THE RATIONAL METHOD IN READING

AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING

BY

EDWARD G. WARD
Associate Superintendent of Public Instruction, Brooklyn, N.Y.

Manual of Instruction
FOR THE USE OF TEACHERS

SILVER, BURDETT & COMPANY
New York  Boston  Chicago
1894
THE

RATIONAL METHOD IN READING.

FIRST BOOK, Part I. — Reading by the Word Method.
FIRST BOOK, Part II. — Sight and Phonetic Reading Combined.
FIRST BOOK, Complete. — Parts I. and II. Combined.
MANUAL OF INSTRUCTION for Teachers.
PHONETIC CARDS, First Set.
PHONETIC CARDS, Second Set. (In Press.)

Other volumes in preparation.

Copyright, 1894, by Silver, Burdett & Company.
PREFACE.

The method of teaching reading embodied in this book is an outgrowth of the author's profound dissatisfaction with the results of the word method.

The latter method, while it possesses the undisputed merit of leading to facility in thought gathering during the first stage of the work, proves slow and cumbrous afterward, fails to excite the child to effort, furnishes him with but a scanty vocabulary, and finally sends him out of school unprovided with a key by means of which, without further assistance, he may gain access to the treasures of the language.

The Rational Method is a peculiar combination of the word and phonetic methods. It utilizes each for that part of the work to which it is especially adapted. The word method is used, first as principal, because of its value in developing a habit of reading thoughtfully, and afterward as auxiliary, to remedy the shortcomings of the phonetic method, and increase the stock of word phonograms. The phonetic method, which is introduced by easy stages during the ascendancy of the word method, finally becomes the principal means of growth and progress. It imparts power, while it supplies the key which the word method is inadequate to give.

The aims of the Rational Method are:—

1. To make the child not only independent in his reading, but generally self-reliant.
2. To enable him to read a vastly greater amount than heretofore in a given time, and thus acquire not only a fuller vocabulary, but greater maturity of mind.
3. To put him into possession during the first year or year and a half of school life, of a complete key to the language, so that, no matter how soon thereafter his schooling may cease, his ability to read will be assured.

The following are the leading features of the phonetic part of the work:—

1. The presentation of the sounds and their symbols (phonograms) in a rational order; that is, an order in which the easier precede the harder. The easiest sounds to use in phonetic reading are those that may be indefinitely prolonged, and the blending of which in words may therefore be most readily shown and perceived. These sounds, the Rational Method deals with first.
2. The teaching of an Initial Stock of phonograms before any phonetic reading is done. This makes provision whereby, when such reading has once been commenced, it may be carried on continuously and with sufficient wealth and variety of material.

3. The training of the ear in the perception of phonetic blends, before phonetic reading is begun. The teacher accomplishes this by pronouncing words sound by sound, and requiring the children to determine, in each case, the word so pronounced.

4. An extensive and systematic use of word-phonograms and other compound phonograms. The difficulty the child experiences in determining a new word, is, in general, directly proportional to the number of parts he has to recognize in it. By the use, then, of compound phonograms, which, being taught as wholes, are no harder to recognize than simple ones, hundreds of long and hard words are practically transformed into short and easy ones. Thus, the word lightning, which the child learning by this method reads, light ning, he finds no more difficult than the short word left, in which also he has to recognize and put together four separate sounds.

5. A careful grading of the phonetic words introduced. The first phonetic words presented contain but two phonograms each, the next but three, and so on.

6. The gradual introduction of phonetic words into the sentence reading. At first but one such word is used to a sentence. This prevents the phonetic work from offering any serious impediment to the thought getting. As the child’s perception of the blend becomes quicker and clearer, the proportion of phonetic words is constantly increased. Finally, when this perception has become automatic, or nearly so, the reading is made almost wholly phonetic.

7. Separate daily drills in the recognition of the individual phonograms and the reading of single phonetic words. The purpose of these is to cultivate expertness. No other part of the work exceeds them in importance; as without them, the average child would never acquire sufficient facility in sound or word recognition, to make successful phonetic reading a possibility.

Those who undertake this method will need:
1. To follow implicitly the directions laid down in the Manual.
2. To do their work with great thoroughness.
3. To hold expectation in check for awhile, and exercise patience,—looking for brilliant results only after the foundations have been laid broad and deep. In the numerous schools that have already attracted public attention by their wonderful success with this method, more ground has invariably been covered during the last five weeks of the first term than during the preceding fifteen.

E. G. W.

Brooklyn, N.Y., June 1, 1894.
Phonogram. A written or printed representation of a sound, either simple or compound.

*Examples:* f, s, l, ing, ight.

Sight word. A word that has been taught as a whole, and is therefore recognized by sight alone.

Phonetic word. A word to be read by means of its phonograms.

Sight reading. The reading of sight words either singly or in sentences.

Phonetic reading. The reading of phonetic words either singly or in sentences.

Simple phonogram. A phonogram containing but one letter.

*Examples:* š, ĩ, ō.

(Excepting ĩ, which represents a union of the sounds of ā and ē, the simple phonograms stand for one sound each.)

Compound phonogram. A phonogram containing more than one letter.

*Examples:* ing, ight, ip, un, ness.

(Every compound phonogram represents a compound sound, which, however, is taught as a unit.)

Word phonogram. A sight word used as a phonogram in the representation of a longer word.

