

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

BY NOAH WEBSTER. ESQ

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, Phonics-Only Uppercase Type Edition
was prepared
by Donald L. Potter, Odessa, TX,
July 27, 2008

www.donpotter.net

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 of the highest value, 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 where there is no need to separate morality and faith from education. It is now available for free download from 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.

UPPERCASE EDITION: This special uppercase edition is designed to help students with artificially induced whole-word dyslexia caused by the sight-word (meaning) method.

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 8/14/08.

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.

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.

LONG.				SHORT AW.		
1	1	1		5	5	5
A	NAME,	LATE.		A	WHAT,	WAS.
E OR EE	HERE,	FEET.		O	NOT,	FROM.
I	TIME,	FIND.			OO PROPER.	
O	NOTE,	FORT.		6	6	6
U OR EW	TUNE,	NEW.		O OR OO	MOVE,	ROOM
Y	DRY,	DEFY.			OO SHORT.	
				7	7	7
				OO	BOOK,	STOOD.
				U	BUSH,	FULL.
					SHORT U.	
2	2	2		8	8	8
A	MAN,	HAT.		I	SIR,	BIRD.
E	MEN,	LET.		O	COME,	LOVE.
I	PIT,	PIN.		E	HER.	
U	TUN,	BUT.			LONG A.	
Y	GLORY,	EGYPT.		9	9	9
				E	THERE,	VEIN.
					LONG E.	
				10	10	10
				I	FATIGUE,	PIQUE.
				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 38th and 39th tables.

The sounds of *th* in *this* and *thou*, are all distinguished in the 12th and 37th 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 S	X X	EKS
Y Y	Y Y	WI
Z Z	Z Z	ZE
&*	&*	AND

Double LETTERS

FF; FFL, 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.

² BAG	² BIG	⁵ BOG	² BUG	² DEN	² CAP	² BIT	⁵ 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.

² MAN	⁵ FOB	² BAD	² BED	² BID	⁵ FOP	² BET	² 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	PUT

LESSON 3.

² BELT	² GILT	² BAND	² BLED	² BRAG	⁵ CLOD	² BRAD
MELT	HILT	HAND	BRED	DRAG	PLOD	CLAD
FELT	MILT	LAND	FLED	FLAG	SHOD	GLAD
PELT	JILT	SAND	SHED	STAG	TROD	SHAD

LESSON 4.

⁵ CLOG	² GLUT	² BLAB	² CHUB	² DAMP	² BUMP	² BEND
FLOG	SHUT	DRAB	CLUB	CAMP	JUMP	LEND
FROG	SMUT	CRAB	DRUB	LAMP	LUMP	MEND
GROG	SLUT	SCAB	GRUB	VAMP	PUMP	SEND

LESSON 5.

¹ BIND	¹ BOLD	³ CALL	² BILL	² BENT	² BEST	² 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.

¹ LACE	¹ DICE	¹ FADE	¹ BIDE	¹ CAGE	¹ BAKE	¹ DINE
MACE	MICE	LADE	RIDE	PAGE	CAKE	FINE
TRACE	NICE	MADE	SIDE	RAGE	MAKE	PINE
PACE	RICE	WADE	WIDE	WAGE	WAKE	WINE

LESSON 7.

¹ GALE	¹ CAPE	¹ PIPE	¹ COPE	¹ DIRE	¹ DATE	¹ DRIVE
PALE	RAPE	RIPE	HOPE	HIRE	HATE	FIVE
SALE	TAPE	WIPE	ROPE	FIRE	FATE	HIVE
VALE	APE	TYPE	POPE	WIRE	GRATE	RIVE

LESSON 8.

NOTE	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	STONE	ROSE

TABLE 3.

LESSON 1.

² BLANK	² BLUSH	¹ FLEET	¹ BRACE	¹ PRICE	¹ BRINE
FLANK	FLUSH	SHEET	CHACE	SLICE	SHINE
FRANK	PLUSH	STREET	GRACE	SPICE	SWINE
PRANK	CRUSH	GREET	SPACE	TWICE	TWINE

LESSON 2.

² BAND	² BLESS	¹ CRIME	¹ BROKE	¹ BLADE	¹ BLAME
GRAND	DRESS	CHIME	CHOKER	SPADE	FLAME
STAND	PRESS	PRIME	CLOKE	TRADE	SHAME
STRAND	STRESS	SLIME	SMOKE	SHADE	FRAME

LESSON 3.

¹ BRAKE	¹ GLARE	¹ BRAVE	² HENCE	¹ MINCE	¹ BLEED
DRAKE	SHARE	CRAVE	FENCE	SINCE	BREED
FLAKE	SNARE	GRAVE	PENCE	PRINCE	SPEED
SPAKE	SPARE	SLAVE	SENSE	RINSE	STEED

LESSON 4.

² AND	² ILL	¹ AGE	² HIS	² RICH	² LESS	¹ DUKE	¹ 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.

¹ GLADE	¹ SNAKE	² TRACK	² CLANK	² CLAMP	² 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.

¹ MIRE	¹ SIRE	¹ STRIFE	¹ BRIDE	² BRICK	¹ 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	PIPE,	PIPES
HOPE,	HOPES	SHINE,	SHINES	PIPE,	PIPES
NOTE,	NOTES	SLOPE,	SLOPES	WIRE,	WIRES
BLOT,	BLOTS	FOLD,	FOLDS	HIVE,	HIVES
CUBE,	CUBES	CLUB,	CLUBS	PINE,	PINES
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.

¹ 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*.

