

STEP-BY-STEP PRIMER

by Eliza Burnz -1892

In Traditional Orthography
Without Pictures

With an Index to the Vocabulary
and
Introduction & Hints on Teaching Phonics

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Lesson 1.

c a t

C c c c c c c

A a a a a a a

T t t t t t t

at cat a-cat the cat

c t a c t c a t c

Lesson 2.

M m

mat, a cat, the cat, my, my mat, and, Mac. Mac and the cat. my cat and Mac.

Lesson 3.

S s

Sam; sat, on, the, on, my, the, and, my

a- at sat on a-mat. my cat sat on the-mat. Sam sat on the mat. Sam and the-cat sat on my mat. Mac and Sam sat on the mat.

Lesson 4.

P p

cap; map; pat, tap.

caps, maps, taps.

a-cap, the-cap, the-caps, cats and mats and maps. Pat the-cat. Mac pats my cat. Sam sat on my cap. Sam taps the-map.

Lesson 5.

N n

pan, man, can, tan, nap, Nat, pap, pats, Nan.

Nat and Nan: Nan and Nag, the man, the cat and the pan. The cat sat on a pan. The man pats the cat. Can the cat pat the man? Nan and Nan can pat the cat.

Lesson 6.

F f

fan, fat, a fan, the fan, my fan, a fat man, my fat cat, the cat sat on my fan. a fat man and a fat cat. Nan can fan Sam. Sam can fan Nan. Can Sam fan the cat?

Lesson 7.

D d

sad, sap, mad, and, sand, Dan.

a cap and a pan and a fan. Nan and Sam and Nat and the cat. the fat man and my cat sat on the mat. Dan sat on the sand. Nat and Nan sat on the sand. Dan and Sam and Mac and Nat and Nan sat on the sand.

Lesson 8.

H h

hat, had, ham, hand

my hat, the-hat, a hand, my hand

The man had a hat and a ham.

Dan had nap on the sand.

Sam and my fan and my cap, and Dan and had Nat's hat.

sat, hat, mat, Nat, pat

sad, fad, had, dad, mad

fan, pan, can, Dan, hand

Sam, ham, dam, and, act.

Lesson 9.

I i

pin; tin, sit; hid, dip;

did, sip, tip, nip, din

hit, hip.

Dan had a pin. Sam hid the pin. Sam hid it in the-tin can. My cat had a-nap. Mac hit my cat. Sam hit Mac, and Mac hit the-cat. Mac hit the-cat on the hip. Did Sam hit Mac on the hip? My cat can sit on Mac's hat.

maps, caps, hats, mats, hits, sits, dips, tips, fits

Lesson 10.

E e

pet, set, net, met.
ten, hen, pen, men.

fed, nest, tent, Ned.
send, men.

Ten men met in a tent. The-men had a nap in the tent. Ned and Nat had ten pet cats. The cats fed in a pan. Nan had a pet hen, and the pet hen had a nest. The hen can sit on the nest.

Lesson 11.

O o

top, hop, sop, cot, hot, dot, nod, sod, pod, not, pop, Tom.

spin, snap, stop, stops.
spot, spots, Doc, Dot, Don.

Tom had a top. Doc hit the top. Can Doc spin the top? Doc cannot; Tom can spin it, and Doc can stop it. The top can spin on my hand.

Lesson 12.

L l

lad, lap, lip, led, let, lips, lid, lot, lips.

lamp, lost, lend, left, lift, lisp, Hal, Alf.

Hal left the lamp on the step. Let the lamp sit on the stand. Dan lost Alf's pen and Nat's top. Lend Alf a pen and a pin. Can a lad lift the lid on the pot? The fat man can lift it. My pet can sit on my lap. Nan and Dot hop in the lot.

Lesson 13.

G g

tag, nag, gag, leg, peg, Meg, get, got, gas, pig, dig, fig, dog, log, hog, gig, gap, gets.

A pig in a pen. Did the dog get at the pig? The dog dig not get at the pig. The pig got in the pen. The dog sits on the sod. Did the dog nod at the pig? Can a pig not at a dog?

Lesson 14.

U u

us, Gus, up, cup, fun, hug, hut, cut, sum, pup, sup, nut, hum, dug, sun, mug, cups, cuts, nuts, must, dust, hunt.

Ned had a cup. Sam hid the cup. Gus had a Mug. Alf hid the mug. Let us hunt the mug and the cup. Tom dug a pit in the sand. Gus must not get in the pit. Meg must not sit in the dust. Let us sit on a log in the sun.

Lesson 15.

ī ī ī = ŷ ŷ = ī

I must sit in the hut. If I sit in the sun I am hot. My pet dog sits on my lap, and I hug him. My pug sat on my lap in the hut. A fat man had a nap in the hut, and the dog had a nap on the sand.

I had a mug. I lost my mug. It got lot in the pigpen. My mug had a nut and a top in it. A pig got the nut, and Alf had the top, and Hal hid the mug in the sand. Hal must get my mug. I had a nap in the hut.

Lesson 16.

B b

bat, bit, big, bid, bad, bag, but, beg, bed, tub, nab, bog, bun, bug, bud, Ben, Bob, Mab, belt, best, bend.

A bad bug bit my hand. Let us nab the bug by the leg. Bob must not hit the bug, but let it fly in the sun. Did the bug get on my hat? It did not; it got on the bud Fly, bug fly. I can pin a bud on my belt. Mab had an al-bum in a bag.

Lesson 17.

Z z

Zip, Boz, fly, as, has, is, his .

Zip and Boz.

Zip is my dog, and Boz is my big fat cat. Zip is not as fat as Boz. Boz and Zip sit on a mat in the sun. Ben sits by Boz an dZip, and Bern has a fly in his hand. Ben taps the fly, and it is not on his hand. Zip snaps at the fly. Did Zip get it? Zip did not get the fly, but Boz got it. Bo bit Zip on the lip and the leg.

Lesson 18.

Light-line letters have no sound.

egg, tell, till, fuss, less, buy, miss, toss, lass, Nell, mess,
muss, buzz, doll, deaf, head, debt, handle, little, patted, fitted, Ellen

Ann is the best lass in the class. A fly can buzz, buzz, buzz on the glass. Ellen must not get in a fuss. Belle has a doll; it can nod its head. Miss Hill can buy my doll at hat. Nat's little lamb is dead. The bad dog, Snip, bit it on the head. Has the hand-bell a handle? It has a handle and can stand up.

Lesson 19.

V v u

vat, van, put, pull, full, puss.

A vat is a big tub. Bob is on the steps. The vat is full; hot stuff is in it. Bob can get up on the top by the steps, and mind the hot stuff. I must not put my cap in the vat. If I did I could not get it. I must put my cap on a peg. The peg is by the hat-stand. My puss has a bed by the stand.

Lesson 20.

f = v of = ov o = u to = tu

Alf bit the tip of my pen. Mac has bent the end of the pin. Let the lad have a bit of my bun. I must beg Hal to give Fran a doll. Let us not pull the bud off its stem. I have to put my puss to bed. Give Bill the tin cup and fill it full of sand. Put in sand up to the top. My dog has a lot of pups. I must get the dog to let Gus have pup; for Gus has cut his leg, and cannot stand.

Lesson 21.

R r

rat, ran, rot, rap, red, trot, rag, rub, from, rug, rob, Fred.

A RAT! a big rat! A RAT on a rug.

A rat is on the best rug. It ran by the side of the red mat. The rat is not as big as the cat, but it got a nut from my bag. I try to get rid of the rats. Puss! Puss! Run for the rat. Run, rat, run; run fast from the cat.

or, for, nor, fur, cur, her were. (Teach by word, and rill on the final "r").

Lesson 22.

J j

jug, jam, just, jig, job, jump, jog, Jim, John,

Jim Camp has a jug in his hand. His dog runs to him. The dog runs just as fast as Jim can run. The dog jumps up by Jim's side. Ben Hunt rides on his dog; but it is a big, big, dog. John Bell has a dog, but is a pug dog. Fred Gibbs has a cur. A cur is a kind of dog. Cur-r-r; cur-r-r. Fred and his dog have lots of fun.

Lesson 23.

W w

wit, will, wind, wig, well, sent, went, wet, web, would, wag, wild, wagon.

John and Will went to set up a tent. The lads went in a wagon. A man in the tent had on a wig. A wag got the wig and hid it in John's wagon. A wag is a lad that is fond of fun. John's dog had a bed on the wagon. Did not the dog jump at the wag? The dog did jump at the wag, but the wag did not mind the dog.

Lesson 24.

Th th

that, this, then, thus, them, with.

thin, pith.

That and this, this and that; Ned is thin, but Tom is fat. Tim and Ned went to get a bag of nuts, and Mab and Gus went with them. Did the lads have fun with the nuts? Ned and Tom had lots of fun, but Gus and Mab got into a bog. Then a man sent for his dog, and the man went with his dog into the bog for Mab and Gus.

Lesson 25.

Sh sh

ship, shot, shad, shin, shop, shall, dish, fish, wish, dash, lash, gash, hash, bush, shove, hush, bushel, shovel.

That ship went to get some fish; it went five miles from the land.
My dog Dash went in the ship. The men got a lot of codfish. A shad is a fish. Put the shad on a dish.

Ben cut a gash in my cap. I wish Meg would mend it.

Rob got lash on his shin. Hush! let us not tell the lads of it.

Let us push my wagon up to the shed, and hunt for the shovel and put a bushel of dry sand in the wagon.

Lesson 26.

K k c = k k=lc

kid, milk, kill, keg, silk, kit, kin, sulk, kitten, kin, pike, Mike.

Mike can pug the kid in the shed, and then give the kid and the kitten some milk. The kitten will lap the milk. Does a kid lap milk as a kitten does? A dog laps milk like a cat or a kitten. Set this keg up on its right end.

Lesson 27.

Ē ē

be, he, we, me, she, tea, sea, key, seat, beat, heat, meat, leaf, read, lean, heap, fear, near, hear, dear, tear, lead, bead, mean.