*Examples:* old in fold, ail in sail, an in man.
(Word phonograms are really, of course, compound phonograms, but, for the sake of convenience, the term “compound phonogram” is restricted to combinations that are not words.)

Blend. The union or combination of sounds, simple, compound, or both, to form words.

---

I.

FIRST HALF-YEAR'S WORK.—FIRST STAGE.

(TIME, ABOUT EIGHT WEEKS.*)

SIGHT-READING FROM THE BLACKBOARD AND PREPARATION FOR PHONETIC READING.

Three lines of work are to be separately practiced every day:

1. Sight-reading.
2. Drill on Phonograms.
3. Ear-training.

1. THE SIGHT-READING.

Commence with the blackboard, using script characters only, and teach the following list of sight-words comprising the full vocabulary for Part I. (Primer) of the First Book:

a, ail, all, am, an, and, any, apple, are, at, boy, bread, can, come, cow, do, does, dog, drink, eat, egg, for, fruit, full, girl, give, go, good, has, have, he, her, here, him, I, ill, in, is, it, Jack, let, like, look, make, me, milk, much, no, not, of, old, out, play, see, shall, she, some, take, tell, that, the, them, there, they, to, too, us, want, water, we, well, what, where, will, with, yes, you.

* In Brooklyn, some teachers accomplish this stage of the work in six weeks, while a few require as much as ten weeks.
Use the words in sentences from the very beginning. Construct your own sentences and make plenty of them, but make them *very short*. As far as possible, work them up in conversation or story style, several in succession relating to one topic. Do not use the sentences found in the book; and, the better to avoid doing so, work up the words in a somewhat different order from that in which they are presented in the book.

Never let a *single scholar* read a sentence until he is ready to do so without a break. At the very first symptom of hesitation or a halt, stop the pupil, and tell him he must not read until he has his sentence all ready. While he is getting it ready, he must have the privilege of asking (by number is the best way) for any word that he does not know. This mode of procedure, involving, as it does, constant waiting, seems to the inexperienced teacher most wasteful of time; but those whose experience is riper, well know that the facility it brings toward the latter part of the term makes up many times over for the time apparently lost at the beginning. Do not fall into the common error when the children show a disposition to hesitate, of telling them to hurry. You do not wish them to *hurry*; you simply wish them to read in a *natural manner* without *breaks*.

As to expression: — When a child reads without expression, draw it from him if possible, by questions or remarks on the subject-matter of the sentence. Failing in this, read the sentence properly for him, and require him to read it after you. The statement of the theorists that if the child recognizes the words readily, the expression will take care of itself, is arrant nonsense, as every practical teacher of little ones knows. With a class that is particularly unresponsive in this matter, it is often a good thing in the models you set, to exaggerate somewhat in both emphasis and inflection.

The scholars should be taught to recognize the *s* and *ing* forms of the words just as they do the simpler forms. This recognition may be easily brought about in the following manner: —

When half-a-dozen singular nouns and three or four simple verbs have been learned, write any convenient one of said words on the blackboard, and have the pupils tell what it is. Then add to it an *s*, and tell *them* what it *now* is. Next write another of the words, have it read as before, and add the *s*; but now, instead of telling the *scholars* what the word has become, ask *them* to tell *you*. Continue this process until they distinguish without
difficulty between the simple and the s form of every familiar word. Then teach them in the same manner to recognize the form that ends in ing and afterward the one that ends in ings.

Avoid until near the end of the work words like goes, making, etc., in which the change to the s or ing form involves the addition or the elision of an e.

2. The Drill on Phonograms.

This is a preparation for phonetic reading. To be effective, it must be thorough. The material used is the Initial Stock of phonograms, comprising those employed in the first phonetic reading, which are f, l, m, n, r, s,— ā, ē, ō,— ing, ings, ight, and ights. That the preparation for the phonetic reading may be adequate, the drill on this stock must begin when the first blackboard work begins and continue without intermission until Part. I. of the book has been read.

The following method is recommended:

Begin with f. Write it on the blackboard, and tell the children what it is. Give sound, not name. (No letter names are to be taught during the first half-year.) Have them practice it a little while, then leave it. Many times during the day, ask them unexpectedly what it is. Next day teach l in the same manner. Now for two or three days, keep both characters on the board, changing their relative positions from time to time, or writing a number of each and mixing them irregularly, and have frequent short drills on them. Next teach m in the same manner, and drill similarly for a day or two on all three. Continue in this way until you have taught from four to six of the phonograms, and thereafter use Set I. of the phonetic cards (script side only) for your drills, instead of the blackboard.

In using the cards, proceed as follows:

Stand in one of the front corners of the room where every member of the class can see distinctly, holding in your hand the cards for all the phonograms thus far learned. Taking the scholars in order, show each a phonogram. If he does not name it instantly (interpret this word literally), call out tell, and have the others prompt him. This will cause every child to study every phonogram, and will greatly increase the effectiveness of the drill. If the proper rate of speed is maintained, you will “go round” a
class of fifty in two or three minutes. It will be sufficient to do this twice each day. At first most of the scholars will miss. Pay no attention to this. Above all, find no fault with it. In a few days you will note a decided improvement. Finally, most of the scholars will be able to name any of the single phonograms without the slightest hesitation. This is what they must be able to do before they can read by means of these characters. Aside from this, the ability to concentrate their attention quickly, which this simple exercise, persevered in, will ultimately give your pupils, will be of great value both to you and to them in more than one direction.