¹ A BASE	A LIKE	A MAZE	AT TIRE
A BIDE	AL LUDE	AS PIRE	BE FORE
A DORE	A LONE	A STONE	BE HAVE
BE HOLD	FORE SEEN	TRANS LATE	DI RECT
COM PLY	IM BRUE	UN BIND	DIS BAND
COM PUTE	IM PALE	UN TOLD	DIS MISS
COM LETE	IN CITE	UN FOLD	DIS SENT
CON FINE	IN FLAME	UN GLUE	DIS TINCT
CON JURE	IN TRUDE	UN KIND	DIS TRUST
CON SUME	IN SURE	UN LACE	DIS TRACT
CON TROL	IN VITE	UN RIPE	DIS TURB
CRE ATE	MIS NAME	UN SAFE	EF FECT
		²	
DE CIDE	MIS PLACE	AB RUPT	E MIT
DE CLARE	MIS RULE	AB SURD	EN CAMP
DE DUCE	MIS TAKE	AC CEPT	EN RICH
DE FY	MO ROSE	AD DICT	E VENT
DE FINE	PAR TAKE	AD DRES	E VINCE
DE GRADE	PER SPIRE	AD MIT	FUL FILL
DE NOTE	PO LITE	A MEND	FI NANCE
DE PUTE	PRE PARE	A MIDST	GAL LANT
DE RIVE	PRO MOTE	AR RANGE	HIM SELF
DIS LIKE	RE BATE	AS CEND	IM PEND
DIS PLACE	RE BUKE	BE SET	IM PLANT
DIS ROBE	RE CITE	CA NAL	IM PRESS
DIS TASTE	RE CLINE	COL LECT	IM PRINT
DI VINE	RE DUCE	COM PEL	IN CUR
E LOPE	RE LATE	CON DUCT	IN DENT
EN DURE	RE LY	CON TENT	IN FECT
EN FORCE	RE MIND	CON TEND	IN FEST
EN GAGE	RE LETE	COR RECT	IN FLICT
EN RAGE	RE VERE	COR RUPT	IN STILL
EN ROLL	SE DUCE	DE DUCT	IN STRUCT
EN SUE	SUB LIME	DE FECT	IN VEST

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

TABLE 6.

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

¹ 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
CLEM 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
	⁴		
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
	⁵		
TEN DEN CY	COD I CIL	OF FI CER	QUAD RU PED

TEN E MENT	COL O NY	OR A TOR	QUAL I TY
TER RI FY	COM E DY	OR I GIN	QUAN TIT Y
TEST A MENT	COM IC AL	OR NA MENT	QUAN DA RY
TIT U LAR	CON JU GAL	OR RE RY	CER TI FY
TYP IC AL	CON TIN ENT	OT TO MAN	MER CU RY
TYR AN NY	CON TRA BAND	POL I CY	PER FID Y
VAG A BOND	CON TRA RY	POL I TIC	PER JU RY
VAN I TY	DOC U MENT	POP U LAR	PER MA NENT
VIC TOR Y	DROP SIC AL	POV ER TY	PER TIN ENT
VIL LAN NY	GLOB U LAR	PON DER OUS	RE GU LATE
VIN E GAR	GLOSS A RY	PROB I TY	TER MA GAUT

TABLE 7.

Easy words of three syllables, accented on the second.

¹ A BASE MENT	DE CO RUM	IM PRU DENT
A GREE MENT	DE NI AL	OC TA VO
AL LI ANCE	DE CRI AL	OP PO NENT
AL LURE MENT	DE PORT MENT	PO MA TUM
AP PA RENT	DE PO NENT	PRI ME VAL
AR RI VAL	DIC TA TOR	RE CI TAL
A MAZE MENT	DI PLO MA	RE LI ANCE
A tone MENT	EN ROL MENT	RE QUI TAL
CO E QUAL	EN TICE MENT	RE VI VAL
CON FINE MENT	E QUA TOR	SPEC TA TOR
CON TROL LER	HE RO IC	SUB SCRI BER
DE CI PHER	IL LE GAL	SUR VI VOR
TES TA TOR	DI MIN ISH	PRO TECT OR
TEST A TRIX	DIS SENT ER	PU IS SANT
TRANS LA TOR	DIS TEM PER	RE DUND ANT
TRANS PA RENT	DIS TIN GUISH	RE FRESH MENT
TRI BUN AL	DI URN AL	RE LIN QUISH
VER BA TIM	DOG MA TIC	RE LUC TANT
VOL CAN NO	DO MES TIC	RE MEM BER
UN E QUAL	DRA MAT IC	RE PLEN ISH
UN MIND FUL	E JECT MENT	RE PLEV IN
A BAN DON	EM BAR RASS	RE PUG NANT

AC CUS TOM	EM BEL LISH	RE PUB LISH
AF FECT ED	EM PAN NEL	RO MAN TIC
AG GRESS OR	EN CAMP MENT	SE QUES TER
A MEND MENT	E QUIP MENT	SPE CIF IC
AP PAR EL	ER RAT IC	SUR REN DER
AP PEND IX	ES TAB LISH	TO BAC CO
AS CEND ANT	HYS TER IC	TRANS CEND ENT
AS SAS SIN	IN CES SANT	TRANS GRESS OR
AS SEM BLY	IN CLEM ENT	TRI UMPH ANT
AT TACH MENT	IN CUM BENT	UM BREL LA
		5
AT TEND ANT	IN HAB IT	A BOL ISH
BE GIN NING	IN SIP ID	AC COM PLISH
BE WIL DER	IN TRIN SIC	AD MON ISH
CO HAB IT	IN VAL ID	AS TON ISH
COL LECT OR	MA LIG NANT	DE MOL ISH
CON SID ER	MO NAS TIC	DIS SOLV ENT
CON TIN GENT	NOC TURN AL	IM MOD EST
CON RACT OR	PA CIF IC	IM MORT AL
DE CANT ER	PE DANT IC	IM POS TOR
DE LIN QUENT	PO LEM IC	IM PROP ER
DE LIV ER	PRE CEPT OR	IN CON STANT
DE MER IT	PRE TEND ER	IN SOL VENT
DE TACH MENT	PRO HIB IT	IM MOR AL
DI LEM MA	PRO LIF IC	UN GOD LY

TABLE 8.