Is Ben in the hut? He is in the hut. Meg is in the hut as well. She went in for her dear little puss. But she is cross, I fear she will hurt the kitten.

Meg, give me the puss; be not cross; we should not be cross.
Hear me read:

“We must not beat the cat or the dog; we should be kind to the pets.”

Ben will not beat his pup; he will be kind to him and give him meat.

Lesson 28.

Ā ā

ate, ale, ape, cape, tame, came, late, tale, lane, pale, fade, Jane, cane, case, cake, same, made, Kate, safe, take, lake, hate, lame, mate, babe, gate, rake, game, bake, name.

Kate has the babe in a wagon. She will take it to ride by the lake. The babe is safe with Kate.

Jane met Kate at the gate. She gave the babe a cake and a bun. The babe ate the bun, but did not eat the cake.

The name of the babe is Sadi.

Sadi is fond of Kate and Jane.

Lesson 29.

Ō ō oh = ō

so, go, no, so, Jo, toe, hoe, foe.

bone, doze, rope, woke, tore, hole, rose, hope, home, sore, pole, nose, rode, more, wore.

bolt, cold, old, told, cold, post, sold, hold, most, torn, gold, work, boat, roll, coat.

I can smell that rose though I have a cold. If I did not have a nose, I could not.

I have a sore toe; I cut it on the hoe. Oh! it hurts me so.

Tom's coat is old; he wore it till he tore it. He has worn it until it is full of holes and cannot be mended.

Let us go home. Hold on to my hand.

Lesson 30.

Y y y = I i = y

lady, lazy, very, Toby, Sally, baby, pony, ugly, Tony,
Jerry, carry, ferry, merry, Harry, shaggy.

Toby has a pony; his name is Don. He can trot fast. He is a shaggy pony, and Toby says he is ugly, but he is kind and lets us ride him to the ferry.

Harry and Jerry can carry some milk to the kid and kitten in the shed.

yes, yet, yam, year.

Will Tony have a yam? Yes. Is this potato a yam? Yes; that is its name.

Sally is lazy; she will not hold the baby. The baby is not yet a year old.

Lesson 31.

Ī ī ī = ŷ ŷ

pie, lie, lie, die, by, try, dry, fly, my, fry, sky, cry.

ride, side, hide, mile, line, nine, vine, time, fine, pile, dime, mine,
bite, wide, shine, lion, find, rind, bind, mind.

That is the big red lion; hear him roar. Let us go and hide from the lion, so that he will not bite us.

He will not bite us, for he cannot get near us, though he can roar.

I had ninepins in my hand, but I have lost five. I must try to find them.

Lesson 32.

Oo oo

boot, cool, poor, moon, room, soon, coop, room, tooth, balloon.
broom, raccoon.

The dog's food is in the coop.

The baby's milk will soon be cool.

That poor man has an old broom. He will clean the path for us
for a dime.

A balloon! a balloon! It goes up, up, up; it can go very high, up
in the sky. By-and-by it will come back.

Harry Hun has a pet raccoon. A raccoon is the size of a cur dog.
Men hunt raccoon by the light of the moon with dogs and guns.

Lesson 33.

Ū ū ā ē ai ō ū oo

use, due, pure, cure, cute, mule, fume, mute, cube, tube, duty.

I want to use that nice gold pen.

My son you should not fume and fret so you have no use for a
pen yet.

Let us go and try to cure the old mule.

ew = ū

new, few, pew, hew, mew, dew, view, stew.

My hat is new. I have a few nuts.

The dew is not on the grass; we must not run in the dew or we
shall get wet.

To hew is to cut. Jo can hew a log.

Lesson 34.

\bar{e} ee = \bar{e}

bee, see, fee, Lee, tree, free, feet, heel, seen, keep, weed, feed, beer, peep, deep, seem, need, feel, beef, seed, weep, geese, teeth, (been).

I see a bee; it is on the apple tree. Can it see me? Will it bite? The bee can see you, but it will not heed you if you keep still. It will soon fly off.

Ann Lee has been to feed the geese. She says the red hen has a nest in the weeds. The nest has seven eggs in it.

We will take a peep at it by-and-by, and try to find some goose eggs.

Lesson 35.

Ch ch

chap, chat, chip, chop, chin, chum, such, much, rich.

That chap can chop well. The chips fly as he chops. A chip hit me on the chin.

That lad is my chum. His name is Chan. We chat as we go to school together.

Chan is such a kind lad. He has much to do, for his mother is not rich, and he has to work as well as go to school. Chan says it is not money that is the best riches, but wisdom and love. His mother told him that.

Lesson 36.

ay ay = ā

say, day, pay, may, lay, ray, hay, gay, way, away, play, Tray, stay, clay, dray, gray.

May be stay at home today and play?

Yes, we may, for this is Saturday.

The let us get a lot of clay and make mud pies and bake them in a fire.

No, let us get dog Tray and away we will go to help the men rake hay.

Yes, we will; that is real fun, and we can ride home on top of the wagon.

May Tray ride on the wagon too?

I do not know, but he will ask to ride; just see his eyes shine as he hears me say he may go with us to the hayfield.

Lesson 37.

ai = ā

ail, tail, bait, pain, gain, aid, laid, rail, rain, hail, sail, pail, paid, nail, mail, fail, jail, maid, main.

May be take a sail on the bay? No, for I fear it will rain very soon. You may take a pail and go to the end of the lane and get some bait for us to fish with. Fish bite best on a rainy day.

This fish is a shad. It has fins and is very bony. Shad live near the big wide sea.

Do you know if the mail has come in today? No, but I will hail the postman and ask him if it has come.

Try to hit the nail on its head.

Lesson 38.

ng

bang, hang, wing, gong, ring, rang, rung, long, sing, sang, song, thing.

“Ding-dong; ding-dong.” Is that a gong? No, it is a bell; it rings for us to go into school. It hangs very high up, and it has to be pulled by a long and strong rope.

Sing me a song, but not a long one. “Ding-dong bell; the cat’s in the well. Who put her in? Little Johnny Finn.”

Did you learn that tune from Mable.

Yes I heard her sing it last night.

Tell me the rest of the song.

Lesson 39.

ñ = ng

ink, wink, sink, bank, hank, tank, think, thank, chunk.

Mamie, can you wink your right eye?

Yes I think I can. Oh, but that is your left eye; try to wink the right. I can wink both eyes; one at a time.

I think it will soon be dinner time, Willie, please ring the bell for the man at the tank to come get ready, and then hold this hank of thread for me to wind. I have made a cherry pie for you.

Oh, thank you, Mamie; after dinner I will fill your inkstand; it is nearly dry. I will wash it clean at the sink.

Lesson 40.

Oi oi oi = oy oy = oi

oil, boil toil, coin, join, joint
toy, boy, joy, Roy.

See this boy. His name is Roy. He seems full of joy. He has a coin. It is a dime. Will Roy buy toys with his dime? I think he will buy cakes or candy.

Roy makes a great noise. Most boys like to make such noise. Roy has a fine voice.

Lesson 41.

Ou ou ou = ow ow = ou

out, pout, our, sour, loud, found, round, sound, cow, row, bow,
vow, now, how, sow, owl, fowl, plow, town, down, flour, house,
mouse, Brown.

Jeff Brown is going out of the house for a can of oil and a bag of flour. He must not pout, nor should he shout very loud in the street, or stop to play.

Jeff stops; he sees something on the ground; it is round and red; it is a cent. How glad he is; now he can buy an apple to give to his little sister Dot.

Listen to Dot's cat. Does it say, "Mew, mew?" I think it says, "Mi-ow, mi-ow."

low, sow, bow, show, slow. blow, snow, grow, crow, bow, sow,
show, blow, grow, throw, blown.

See the snow, and hear the wind blow, and listen to the cock crow as the hens go up the tree to roost.

Go slowly and speak in a low tone till you get outside of the schoolhouse. Now, boys and girls, you may shout.

Lesson 42.

oo - u

foot, look, took, cook, good, rook, nook, book, hook, wood, hood, shook, brook, brook, crooked.

See my book. It is a good book. I let Betsy the cook look at it.

Chan has hurt his foot on a crooked stick; so let us go and sit in this shady nook by the brook, and look at the rooks as they fly to the church steeple and alight upon it.

Yesterday Rollin Ray took a crook and shook it at the rooks, and the rooks flew off crying, "kee-ee, kee-ee."

Lesson 43.

Ck ck

sick, kick, back, pack, lock, luck, peck, neck, tick, rock, sack, sock, pick, tack, duck, wick, Jack, Dick, stick, knock, ticket, racket, pocket, bucket.

Donald and Jack went to the show. They had two tickets and took seats in front to see a tame monkey play with sticks and dance a jig on a tight rope.

The monkeys in this tree are wild. The old monkey has found a knife that some man left in the wood. He will be apt to hurt himself with it, for a monkey does not know how to use a knife. Monkey's can swing by the tail.

Lesson 44.

Ä ä ah – ä

are, art, arm, arch, far, car, bar, star, lark, park, part, cart, hark, bark, hard, harm, dark, yard, market, father.

Is that a cart? No, it is a wagon. My father, - may I go with you.
- Yes, Charley, get ready - Oh, thank you, father.

Now we are home again, and it is nearly dark. The stars are coming out in the sky. They are far, far away from us. We do not see the stars in the daytime.

Hark! I hear a lark. Ah, I see it now. The dog in the yard barks at it.

Lesson 45.

à = ä sounded short.

ask, task, fast, past, last, cast, vast, mast, path, pass, class, grass, ant, aunt, can't, idea, Ida, Ella, Anna, Emma.

Mamma, may Ella and I run down the garden path to meet aunt Ida. We will not go on the grass. I see aunt coming past the last elm tree. Yes, go, Emma, and help carry her basket; it seems heavy, and aunt must be tired.

I see Ann Ray; she is afraid to come into the yard. She hears the dog bark. Run fast, and ask her to come past the dog. He will not bite; he is chained.

It is a real task to make Trip stop his noise; he likes to bark so much.