Three cautions are necessary to complete this part of the subject: First, Never attempt to teach a phonogram until you are absolutely sure that you know how to pronounce it yourself. (Directions for the pronunciation of the more difficult phonograms in the Initial Stock will be found over Phonetic List No. 1.) Second, Never teach a new phonogram until all those previously presented have been thoroughly learned. Third, Never accept from your scholars anything but the exact pronunciation of any phonogram.

3. **The Ear-training.**

This, like the teaching of the phonograms, is a preparation for phonetic reading. Like the latter, also, it should begin at the very commencement of the term and be practiced daily. With brisk work, five minutes a day should suffice for it.

Conduct the exercise as follows:—

Tell a little story introducing every here and there a word from Phonetic List No. 1. Give the phonetic words by their sounds, not as wholes, uttering the successive sounds rapidly but separately, thus:—

\[ \text{fold, nail, say, so, etc.} \]

Let the scholars, in every case, tell the word as soon as you have thus pronounced it. Whenever they fail to recognize the word, repeat it for them, this time running the sounds together, but greatly prolonging every sound except the last, so that it may be distinctly heard. As a matter of economy, you may, whenever your scholars are sufficiently interested to justify you in so doing, dispense with the story-work in this exercise and use the single phonetic words only.
II.

FIRST HALF-YEAR'S WORK.—SECOND STAGE.

(TIME, ABOUT THREE WEEKS.)

SIGHT READING FROM THE FIRST BOOK, PART I., AND FURTHER PREPARATION FOR PHONETIC READING.

Three lines of work are to be separately practiced every day: —

1. Sight-reading from the Book, Part I.
2. Drill on the Phonograms.
3. Drill on the Blend.

1. THE BOOK-READING.

The words in Part I. of the book having been thoroughly taught and read in blackboard sentences, the book itself next comes into use. The book-reading will now, of course, be the main reading-work of the day, the other exercises being, as before, auxiliary and preparatory to the Phonetic Reading.

The transition from script to print will be found an easy one, very little intermediate work being required. The following is perhaps as good a method of bridging the gap between blackboard and book as any: —

The teacher begins by placing upon the blackboard, in both script and print, a number of short sentences from the reader, the print under the script, thus,—

I see you.  Do you see?  See me eat.

I see you.  Do you see?  See me eat.

and requiring the children in the case of each sentence, to read first the
script and then the print. After they have done this, she erases the script and requires them to read the print by itself.

When reasonable success has been attained in this way, she reverses the process by placing sentences as before on the blackboard in both script and print, the former now under the latter, thus,—

Do I see well? Look at me, Jack.

Do I see well? Look at me, Jack.

and requiring the children to read only the print, using the script for reference when necessary.

She next writes sentences as above, the script under the print, and, covering the script, requires the children to read the print, uncovering the script only as it becomes necessary to do so. When the children have attained such proficiency in reading the print that they seldom need to see the script, they are ready for the book.

Another good method is the following: —

The teacher begins by placing upon the board, in print only, any convenient short sentence, say, for instance, —

Do you see me?

She then writes, at some distance from the sentence, the word see, and, after the scholars have pronounced it, requires them to find it in the sentence. This having been done, she treats Do in the same way, then me, then you; taking the words in an irregular order. When all the words have thus been discovered, she requires some scholar to read the sentence as a whole.

This operation is repeated again and again with other sentences until the scholars read blackboard print pretty well.

The teacher next directs the attention of the children to some convenient sentence in the book, and writes its words one at a time on the blackboard, having each pronounced as it is written, and then found in the book sentence, which, when all of its words have been thus determined, is read as a whole.

Either or both of the foregoing methods may be used to whatever extent may be found necessary, not only as a preliminary to the first book reading,
but as a preparation for successive book lessons after the first. If, however, the sight words have been thoroughly taught in script, the scholars should read print as freely as they do script, within a week of the commencement, and should complete Part I. of the book within three or, at most, four weeks.

2. The Drill on the Phonograms.

This will proceed as before, the cards being the means employed; but now the print side will be used as well as the script side. As the knowledge of the single phonograms is the foundation of all the phonetic reading, and as the ability to utter the phonograms of a word in quick succession is absolutely essential to perception of the blend, too much stress cannot be laid upon the necessity of thoroughly following the directions already given for this exercise.

3. The Drill on the Blend.

This consists in the reading of single phonetic words. It combines practice on the individual phonograms, with the ear-training prescribed for the "First Stage" of the work, separate oral exercises for the latter, from this point on, being no longer used. The material employed is found in Phonetic List No. 1, which is arranged in sections according to the difficulty of the words presented. Section B should not be used until the scholars can readily read words from section A; section C, until they can readily read words from section B, and so on.

The following is the best method of procedure:—

The teacher at the beginning writes upon the blackboard some word from section A,—let us say fat. She covers the at, and, pointing to the f, asks the scholars to tell what it is (sound). She then covers the f and asks what the at is. Finally she uncovers the whole word and asks the scholars to put the two sounds together, and tell what word they make. If they cannot do this, she herself tells, making the f, when she pronounces the word, long and prominent. She then uses in the same way the other at words,—mat, Nat, rat, and sat,—and then words of other series.

As soon as the scholars have acquired sufficient ability to read words in this way, the teacher ceases to present them in series, but takes them hence-
forth irregularly. She ceases, also, to assist the pupils by covering first one phonogram and then the other.