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

¹		
AL A MODE	O VER TAKE	IN COR RECT
DEV O TEE	REC ON CILE	IN TER MIX
DIS A GREE	REF U GEE	O VER RUN
DIS ES TEEM	SU PER SEDE	O VER TURN
DOM I NEER	SU PER SCRIBE	REC OL LECT
IM MA TURE	VOL UN TEER	REC OM MEND
IM POR TUNE	UN DER MINE	REP RE HEND
	²	
IN COM MODE	AP PRE HEND	SU PER ADD
IN TER CEDE	CON DE SCEND	UN DER STAND
IN TRO DUCE	CON TRA DICT	UN DER SELL
MIS AP PLY	DIS POS SESS	DIS CON CERN
MIS BE HAVE	IN DI RECT	DIS CON NECT

TABLE 9.

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

LU MIN NA RY	DIL A TO RY	PREB END A RY
MO MENT A RY	EP I LEP SY	PREF A TO RY
AU GA TO RY	EM IS SA RY	PUR GA TO RY
BRE VI A RY	IG NO MIN Y	SAL U TAR Y
² AC CU RA CY	IN TI MA CY	SANC TU A RY
AC RI MO NY	IN TRI CA CY	SEC RE TAR Y
AD MI RAL TY	IN VENT O RY	SED EN TAR Y
AD VER SA RY	MAN DA TO RY	STAT U A RY
AL I MO NY	MAT RI MO NY	SUMP TU A RY
AL LE GO RY	MER CE NA RY	TER RI TO RY
CER E MO NY	MIS CEL LA NY	TES TI MO ONY
CUS TOM A RY	MIL I TA RY	TRIB U TA RY
DEL I CA CY	PAT RI MO NY	PER EMP TO RY
DIF FI CUL TY	PLAN ET A RY	SUB LU NA RY
⁵ CON TRO VER SY	PROM ON TO RY	CON TU MA CY
MON AS TE RY	VOL UN TA RY	CON TU ME LY
OB STI NA CY	OB DU RA CY	DOM E DA RY
PRO MIS SO RY	COM MENT A RY	COM 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 E RI AL	OB SCU RI TY	CAP TI VI TY
AN UN I TY	OB TAIN A BLE	CE LIB A CY
AR MO RI AL	PRO PRI E TY	CI VIL I TY
CEN TU RI ON	SE CU RI TY	CLI MAC TER IC
COL LE GI AL	SO BRI E TY	CO IN CID ENT
COM MU NI CANT	VA CU I TY	COL LAT E RAL
COM MU NI TY	VA RI E TY	COM PAR IS ON
CON GRU I TY	² AB SURD I TY	COM PET IT OR
CON NU BI AL	AC TIV I TY	COM PUL 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

⁵
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

²
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 ¹ CE DENT	COM MENT A TOR
AP PAR A TUS	ME DI A TOR
SA CER DO TAL	MEM O RAN DUM
SU PER VI SOR	O RI ENT AL
AC CI ² DENT AL	OR NA MENT AL
AR O MA TAT IC	PAN E GRY IC
CAL I MAN CO	PRED E CES SOR
DE TRI MENT AL	SCI EN TIF IC
EN ER GET IC	SYS TEM AT IC
FUN DA MENT AL	⁵ COR RES POND ENT
IN NU EN DO	HOR I ZON TAL
MAL E FAC TOR	² U NI VER SAL
MAN I FES TO	UN DER STAND ING
AT MOS PHER IC	O VER WHELM 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.

¹ 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	STAIID	FLEA	NEAR	PLEAD
MAIN	LAIID	YEA	REAR	DEEM
WAIIF	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	TRAIPISE	EEL	SEED	LEAF
SHEAF	TEAT	SLEEVE	LEAGUE	SLEIGHT
FIEF	BEAK	GRIEVE	TEAGUE	BRIGHT
LIET	LEAK	REEVE	TWEAG	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	YEAN	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	EWI
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
CLEANS <i>E</i>	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	⁴ 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
8				
BOON	MOOD	BROOK	VERSE	KERN
MOON	MOVE	CROOK	FERCE	QUERN
NOON	PROVE	FLOCK	PIERCE	SSEARCH
LOON	GROOVE	ROOK	FERCE	PERCH
SWOON	NOOSE	SHOOK	HERSE	SWERVE
BOURN	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	DROUSE
SHIRT	BIRCH	JOIN	SLOUGH	CLOUD
FLIRT	SPONGE	COIN	OUT	CROWD
	9			
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.