Lesson 46.

au = aw

haul, maul, daub, Maud, Saul, fault, taught, caught,
saw, paw, law, raw, jaw, haw, caw, daw.

Here is a saw; now we boys can saw sticks in two with it.

Sal went with the wagon to haul some wood. He found a nest full of duck's eggs and a haw tree. He gave three eggs and a lot of haws to Maud.

Maud had a boil on her jaw. It gave her much pain; but she is free from the pain now. Saul was sorry for Maud.

A haw is like a very little red apple.

Please give me a little apple.

Lesson 47.

À à à = au = aw au = aw = à

all, fall, wall, malt, ball, hall, salt, small, tall, call, halt, called.

The salt has been all taken away.

Have you seen my ball about the hall?

Boy fall into line. Let us all step in time. Right, left; right left. Right, left; right, left. Now it is time to call a halt.

I want a small sprig of lilac from that bush; May is tall, and she can get it for me. It is too high for me to reach, but May can reach to the top of the wall. Will you get it for me, May? Please do.

Thank you. That is a nice spring.

Lesson 48.

ô = ă, but sounded somewhat shorter.

or, for, nor,

gone, moth, soft, cost, fork, horn

lost, morn, form, born, north, broth, horse, froth, cloth, short, frost, storm, ought, fought, brought.

Last Year's morn I heard a horn.

Did you? yes, not only one, but I heard two or three horns. It was a stormy day. There was frost on the trees and on the window panes.

The first day of January is short; it is then that the New Year comes in.

Ned lost John's ball, and he cannot find it. He lost it on the north side of the barn. We went to look for it, and some mud flew on my coat sleeve.

Lesson 49.

Â â

fare, rare, care, bare, dare, pare, snare, chair, Clare, tear, wear, fair, hair, there.

See my feet are bare. I like to go barefoot in the summer; do not you. cousin Anna?

Oh, Eddy, I am too old to go barefoot. Take care lest you stub your toe.

Clare has a pair of new boots. Her father had them made for her in town. She has a rocking chair, too, that her mother gave her the day she was four years old. I was there at the time.

Well Anna, I am glad Clare has new boots to wear and a rocking chair. My papa and mama give me so many nice things, and Clare ought to have some too.

Lesson 50.

X x = ks

six, fox, box, vex, tax, vex, Rex, ox, oxen.

An ox is very strong. Oxen pull heavy loads and so are of use to men.

My cousin Rex can drive oxen and haul wood and hay.

A fox can run faster than an ox. Foxes are of no use; they are not bigger than a dog, and catch ducks and geese.

Charles, do not vex Lena. It is not right to vex a little child and make it cry. Give Lena the six nuts, and put them in her box. Then she will not cry.

Lesson 51.

Wh wh

why, whiz, while, wheel, whale, whip, what, white, whack, whine, when, whim, which, where.

“Smack went the whip,
round went the wheels.

As we set off for town.

A wheel came off, the whip was lost,

The pony tumbled down.

Pray stop and tell me where you lost the whip. Was it by a house; and on which side of the lane?

Why I don't know; for I got a whack on the head, and lost my senses for a while, and when I came to, I did not think of the whip. The white pony cut his knees badly for which I am sorry; but it is no use to whine over mishaps.

Lesson 52.

Final ce = s Used after a long vowel.

face, nice, pace, price, place, rice, lace, race, piece, niece, dice, mice, mace, brace, Grace.

Wash your face clean, and then we will have a race to the schoolhouse.

Let us find a good place to study and do some sums. How much will a brave duck cost, at ten cents for one duck?

What is a brace? A brace means two. Then the price will be twenty cents.

Grace, tell the price of a piece of lace at six cents a yard. How can I tell, unless you say how many yards there are? There are five yards. What is the cost?

Lesson 53.

Dotted g. ġ = j

age, sage, rage, page, cage, huge, large, barge.
badge, hedge, wedge, ledge, judge, Madge, lodge, dodge, Hodge.

Madge is nine years old. She has a birdcage. Hodge found a young bird in the hedge and brought it to Madge.

Last night they went on the stage at a meeting and spoke some verses, and the judge gave each of them a badge made of ribbon and a large book of poems.

Madge read seven pages in her book while Hodge was making a wooden wedge hold the birdcage up straight.

[Note: “ge” is mostly used for “j” after a long vowel; “dge” after a short.]

Lesson 54.

ft nt nd rt rn rl st

lift, sift, gift, sent, bent, rent, lend, land, rind, wind, part, hurt, turn, barn, burn, furl, hurl, girl, lost, rust, dust, west, dent, curl, shirt, church, churn, chest, theft, chart.

This ring was a gift from Leon. I mended the rent in his gloves for him.

A burn is apt to hurt; so don't play with fire. Many children have died from very bad burns. Keep away from fire.

I have made a dent in the blade of my knife. I want it now to peel the rind from the lemon. When I have done I must wipe it dry, or it will some be rusty.

Lesson 55.

lt ld lb lf lk lp lm

belt, held, bulb, pulp, helm, felt, weld, self, gulp, film, melt, bold, help, mild, kilt, cold, milk, bolt, child, hilt, sold, sulk, shelf, scalp.

I have had a long walk today. Sam Davis found a child that had lost its way. It could not tell where it lived; so Sam brought it to his father's house and gave it a cup of milk and a biscuit

Then we felt that we must try to get the child home; so I went with Sam to look for its mother.

It was Mrs. (misis) Smith's little girl named, Vera. Mrs. Smith was very glad to have Vera back safe and sound. She gave each of us a bunch of roses.

Lesson 56.

pl bl fl sl cl gl

plat, plan, bled, flat, flap, slip, sled, slim, slam, glad, clap, clog, clam, clash, clock, bleed, plant, plank, flank, click, plate, slide, glide, glass, fling.

See the flag flap in the wind. I am glad to clap hands at it and shout, “hurra!”

The boys are going to march today. David Ross is to carry the flag, while I beat my drum, and Tony Hall blows on his tin horn. It is good fun to march and keep step to the music.

Betsy, while I am at play, you can take my sled and have a ride on it; but take care you do not slip off.

Lesson 57.

br cr dr fr gr pr tr

bran, brag, crag, drip, free, from, frog, grip, tree, trim, trust, trade, brush, proud, green, crush, pride, bring, fresh, growl.

These men go out in the sea to catch fish to sell in the market. They catch them in a net and bring them to the land. I think they will bring the net to the beach under the crag.

Do you see the crag? It is in a high steep rock. The men’s boat is on the beach, near the foot of the crag.

The fish are alive; they try to spring from the net. It is hard work to drag a net full of fish to shore.

Lesson 58.

mp mps

lump, damp, pump, limp, jump, camp, crimp, plump, clamp, jumps, camps, bumps, crimps, cramps, tramps.

If you bump your head or stump our toe, do not cry. When Simon Hicks feels in the dumps, he hops and jumps and whacks away at the stumps in the woodlot.

Job fell over a stump and went plump into the swamp. Then he had to jump lively to get out. When he got home his sister gave him an apple dumpling.

Ann Dix crimps her hair by an oil lamp. Her hair does not curl well on a damp day; the crimps come out very soon.

I slept in a damp bed; that me a cold, and I had cramps next day. Then I had to take some hot ginger tea.

Lesson 59.

st sk sc sw str shr thr

stem, skin, skip, skim, skull, swim, stone, scare, scald, scalp, scold, sweep, swift, swept, sweet, sweat, swung, switch, strict, strive, strong, strand, stroke, street, shrub, shriek, shrill, thread, thrive, thrift.

Bend Ward wants to find a strong string to put round a parcel of books. He starts to school this morning, and says he will strive to stand at the head of his class. If he had a strong strap with a bundle to put round his books, he could skip along without fear that his books would fall apart as he went.

Now I am going to swing on the lawn. I like to go swiftly through the air, and feel the rush of wind on my cheeks.

Lesson 60.

sm sn sp spl spr scr

smut, small, Smith, smash, snap, snag, spin, spot, spur, spell, spout, spend, split, sprig, splice, spring, sprout, spread, scrap, scrape, scrub, smell, smile, snare, snatch, script, scream, screech, scratch, splurge.

Tom Greek can split a cord of wood.
Dora Brown scrubs the floor with sand.
Do not scratch the slate with a pin.
Scrape your feet when you come indoors.
When spring comes, the seeds sprout.
Then the leaves unfold to the sunshine.
Laugh, if you please, but do not scream.
Notice that script letters all slant.
Do not snap the whip at the dog; it will make him snarl and growl at you.
Cora Wilson slipped in the slush.

Lesson 61.

Q q q=c=k c=q=k k-c-q

quail, quell, quill, queer, quack, quick, quiz, quite, quite, squeal, squint, squash, square, squeak, squeeze.

A cube is square on all its sides. Can you count the sides of a cube? This room is not quite square. That kite is not at all square. What shape is a quail? It is more of a round or square shape? It is round, but not round like a ball.

Lesson 62.

ing ings

trying, asking, fishing playing, singing, mending, heating, holding, wishing, romping, pumping, growing, ringing, finding, banging, winking, hushing, pushing, feasting, bringing, standing, thinking, landings, meetings.

Anna, what are you doing just now?

I am doing two or three things. I am standing on a stool, and dusting the bric-a-brac on the mantel; and I was singing when you began talking to me.

When I have done dusting I am going to begin mending my dress. I was dancing and romping with Ida yesterday and caught the sleeve of in on a nail.

But I am thinking you should be off to school. Write an excuse?
No, sir.

Lesson 63.

er = ur

ever, over, never, clover, either, letter, faster, better, helper, master, paster, poster, brother, weather, helter-skelter, shelter, neither, blunder, whether.

Our cows fed on the sweet clover.

It was a bad blunder to paste the picture on the paper wrong side up.

Neither my father nor mother nor brother nor sister use tobacco.

I never can tell whether my uncle means what he says. He is such a joker.

The word "helter-skelter" means the same as careless. Things had better not be done in a helter-skelter manner.