After the first few days of blend-work, from thirty to fifty single words from Phonetic List No. 1 should be read by the scholars from the blackboard every day, until Part I. of the book is read through. And for the encouragement of the weaker scholars, the first of these words, as well as every third or fourth word thereafter, should be an extremely easy one that all who will try can get. This is a very important point. A glimmer of light here and there will keep the dull scholars trying; while persistent discouragement will ultimately kill all desire to try. The teacher should ever keep it in mind that the object is not to have the words memorized, but to give the scholars ability to read them by their phonograms. As there are but about 220 words in all in Phonetic List No. 1, the words given after the first few days will involve many repetitions of words previously given; but, if the words are always, as they should be, selected at random, there will be no memorizing of them as wholes to speak of, and therefore no interference with the phonetic reading.

No less work than the amount prescribed above will do. Perception of the blend comes slowly to many scholars; but when it does come, it comes to stay. Practice will make them perfect; nothing else will.

The exercise must be so conducted that every scholar is constantly hoping to get the next word. This will cause every one to attend closely throughout, and get the full benefit of the lesson; whereas a method that leads the scholar to look for his turn, and nothing else, will, most likely, be barren of results.

One most important direction remains to be given. If the phonograms are well learned, there will be a strong tendency among the pupils, the moment a phonetic word is presented, to whisper the sounds to themselves. The buzzing thus produced must not be checked. It is not disorder. It is the only means by which beginners of average ability can get at the words. For several months they cannot carry the sounds mentally so as to get the blend. They must actually hear them. The unwillingness of teachers with wrong ideas of discipline to permit this perfectly natural process to go on, is one among several reasons why phonetic reading has hitherto generally proved a failure.
III.

FIRST HALF-YEAR'S WORK.—THIRD STAGE.

(TIME, ABOUT NINE WEEKS.)

COMBINED SIGHT AND PHONETIC READING, FROM THE FIRST BOOK, PART II., WITH AUXILIARY EXERCISES TO STRENGTHEN AND PERFECT THE WORK.

Three lines of work are to be separately practiced every day:

1. READING FROM THE BOOK, PART II.
2. DRILL ON THE PHONOGRAMS.
3. DRILL ON THE BLEND.

1. THE BOOK-READING.

This differs from the reading in Part I. in this: That every sentence contains some phonetic reading. At first the quantity is small, but one, or, at most, two phonetic words being used in a sentence. The reason for thus limiting the phonetic work is that the children being yet somewhat slow in perception of the blend, too many phonetic words would prove an obstruction to the thought-getting. New sight-words are added from time to time, including some that may afterward be used as word-phonograms. New phonograms are also taught, and, as a consequence, phonetic words differing slightly in character from those previously used are constantly introduced; but in no case are new sight-words presented in the same lesson with a new phonogram.

In this mixed sight and phonetic reading as in the sight-reading on the blackboard used in Part I., no scholar must ever be allowed to read a sentence until he is ready to do so without a halt or break. At the very first indication of a break, he must be stopped and told not to begin again until he is
ready; but while he is getting ready, he must be permitted to tell (by number) which word he cannot get. If it be a sight-word, he must be told; if a phonetic word, he must be asked to give its sounds, and then, failing to recognize the word, to give them faster. Finally, if he cannot get the word, the other scholars must be called upon to tell him.

2. The Drill on the Phonograms.

This must be continued daily throughout the course. Whenever a new phonogram is taught, the card that contains it must be added to the number used in the daily drills. The knowledge of the individual phonograms being the foundation upon which the whole superstructure in phonetic reading rests, the daily repetition of all thus far taught is in a certain sense a review of the entire subject, which will do wonders in the way of bringing together, at the end of the term, scholars whose previous training and opportunities for attending school have been widely different.

3. The Drill on the Blend.

Perception of the blend comes rapidly to a favored few, but to the average scholar only as a result of careful training. The practice, therefore, in phonetic reading afforded by sentences that contain but one or two phonetic words each, is but a small portion of what is required that proficiency may be attained. For this reason, you must give your scholars, on the blackboard, every day, at least thirty or forty single phonetic words to read. The words are to be selected largely from the Phonetic List that accompanies the phonogram last learned, but many words from lists previously used should be mingled with them. Remember the direction previously given, to have many extremely easy words distributed among the others for the encouragement of the duller pupils, and remember that the "buzzing" which the scholars make in trying to get at the words "under their breath," being necessary, is not disorderly, and must not be suppressed.
LISTS OF PHONETIC WORDS

FOR USE IN BLEND DRILLS AND IN BLACKBOARD
SENTENCE READING.

RULES FOR MARKING OBSERVED IN THESE LISTS.

1. Sight-words (words taught as wholes) uncombined with other words should not be marked.

   2. A sight-word found within another word and having there its usual sound, should be set off as a single phonogram by an underdrawn horizontal line.

   Examples: ail in fail, ails in fails, he in heat, its in fits, etc., etc.

3. A compound phonogram used as part of a word should ordinarily be set off as a single phonogram by an underdrawn horizontal line.

   Examples: ights in fights, im in limp, ings in wings, etc., etc.

4. When a compound phonogram or a word phonogram forms by itself either the first or the last syllable of a word, it should not be marked, but should be slightly separated from the rest of the word.

   Examples: ing in leaping, er in miller, est in smallest, un in unlike, undoing, be in become, etc., etc.

