question, Queen  
 q. d. as if he should say  
 q. l. as much as you please  
 Repr. Register  
 Rev. Revelation. Reverent

Ht. Hon. Right Honorable  
 S. South and Shilling  
 St. Saint  
 Sept. September  
 Serj. Sergeant  
 S. T. J. Professor of  
     Divinity  
 S. T. D. Doctor of  
     Divinity  
 ss. to wit, namely  
 Theo. Theophilus  
 Tho. Thomas  
 Thess. Thessalonians  
 V. vide, see  
 Viz, to wit, namely  
 Wm. William  
 Wp. Worship  
 &. and  
 &c. and so forth  
 U. S. A. United States of  
     America

## EXPLANATION

### *Of the Pauses and other Characters used in Writing.*

A comma, ( , ) is a pause of one syllable – A semicolon, ( ; ) two – A colon ( : ) four – A period ( . ) six – an interrogation point ( ? ) shows when a question is asked; as *What do you see?* An exclamation point ( ! ) is a mark of wonder of surprise; as *o the folly of sinners!* The pauses of these two points are the same as a colon or period, and the sentence should usually be closed with a raised tone of voice.

( ) A parenthesis includes a part of a sentences, which is not necessary to make sense, and should be read quicker, and in a weaker tone of voice.

[ ] Brackets or Hooks, included words that serve to explain a foregoing word or sentences.

– A Hyphen joins words or syllables; as, *sea-water*

‘ An Apostrophe shows when a letter is omitted; as *us’d* for used

^ A caret shows when a word or number of words are omitted through mistake;

*my*

as, *this is ^ book.*

“ A Quotation of double comma, includes a passage that is taken from some other author in his own words.

☞ The index points to some remarkable passage.

¶ The paragraphs begins a new subject

§ The section is used to divided chapters

\*†‡ || An asterisk, and other references, point to a note in the margin or bottom of a page.

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### OF CAPITAL LETTERS.

Sentences should begin with a capital letter – also every line in poetry. Proper names, which are the names of persons, places, rivers, mountains, lakes, &c. should begin with a capital. Also the name of the Supreme Being.

## WHY NOAH WEBSTER'S WAY WAS THE RIGHT WAY

By Geraldine E. Rodgers

June 10, 2004

All the confusing and widely quoted “expert” pronouncements on the teaching of beginning reading have obscured the fact that only two ways (or mixtures of those ways) are possible to teach the reading of alphabetic print.

Teaching the reading of alphabetic print by its “sound” is the correct way.  
Teaching the reading of alphabetic print by its “meaning” is the incorrect way.

Obviously, if “sound” and “meaning” methods for the teaching of alphabetic print are mixed, then the mixture is incorrect in direct proportion to the emphasis given to the “meaning” method.

The thesis that there are only two approaches (or mixtures of the approaches) in the teaching of beginning reading is a simple one. Yet, in actual teaching, the distinction between the two approaches is consistently blurred and commonly not even recognized. Authors of so-called “phonic” reading programs (and the teachers using them) usually do not know when they have mixed “meaning” into a “sound” program. They therefore do not recognize the barriers they have placed before beginning readers.

Yet, if they had known the history of alphabetic print, they could have seen that they were erecting barriers.

When the alphabet first emerged in a somewhat completed form in the Near East around 1,000 B. C., it consisted only of consonants. Even though consonant sound was used in writing the sounds of speech, the speech could be read back only by its “meaning” (as in "Th cw jmpd vr th mn") because the vowels were missing. A stone from Israel from about 1,000 B. C. shows dots separating words recorded on the stone, confirming that at that time the inscription could be read back only by the “meaning” of those words, not their sounds.

When the vowels were added to the alphabet, in Greece about 800 B. C., it finally had become possible to record speech by the “sound” of speech, and to read it back by its “sound” (ab, eb, ib, ob, ub - ba, be, bi, bo, bu, - ac, ec, ic, oc, uc, etc.). As might be expected, ancient records show that beginning readers of the completed alphabet were taught to separate print into those “sound” -bearing syllables, not into “meaning” - bearing words.