Lesson 64.

zh

rouge, azure, vision, measure, treasure, pleasure.

Rouge is kind of fine, red paint.

The sense of sight is called vision.

That box has been a great treasure.

I have much pleasure in knowing that it has been so useful to you.

My fan is of an azure hue. What do you mean by “azure”? The word “azure” means blue – the color of the sky.

What is wax made of? Wax is made by the little bees. The house in which the bees live is called a hive. They make the comb of wax, and fasten it to the sides of the hive, and in the comb they put the sweet honey from the flowers.

Lesson 65.

The Busy Bee

How well the little busy bee
Improves the shining hours,
And gathers honey every day
From all the opening flowers.

How skillfully she builds her cell;
How neat she spreads the wax,
And labors hard to store it will
With the sweet food she makes.

In works of labor or of skill,
I would be busy too;
Rise ere the sun has climbed the hill,
And work till falling dew.

In books or work, or healthful play,
Let my first years be past;
That I may recon every day
More happy than the last.

The Sun.

The great round sun, which we see rise in the east every morning is what gives light and heat. If there were no sun we could not live. No grass would grow, nor anything else. Everything would freeze; and then it would be so dark, that if we could live, we could not see at all.

The sun rises in the east and sets in the west. Point to the east and west.

Days of the Week.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Months of the Year.

January, February, March, April, May, June, July, August, September, November, December.

Hens and Chicks.

Ann has some hens and chickens. They live in a yard. Ann comes there to feed them. She likes them all, but she likes the little chickens best. They are so soft, and so fond of the old hen.

The hen that has no chicks lays eggs for Ann, - nice, new, white eggs. Someday this hen will have chicks too. Ann will put some straw in a box. She will give the hens some nice eggs.

The hen will sit on the eggs and keep them warm for three weeks. Then there will be chicks in the shells.

They will peck at the shell, and cry, “Peep, peep.” The hen will break the shell and the soft chicks will come out. The hen will be glad. Ann will be glad too. The hen will cluck, and Ann will laugh to see the chicks run to her.

The Hop Song.

Let us sing a song. But first we will sing the scale to the eight long vowels.

Count four beats to each vowel. Sing:

ē, - ā – âr, - ä, - ur, - ă, - ō, - oo.

Now for the song. All ready? Begin.

Hop, hop, hop,

Go and never stop.

Where ‘tis smooth or where ‘tis stony,

Trudge along, my little pony,

Go and never shop;

Hop, hop, hop, hop, hop.

Hey, hey, hey,

Go along I say.

Sometimes walking, sometimes racing,

Go along I say;

Hey, hey, hey, hey, hey.

(The Alphabet is taught here.)

Lesson 66.

fur, cur, purr, bur, burn, hurt, turn, lurk, curb, curd, hurl, turf, surf, curl, furze, lurch, nurse, purse, curly, turtle, turnip, burden, turkey, purple, curtain, survive, further, purpose, surname, surprise.

Lesson 67.

her, were, jerk, verb, bird, dirt, stir, girl, firm, firth, mirth, third, serve, clerk, learn, myrrh, thirst, thirsty, thirty, thirteen,

permit, serpent, kernel, sermon, person, nervous, firmly, myrtle.

Lesson 68.

deny, delay, desire, detain, deprive, being, below, behind, belong, betray, repent, report, reduce, retain, respect, sedate, serve, serene, secure, secede.

laugh, cough, tough rough, trough, enough.

dipped, locked, kissed, laughed, coughed,

wished, missed, bounced, barked, clapped, crushed, jumped, cuffed, hitched banquet, mashed, roughed.

Lesson 69.

some, ton, done, dove, come, love.

work, worst, shove, above, mother, worm worse, cover, lovely,
another, word, world, hover, other, brother, worth, glove, lover,
worthy, loving.

ere, there, their, where, they, prey, vein, rein, reign, deign, eight,
seine, eighth, eighty, weight, weighty,

therefore, wherefore, neighbor, therein, whereon, heiress, thereat
wherever, freight.

Lesson 70.

rule, rude, Ruth, truth, truce, fruit, rue, true, brew, crew, drew,
grew, strew, threw, screw,

do, who, shoe, lose, move, whom, whose, prove, undo, canoe,
prove, loser, losing, moving, proving.

Philip, alphabet, telegraph, physic, telephone, photograph.

police, marine, benzine, magazine, fatigue, pique.

Lesson 70.

action, patient, partial, version, brassier, grazier, spacious, special,
ocean.

exact, expert, exult, examine.

Words very irregular.

sew, quay, beau, rouge, chintz, beaux, women, sugar, sure, surety,
Xenia, Xerxes, soldier, colonel, regime, anxious, noxious,
hallelujah.

Note from Internet Publisher: Donald L. Potter

April 27, 2010

I typed Eliza Burnz' 1892 *Step-by-Step Primer* to use for homework and to assist me in doing some vocabulary studies of the method. This document is in traditional orthography (TO). The original used Burnz' Pronouncing Print which made use of Edwin Leigh's light-line font with some modifications toward Webster's diacritical marks in use at that time.

The following "Vocabulary Study" was done by first retyping Burnz' STEP-BY-STEP PRIMER. I then put all the words in a single column and used Word to put them in alphabetical order. I then deleted the duplicates. I count 1,712 words in the program.

The Primer does a very good job of teaching English reading and orthography (spelling). It represents the apex of educational pedagogy and linguistic research at the time of its publication. I know of no program available today that does as good a job as Burnz' Primer. I use it regularly with my tutoring students because of its superior results.

The "Alphabet of Sounds" makes it possible for student to read without having to guess. Since Burnz' font only augments the alphabet, instead of altering it, the students are able to read and spell words in regular books without a hitch.

More information on phonics and Burnz' method is available on the author's website: www.donpotter.net

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Vocabulary Study

for

Eliza Burnz' 1892

STEP-BY-STEP PRIMER

Prepared by Donald L. Potter

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www.donpotternet

Vocabulary Study

of

Eliza Burnz' 1892 Step-By-Step Primer

By Donald L. Potter

April 5, 2010

The **black words** are from the first 62 Lessons. The **red words** are advanced words introduced in Lessons 63 – 70.

Plurals, possessives, past tense “ed,” participles, proper names, etc., are counted as separate words.

There are 1,712 words in *Burnz's Step-By-Step Primer*.

a about **above** act **action** afraid after again age ah aid ail air album ale Alf Alf's alight alive all along **alphabet** am an and Ann Anna **another** ant **anxious anything** apart ape apple **April** apt arch are arm art as ask asking at ate **August** aunt away **azure**

babe baby's back bad badge badly bag bait bake ball balloon bang banging bank **banquet** bar bare barefoot barge bark **barked** barks barn basket bat bay be beach bead beat **beats beau beaux** bed bee beef been beer **bees** beg began begin **behind being** Bell bell Belle **belong below** belt Ben bend Bend bent **benzine** best **betray** Betsy **better** bid big bigger bill bind bird birdcage biscuit bit bite blade bled bleed blow blown blows **blue blunder** boat Bob bog boil bold bolt bone bony book books boot boots born both **bounced** bow bōw box boy boys Boz brace brag bran **brassier** brave **break brew** bric-a-brac bring bringing brook broom broth **brother** brought Brown brush bucket bud bug **builds** bulb bump bumps bun bunch bundle **bur burden** burn burns bush bushel **busy** but buy buzz by

cage cakes call called came camp camps can can't candy cane cannot **canoe**
cap cape caps car care **careless** carry cart case cast cat catch cats caught caw
cell cent cents chained chair Chan chap Charles Charley chart chat cheeks
cherry chest **chickens chicks** child children chin **chintz** chip chips chop
chops chum chunk church churn clam clamp clap **clapped** Clare clash class
clay clean **clerk** click **climbed** clock clog cloth **clover cluck** coat cock
codfish coin cold **colonel color comb** come comes coming cook cool coop
Cora cord cost cot **cough coughed** could count cousin **cover** cow **cows** crag
cramps **crew** crimp crimps crook crooked cross crow crush **crushed** cry
crying cube **cuffed** cup cups cur **curb curd** cure curl **curly curtain** cut cute
cuts

dad dam damp Dan dance dancing dare dark dash daub David Davis daw
day **days** daytime dead deaf dear debt **December** deep **deign delay** dent **deny**
deprive desire detain dew dice Dick did die died dig dime din ding-dong
dinner dip **dipped** dips **dirt** dish Dix do dodge does dog dogs doing doll Don
don't Donald done Dora dot Dot Dot's **dove** down doze drag dray dress
drew drip drive drum dry duck duck's due dug dumpling dumps dust dusting
duty

each **east** eat Eddy egg eggs **eight eighth eighty either** Ella Ellen elm **else**
Emma end **enough ere ever every everything exact examine** excuse **expert**
exult eye eyes

face fade fail fair fall **falling** fan far fare fast **fasten** faster fat father **fatigue**
fault fear feasting **February** fed fee feed feel feels feet fell felt ferry few fig
fill film fin find finding fine Finn fire **firm firmly** first **firth** fish fishing fits
fitted five flag flank flap flat flew fling floor flour **flowers** fly foe fond food
foot for fork form fought found four fowl fox foxes Fran Fred free **freeze**
freight fresh fret **Friday** frog from front frost froth **fruit** fry full fume fun **fur**
furl **further furze** fuss

gag gain game gap garden gas gash gate **gathers** gave gay geese get gets
Gibbs gift gig ginger girl girls give **gives** glad glass glide **glove** gloves go
going gold gone gong good goose got Grace grass gray **grazier** great Greek
green grip ground grow growing growl gulp guns Gus

had hail hair Hal hall Hall **hallelujah** halt ham hand hand-bell handle hands
hang hangs hank **happy** hard hark Hark harm Harry has hash hat hat-stand
hate hats haul have haves haw haws hay hayfield he head **healthful** heap hear
heard hears heat heating heavy hedge heed heel **heiress** held helm help
helper helter-skelter hen hens her here hew **hey** Hicks hid hide high hill hilt
him himself hip his hit **hitched** hits **hive** Hodge hoe hold holding hole holes
home **honey** hood hook **hop** hope hops horn horns horse hot **hours** house
hover how **hue** hug huge hum Hun hunt hurl hurt hurts hushing hut