Exception. — When the compound phonogram is immediately preceded
or succeeded by a silent (crossed-out) letter, no other separation than that made by the silent letter should occur.

**Examples:** er in lower, ish in reddish, ed in fitted, un in unknown, etc., etc.

5. Other phonograms should be marked in words as they are marked at the heads of the following lists.

**Examples:** e and o in eölæ, a in sáp, etc., etc.

6. Silent letters and letters so slightly or obscurely sounded that their omission will not involve the loss of a syllable, should be crossed out.

**Examples:** e in fînæ, g in gnat, o in lesson or mutfçon, etc., etc.

---

**PHONETIC LIST NO. 1.**

**LENGTH LIMIT:** THREE PHONOGAMS.

Phonograms. — f, l, m, n, r, s, — ā, ē, ō, — ing, ings, ight, ights, — and short sight-words from Part I. (Primer) of the First Book.

To make the sound of l, place the tip of the tongue against the roof of the mouth behind the front teeth, and holding it there say ull (latter part of full).

To make the sound of r, press the side edges of the tongue against the upper side teeth, curling the tip up until it almost touches the roof of the mouth. Then say ur, curling the r part well (but not trilling it) and making precisely the same vowel sound that occurs in l.

The other phonograms in this list, it is believed, all teachers can sound without special instruction.
Note.—The directions at the tops of the lists are for the teacher only. Do not give them to the scholars. Above all, do not have the scholars learn them. They should acquire the power to give the sounds by listening and imitating. A few exceptions will be noted as they occur.

A.

fail, fails, fall, fan, fat, fight, fights, fill, fin, fit, fits, fold, land, light, lights, lit, mail, mails, man, many, mat, Mat, meat, meats, might, mill, mold, nail, nails, Nan, Nat, neat, night, nights, rail, rails, ran, rat, right, rights, rill, ring, rings, sail, sails, Sam, sand, sat, seat, seats, sight, sights, sill, sing, sings, sit, sits, sold, swell, swells.

B.

Ann, know, ōk, ōwe, fuss, gnat, knē, knit, knits, lamb, mitt, muss, snow.

C.

ām, ēr, ēl, I’ll, I’m, lay, Lee, lōw, māy, Māy, mōw, rāy, Ray, rōe, rōw, sāy, sēa, sō, sōw, wring, wrings.

D.

eaten, heal, hear, heel, known, knowing, meal, mean, ōar, ōwing, ōwn, seem, seen, she’ll, tool, wean, we’ll, we’re, you’ll, you’re, your.

E.

cannot, failing, falling, fanring, fighting, filling, folding, landing, lighting, mailing, molding, nail ing,
rail ing, rail ings, ring ing, sail ing, seat ing, seem ing, sing ing, swell ing, swell ings, will ow, within, without.

F.
aim ing, fit ting, fuss ing, heal ing, hear ing, heal ing, knitt ing, lay ing, low ing, mat ting, mean ing, mow ing, muss ing, own ing, row ing, say ing, say ings, sit ting, snow ing, sow ing, wean ing.

G.
fall en, fatten, fats, fear, feel, foam, fore, four, gnats, lain, lame, lane, leaf, lea n, Leo, lighten, little, loaf, loan, man e, Mat's, mats, mitten, moan, mole, Moore, more, mown, name, Nat's, near, rain, rattle, rinse, roam, roar, roll, safe, sale, same, satin, seal, seam, sole, sore, written.

H.
flat, flea, fling, flings, flow, fre, fright, slam, slat, slight, sling, slings, slit, slits, slow, small, snail, snails, stool.
PHONETIC LIST NO 2.

LENGTH LIMIT: FOR WORDS ENDING WITH ING, INGS, OR S, FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.

NEW PHONOGRAM: §.

(Also a number of additional sight-words used in the Reader before the introduction of this phonogram.)

To make the sound of § place the organs of speech in position for s and force the voice strongly, but not suddenly or explosively, through, producing a decided buzzing sound.

āms, Anh’s, an other, an other’s, anyone, any how, anyone’s, any thing, any way, ēarz, ēâte, ēélz, fallz, fanz, fattëning, fattëns, fearing, fearz, feel ing, feel ings, feelz, fills, finz, fleås, flîning, flówing, flóws, foåming, foåms, foldz, fôrz, friend, frie nds, healz, hearz, heelz, he’s, how ever, knëeling, knëels, knëez, knowz, lamå, lamås, lamës, lam ing, lands, lânes, late, lâys, lëaf ing, lëafs, lëa ning, lëåns, lend, lending, lends, Lëo’s, lôan ing, lôåns, lôws, mânës, man’s, mate, mates, Mây’s, mealz, mea ning, means, mend, mending, mends, mills, minëôw, mittëns, mòan ing, mòåns, moldz, mõës, Môôre’s, mo ther, mothers, mo ther’s, nâmës, nâm ing, Nan’s, never, nôse, ôärz, on to, ôwës, ôwns, over do, over does, over come,
over eat, over eaten, over eats, over look, over looks, over see, over seen, over sees, over sight, over take, over takes, over taken, rails, ra\'ning, ra\'ns, ra\'se, ra\'sing, rate, rattles, rattling, r\'ys, R\'ys, rills, rinsing, rinsings, r\'aming, r\'ams, r\'aring, r\'ars, r\'es, r\'ling, r\'lls, r\'se, R\'se, r\'ws, Rover, Rover's, s\'les, Sam's, se\'ling, s\'ams, s\'as, seems, send, sending, sends, sever'\l, she's, sills, slamming, slams, slate, slats, sling ing, slitting, smother, snowing, snows, s\'les, s\'ling, some how, some thing, s\'res, s\'ws, tools, sup, sup ping, ups, tools, upon, up right, we\'ns, we\'sel, will\'ws, yours.