Once the alphabet was completed by the addition of the vowels, children had to learn to read in regular, patterned tables all the “sound”-bearing syllables that could now be formed, before they could deal with those syllables in connected print.. The very first stage of reading continued to be the learning of the alphabet by the names of its letters (which did little to demonstrate their sounds, as alpha, beta, etc.). Yet now the second stage was the learning of the syllables those letters formed (alpha, beta = ab; epsilon, beta = eb, iota, beta = ib, etc.) The syllables to be learned were arranged in consistent patterns and were spelled orally (alpha, beta - ab, epsilon, beta - eb, etc.) Once the syllables had been learned thoroughly in isolation in the syllable tables, children were then given texts and taught how to separate the run-together print in the connected texts into syllables, not words. Until about 800 A. D., texts consisted of such run-together print with no separations into syllables, words, or sentences.

Therefore, after the addition of the vowels to the alphabet about 800 B. C., the “meaning” of print had absolutely nothing to do with learning how to read print. Reading print by its meaning, “Th cw jmpd vr th mn”, had become the archaic and inefficient method that had been appropriate only for an alphabet which lacked vowels.

The teaching of beginning reading remained unchanged until the eighteenth century A. D. Children first learned the alphabet, and then learned the syllabary, but they continued to spell each syllable as it was practiced, using the current letter names (which still did little to demonstrate their sounds: ell, oh, gee = log). It was only after they learned the syllabary that they read connected texts, usually Latin prayers after about 300 A. D. They then read those texts syllable by syllable until they became proficient readers.

Until the sixteenth century A. D. in English-speaking countries, beginning reading was taught in Latin, and, in much of Europe, beginning reading continued to be taught in Latin until the eighteenth century. Since beginning readers did not yet know Latin, obviously they were reading print purely by its “sound”, and not by its “meaning” (such as Pa - ter nos - ter for Our Father.)

References to reading difficulties do not appear in ancient texts when pure syllable “sound” was the threshold to reading (except for one account in which a father found it impossible for his son to learn the alphabet, which indicated an organic, not teaching problem). References to reading difficulties first appeared shortly after the Reformation in the sixteenth century. At that time, reading began to be taught in the vernaculars in many countries. That meant it had become possible for beginners to read by guessing the meaning of the print since it was now in their own languages whose meanings they knew. Yet they had been unable to guess the meaning of the print when it had been in Latin, since Latin was a language they did not yet know.

In the seventeenth century, Blaise Pascal suggested an amended way for beginners to spell the syllables, inventing an alphabet which demonstrated consonant sounds more clearly. Pascal consonant names consisted of the fundamental consonant sound followed by a schwa, which is an indefinite, blurred vowel sound. Now, instead of spelling see-aye-tee, cat, which letter names did not suggest the syllable sound “cat,” it had become possible to spell cuh-ah-tuh, which letter names did suggest that sound. (The ancient syllabary had already demonstrated two sounds for the vowel “a”: open “a” as in ba-by, and closed “a” as in ab-sent.) With Pascal letter names for the consonants (and with the already learned vowel sounds), beginners could figure out the sounds of unknown syllables by themselves. As Diderot or one of his assistants wrote in the 18th century Encyclopedie, this amended spelling method was a big improvement, but it was still necessary for beginners to learn every syllable and to spell every syllable. However, as should also be self-evident (but commonly is not), it is absolutely impossible to blend cuh-ah-tuh together to produce “cat.” Pascal spelling merely suggests the syllable sound but it certainly does not produce it, nor was it supposed to do so. The helpful so-called “blending” is purely imaginary.

Some people in France in the eighteenth century promoted the dropping of oral spelling by beginning readers, and it was touted as an “improvement.” Furthermore, the pure “meaning” approach for beginners was openly recommended in the eighteenth century in France by the Abbe de Radonvillers and by Nicholas Adam, who recommended teaching pure sight words. So, of course, did the famed teacher of the deaf, Abbe de l’Epee. Yet, except for de l’Epee’s deaf students, the teaching of pure “sight-words” was very rare until about 1826, after which it became the norm in English-speaking countries.