I Ida idea if **improves** in indoors ink inkstand into is it its

Jack jail jam Jane January jaw Jeff **jerk** Jerry jig Jim Jim's Jo job Job jog
John John's Johnny join joint **joker** joy judge jug **July** jump **jumped** jumps
June just

Kate keep keg **kernel** key kick kid kill kilt kin kind **kissed** kit kite kitten
knees knife knock know **knowing**

labor labors lace lad lads lady laid lake lamb lame lamp land landings lane
lap laps large lark lash lass last late laugh **laughed** law lawn lay **lays** lazy
lead leaf lean learn leaves led ledge Lee left leg lemon Lena lend Leon less
lest let lets **letter** letters lid lie lift light like likes lilac limp line lion lip lips
lisp listen little live **live** lived lively loads lock **locked** lodge log long look
lose loser losing lost lot lots loud love **lovely lover loving** low luck lump
lurch lurk

Mab Mable Mac Mac's mace mad made Madge **magazine** maid mail main
make **makes** making malt mama Mamie Mamma man **manner** mantel many
map maps march **March marine** market **mashed** mast **master** mat mate mats
Maud maul may May me mean means **measure** meat meet meeting meetings
Meg melt men men's mend mended mending meow merry mess met ten
mew mice Mike mild mile miles milk mind mine **mirth** mishaps miss **missed**
Monday money monkey Monkey's monkeys **months** moon more morn
morning most moth mother mouse **move moving** Mrs. much mud mug mule
music muss must mute my **myrrh myrtle**

nab nag nail name named Nan nap Nat Nat's near nearly **neat** neck Ned need
neighbor neither Nell **nervous** nest net **never** new next nice niece night nine
ninepins nip no nod noise nook nor north nose not notice **November** now
noxious nurse nut nuts

ocean of off oh oil old on one only opening or other ought our out outside
over owl ox oxen

pace pack page pages paid pail pain paint pair pale pan panes pap papa paper
pare park part partial pass past paste paster pat path patient pats patted paw
pay peck peel peep peg pen permit person pet pets pew Philip photograph
physic pick picture pie piece pies pig pigpen pike pile pin pique pit pith
place plan plank plant plat plate play playing please pleasure plow plump
pocket pod poems point pole police pony poor pop post poster postman pot
potato pout pray prey price pride proud prove proving pug pull pulled pulp
pump pumping pup pups pure purple purpose purr purse push pushing Puss
put

quack quail quay queer quell quick quill quite quiz

raccoon race racing racket rag rage rail rain rainy rake ran rang rap rare rat
rats raw ray Ray reach read ready real recon red reduce regime reign rein
rent repent report respect rest retain Rex ribbon rice rich riches rid ride rides
right rind ring ringing rings rise rises roar rob Rob rock rocking rode roll
Rollin romping rook rooks room roost rope rose roses Ross rot rouge rough
roughed round row Roy rub rude rue rug rule run rung runs rush rust rusty
Ruth

sack sad Sadi safe sage sail Sal Sally salt Sam same sand sang sap sat Saturday
Saul saw say says scald scale scalp scare school schoolhouse scold scrap scrape
scratch scream screech screw script scrub scrubs sea seat seats secede secure
sedate see seed seeds seem seems seen sees seine self sell send sense senses
sent September serene sermon serpent serve set sets seven sew shad Shad shady
shaggy shall shape she shed shelf shell shells shelter shin shine shining ship
shirt shoe shook shop shore short shot should shout shove show shriek shrill
shrub sick side sides sift sight silk Simon sing singing sink sip sir sister sit sits
six size skill skillfully skim skin skip skull sky slam slant slate sled sleeve slept
slide slim slip slipped slow slowly slush smack small smash smell smile Smith
Smith's smooth smut snag snap snaps snare snarl snatch snip snow so sock sod
soft sold soldier some someday something sometimes son song soon sop sore
sorry sound sour sow spacious speak special spell spend spin splice split
splurge spoke spot spots spout spread spreads sprig spring sprout spur square
squash squeak squeal squeeze squint stage stand standing star stars starts stay
steep steeple stem step steps stew stick sticks still stir stone stony stool stop
stops store storm stormy straight strand strap straw street strew strict string
strive stroke strong stub study stuff stump stumps such sugar sulk sum summer
sums sun Sunday sunshine sup sure surety surf surname surprise survive
swamp sweat sweep sweet swept swift swiftly swim swing switch swung

tack tag tail take taken talking tall tame tan tank tap taps task taught tax tea
tear teeth **telegraph telephone** tell ten tent than thank that the theft **their** them
then there **thereat therefore therein** these they thin thing things think thinking
third thirst thirsty thirteen thirty this though thread three **threw** thrift thrive
through throw **Thursday** thus tick ticket tickets tight till Tim time tin tip tips
tired to **tobacco** Toby today toe together toil told Tom Tom's **ton** tone Tony
too took tooth top tore torn toss **tough** town toy toys trade tramps tray
treasure tree trees trim Trip trot **trough truce trudge true** trust **truth** try trying
tub tube **Tuesday** tumbled tune **turf turkey** turn **turnip turtle** twenty two

ugly **uncle** under **undo** unfold unless until up upon us use **useful**

van vast vat **vein** Vera **verb** verses **version** very vex view vine **vision** voice
vow **vowel vowels**

wag wagon walk **walking** wall want wants Ward **warm** was wash **wax** way
we wear **weather** web wedge **Wednesday** weed weeds **week weeks** weep
weight weighty weld well went were west wet whack whacks whale what
wheel wheels when where **wherefore whereon wherever whether** which
while whim whine whip white whiz who **whom whose** why wick wide wig
wild will Willie Wilson wind wīnd window wing wink winking wipe
wisdom wish **wished** wishing wit with without woke **women** wood wooden
woodlot **word** wore work **works world worm** worn **worse worst worthy**
would write **wrong**

Xenia Xerxes

yam yard yards **year** year's years yes yesterday yet you young your Zip

Dolch Sight-Vocabulary List

Words in **Bold** are in Burnz's STEP-BY-STEP Primer

Prepared by Donald L. Potter

May 6, 2010

a about after again all always am an and any are around as ask at ate away be
because **been** before **best better big** black blue **both bring** brown **but buy by call came**
can carry clean cold come could cut did do does done don't down draw drink eat
eight every fall far fast find first five fly for found four from full funny gave get give
go goes going good got green grow had has have he help her here him his hold hot
how hurt I if in into is it its jump just keep kind know laugh let light like little live
long look made make many may me much must my myself never new no not now of
off old on once one only open or our out over own pick play please pretty pull put ran
read red ride right round run said saw say see seven shall she show sing sit six sleep
small so some soon start stop take tell ten thank that the their them then there these
they think this those **three to today together too try two under up upon us use very**
walk want warm was wash we well went were what when where which white who
why will wish with work would write yellow yes you your

“Start” is not in Burnz, but “starts” is. “Open” is not in Burnz, but “opening” is.

The following Dolch List words are NOT in Burnz' Primer: 1. any, 2. around, 3. because, 4. before, 5. black, 6. blue, 7. brown, 8. draw, 9. drink, 10. funny, 11. goes, 12. myself, 13. once, 14. open, 15. own, 16. pretty, 17. said, 18. sleep, 19. start, 20. those, 21. yellow.

It is a dangerous thing to teach sight-words with whole-word memorization techniques (configuration) especially **before** teaching phonics because this practice can create a mental block against decoding words phonetically. Students who are taught to read with *Burnz' Step-by-Step Primer* will **not** need to memorize any sight-words since most of the are taught phonetically in the Primer; and the few that are not expressly taught can be read by analogy to the words that are taught or simply picked up from daily reading. Burnz method will **prevent** artificially induced whole-word dyslexia, which is common in classrooms that deemphasize phonics-first.

Eliza Burnz' 1892 Alphabet of Sounds

On the Anglo-American plan of using each letter, or digraph for the sound it most commonly represents in English

PRIMARY LETTERS	NEW NAMES	REGULAR EQUIVALENTS
1. ā – <i>able, tame.</i>		ai – <i>aim</i> ; ay – <i>may</i> .
2. a – <i>at, cap.</i>		
3. ä – <i>arm, father.</i>		ah – <i>ah!</i>
4. ȁ – <i>all, falter.</i>		au – <i>augment</i> ; aw – <i>saw</i> .
5. â – <i>air, bare.</i>		
6. b – <i>bat tub.</i>		
7. d – <i>dust, mud.</i>		
8. ch – <i>chip, much</i>	chee	
9. ē – <i>evil, me.</i>		ee – <i>eel, deep</i> .
10. e – <i>end, met.</i>		
11. f – <i>fog, stuff.</i>		ph – <i>physic</i> .
12. g – <i>gun, bag.</i>	gee (g-hard)	
13. h – <i>home, hill.</i>	hee	
14. ī – <i>idle – mind.</i>		
15. i. – <i>in, sip.</i>		y-final – <i>pony, copy</i> .
16. j – <i>joke, judge.</i>		
17. k – <i>kite, kick.</i>		c – <i>cup, music</i> ; q – <i>quail, quit</i> .
18. l – <i>life, mill.</i>		
19. m – <i>mat, ram.</i>		
20. n – <i>nut, ran.</i>		
21. ng – <i>long singer.</i>	ing	n before k or g; as in “ <i>pink, finger</i> .”
22. ō – <i>old, bony.</i>		oh – <i>oh!</i>
23. o – <i>on, sorry. .</i>		o is used for unaccented ō as in “ <i>propōse</i> ,” and for short ȁ, as in “ <i>nor, cost</i> .”
24. oo – <i>ooze, tool.</i>		
25. oi – <i>oil, point.</i>		oy – <i>toy, boyish</i> .
26. ou – <i>out, count.</i>		ow – <i>now, owl</i> .
27. p – <i>pan, peep.</i>		
28. r – <i>rip, cur.</i>		