---

**PHONETIC LIST NO. 3.**

---

LENGTH LIMIT: SAME AS FOR LIST NO. 2.

---

**New Phonograms**: i and y.

eye, ey\es, ey\ing, fi\e, fif\e, fif\es, fif\ing, fil\e, fil\es, filing, fine, fir\e, fir\es, fir\ing, fly, fl\es, flying, fl\'s, fry, fri\es, fri\ing, fy, kn\fe, li\e, li\es, lif\e, lim\e, lin\e, lin\es, lin\ing, ly\ing, mil\e, mil\es, min\e, mir\e, m\y, nin\e, n\nes, ri\se, ris\ing, r\ye, sigh\, sigh\ing, sigh\s, sigh, sign, signing, sigh\s, sly, wry.
PHONETIC LIST NO. 4.

LENGTH LIMIT: SAME AS FOR LIST NO. 2.

New Phonograms: k and t (as terminals).

(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)

ant, ants, beāk, beāks, beām, beāming, beāms, beān, beāns, beāt, beāting, beāts, be come, be comes, beē, beēs, beēf, beēt, beētlē, beēts, be ing, didn't, ēast, fēet, font, heat, heating, heāts, lākē, lākes, lēāk, lēāking, lēāks, lift, mate, mates, meēt, meēting, meēts, mint, mītē, mītēs, musk, must, notē, notēs, ōāk, ōāks, ōāt, ōāts, rākē, rākēs, rāking, rust, rusting, rusts, sākē, sākes, seek, seeking, seeks, sheēt, sheēting, sheēts, sift, silk, silks, slēēk, sniff, sōāk, sōāking, sōāks, sweēt, sweēten, sweēts, swing, swinging, swings, weak, weakēn, weakēning, weakēns, weak, weeks, winging, writē, writēs, writēng, writōtē.
PHONETIC LIST NO. 5.

LENGTH LIMIT: FOR WORDS ENDING WITH ER, ERS, ING, INGS, OR S, FOUR PHONOGRAMS; FOR OTHER WORDS, THREE.

New Phonograms: er and ers (as terminals).

(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)

Pronounce the above phonograms like ir and irs in sir and sirs.

answer, answering, answers, beater, beaters, beetles, Easter, eater, eaters, fatter, feeler, feelers, finer, fifers, fighter, fighters, finer, fitter, fitters, folder, folders, flatter, flyer, flyers, friends, hearer, hearers, inner, kinder, knitter, knitters, lamer, later, layer, layers, leaner, lender, lenders, lifter, lifters, lifting, lifts, lighter, lighters, litter, littering, litters, lower, lowering, lower, maker, makers, manner, manners, matter, matters, meaner, mender, menders, milker, milkers, miller, millers, molder, molders, mower, mowers, nearer, neater, older, owner, owners, raker, rakers, rattler, rattlers, ringer, ringers, roller, rollers, rower, rowers, safer, sailor, sailors, sender, senders,
sifter, sifters, sifting, sifts, singer, singers, slates, slighter, slower, slyer, smaller, smothering, smotherers, sniffing, sniffs, sorier, sower, sowers, supper, suppers, sweeter, thinker, thinkers, upper, uppers, weaker, wetter, wringer, wringers, writer, writers.

---

PHONETIC LIST NO. 6.

LENGTH LIMIT FOR THIS AND ALL SUCCEEDING LISTS:
FOUR PHONOGRAMS.

New Phonograms: ò and ck.

(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)

ā corn, before, be friend, belief, below, corner, cornering, corners, corn ing, daylight, faint, feast, flake, flame, fleet, flint, float,lock, floor, flown, follow, frame, Friday, frock, horse-fly, knock, knocker, knockers, knocking, knocks, knot, knots, knotting, least, lock, locking, locks, loss, lost, lot, lots, minnows, mock, mocker, mockers, mocking, mocks, morrow, moss, most, off, offend, offer, offering, offers, often, officer, Otto,
Otto's, rock, rocker, rockers, rocking, rocks, Rollo, rot, rots, rotten, rotting, sleek, slept, slime, smear, smearing, smear, smile, smoky, sneaky, snore, snoring, snores, sock, socks, soft, soften, sorrów, suppose, up roar.

PHONETIC LIST NO. 7.

New Phonogram: p (as a terminal only).

ápè, heap, heaping, heaps, lamp, lamps, leap, leaper, leaping, leaps, lop, lopping, lops, mop, mopping, mops, mope, mopes, moping, open, opener, openers, opening, openings, open, reap, reaper, reapers, reaping, reaps, ripe, ripe, ripen, ripper, romp, rope, ropes, roping, sheep, sheep's, sleep, slop, slope, snipe, Soap, soaping, soaps, sop, sopping, sops, stoop, stooping, stoops, sweep, sweeper, sweepers, sweeping, sweeps, weep, weeper, weepers, weeping, weeps.
PHONETIC LIST NO. 8.

p and t anywhere.