After the switch in England about 1545 from teaching beginners regularly spelled Latin syllables to teaching them irregularly spelled English syllables, great problems had arisen in teaching the many variant English syllable spellings. The children were first given the horn book, a paddle with a sheet of paper covered with horn, with the simple syllabary at the top and the Lord’s Prayer - now in English - at the bottom. Yet, in no way did that brief material prepare children for the complex mysteries of English syllable spellings, even though it had been adequate for the simple Latin syllable spellings when the Lord’s Prayer had been given in Latin. Of course, no such thing as a spelling book in English existed in 1545 (the approximate date of the switch from Latin to English for beginners), because there was no such thing as “correct” word spelling in English before 1545. So, before the end of the sixteenth century, the English spelling book had been invented to deal with the beginners’ confusions with syllable spellings in English. (Edmund Coote’s spelling book, written in 1596 was the most widely used for more than a hundred years. R. C. Alston of the British Library published Volume Four, Spelling Books, in his 12-volume series, A Bibliography of the English Language from the Invention of Printing to the Year 1800, listing the hundreds of different spelling books in English up to 1800). The spellings of words adopted in those spelling books almost immediately became the “correct” spelling, with the result that creativity in spelling was no longer acceptable by about 1600. The “spelling book” consisted of lists of English words to be learned, syllable by syllable, after the basic ancient syllabary at the beginning of the book had been learned. (It is worth mentioning that English dictionaries did not arrive until some years after the invention of the “spelling book.”) Of course, the spelling book introduced reading by the “sound” approach, since it began with the “sound”-bearing ancient syllabary. All words following that were divided into syllables and the syllables were then dutifully spelled in the manner of the syllabary. It was not until the middle of the spelling books that a few short texts were finally included with the word lists.

Noah Webster improved this basic spelling book method by what amounted to the addition of Pascal phonics in his American Spelling Book, which first appeared in 1783 and which was revised in 1804. (Webster revisions after 1824 should be disregarded.) Webster’s incredibly complete and easy to use phonic table was apparently inspired by Thomas Sheridan’s brilliant 1780 phonic dictionary, and not directly by Pascal, of whom Webster very probably never heard. Documents from the late eighteenth century up to the 1820’s establish that Webster’s brilliant “sound” method speller was not only massively used for beginners in America from 1783 to 1826, but was unfailingly successful in curing the “disease” of illiteracy.

Unfortunately, by 1826 in English-speaking countries on both sides of the Atlantic, a very large and loosely organized opposition was in place to promote the teaching of beginning reading by the “meaning” of print instead of by its “sound”. The use of spelling books for beginners was attacked, and, in particular, Webster’s speller was attacked - sometimes viciously. Although the movement from “sound” to “meaning” had really surfaced only about 1826, it was astonishingly successful by about 1830 (although those facts are virtually unknown today, and can only be confirmed by checking materials printed at that time). Therefore, by about 1830 on both sides of the Atlantic, spelling books had been pushed up to the upper grades, and beginners were given little sight-word primers instead (John Wood’s in Scotland being one of the famous ones, and in America the Franklin Primer and Worcester’s).. Sight words had arrived, to stay, in the teaching of beginning reading in English. The movement to “meaning” for beginners was so successful that poor old Webster even wrote a primer himself in 1832 to precede his wonderful speller, although he gave phonic directions for its words.

However, it is painful, indeed, to read what Webster wrote in his “Appeal to the Public” in March, 1826, when the opposition to his speller had still been limited to the writing of competing spellers with watered-down phonic keys. Until 1826, the prospect of omitting a spelling book for beginners had been, quite literally, an unthinkable thought. In reviewing large numbers of beginning reading materials before 1826, I did not find a single sight-word primer published before 1826. It was in 1826 that two famous sight-word primers arrived (which were not true primers like the New England Primer), and by 1830, sight-word primers had become the norm for beginners. Yet the movement to displace Webster’s speller from its near control of the market had actually begun with the writing of such watered-down spellers, starting about 1818, Webster wrote the following concerning that spelling-book opposition up to 1826. Of course, he did not yet know that the opposition to his spelling book for beginners would only greatly worsen in 1826, the year in which the flood of sight-word primers began. Webster said in 1826:

“In order to accomplish their object, it has been expedient to depreciate my work and to charge me with innovation and with introducing a system of orthography and pronunciation in many respects vague and pedantic... Surely if this is true, if my book is really a bad one, I have been very much deceived, and I have done not only an injury but great and extensive injury to my country.”