PRIMARY LETTERS	NEW NAMES	REGULAR EQUIVALENTS
29. s – sit, gas.		
30. sh – <i>shop</i> , <i>wish</i> .	shee	
31. t – <i>tap</i> , <i>fat</i> .		
32. th – <i>thin</i> , <i>pith</i> .	ith	
33. th – <i>then</i> , <i>with</i> .	thee	
34. ū – <i>use</i> , <i>duty</i> .		ew – <i>few</i> , <i>new</i> .
35. u – <i>us</i> , <i>cup</i> .		
36. ū – <i>put</i> , <i>full</i> .		ōō – <i>good</i> , <i>foot</i> .
37. v – <i>van</i> , <i>ever</i> .		
38. wh – <i>what</i> , <i>when</i> .	whee	
40. x – <i>ax</i> , <i>extra</i> .		x is used also for gz; as in “exact.”
41. y – <i>yet</i> , <i>yonder</i> .	yee	
42. z – <i>zone</i> , <i>buzz</i> .		
43. zh – <i>vision</i> . (<i>vizhon</i>).	zhee	

Note: Burnz’ “Alphabet of Sounds” forms the basis of her system of cueing the sounds of English without having to respell the words. Her system is thoroughly scientific and completely up-do-date, even though it was first published in 1892. I use her method with students of all ages because it enables them to learn to read without guessing in an amazingly short period of time. The use of the thin-line (light-line) letters, first developed by Edwin Leigh (patented in 1864), enables the students to learn to spell the words correctly as they are learning to read. Students should write the words and lessons in regular cursive to learn to spell all the words they are learning to read. Students should draw a diagonal line through the silent letters when writing the words in script. The book can be downloaded from Google Book, or with a few pages of “Helps” added to the end on my website: www.donpotter.net.

Student Progress Chart for Eliza Burnz' STEP-BY-STEP PRIMER

Student _____ Teacher _____ School _____

1. a c t <i>the</i>	2. m my and	3. s <i>on</i>	4. p – s in pl.	5. n	6. f
7. d	8. h	9. i	10. e	11. o	12. l
13. g	14. u	15. Ī, ī, ŷ	16. b	17. z	18. light-lined letters: silent
19. v	20. of to	21. r <i>or for nor</i>	22. j	23. w	24. th
25. sh	26. k	27. ē be ēa	28. ā ate, etc.	29. ō go no wo toe hōe fōe bōne	30. y = I lady con. yes
31. ī ŷ pīe bŷ rīde	32. oo boot	33. ū ūse dūe	34. ee	35. ch chief rich	36. āy
37. ai	38. n gang ing ong	39. ñ = ng iñg	40. oi oil oy joy	41. ou ou ow cow ōw lōw	42. ōō - ū fōōt
43. ck	44. ā fār	45. â = ā sounded short âsk lâst	46. au haul aw saw	47. ă = au = aw ball	48. ô = ă but sounded shorter
49. â fare fār there	50. x = ks six	51. wh why	52. final ce = s used after long vowels cāçe	53. ġ = j age badge	54. final blends ft nt nd rt m rl st
55. lt ld lb lf lk lp llm	56. beg. blends pl bl fl sl cl gl	57. br- cr dr fr gr pr tr	58. final blends mp mps	59. beg. blends st sk sc sw sgtr shr thr	60. bg s msn sp spl spr scr
61. q	62. ing ings	63. er = ur	64. zh vision measure etc.	65. Stories	66. u + r fur
67. e, i, , + r her bird	68. e-near i de-ny gh=f ed=t	69. a as u some ton; ei ey + r = ā	70. ph = f I before ē, etc.	71. ti si zi c ice = sh & rule x = z irr. words	

Record the date the student masters the lesson in the square. Words in *italics* are to be called at sight in the lessons where they are first presented. Lessons 1 to 62 are Basic. Lessons 63 to 71 contain advanced information, largely for adults. Prepared by Donald L. Potter, 4/21/10. www.don.net

INTRODUCTION

THE STEP-BY-STEP PRIMER is so arranged that a little child or a foreigner can learn to read from it easily, through analogy and by the use of reason. The pronunciation of each word is shown on the printed face without at all changing the common spelling.

Letters, of course, are arbitrary signs, but when their powers are once learned they should furnish the key to pronunciation. This we know they do not do in ordinary English books. One reason is because the twenty-six letters are not sufficient in number to denote the forty or more separate, elementary sounds which compose the words of the spoken language. Another reason is, that the twenty-six letters are not used with consistency. The vowel letters have from three to seven sounds each, and interchange those sounds, and both are often silent. Prof. Martineau says, "Learning to read English is the most difficult of human attainments;" and it is undoubtedly so, if learning to spell is taken into account.

The unreasonableness of English orthography is conceded by every one. The loss of time which it occupies in school life is enormous. As compared with German, it takes three years for an English or American child to learn to read as well as a German child does in one year; and this is solely on account of our outrageous orthography, which requires the pronunciation of each word to be learned separately, from the teacher's oral dictation alone. Thus the budding reason of the child is checked; each mental feller for analogy and truth is pinched off as soon as it puts forth; and blank stupidity appears in the reading or spelling class, instead of that eager brightness which one unvarying sound for each letter or digraph would beget.

The Step-by-Step Primer essays to do the best that can be done at present. It takes as a basis the Anglo-American alphabet of forth-two letters or combinations of letters, each of which denotes an elementary sound of the language. Every sound has a definite representation, and no letter or combination of letters, in the same position, denotes more than one sound. Webster's diacritical marks are used.

Since the short vowels occur much more frequently than the long, in English words, the letters which denote the short sounds are unmarked. *An unmarked vowel letter always denotes its short or "second" sound.* This plan reduces the number of marked letters to a minimum. The short sound occurs in the words first shown in the Primer – words that the child most frequently uses. The few necessary connecting words can be pronounced by the teacher or learned by the "word method" until the lesson which gives their sounds is reached.

When letters in a printed word are silent – that is, really useless – they are put in *hair line type*. If a letter is perversely used, its true sound is indicated by *a small type placed below*, and the pupil gives *it* sound instead of that of the more prominent letter; or, though rarely, the false letter is set in a different type, and the true letter or letters put in parenthesis at the end of the word. Occasionally, the whole word is respelled, phonetically, and placed in parenthesis.

The Step-by-Step Primer is designed to teach the children that *letters stand for spoken sounds*; and although he will find in his further progress that this usage is badly perverted, it is the duty of the teacher to make, as far as possible, the *first steps* logical and certain, and, therefore, attractive. In the Step-by-Step Primer phonetic truth is presented to guide and encourage.

Instruction in reading should be begun by showing the object, or picture of the object, which is represented by the subject word. Converse about it. Mention the four ways in which a person can let another know what he or she is thinking of. First, by showing the object; second, by showing a picture of the object; third, by speaking the name of the object; fourth, by using marks, called letters, which stand for the sounds of the spoken word.

The *names* of letters should not be taught first, only their *sounds*. Capital letters, points and stops, and the names of the letters will be learned incidentally, by imitation and observation as well as by instruction, as progress in reading is made.

The exercises of spelling by sound should be begun in kindergarten a year or more before the child is introduced to the use of letters. The pupil should there be taught that the words it uses in *speech* are not units of sounds, but resolvable into elements, and practice should be had on these elements. The child should be instructed how to place the organs of speech in certain positions to produce certain sounds and learn to apprehend the distinction between *voice* and *breath* sounds, and *open* and *touch* sounds. This will constitute a pleasing and instructive exercise, by which the organs of speech will gain mobility and the will power be trained to control them. Such vocal gymnastics are needed as a preparation for that clear articulation and exact pronunciation which are so desirable in speaking or reading.

The common spelling must be taught by *writing*. There is no other method at all satisfactory. The Step-by-Step method of teaching to read will not interfere with the written spelling lesson. The *script* of the Step-by-Step Primer has no marked or light-line letters, but presents the words unchanged in appearance from their present orthography. No better drill in ordinary spelling can be found than copying the lists of words given; for each list contains some special arrangement of letters, and the spelling of a word will be more easily remembered from memory of its classification.

If, as in the teaching of foreigners, the time is too short to teach the common spelling, a script that is very easily read results from writing phonetically; that is, omitting the silent, light-lined letters, and, instead of the falsely sounding letters, write the small printed letters underneath, which give the true sound. Such script will be far better than the guesswork spelling which the half-educated foreigner employs.

Explanations to assist those who may be unused to phonetic teaching are given at the end of the Primer. The Step-by-Step Plan of teaching will be found plain and simple, so that the study of a few pages will unfold it completely, and this Primer can precede, or be used in conjunction with, any other Primer or Reader

To the late Dr. Edwin Leigh, inventor of the light-line type, and Mr. Henry Parkhurst, the present owner, I am indebted for the help afforded by the type in the production of
PRONOUNCING PRINT.

ELIZA B. BURNZ

HINTS ON PHONIC TEACHING,

TO ASSIST THOSE UNUSED TO SPELLING BY SOUND.

In using the Step-by-Step Primer, the *names* of letters are not to be called; but each character is taught as indicating a particular sound, which sound is to be made on sight of the letter. Any vowel letter, *unmarked*, denotes the “second,” or short, sound of the vowel.

The word “vowel” means vocal, or voice. Vowels are *free, voice* sounds, made with the organs of speech more or less apart. Consonants are *touch* sounds, produced by some of the organs of speech—the lips, teeth, tongue, palate, and throat—being in contact or very near together. Some consonants are produced by expulsion of the *voice or tone* during or immediately after the touch, as V, D; and some by the expulsion of *the breath without tone*, as F, T.