¹	THROW	THOWL	HATH	BREADTH	BATH
	TRUTH	THREW	RATH	FILTH	LATH
	YOUTH	THRICE	PITH	FRITH	WRATH
	SHEATH	THRIVE	WITH*	PLINTH	⁵ THROB
	HEATH	THRONE	THEFT	SPILTH	THRONG
	BOTH	THROE	THATCH	³ THAW	THONG
	OATH	THROVE	THILL	CLOTH	⁶ TOOTH
	FORTH	² THING	THRID	MOTH	THROUGH
	FOURTH	THINK	THRILL	BROTH	² 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	OU
	RUTH	HEALTH	THRASH	SWATH	SOUTH
	TEETH	WEALTH	DEETH	⁴ 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
BATHE	TITHE	WRITHE	THE	THERE
LATHE	THESE	SYTHE	THEM	THEIR
SWATHE	THOUGH	SEETHE	THENCE	OU
CLOTHE	THEE	BREATHE	THAN	THOU
LOATHE	HITHE	THIS	BOOTH	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	FEA TURE	NI TER	TAIL LOR
A CRE	FE MALE	OAT MEAL	TRAIT OR
A PRON	FRO WARD	PAST RY	TREA TY
BARE FOOT	GRATE FUL	PI OUS	WEA RY
BEAST LY	GRIEV OUS	PEO PLE	WO FUL
BREW ER	GNO MON	PLU MAGE	WRI TER
BEAU TY	HEIN OUS	PA RENT	WAIN SCOT
BROK EN	HIND MOST	PRO LOGUE	YEO MAN
BOAT SWAIN	HOAR Y	QUO TA	² AB SENCE
BOW SPRIT	HU MOR	RHU BARB	AB BEY
BRAVE RY	JEW EL	RI FLE	AM PLE
CA BLE	JUI CY	ROGU ISH	ASTH MA
CHEAP EN	KNAVE RY	RE GION	AN CLE
DAI LY	KNIGHT HOOD	SEA SON	BAL ANCE
DAI SY	LI VER	SPRIG HT LY	BEL FRY
DEA CON	LA BOR	STI FLE	BASH FUL
DIA MOND	LE GION	STEE PLE	BISH OP
DO TAGE	MAY OR	BOL STER	BLEM ISH
EVE NING	ME TER	COUL TER	BLUS 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	MUSK ET
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
SAM PLE
SALM ON
SATCH EL
SCAB BARD

SCIS SORS
SEVEN NIGHT
SCEP TER
SPEC TER
SCRIB BLE
SCUF FLE
SIN EW
SIM PLE
SIN GLE

SCEP TIC
SMUG GLE
SPAN GLE
SPIG OT
SPIT TLE
SPIN DLE
SUP PLE
SUBT LE
STUR GEON
SUR GEON
TAL LENT

TAL ON
TAN GLE
TAT TLE
HOM AGE
HON EST

HON OR
KNOWL EDGE
HAL LOE
LODG ER

MOD EST

MOD ERN
MON STROUS

TROUB LE
TWINK LING
TRANS PORT
TRUN CHEON
VEN OM

VEN TURE
VINT AGE
VIS IT
VIS AGE
VICT UALS
VENGE ANCE
VENI SON
VINE YARD
WEL COME

WED LOCK
WICK ED
WRAN GLE
WRAP PER
WRES TLE
WRIST BAND
WEAP ON
WID GEON
ZEAL OT
ZEAL OUS
ZEPH YR

SLAUGH TER
BOR DER
COR NER
SPON DEE
WAN DER

WAN TON
WAR RANT
SQUAN DER
YON DER

GLOOM Y

WO MAN
BOO BY

GEOR GIC
GORGE OUS
LAU REL
LORD SHIP
HAUGH TY

MORN ING
MOR TAL
MORT GAGE
NAUGH TY
SAW YER
TOR MENT
WA TER
SAU CY
SAU CER

AN SWER
BARB ER
BRACE LET
CART ER
CHAM BER
CRAFT Y
CHAR COAL
FLASK ET
GAR LAND
GHAST LY
GAR MENT

HAR LOT
HAR VEST
JAUN DICE
COOP ER
CUCK OO

VER MIN
VER DICT
VER JUICE
VIR TUE

KERN EL

CON JURE
COV ER

PART NER
PAS TURE
PSALM IST
SCAR LET
SLAN DER

AL SO
AL WAY
BON FIRE
COB LER
CLOS ET
COL LEAGUE
COM ET
COM RADE
CON QUER

COCK SWAIN
CON DUIT
COP Y
CON TRITE
COF FIN
DOC TRINE
FLOR ID
FON DLE
FORE HEAD
FROL IC
FAL CHION

GROG RAM
GOS LIN
HOGS HEAD
SHOV EL
SQUIR REL

VIR GIN
WOR SHIP
WON DER
NEIGH BOR

OU

COUN CIL
COUN TER

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.

TABLE 16.

Words of two syllables, accented on the second.

AC QUIRE	AF FAIR	AP PROACH	A STRAY
A BASE	AF FRIGHT	AR RAIGN	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 JOURN ²	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 PROVE ⁶
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 WISE	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-VESE,	CON-VERS-ING
GRACE,	GRAC-ING	CON-VINCE,	CON-VIN-CING
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
SHULF-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.

¹ DI A PHRAGM	PLEU RI SY	AM OR OUS
DU PLI CATE	QUI ET UDE	AN EC DOTE
DI A LOGUE	RHEU MA TISM	AN TI QUATE
AID DE CAMP	RU MIN ATE	AP TI TUDE

E GO TISM
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

SCRU PU LOUS
SE RI OUS
SPU RI OUS
SU I CIDE
SUIT A BLE
VA RI OUS
U NI FORM
U SU RY

²
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

AN O DYUNE
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

GEN ER OUS
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

³
FRAUD U LENT
COR DI AL
COR PR RAL

PAL LI ATE
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

⁴
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

⁵
AL DER MAN
AL MA NAC
BOT A NY
COL LO QUY
COM PLI MENT

COM PLAI SANCE
CON STI TUTE
CON TEM PLATE

REV ER ENCE
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

FOR FEIT URE
FOR TI TUDE
FOR TU NATE
TER MIN ATE
FIRM A MENT
MIR A CLE
CIR CU LAR
CIR CUM STANCE
CIR CUM SPECT

COM PEN SATE
CON FIS CATE
COR O NER
COM PA NY
COME LI NESS
GOV ERN OR
GOV ERN ESS
OI
POIG NAN CY

PER SON AGE
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.