Some people certainly were in the very act of doing “great and extensive injury” to America in 1826 by the promotion of sight-words, but it was certainly NOT Noah Webster!

By 1830 in English-speaking countries (not just America), progress had marched dutifully backward, to 1,000 B. C. Spelling books for beginners were dropped on both sides of the Atlantic. Beginning reading was once again being taught by the “meaning” of whole words in print. By about 1860 in America, even the oral spelling of those whole words was dropped. The movement back to “meaning” and the dropping of oral spelling (whose only purpose had been to fix the visual memory of “sound”-bearing syllables) were presumed to be great improvements by the know-nothings who were oblivious to history. The near universal literacy that had been produced by Webster’s speller and those like it was fading into the past. Instead, and predictably, reading and spelling disabilities exploded in the wake of the “improvements.” Again, only a review of materials printed in those years can demonstrate the truth of that statement.

Today, although “phonics” is presumed to be taught in some places, the meaning of the word, “phonics,” has become as shifting as the meaning of “democracy” in the constitution of the Soviet Union. Whether or not the “phonics” is good or bad can only be judged by the two sentences which appeared at the beginning of this essay:

Teaching the reading of alphabetic print by its “sound” is the correct way.  
Teaching the reading of alphabetic print by its “meaning” is the incorrect way.

If these two statements are considered to be true, then no connected, “meaning”- bearing texts should EVER be given to beginning readers **until** they have become adept at reading long lists of multisyllabic words in isolation. Furthermore, each word in such lists should be learned by concentrating on the sound (or absence of sound) of ALL its letters, and, most particularly, on the sound of its vowels. It is noteworthy that Noah Webster did not introduce connected text in his fantastically successful 1783 and 1804 phonic “sound” spelling books (any later revisions should be disregarded) until a high degree of competence had been reached. Webster’s very first “meaning”- bearing sentence did not appear until well into the body of his speller. It was, “No man may put off the law of God.”

So, today, just as was true in Webster's speller, words should be presented with no attention whatsoever to their meaning, but with great attention to syllabic divisions. Further, as was true with Webster's speller, beginners should orally spell each word as it is learned, syllable by syllable, (but with Pascal letter names, not alphabet names). Attention should be focused on the sound of every letter, regular, irregular, or silent.

I suggest that every beginning reading program, and most particularly those assuming a "phonic" label, should be judged as outlined above, by comparison to Webster's "sound" approach speller. Any "phonic" program which introduces any "meaning" bearing sight words, and most particularly which introduces connected "meaning" bearing texts, before beginners have become proficient readers of the "sounds" of syllables and words, should either be discarded or revised.

It is entirely possible to revise many "phonic" programs by removing the objectionable "meaning"-bearing sight words, and by postponing the reading of the programs' "meaning"-bearing texts until the beginners have become proficient readers of the programs' "sound"-bearing word lists. Beginners should learn to read those word lists purely by their letter "sound" and with absolutely no reference to word "meaning." Furthermore, just as in Webster's speller, they should be given lists of multi-syllable words to learn. In the beginning stages of reading, the emphasis should always be on the syllable sounds in words.

Phonic programs which introduce "meaningful" texts for beginners to read, before beginners have become proficient in reading word lists containing ALL phonic elements, are fostering the very bad habit of "meaningful" context guessing. Giving connected texts to beginners to read, EVEN IF THE TEXTS CONTAIN ONLY THOSE PHONIC ELEMENTS TAUGHT UP TO THAT POINT ("short 'a' words," for instance) fosters the production of reflexes for reading by "meaning" while it simultaneously weakens reflexes for reading by "sound."