LESSON 1. **c, a, t. c** as **.k**—Close the throat and expel the *breath*. Let the pupil place the forefinger over the uppermost cartilage of the windpipe, and feel the vibration as the sound of **c** is made. Repeat the sound many times.

a as in “at.”—Mouth very wide open; sound cut *short*. Repeat **a**, and every new sound when it first occurs, *many times*, as it is shown at the head of each lesson

t.—Bring tip of the tongue to hard palate, behind the teeth. Alternate the sounds of **a** and **t**, and show the different shape of the mouth in making them. Repeat **a-t** in quick succession, producing the syllable “at.” Teach the letters representing the sounds of **a** and **t**, on the blackboard. When “at” is understood, prefix **c** to “at,” making “cat.” Then analyze into the elementary sounds, **c-a-t**. The sign = is used all through the Step-by-Step Primer to denote “equal to” or “the same as,” and refers to sounds and their representatives.

Put the word “a” before “cat,” giving it a short and somewhat indefinite sound, and have it said quickly with “cat.” Prefix “a” to all nouns, as they come in the first few lessons. Never let “a” be said until the following word is understood, and can be said immediately after the “a.” The hyphen denotes the close union. Teach “the” *without analyzing*, as ending with a short indefinite vowel, joined closely to the following word; but show position of the tongue for “th”—between the teeth.

Instruct the pupil to sound the letters in succession from left to right. It is just as natural for a child to begin at the right end of a row of letters as at the left. This is something to be definitely taught.

LESSON 2. **m**.—*Letter* composed of three lines or strokes. *Sound* made with the lips closed firmly; *voice* expelled through the nose. Pronounce **m**, then **a**, then **t**, distinctly apart at first; then closer, until the word “mat” is said. Prefix “a” making “a-mat;” then “the,” then “my,” each without analyzing, and followed quickly by the next word. Then teach “and” as a word; the teacher saying it herself until the child recognizes it.

LESSON 3. **s**.—Teeth close together, and tongue drawn fully back, but not far; *breath* forced between the teeth.

Children who lisp must be specially drilled—made to put the teeth together, draw the lips apart and keep the tongue back while expelling the breath. This drill must often be continued for weeks. Practice on short sentences containing **s**, as, “Sally may sing a song,” “Send Sam for the saw.”

Divide the sounds in “sat” and “Sam” as in “cat” and “mat.” Teach the word “on” like “the, my, and,” without analyzing. Explain the use of the words “a” and “the;” as, “Bring me a book”—any book. “Bring me the book” —some special book.

LESSON 4. **p**.—Lips closed as for **m**, but a little *breath* forced through.

LESSON 5. **n**.—*Letter* made of two lines, or strokes. *Sound* made by open lips, drawn somewhat back, and tip of the tongue fixed to hard palate behind teeth; voice thrown upward through the nose.

LESSON 6. **f**.—Under lip placed just touching the upper teeth, and *breath* forced between.

LESSON 7. **d**.—Tongue touching hard palate as for **t**, but the *voice* uttered instead of the breath. The word “and” can now be analyzed.

Call attention to the difference in the shapes of **d** and **p**: **d**—stem up ; **p**—stem down. Compare “sap” and “sad.”

LESSON 8. **h**.—Mouth well opened, without, special position, and the breath made audible. Prefix the sounds learned, to syllables beginning with “a.”

LESSON 9. *i* as in “in.”—Compare the shapes of **i** with **a**: **i** is slim—one short stroke with a dot over it. It has a slender and *short* sound, corresponding with its looks. The tongue is close to the roof of the mouth, almost touching, so that there is but a narrow space for the voice to pass through. But it is a *free*, not a touch sound; therefore a *vowel*. Add **s** to words already learned ending in **t** and **p**.

LESSON 10. **e** as in “egg.”—Requires more shaping of the mouth than **a** or **i**. The tongue is not so close to the roof of the mouth as in sounding **i**, nor is the mouth so wide open as for **a**. To produce a vowel sound exactly, say a short word, as “pet,” distinctly; omit the “p,” sounding “et;” then drop “t,” leaving the vowel “e,” which should be sounded by itself several times, cutting it short.

LESSON 11. **o** as in “on.”—Open the mouth wide, as for **a**, but draw the tongue fully back and throw the voice upward instead of outward. The word “on” can now be analyzed.

Allow no lengthening or drawling on the sounds of **ă**, **ě**, **ĩ**, **õ**, **ũ**. Have them pronounced *staccato*.

LESSON 12. **l**.—Fix the tip of the tongue fast behind the upper teeth and force the voice over the sides.

LESSON 13. **g**.—Close the throat as for **c**, but use the *voice* to make the sound instead of the breath. Place the forefinger upon the upper cartilage of the windpipe to feel the vibration.

LESSON 14. **u** as in “us.”—A simple emission of voice, sounded in the throat, without any shaping of the mouth; u is called the “natural vowel.”

LESSON 15. **ī** as in “bite,” and **ȳ** as in “by.”—These letters are equivalents in sound; **ī** being used alone or at the beginning or middle of a word and **ȳ** usually at the end. The sound is compound; the mouth being open when it is begun, as for **ä**, and then the tongue rising to the position for **i**. Show that the tongue rises while the sound is being made, but do not attempt analysis of the sound with young children.

Illustrate the using two forms for the same sound by mentioning things which are called by the same name, but have different shapes; as, mats, chairs, desks, stoves. (All mats or chairs are not of the same shape.) Though there are two forms for the **ī** sound, *neither denotes any other sound*. This illustration can be used in teaching the capital letters.

The word “my” can now be analyzed.

LESSON 16. **b**.—Mouth in position for **p**, but *voice* used instead of breath. Endeavor to get as much sound as possible *before* the lips are unclosed, and very little afterward.

LESSON 17. In the words “as, is, has, his,” the true consonant sound is denoted by the small letter “z” below the large type **s**. In the same way the sound of “f” in “of” is expressed in Lesson 20. This plan is employed in the Primer to show the true sound, whenever it is practicable.

LESSON 18. Letters that have no sound at all are printed in hair-line type, and are not heard in analysis or pronunciation, though they appear in the print and script.

LESSON 19. **v**.—The *voice* sound of **f**; mouth in same position; upper teeth touching under lip.

ū as in “put.”—Bring the lips very near together, and draw the corners in slightly. Emit the voice quickly.

LESSON 20. **o** and **u** denote the same sound. Have the word “to” cut very short and said with the following word, as in teaching “a” and “the.” Do not allow it to be pronounced separately.

LESSON 21. **r**.—Turn up the tip of the tongue till it nearly touches the roof of the mouth, and force the *voice* over the tip until it trembles.

It is a common fault of pronunciation to sound **r** very imperfectly, or not at all, when it occurs at or near the end of words. The vowels **u** or **ä** preceding **r** are substituted for, or made to include it. But **r** is never correctly pronounced unless the tip of the tongue is turned slightly up.

Drill daily on final **r**, and the words “or, nor, for, cur, curl,” etc. **r** lengthens the sound of a preceding short vowel. The fine line in the middle of the letter “r” indicates this lengthening.

LESSON 22. **j**.—Practice on **j** till a *deep voice* sound is heard. Drill on “judge;”—**j-u-j**.

LESSON 23. **w** as in “well.”—This is the same sound as **u**, but the lips are more compressed. The letter **w** is used mostly at the beginning of words and before a vowel.

LESSON 24. **th**.—Place the tip of the tongue between the teeth. An emission of breath will give the breath sound of **th** in “think.” An emission of tone will give the voice sound of **th** in “that.”

LESSON 25. **sh**.—Letters that are joined by a line denote a single sound, and the combination should be called by the name given in the Alphabet of Sounds, pages 6 and 7, when speaking the names of letters. This is, say “shee” and not **s h**, and speak of the “shee-sound.” Speak of “chee,” not of **c h**; of “thee,” not **t h**.

When **h** is a modifying character, changing the sound of **s** into that of **sh**, of **t** into **th**, of **c** into **ch**, a projecting hair line nearly joins the **h** to the preceding letter which it modifies, **h** and **e** are the chief modifying letters.

LESSON 26. **k**.—This is another form of **c**. It is **c** with a line or prop at the back. The **c**-part is made angular, when the prop is prefixed. Explain the two forms thus to children, and give the illustration of an object sometimes having different forms, as was done in Lesson 15.

LESSON 27. **e**.—The vowel letters which have the dash over them denote their first or *name* sounds; but, though they are easily pronounced, the teacher should see that there is a different shaping of the mouth for each, and endeavor to get a clear and precise articulation of **ē**, **ā**, **ō**. Also make the difference in both sound and length perceptible between **ā**, **a**; **ē**, **e**; **ī**, **i**; **ō**, **o**; **ū**, **u**.

LESSON 30. **y**, **i**.—The sound of **y** final, as in “any,” is identical with that of **i**. The sound of **y**, when initial, as in “yet,” is somewhat compressed on account of the vowel following; the tongue lightly touches the roof of the mouth. When **w** and **y** precede a vowel they represent consonant or touch sounds.

LESSON 32. **oo**.—Double-**o** is the regular phonetic representative of the vowel in “cool.” When used in place of **u**, as in “good,” **oo** has the mark of shortness placed over it—**ōō**.

LESSON 33. **ū**.—This sound is compounded of **i** and **oo**, uttered very quickly in succession; the **oo** being accented. Its usual equivalent is **ew**.

LESSON 34. **ee**.—Double-**e** is the regular equivalent of **e** in “me,” and needs no marking, **ai** and **ay** may be considered regular equivalents of **ā**; therefore the **i** and **y** remain in bold type. The hair line on **a** shows the union.

LESSON 38. **n** sounds as **ng** before **k** and **g**.

LESSON 40. **oi** and **ou** are generally used at the beginning, and **oy** and **ow** at the end of words. These are regular representative digraphs; not equivalents.

LESSON 44. **a**.—Attention will be needed to properly sound the **r** after **ā**. **ā** does not include **r**, which requires a turning up of the tongue; while pure **ā** is made with the mouth wide open while the tongue is flattened.

LESSON 46. **au** and **aw** may be considered the normal representatives of the vowel in “fault” and “saw,” or as the equivalents of **ā**. The hair line on **a** connects them.