(Also a number of additional sight-words from the Reader.)

arm, pit, Butler, butter, butting, button, buttons, butts, farm, farmer, farming, farms, handle, handles, handling, pail, pails, pain, paining, pains, paint, pale, paler, pan, pans, panel, pane, panes, paper, papers, paste, pat, pats, patter, patterning, patters, patterning, pay, payer, payers, paying, pays, peel, peas, pease, peel, peeler, peelers, peeling, peels, peep, peeper, peppers, peeping, peeps, people, pie, pies, pile, piles, piling, pill, pills, pin, pinning, pins, pine, pinning, pines, pipe, piper, pipers, pipes, piping, pit, pits, pitting, plain, plan, planning, plans, plane, plant, plate, plates, platter, platters, player, players, playing, pleat, pleater, pleaters, pleating, pleats, plot, poke, poker, pokers, pokes, poking, pole, poles, Poll, Poll's, pop, popper, poppers, popping, pops, pork, post, pot, potter, potters, potting, pots, pour, pouring, pours, pour, pours, pour, pour, pouters, pouting, outs, praisé, Pratt, Pratt's, pray, prayer, prayers, praying, prays, prop, pup, pups, sleep, span, spanning, spans, spat, spats, spatter, spatters,
spatting, spēak, spēār, spend, spending, spends, spīēs, spīkē, spill, spilling, spills, spilt, spin, spinner, spinners, spinning, spins, spīrē, spit, spits, spitting, spittle, spītē, spōkē, spōt, spout, spouting, spouts, spōy, spōying, stāin, stākē, stālē, stall, stalls, stammer, stammers, stamp, stand, standing, stands, stay, stāying, stāys, stēāk, stēāl, stēām, stēēl, stēēr, stiff, stiffēn, stiffer, still, stiller, stōck stōnē, stōlē, stōp, stōrē, tail, tails, taken, tālē, tālēś, tāll, tāller, tāmē, tāmer, tāmers, tāmēs, tāming, tan, tanēr, tanērs, tanēing, tanēs, tāpē, tāper, tāpers, tāpēs, tāstē, tattēr, tattērs, tattlē, tēā, tēās, tēāsē, tēāsing, tēām, tēāṃs, tēār, tēārs, tend, tender, tending, tends, tēēr, tēērs, tēē, tēēs, tight, tīghtēn, tīghter, tīll, tīmē, tīmēs, tin, tīnēr, tīnērs, tīnēing, tīnēs, tīnē, tīnēs, tīrē, tīrēs, tīrēing, tōāst, tōē, tōēing, tōēs, told, Tōm, Tōm’s, tōnē, tōnēs, tōp, tōpplē, tōps, tōrē, tōrn, tōsē, tōssēr, tōssēing, tōt, tōttēr, tōttērs, tōttlē, trāēn, trāy, trāyās, treat, trēē, trēēs, trīpē, trill, trilling, trills, try, trīēs, trīēing, tusslē, twill, ’twill, twilling, twills, tyēing.
PHONETIC LIST NO. 9.

e and k anywhere.

(Also a number of additional sight-words from the Reader.)

āchē, āchēs, āchēing, ēakē, ēakēs, eall, ealler, eallers, ealling, ealls, ēamē, camp, eamping, eamps, can, eanning, eans, candle, candles, ēanē, ēānes, ēāning, ēāpe, eāper, eāpers, eāpēs, ēāse, eat, cats, cat’s, eats’, cat’flē, elāim, elam, elatter, elatters, elāy, elēān, elēār, elīmb, eling, elinging, elings, elōāk, elōck, elōse, elōše, elōver, eōāl, eōāst, eōāt, eōāts, eōēā, eōffēé, eōffin, eōkē, cold, colder, colds, eōlt, eōmb, eōmbing, eōmbēs, eōmēn, eōpper, eōrē, eōrēs, eōring, eōst, eōt, eōts, eōt’fōn, eram, eramming, erams, eramp, erānē, Ėrānē, erate, erēāk, erēam, erēēk, erēēp, erōāk, erōck, erōp, erōs, erōw, erōwer, erōwers, erōwing, erōws, erust, Kate, Kate’s, kēēp, kēēper, kēēpers, kēēping, kēēps, kill, killing, kills, kit, kits, kitten, kittens, kitten’s, kittens’, oversaw, over, overwork, peach, preach, preacher, preaching, reach, reaching, sawing, scālē, seamp, seant, seatter, seatters, seold, seold er, seolders, seolding, seolds, Seōtt, see-saw, skate, skiff, skiffs, skill, skin, skinning, skins, skīy, skīēs, teach, teacher, teaching, whoever, whom, who’s, whose, whoso, whoso ever, worker, workers, working, workman.
PHONETIC LIST NO. 10.

New Phonogram: ā.

āet, āeting, āets, Āllān, Āllān's, ārōw, ārōws, āster, āsters, āttāck, āttend, āttends, āttending, cācklē, ēap, ēaps, cāstlē, crāck, fāet, flāp, lāck, lācking, lācks, lāp, lāpping, lāps, mārrōw, nāp, nāpping, nāps, nārrōw, pāck, pācking, pācks, rāck, rācks, rāp, rāpping, rāps, sāck, sācks, sāp, slāp, smāck, snāp, stāck, tāck, tācking, tācks, tāllōw, tāp, tāpping, tāps, trāck, trāp, wrāp, wrāpper, wrāppers, wrāpping, wrāps.

PHONETIC LIST NO. 11.

New Phonograms: \{\text{i}c\ \text{and} \ i\text{ck}\}

(Also a number of additional sight-words used in the Reader before the introduction of these phonograms.)