¹
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
²
A **BRIDGE** MENT

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

MIS **PRIS** ON
PNEU **MAT** ICS
PRE **SUMP** TIVE
PRO **DU** C TIVE
PRO **GRES** SIVE
RE **PULS** IVE
RE **TEN** TIVE
RE **VENGE** FUL
RHEU **MAT** IC
STU **PEND** OUS
SUB **MIS** SIVE

⁵
AB **OR** TIVE
IN **DORSE** MENT
IM **PORT** ANCE
IM **POS** TURE
PER **FORM** ANCE
RE **CORD** ER
IM **POS** TURE

⁴
AD **VAN** TAGE
A **PART** MENT
DE **PART** MENT
DIS **AS** TER

AC KNOWL EDGE	I AM BUS	EM BAR GO
AD VEN TURE	IN CEN TIVE	A ⁵ POS TLE
AF FRANCH ISE	IN CUL CATE	RE MON STRATE
AG GRAND IZE	IN DENT URE	SUB AL TERN
DIS FAN CHISE	IN JUST TICE	AC ⁶ COU TER
AP PREN TICE	IN VEC TIVE	MA NEU VER
AU TUM NAL	LIEU TEN ANT	AL ² TERN ATE
BIS SEX TILE	MO MENT OUS	DE TER MINE
COM PUL SIVE	OF FENS IVE	RE HEARS AL
CUR MUD GEON	OP PRESS IVE	SUB VERS IVE

The following are accented on the first and third syllables.

AP ¹ PER TAIN	CON NOIS SEUR	EM BRA SURE
AD VER TISE	DIS AP PEAR	AC ² QUI ESCE
AS CER TAIN	EN TER TAIN	CO A LESCE
CON TRA VE NE	GAZ ET TEER	MALE CON TENT
CAN NON ADE	DEB O NAIR	COUN TER ⁴ MAND

TABLE 22

Words not exceeding three syllables, divided.

TABLE 23.

Words of four syllables, accented on the first.

² AD MI RA BLE	DES PI CA BLE	MIS ER A BLE
AC CU RATE LY	EL I GI BLE	NAV I GA BLE
AM I CA BLE	ES TI MA BLE	PAL LI A TIVE
	EX PLI CA TIVE	PIT I A BLE

AP P LI CA BLE
AR RO GANT LY
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

FIG U RA TIVE
LAM ENT A BLE
LIT ER A TURE
MAR RIAGE A BLE
¹
A MI A BLE
JU DI CA TURE
VA RI A BLE
⁵
HOS PIT A BLE
FOR MID A BLE
⁴
AN SWER A BLE

PREF ER A BLE
REF ER A BLE
REV O CA BLE
SUMP TU OUS LY
⁵
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.

²
AG RI CUL LTURE
AN TI QUA RY

AP O PLEX Y

TAB ER NA CLE
TRAN SIT O RY
³
AU DIT O RY

⁴
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.

¹
 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

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

VIC **TO** RI OUS
 VO **LU** MIN OUS
 UX **O** RI OUS
³
 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

CON **CU** PIS CENCE
COM **PAR** A BLE
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

PE **NU** RI OUS
PRE **CA** RI 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

DIS **FRAN** CHISE MENT
AM **BIG** U OUS
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

²
AD **MIS** SIB LE
CON **VERS** A BLE
RE **VERS** I BLE
SU **PER** FLU OUS
SU **PER** LA TIVE
PRE **SER** VA TIVE

⁸
AC **COM** PA NY

DIS **COV** ER Y
OI
EM **BROID** ER Y

TABLE 25.

TABLE 26.

Words of five syllables; the full accent on the second

³ CO TEM PO RA RY	PRE PAR A TORY
DE CLAM A TO RY	PRO HIB IT O RY
DE FAM A TO RY	RE SID U A RY
DIS PENS A TO RY	TU MULT U A RY
E LEC TU A RY	VO CAB U LA RY
E PIS TO LA RY	VO LUP TU A RY
EX CLAM A TO RY	⁵ CON SOL A TO RY
EX PLAN A TO RY	DE POS IT O RY
EX TEM PO RA RY	DE ROG A TO RY
HE RED IT A RY	IN VOL UN TA RY
IN CEN DI A RY	RE POS IT O RY
IN FLAM MA TO RY	² OB SERV A TO RY
PRE LIM I NA RY	DE LIB ER A TIVE
¹ COM MU NI CA BLE	EF FEM IN A CY
COM MU NI CA TIVE	IN SUF FER A BLE
IN VI O LA BLE	IN DIS SO LU BLE
PER SPI RA TO RY	IN VUL NER A BLE
² DE GEN ER A CY	IN VET ER A CY
CON FED ER A CY	IN TER MIN A BLE
CON SID ER A BLE	IN TEMP PER ATE LY

TABLE 27.

TABLE 28.

Words of five syllables accented on the first and third.

¹
AM BI **GU** I TY
CON TI **GU** I TY
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

²
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

REG U **LAR** I TY
REP RE **HEN** SIB LE
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

⁵
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

ET Y MOL O GY
 GEN E ROS I TY
 EQUI PON DER ANT
 IN DIS SOLV A BLE

U NI FORM I TY
²
 U NI VERS I TY
 EM BLEM AT IC AL
 GE O GRAPH IC AL

TABLE 29.

Table 30.