LESSON 45, 48, 49. The shade sounds, represented by **â**, **ô**, **â**, are given for teachers who desire a full vowel representation. Others can dispense with them, **â** as in “bare” occurs only before **r**, except when provincial, as in some southern States.

LESSON 51. **wh**.—Give **wh** as a whispered sound; no tone. It is regarded as the breath sound of **w**.

LESSON 62. Practice on words ending with “ing,” to prevent or cure the error of saying “meetin,” “go-in,” etc.

Page 82. The lessons which follow are less for children than for adults. Besides their use in classifying difficult words, they show that provision is made in Pronouncing Print for all the vagaries of common spelling; bringing order out of chaos.

ELIZA B. BURNZ.

PHONICS AS A FOUNDATION FOR READING AND SPELLING.

(From "*Kindergarten Magazine*," Chicago, June, 1895.)

A knowledge of reading and spelling is generally conceded to be the most necessary and yet the most difficult instruction that a teacher has to impart. To facilitate this teaching, the writer suggests that learning the elementary sounds of our language be made a part of kindergarten training. Children begin to speak at two years old. During the next three years they can be taught that words are composed of sounds, each of which can be uttered alone. The little ones should be led to recognize the fact that each sound is made by placing the organs of speech in a different position, and, when necessary, they should be instructed in the correct placing of the organs. The ear should be trained to appreciate and the organs of speech to pronounce clearly and easily the elementary sounds that make up the words which compose a child's vocabulary before the eye is introduced to any written or printed symbols of words, and great is the fun they will get from this play of building sounds. With such ear training in the kindergarten, the pupil would be prepared, on entering the primary school, to receive the eye training which results in the recognition that letters are indicators of the spoken sounds.

Few educators will demur to the proposition that truth alone should be taught to children, and that the reasoning powers should be developed early and continuously. Therefore, in teaching reading and spelling a rational method should be employed at the beginning; only words spelled phonetically should at first be taught, and exceptions and anomalies be brought in gradually, after the mechanics of reading are mastered. The mechanics of reading are: (1) Recognition of letters as representatives of the phones—that is, the elementary sounds—already learned, the pure phone being given in connection with the letter, and not the name of the letter; (2) Learning to recognize and pronounce two or three letters successively, as indicating the phones of a word; (3) The apprehension that successive letters are to be sounded from left to right. (A child is just as apt to begin at the right hand as at the left, until trained to start at the left.) (4) The recognition that words pronounced successively compose a sentence and indicate a thought. The mechanics of reading should, of course, be taught by means of the blackboard, after object lessons and conversation about the object. The words first taught, and of which short sentences are constructed, should be such as are represented by letters corresponding in number with the phones of the spoken words and which have their regular sounds in those words. The short sounds should be given to the vowel letters, as in *mat, met, hit, hot, hut*. In a few days children will read many sentences and enjoy the exercise. To insure correct and prompt pronunciation, as well as to promote a rapid acquaintance with books, most of the reading done during the first year of study should be with a Pronouncing Print. Such print, which does not at all interfere with the ordinary spelling, has been devised and can be applied to any book.

The truly rational method of teaching to read—that in which a child's reason only is appealed to until the mind has been informed on needful points, and is sufficiently strong to grapple with the exceptions and anomalies of orthography—may be thus formulated:

First step.—Pure phonics taught in the kindergarten or lower primary, for from three months to a year, according to age and development, before letters are in any way taught. Object lessons given and language developed by conversation.

Second step.—Letters taught by their sounds, not names, a few at a time, and only in words having truly phonic combinations.

Third step.—The introduction of silent letters, shown by hair-line type; to be disregarded in reading but not in spelling or writing.

Fourth step.—The long vowels, and a few other sounds denoted by diacritically marked letters.

Fifth step.—Wrongly sounding letters rectified to the child's eye and apprehension by having their true representative letters placed below.

Sixth step.—Reading practiced for a year in Pronouncing Print, or until the correct enunciation of all common words is secured.

Spelling can be taught by any of the approved methods. The phonic analysis of words, and constant attention given to the silent and wrong sounding letters when reading Pronouncing Print, aid in making *good spellers*. See testimony on this point given by Commissioner of Education, Hon. Wm. T. Harris, in "Circular of Information, No. 8, 1893." The pamphlet is sent free on application to the Bureau of Education, Washington, D. C.

The Step-by-Step Primer. In Burnz Pronouncing Print. By ELIZA BROADMAN BURNZ. 94 p., S. il. Burnz & Co., 24 Clinton Place, New York, bds. 25 cents.

No more valuable book than this for elementary education or the advances of phonetic truth has appeared in many years. It is genuine phonetic teaching, yet it is adapted to present educational conditions. In the words of the Introduction, "The Step-by-Step is designed to teach the child that *letters stand for spoken sounds*; and although he will find in his further progress that his usage is sadly perverted, is the duty of the teacher to make, as far as possible, the *first steps* logical and certain, and, therefore, attractive."

The first lesson is on the word *cat*. In it the pupil is taught on this word *cat*, and that this word consists of three sounds – *c* stands for the first, *a* for the second, and *t* for the third, and that each letter stands for its own sound whether alone or united with the others. He is not burdened with the names of the letters, how would be worse than useless to him at this stage. In each of the next seven lessons a new consonant is taught, then comes the short vowels *i, e, o, u*, and two more consonants. Since the short vowels occur oftenest they have the unmarked letters. In the fifteenth lesson the first marked vowel is taught. – \bar{i} with \bar{y} as an equivalent. In the seventeenth comes in a peculiar feature of the book, which consists in showing what sound a letter has when it does not have its own sound, by putting a small key-letter under it; thus *s* is "is, as, has" has a small *z* under it. In the next lesson silent letters are introduced printed in Dr. Leigh's hair-line type, and the following lessons bring in the rest of the vowels marked with Webster's diacriticals, the diagraphs joined by ligatures and a few special irregularities. To the very last lesson in the book every letter shows on its face just what sound it stands for. "Hints on Phonic Teaching" are given to assist teachers whose previous experience has not prepared them for using such a book. An approach to the phonic method of teaching reading has been gaining ground rapidly so that in many places it would be only a step forward to the adoption of this primer. There is no reformed spelling in it so it would be acceptable in many cases where a respelled primer would have no chance and there is not a trace of "krangkines???" about it from cover to cover. Graphic illustrations have been supplied liberally, and the mechanical work is of a high grade. No spelling-reformer will have done his whole duty to the cause this year if he does not ask the superintendent or school in his city or town to adopt Mrs. Burnz' primer. A specimen of its print follows:

Burnz' Pronouncing Print

This new print is offered to the educational world for the purpose of effecting two desirable results: First, to enable children and illiterate adults to acquire a knowledge of English reading in a shorter time than is now possible by means of ordinary primers or readers; second, to bring about a more general and thorough knowledge of the elementary sounds of our language.



MRS. ELIZA BOARDMAN BURNZ,

The picture was taken from *The Journal of Commercial Education*, Volume 24, July 1904. p. 448.

BURNZ, Mrs. Eliza B., educator and spelling reformer, born in Rayne, County of Essex, England, 31st October, 1823. From London she came to this country at the age of thirteen, and three years later took up, with her own hands, the battle for bread, a battle she has since maintained unceasingly, and, for the most part, alone and unaided. As an instructor in shorthand she has been successful, and her career as a laborer in her chosen field is a history to which none may point save with pride and commendation. Through the instrumentality of her classes in phonic shorthand in the Burnz School of Shorthand, and in Cooper Institute and the Young Women's Christian Association, in New York City, at least one thousand young men and women have gone forth to the world well equipped for the positions which they are creditably filling. In addition to these, through the large sales of her text-book, which for many years has been extensively advertised and sold for self-instruction, probably as many more have entered the ranks of the shorthand army as "Burnz" writers. Mrs. Burnz is a member of the shown by her receiving, with the exception of Ed. F. Underhill, the largest number of votes as one of the committee to prepare the Isaac Pitman medal. Aside from her success as a shorthand author and teacher, Mrs. Burnz has for many years been prominently identified with the "spelling reform" movement, having been one of the organizers of the Spelling Reform Association in Philadelphia during the Centennial, in 1876, and for several years a vice-president of that body. Aside from the fact that she has probably published more books and pamphlets in the interest of spelling reform than any other publisher in this country, she has, by her steadfast advocacy of the movement, both in private and public, and by her deep interest at all times in its welfare and advancement, proved herself to be one of the strongest pillars the movement has known. Mrs. Burnz is not only a theoretical, but a practical, spelling reformer, as can be certified by her numerous correspondents. She advocates what is known as the AngloAmerican alphabet, which was arranged during the formation of the Spelling Reform Association in Philadelphia, in 1876, by Mrs. Burnz and E. Jones of Liverpool, England. Believing in the old adage, "Never too old to learn," she is now devoting her leisure to the study of Volapuk. Although not a strict vegetarian, she is a thorough hygienist. It is to her method of living she attributes the fact that, though puny when a child, she is in good health now. In character she is high-minded, generous to the faults and shortcomings of those with whom she is brought in contact, very strict in her ideas of right and strong in her convictions, not the least important in her eyes being a belief in woman suffrage and equality before the law. She is a stockholder in the Mount Olivet Crematory, located in Freshpond, L. I., and thoroughly believes in that method of disposing of the body after death. Still a very hard worker, even at her advanced age, she attends to a large amount of teaching, as in years gone by. In her own school she superintends the instruction. She gives class lessons daily for two hours in the Young Women's Christian Association, and, until recently, when her text-book on shorthand was selected for use in the evening schools of the City of New York, she conducted the free evening class in shorthand in Cooper Union. Mrs. Burnz has been twice married, has had four children, and is the grandmother of eight.

The above article was taken from *American Women: Fifteen Hundred Biographies with over 1,400 portraits: A Comprehensive Encyclopedia of the Lives and Achievements of American Women During the Nineteenth Century*, Edited by Frances E. Willard and Mary A. Livermone 1893, Revised ed. 1897.