Noah Webster was right. The first thing to teach little children is how to spell orally and then how to read, by their letter "sound", long lists of multisyllabic words in English. "Meaning" should have nothing whatsoever to do with the initial stages of literacy. However, once the children's decoding has become automatic, they have become independent readers and are then ready for reading "meaningful" texts. As was true for little Webster-taught children before 1826, children can then pick up the Psalms in the Bible and read them fluently - or can read anything else, for that matter.

\*\*\*\*\*

Note: "Sound" or "meaning" approaches result in different and opposite conditioned reflexes in the brain, at the associative level. The nature of these reflexes is discussed in my recent paper, [The Born Yesterday World of the Reading Experts, a Critique on Recent Research on Reading and the Brain](#). That paper can be downloaded without charge from the Education section of the [www.donpotter.net](http://www.donpotter.net) website, or can be bought in paper form from [www.Authorhouse.com](http://www.Authorhouse.com).

From the Author, Geraldine Rodgers

My above five-page article is self-explanatory. Please feel free to quote the complete article or any portion of it. I think the facts need to be known.

Comments from the Internet Publisher  
Donald Potter  
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It gives me enormous pleasure to publish Miss. Rodgers' enlightening article on the [www.donpotter.net](http://www.donpotter.net) web site. Fourteen years of classroom experience working with beginning readers and dyslexics convinces me that Ms. Rodger's perspective on Noah Webster and teaching students to read "from the sounds" instead of "from the meaning" is without a doubt correct.

Inexpensive facsimile of the 1783 ed. is available from *The Noah Webster House*: <http://noahwebsterhouse.org/>

## A Brief Summary of Webster's "Spelling Book" History by David M. Pearson

There was not just one Speller but many editions & hundreds of reprints. Following are the more important editions and some highlights of each.

**1783:** *Grammatical Institute of the English Language, Part I.* This was the first of Webster's "Spellers." Again note it was intended to teach beginning reading in part through the use of spelling. The 3 and eventually 4 parts of his institute of books were his Speller, Reader, Grammar, and 1806 Dictionary, the latter replaced by his masterpiece 1828 *American Dictionary of the English Language*.

**1787:** *The American Spelling Book.* Webster revised and reissued his book under a new title. This and its various later editions and titles were the undisputed best sellers of introductory reading textbooks in the U.S. for more than a century, throughout the 1800s. There was also an 1803 edition.

**1804:** *The American Spelling Book, Revised Edition.* He had to put out a new edition every few years because copyrights expired in only 14 years at that time -- a matter Webster saw corrected by new legislation before 1829.

**1816:** Webster sold all rights to his Speller to Hudson & Co of Hartford, Conn, with one catch: that his son William would be apprenticed to the firm and become a partner in it. Son William never did become a partner. A major reason Noah sold it at this point was that, starting actually in 1800, he had begun his long, arduous and engrossing work on his *American Dictionary* which involved a great deal of his personal money and time, including many trips abroad to track down the origins of our words we now see in dictionary derivations (a trend he started), and his learning at least a dozen (some say more than 16) foreign languages. There was also an 1818 version of this.

**1824:** *The American Spelling Book*, this edition and later ones were popularly called the *Little Blue Back Speller* (or sometimes *Blue-backed Speller*) due to its blue-colored cloth cover. Some today say this was his best Speller edition.

It still contained the 1803 Preface by Webster, plus his 1818 notes following the end of that preface, regarding the book's sales, the use of diacritical marks, and the great value of teaching syllables in beginning reading: "In nine-tenths of the words in our language, a correct pronunciation is better taught by a natural division of the syllables, and a direction for placing the accent, than by a minute and endless repetition of [individual] characters."

Unfortunately, sales of this edition began to lag because its new owner, Hudson, didn't keep up the promotion of the book like Noah had.

**1828:** Webster published his magnum opus, *An American Dictionary of the English Language*. It's still a very useful reference to this day!