In the following words, *TION*, *TIAN*, *TIAL*, and *TIER*, are pronounced *CHUN*, *CHAL*, *CHUR*.

¹ COUR TIER	FUS TIAN	COM BUS TION
² BAS TION	MIX TION	DI GES TION
CHRIST IAN	² 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.

¹ MO TION	POR TION	STA TION
NA TION	PO TION	² AC TION
NO TION	RA TION	DIC TION
FAC TION	MEN TION	SES SION
FIC TION	MIS SION	TEN SION
FRAC TION	PAS SION	UNC TION
FRIC TION	PEN SION	³ AUC TION
FUNC TION	SANC TION	OP TION
MAN SION	SEC TION	VER SION

Words of three syllables accented on the second

¹ CES SA TION	COM MIS SION	PRO TEC TION
COM MO TION	COM PRES SION	PRE EMP TION
DE VO TION	CON FES SION	RE DEMP TION
PLANT A TION	CON SUMP TION	RE FLEC TION
POLL U TION	CON VEN TION	SUB JEC TION
PRO POR TION	CON VIC TION	SUC CES SION
RE LA TION	COR REC TION	SUS PEN SION
SAL VA TION	DE CEP TION	AS PER SION
FI DU CIAL	DE SCRIPT TION	AS SER TION
AD MIS SION	DI REC TION	A VER SION
AF FEC TION	DIS TINC TION	CON VER SION
AF FLI TION	EX CEP TION	DE SER TION
AS CEN SION	EX PRE SION	DIS PER SION
AS SUMP TION	IN FLICT TION	RE VER SION
AT TEN TION	OB JECT TION	SUB VER SION
COL LEC TION	PRO FES SION	SUB STAN TIAL

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

¹ AC CEPT A TION	CAL CU LA TION
AC CU SAT ION	CON DEM NA TION
AD MI RA TION	CON GRE GA TION
AD O RA TION	CON STI TU TION
AG GRA VA TION	CON TEM PLA TION
AP PRO BA TION	CUL TI VA TION
AV O CA TION	DEC LA RA TION
DES O LA TION	RES O LU TION
ED U CA TION	REV E LA TION
EL O CU ION	REV O LU TION
EM U LA TION	SEP A RA TION
EX PECT A TION	SUP PLI CA TION
HAB IT A TION	TRIB U LA TION
IN CLIN A TION	VI O LA TION
IN STI TU TION	VIS IT A TION
MED IT A TION	AP PRE HEN SION
MOD E RA TION	COM PRE HEN SION
NAV I GA TION	CON DE SCEN SION
OB SERV A TION	CON TRA DIC TION

PER SE **CU** TION
 PRES ER **VA** TION
 PRC LA **MA** TION
 PUB LIC **A** TION
 REF ORM **A** TION

JU RIS **DIC** TION
 RES UR **REC** TION
 SAT IS **FACT** ION
³
 AUG MENT **A** TION
³
 AL TER **A** TION

Word of five syllables, accented on the first and fourth

¹
AM PLI FI **CA** TION
QUAL I FI **CA** TION
ED I FI **CA** TION
AS SO CI **A** TION

MUL TI PLI **CA** TION
CON TIN U **A** TION
RAT I FI **CA** TION
SANC TI FI **CA** TION
SIG NI FI **CA** TION
CIR CUM LO **CU** TION
CIR CUM VAL **LA** TION
COM MEM MO **RA** TION

CON FED E **RA** TION
CON GRAT U **LA** TION
CON SO CI **A** TION
OR GAN I **ZA** TION
¹
CO OP E **RA** TION
GLO RI FI **CA** TION
PRO NUN CI **A** TION
PRO PI TI **A** TION
RE GEN E **RA** TION
RE NUN CI **A** TION
RE TAL I **A** TION
AR GU MENT **A** TION

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.

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.

² BAR ROW	GAL LOWS	NAR ROW	WIN DOW
BEL LOW	BEL LOWS	HOL LOW	WIN NOW
BIL LOW	HAR ROW	SHAD OW	YEL LOW
BUR ROW	CAL LOW	SHAL LOW	⁵ BOR ROW
EL BOW	MAL LOWS	SPAR ROW	FOL LOW
FEL LOW	MAR ROW	TAL LOW	MOR ROW
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.

² 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	² 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 SCLS 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	⁸ ² 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.

¹ GRE CIAN	RAN SIENT	EX PA TIATE
GRA CIOUS	LUS CIOUS	FA CE TIOUS
PA TIENT	CAU TIOUS	FAL LA CIOUS
QUO TIENT	⁴ PAR TIAL	FE RO CIOUS
SPA CIOUS	⁵ CON SCIENCE	IN GRA TIATE
SPE CIOUS	CON SCIOUS	LO QUA CIOUS
SPE CIES*	¹ AP PRE CI ATE	NE GO CIATE
SO CIAL	AS SO CI ATE	PRO CA CIOUS
SA TIATE	AU DA CIOUS	RA PA CIOUS
² 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	² 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	² COM MER CIAL	PEN I TEN TIAL
ES SEN TIAL	CON TU MA CIOUS [†]	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	⁵ E QUI NOC TIAL

*Pronounced *SPESHIZ*.

[†]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*, *SPECIAL*, *EFFICIENT*, *LOGICIAN*, *MILITIA*, *ADDITION*, are pronounced *PRESH-US*, *SPESH-UL*, *EFFISH-ENT*, *LOGISH-AN*, *MILISH-A*, *ADDISH-ON*. These words will serve as examples for the following table.

PRE CIOUS	EF FI CIENT	PER DI TION
SPE CIAL	ES PE CIAL	PER NI CIOUS
VI CIOUS	FLA GI TIOUS	PE TI TION
VI TIATE	FRU I TION	PRO FI CIENT
AD DI TION	JU DI CIAL	PHY SI CIAN
AM BI TION	LO GI CIAN	PO SI TION
AUS PI CIOUS	MA GI CIAN	PRO PI TIOUS
CA PRI CIOUS	MA LI CIOUS	SE DI TION
COM MI TIAL	MI LI TIA	SE DI TIOUS
CON DI TION	MU SI CIAN	SOL STI TIAL
COG NI TION	UN TRI TION	SUF FI CIENT
CON TRI TION	NO VI CIATE	SUS PI CIOUS
DE FI CIENT	OF FI CIATE	TRANS I TION
DE LI CIOUS	OF FI CIAL	VO LI TION
DISC RE TION	OF FI CIOUS	AB O LI TION*
DIS CU TIENT	PA TRI CIAN	AC QUI SI TION
E DI TION	PAR TI TION	AD MO NI TION
AD VEN TI TIOUS	PER JU DI CIAL	CO A LI TION
AM MU NI TION	POL I TI CIAN	COM PE TI TION
AP PA RI TION	PROP O SI TION	COM PO SI TION
AR TI FI CIAL	PREP O SI TION	DEF I NI TION
AD SCI TI TIOUS	PRO HI BI TION	DEM O LI TION
AP PO SI TION	RHET O RI CIAN	DEP O SI TION
EB UL LI TION	SU PER FI CIAL	DIS PO SI TION
ER U DI TION	SU PER STI TION	PRAC TI TION ER
EX HI BI TION	SUP PO SI TION	A RITH ME TI CIAN
EX PO SI TION	SUR REP TI TIOUS	AC A DE MI CIAN
IM PO SI TION	AV A RI CIOUS	SUP POS I TI TIOUS
OP PO SI TION	BEN E FI CIAL	MATH E MA TI 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 QUITTY
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 QUITTY

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*.

¹	FOL IO	MILL ION	IN GEN IOUS
JUN IOR	MIN ION	² BAT TAL ION	
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	
²	SCULL ION	PA VIL ION	
ANX IOUS [†]	BULL ION	POST ILL ION	
BDELL IUM	⁵ COLL IER	PUNC TIL IO	
BIL IOUS	PON AIRD	RAS CAL ILON	
BILL IARDS	⁸ ON ION	RE BELL ION	
BILL IONS	¹ BE HAV IOR	SE RAGL IO	
BRILL IANT	COM MUN ION	VER MIL ION	
BAGN IO	PAR HEL ION	AUX IL IA RY	
FIL IAL	PE CUL IAR	² MIN IA TURE	
FLEX ION	CON VEN IENT	¹ PE CUN IA RY	
FLUX ION			

* Pronounced SOL-GER

[†]Pronounced ANK-SHUS.

Table 37.

The first sound of *TH*, as in *THINK*.

		THE O REM	CA THAR TIC ⁴
¹ E THER		THE A TRE	EN THU SIASM ¹
JA CINTH		HY A CINTH	AN TIP A THY ¹
THE SIS		² CATH O LIC	PA RENTH E SIS
ZE NITH		EP I THET	A RITH ME TIC
² 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	⁵ 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 THE ON	MY THOL O GY
³ EN THRALL		¹ 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
⁸ THIR TY		U RE THRA	LI THOT O MY ⁷
THOR OUGH		² AU THEN TIC	A POTH E CA RY
¹ THIR TEEN		PA THE TIC	¹ AP O THE O SIS
OU		SYN THE TIC	POL Y THE ISM
THOU SAND		A CANTH US	¹ BIB LI O THE CAL
¹ A THE ISM		ATH LET IC	⁵ ICH THY OL O GY
THE O RY		ME THEG LIN	OR NI THOL O GY

Second sound of *TH* as in *THOU*.

¹ EI THER	² 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	⁸ BROTH ER	BE QUEATH
PRITH EE	⁴ FAT HER	WOR THY	⁸ AN OTH ER
BUR THEN	FAR THING	MOTH ER	² TO GET HER
SOUTH ERN	FAR THER	SMOTH ER	⁵ LOG A RITHMS
TETH ER	⁵ POT HER	OTH ER	² NEV ER ² THE LESS
THIT ER	BROTH EL	¹ BE NEATH	

The derivatives follow the same rule.

TABLE 38.

Words in which *CH* have the sound of *K*.

¹ CHRIST	⁵ CHOL IC	OR CHES TER
CHYLE	CHOL ER	OCH I MY
SCHEME	SCHOL AR	¹ CHI ME RA
ACHE	MON ARCH	PA RO CHI AL
CHASM	² SCHIR ROUS	CHA MEL ION
CHRISM	⁸ STOM ACH	² TRI BAC CHUS
⁵ CHORD	¹ PA TRI ARCH	CHRO MAT IC
LOCH	EU CHA RIST	ME CHAN IC
⁶ SCHOOL	² AN AR CHY	CA CHEX Y
OI	CHRYS O LITE	CHA LIB E ATE
CHOIR	CHAR AC TER	A NACH RO NISM
¹ 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	⁵ CHRO NOL O GY
O CHER	AN CHO RET	CHI ROG RA PHY
TRO CHEE	BRACH I AL	CHO ROG RA PHY
² AN CHOR	LACH RY MAL	CHRO NOM E TER
CRIST <i>EN</i>	MACH IN ATE	THE OM A CHY
CHEM IST	SAC CHAR INE	² AN TI BAC CHUS
ECH O	SYN CRO NISM	² CAT E CHET IC AL
CHAL ICE	MICH AEL MAS	¹ BAC CHAN AL IAN
SCHED ULE	⁵ CHOR IS TER	CAT E CHU MEN
PAS CHAL	CHRON I CLE	⁵ ICH THUY OL O GY

TABLE 39.