**1829:** *The Elementary Spelling Book, being an Improvement on the American Spelling Book.* Webster took back control of his Speller by revising & re-naming it as a new, independent work, not under the control of Hudson. This edition was also popularly called the “Blue-backed speller,” and it became another great success, due largely to Webster’s personal popularity and his again being very personally involved in the book’s promotion and copyright protection. This edition of his Speller was the first to fully replace the numerical system of pronunciations of vowels with diacritical marks similar to those used in dictionaries today.

(Note: Benjamin Franklin and George Washington were close personal friends of Webster, and by 1829 at age 70, he was highly respected and admired by most members of Congress who had grown up using his Spellers. Webster was also one of our founding fathers who, along with Franklin, Washington, Paine and Jefferson, had long used his newspapers and books to advocate and promote the adoption of our constitutional federal form of government. Noah Webster died on May 28, 1843, while working on an update to his Dictionary.)

**1857:** Noah’s son, William Webster, revised & republished his father’s *Elementary Spelling Book*, partly in order to make its pronunciation key conform to the 1828 dictionary. This edition likewise was many times reprinted through the late 1800s (sold to many freed former slaves), and at least as late as a 1908 printing.

However, William also began to alter some of his father’s work: e.g. saying it was mostly for pronunciation & spelling, not for also first learning to read; and stating that understanding the meanings of words practiced was not important at first, not until later when a child’s ability to understand grew; and saying the pronunciation of *th* in *thin* and in *this* are the same - except one is articulated with breath and the other with vocal sound - which is not quite accurate; etc., not the best edition.

**1857:** The G. & C. Merriam company of Philadelphia bought full rights to Webster’s *American Dictionary* but not his Speller. However, Merriam was one of several licensed publishers of the Speller, and so published son William’s 1857 revision then (and again an 1880 edition), while the Webster family retained the principal copyright and ownership. I’m not sure but it appears 1857 was the last major revision/edition of the Speller.

**1857-1908:** As near as I've been able to find, it appears that Webster’s family retained principal ownership (full copyrights) to the Speller after 1857, but Noah and his family had *licensed several different publishing companies* rights to publish his Spellers. Four such companies (Iverson, Appleton, Barnes & Van Antwerp, and Harper) sold their rights to a 5th, the American Book Company, which apparently thereby gained sole or nearly sole rights to publish it, circa 1890, but not full ownership copyrights. If then-current copyright law had a 50-year limit, the last 1857 revised edition expired in 1907. The last new publication I've been able to find is a 1908 edition or reprint, which shows The American Book Company still held the publishing copyright. Even granting that one major competing work on the subject (McGuffey’s Speller) had gained a large share of the market by 1908, it was nevertheless a mystery why there were no further printings of Webster’s.

Notes from Internet Publisher: Donald L. Potter  
October 7, 2006, Pictures deleted for quicker download, February 7, 2008.  
*Modern Public School Edition* with textual material deleted August 23, 2007.

This “Easy-to-Read, No Frills” edition is published in the interest of helping students in America to learn to read accurately and fluently from the “sounds” of the letters. Webster’s method remains, even after 182 years, the **best primer** for beginning students. Teachers and parents who are serious about helping students to develop **Optimum Total Linguistic Function** in the English will welcome this practical edition of Webster’s famous *Blue-backed Spellingbook*. Rudolf Flesch wrote in his 1955 *Why Johnny Can’t Read and what you can do about it*, “The *Blue-Backed Speller* was a fourteen-cent medicine that cured you of illiteracy. Nobody dreamed of criticizing it as wrong, unscientific or inefficient” (46).

Please download my audio files that explain and model Webster’s “Analysis of Sounds in the English Language” and “The KEY to this Work.” More information on phonics-first can be found on the Education Page of my web site: [www.donpotter.net](http://www.donpotter.net).

Webster’s 1824 *American Spelling Book* is unexcelled for teaching beginning reading and spelling; but even if a student has already begun reading with good a phonics-first primer, Webster’s 1824 *American Spelling Book* still affords excellent advanced reading and spelling study material.

The essay by Geraldine Rodgers is included by the permission of the author in the interest of informing educators of the abiding value of Webster’s reading method.

The copyright information on the various editions of Webster’s *Spelling Book* is from David M. Pearson. It was sent it to me on 1/3/07 and added here on 1/4/07. I would like to thank Mr. Pearson for this hard-to-come-by information.