Words of French origin, in which *CH* sound like *SH*, and *I* accented, like *E* long.

¹ CHAI ISE	FA TIGUE	MAG A ZINE
² 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	² CHEV ER IL	CAN NON IER
PIQUE	CHEV IS ANCE	CAP A PIE
SHIRE	CHIV AL RY	CAR BIN IER
MA CHINE	¹ DEB AU CHEE	CAV A LIER
CASH IER	CHEV A LIER	COR DE LIER
AN TIQUE	CHAN DE LIER	GREN A DIER
	CAP U CHIN	FIN AN CIER

* Pronounced shammy.

TABLE 40.
Words in which *G* is hard before *E*, *I*, and *Y*.

¹ GEAR	DAGGER	LEG GED	GHERK IN
GEESE	CRAG GY	PIG GIN	³ AU GER
² GELD	BUG GY	GUAG GY	⁵ 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
⁸ GIRD	GIB BOUS	SLUG GISH	NOG GEN
GIRT	GID DY	SNAG GED	⁴ PAR GET
GIRL	GIG GLE	SPRIG GY	TAR GET
¹ EA GER	GIG LET	STAG GER	⁴ GIRD LE
MEA GER	GIZ ZARD	SWAG GER	BE GIN
GEW GAW	GIM BLET	SWAG GY	² WAG GE RY
TI GER	HAG GISH	TIG GER	⁵ LOG GER HEAD
TO GED	JAG GY	TWIG GIN	OR GIL LOUS
² BIG GIN	JAG GED	TWIG GY	TO GET HER
BRAG GER	KNAG GY	WAG GISH	² ⁵ PET TI FOG GER

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

² FIN GER	LIN GER	YOUNG GER	LONG EST
AN GER	LIN GO	YOUNG EST	STRONG ER
HUN GER	LIN GUIST	⁵ LONG ER	⁹ 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 *MAGIC*, *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.

² 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
	⁵	
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
	²	
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	⁵ ATRO CI TY
UN GA CI TY	² LE GIS ¹ LA TION	FE RO CI TY
O PA CI TY	RE CIT A TION	VE LO CI TY
RA PA CI TY	² SA CRI LE GIOUS	RHI NO CE ROS
SA GA CI TY	O LE A GIN OUS	⁵ 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	² LE GER ¹ 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* *WHISPER*, are pronounced *HWAT*, *HWEN*, *HWISPER*; that is, *HOOAT*, *HOOEN*, *HOOISPER*.

¹ WHALE	WHELM	WHIT	WHER RY
WHEAK	WHEN	WHIZ	WHEAT HER
WHEAT	WHENCE	WHURR	WHIF FLE
WHEEL	WHET	³ WHARF	WHIMS EY
WHEEZE	WHICH	⁵ WHAT	WHIN NY
WHILE	WHIFF	⁸ WHIRL	WHIS PER
WHILST	WHIG	⁹ WHERE	WHIST LE
WHINE	WHIM	WHEY	WHIT HER
WHITE	WHIN	¹ WHEE DLE	WHIT LOW

WHY ²	WHIP	WHI TING	WHIT STER
WHELK	WHISK	WHI TISH	WHIT TLE
WHELP	WHIST	² WHER RET	WHIM PER

The compounds and derivatives follow the same rule.

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

¹ WHORE	WHILE	⁶ WHO	WHOM	WHOOPE	WHOSE
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TABLE 44.

In the following, with their compounds and derivatives *X* is pronounced like *GZ*, EXACT is pronounce *EGZACT*, &c.

² 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	⁵ EX ALT
EX ULT	¹ EX UDE	EX OT IC
EX AM INE	EX A MEN	EX ON ER ATE
EX AM PLE	EX U BER ANCE	² EX ERT
EX EM PLAR	³ EX HAUST	EX ER CENT
EX EC U TOR	EX HORT	² 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*.

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-TRUCT-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-SNESS,
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-LESSS-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-IOINI, SUP-PRESS, UP-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 SHO V EL	YALE COL LEGE

Table 47.

Irregular words, not comprised in the foregoing tables.

WRITTEN.	PRONOUNCED.	WRITTEN.	PRONOUNCED.
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
WRITTEN.		PRONOUNCED.	
AP RO POS		AP PRO PO	
BEL LES LET TRES		BEL LET TER	
BU SI NESS		BIZ NESS	

FLAM BEAU
CHE VAUX DE FRIES
EN TEN DRE
PORT MAN TEAU
RIGH EOUS

FLAM BO
SHEV O DE FREEZE
EN TAUN DER
PORT MAN TO
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	NINETYETH
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.

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 website, or can be bought in paper form from 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
6/11/04

It gives me enormous pleasure to publish Miss. Rodgers' enlightening article on the 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 facsimiles of the 1783 ed. are 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 UPPERCASE EDITON IS DESIGNED
BECOME GOOD READERS
BY
BREAKING
THE DEBILITATING
WHOLE-WORD READING HABIT

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.

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.

Elizabeth Brown and I have found that eliminating word shapes by using uppercase letters can help students break their whole-word guessing habits (artificially induced whole-word dyslexia) they were taught in their whole-language (guided-reading/balanced-literacy) classrooms. Note the following comparative example:

bag, beg, big, bog, bug
BAG, BEG, BIG, BOG, BUG

Switching to uppercase letters, eliminates the extenders (b) and the decenders (g). Each uppercase word is a rectangle with each letter exact same size with no ascenders or descenders.

Most recent additions and corrections, 8/14/08.