Most recent additions and corrections, 10/13/08.

### Concerning the Syllabary

The next following pages explain the use of the Syllabary. Very few parents, teachers, or professors have ever been taught how to use the syllabary to teach reading. I use it daily in my classroom at the *Odessa Christian School* and in my tutoring practice to cure artificially induced whole-word dyslexia. I have used the customary dictionary diacriticals.

Note that the **open syllables** are pronounced with long vowels:  
bā bē bī bō bū bÿ.

The **closed syllables** are pronounced with short vowel sounds:  
ăb ěb ĩb öb ŭb

In the 1824 edition, Webster numbered the short vowels with the “figure” 2 and the long vowels with the “figure” 1 over the vowels. The syllabary is to be taught by sounds and letter-name spelling. The syllables can be used for cursive (or print) writing practice.

TABLE 1.

Lesson 1.						Lesson 6.					
bā	bē	bī	bō	bū	bŷ	āk	ěk	ĭk	ök	ūk	
cā	çē*	çī*	cō	cū	çŷ*	ăt	ět	ĭt	öt	ūt	
dā	dē	dī	dō	dū	dŷ	är	êr	îr	ör	ûr	
fā	fē	fī	fō	fū	fŷ	ăz	ěz	ĭz	öz	üz	
kā	kē	kī	kō	kū	kŷ	Lesson 7.					
Lesson 2.						blā	blē	blī	blō	blu	
gā	gē	gī	gō	gū	gŷ	clā	clē	clī	clō	clu	
hā	hē	hī	hō	hū	hŷ	plā	plē	plī	plō	plu	
mā	mē	mī	mō	mu	mŷ	flā	flē	flī	flō	flu	
nā	nē	nī	nō	nū	nŷ	vā	vē	vī	vō	vu	
rā	rē	rī	rō	rū	rŷ	Lesson 8.					
tā	tē	tī	tō	tū	tŷ	brā	brē	brī	brō	brū	
wā	wē	wī	wō	wū	wŷ	crā	crē	crī	crō	crū	
Lesson 3.						pra	prē	prī	prō	prū	
lē	lē	lī	lō	lū	lŷ	grā	grē	grī	grō	grū	
pē	pē	pī	pō	pū	pŷ	phā	phē	phī	phō	phū	
sē	sē	sī	sō	sū	sŷ	Lesson 9.					
zē	zē	zī	zō	zū	zŷ	chā	chē	chī	chō	chū	chŷ
Lesson 4.						drā	drē	drī	drō	drū	drŷ
ăb	ėb	ĭb	öb	űb	frā	frē	frī	frō	frū	frŷ	
ăc	ėc	ĭc	öc	űc	glā	glē	glī	glō	glū	glŷ	
ăd	ėd	ĭd	öd	űd	Lesson 10.						
ăf	ėf	ĭf	öf	űf	slā	slē	slī	slō	slū	slŷ	
ăl	ėl	ĭl	öl	űl	quā	quē	quī	quō			
Lesson 5.						shā	shē	shī	shō	shū	shŷ
ăg	ėg	ĭg	ög	űg	spā	spē	spī	spō	spū	spŷ	
ăm	ėm	ĭm	öm	űm	Lesson 11.						
ăn	ėn	ĭn	ön	űn	stā	stē	stī	stō	stū	stŷ	
ăp	ėp	ĭp	öp	űp	scā	sçē	sçī	scō	scū	sçŷ	
as	ės	ĭs	ös	űs	thā	thē	thī	thō	thū	thŷ	
ăv	ėv	ĭiv	öv	űv	trā	trē	trī	trō	trū	trŷ	
ăx	ėx	ĭx	öx	űx							

\*They should be taught to pronounce, *ce, ci, cy*, like *se, si, sy*.

Lesson 12.

splā	splē	splī	splō	splū	splŷ
sprā	sprē	sprī	sprō	sprū	sprŷ
strā	strē	strī	strō	strū	strŷ
swā	swē	swī	swō	swū	swŷ