In presenting these phonograms, show that they begin alike, and that the first is \text{i}c because it ends with (the sound) \text{e} or \text{ck}, and the other is \text{i}p because it ends with (the sound) \text{p}. Before using them in words, drill the scholars well in distinguishing between them.

attic, attics, click, clicking, clicks, ēolic, ēomic, Ėric, kick, kicke\text{r}, kickers, kick\text{ing}, kicks, lick, lick\text{ing}, licks,
mechanic, mice, nice, nick, nicking, nicks, Nick, Nick's, nickel, pick, picker, pickers, picking, picks, pickle, pickles, pickling, picnic, price, prick, prick er, prickers, pricking, prick le, pricks, rice, seller, sellers, selling, shallow, shallower, sick, sicker, sicken, sickle, slice, snicker, snickers, spice, spick, stick, sticking, sticks, tick, tick er, tickers, ticking, ticks, tick le, tickler, ticklers, tickling, tickles, trice, trick, tricking, trickle, tricks, whenever, window, windows, elip, elip per, elippers, elipping, elips, eripple, lip, lips, nip, nip per, nippers, nipping, nips, pip, pips, pippin, pippins, rip, ripping, rips, ripple, ripples, rippling, sip, sipping, skip, skipper, skippers, skipping, skips, slip, slipper, slippers, slipping, slips, snip, snipping, snips, Tip, Tip's, tip, tip per, tippers, tipping, tips, tip-toe, trip, tripping, trips, triple.
erimp, erimps, limb, limbs, limp, limping, limps, mimic, mocking, mimics, mistake, mistakes, mistaken, pimple, primer, primers, rim, rims, Sim, Sim's, simmer, simple, skim, skimmer, trimmers, trimming, trimmings, trims.

Assist, crisp, fist, fists, frisk, insist, kiss, kisser, kissers, kissing, lisp, lisping, lisp, list, lists, listen, listener, listeners, listening, listens, Miss, miss, missing, mist, Mister, pistol, risk, risking, risks, sister, sisters, sister's, sisters', wrist, wrists.

---

PHONETIC LIST NO. 13.

New Phonogram: W.

(Also one additional sight-word used in the Reader before the introduction of this phonogram.)

The real sound of this phonogram cannot be given alone. It is that peculiar slide or twist that occurs between long oo and any other vowel sound when we attempt to pass from one to the other without stopping. Thus: ooët, ooay, etc., etc. We therefore teach the children to call it oo and, in words, to smother or shorten the vowel part, to the point of suppression.

hour, hours, flour, flouring, flours, sour, souring, sours, seour, seouring, seours, swam, swift, swim, swimmer,
swimmers, swimming, swims, swine, swore, twice, twin, twigs, twine, wafer, wafers, wail, wailing, wails, wait, waiter, waiters, waiting, waits, waist, wake, waken, wakès, waking, wall, walls, waste, wick, wicks, wicker, wife, wife’s, wilt, wilting, wilts, win, winner, winners, winning, winnings, wins, wine, wines, winter, winters, wipe, wiper, wipers, wires, wipings, wiper, wiper, wipers, wires, wiring, wise, wiser, wisps, wokie, wore, worn.

---

PHONETIC LIST NO. 14.

New Phonograms: ě, est, less, and ness.

After teaching ě, write est, less, and ness on the blackboard, mark them thus: ěst, lěss, něss, and have them read. Finally have them committed as wholes without marks.

armless, arrest, earless, coldest, coldness, erest, eresting, erests, ēarless, ēat, ēliō, ēliōes, ēliōing, Ėllên, Ėllên’z, ēlse, endless, ēnter, Esther, fatness, fattest, fēarless, fēll, fēlłow, felt, fester, festering, festers, finest, flattest, forest, frēest, friendless, fretch, fussès, honest, illness, kēn mêl, kēpt, kētlê, kindest, kindness, kissès, knelt, lameness, lāmest, late ness,
latest, lateness, leaf less, lean est, lean ness, left, lemon, lent, Lent, less, lesser, lesson, lest, Lester, let, letter, letting, lets, light est, light ness, life less, likeness, lock less, lowest, low ness, mean est, mean ness, me ant, mel low, melon, melt, men, men's, mess, met, metal, miss ess, mother less, muss ess, near est, near ness, neat est, neat ness, neck, necks, Nell, Nell's, nest, nesting, nestle, nests, net, net ting, nets, newest, new ness, old est, pain less, palest, pal eness, pane less, peach es, pect, peck ing, pecks, pelt, pen, pens, pepper, peppers, pest, pester, pester ing, pests, pet, pets, p et ting, press, Preston, rain less, reach es, rest, resting, rests, rim less, ripe st, ripe ness, safest, sap less, sc ent, sc am less, seat less, self, sell, seller, sellers, seh ling, sell s, sense, sent, set, setter, set ters, set ting, settle, sets, sick est, sick ness, slightest, slight ness, slimmest, slim ness, slowest, slown ess, sl y est, sl y ness, smallest, small ness, smell, sorest, sore ness, sourest, sour ness, spell, stem, step, stiff est, stiffness, still est, still ness, sweet, tall est, tamest, tamed ness, teach es, tear less, teller, tellers, ten, tens, tent, test, testing, tests, tight est, tight ness, tire less, tr ee less, trim mest, trim ness, weak est, weak ness, went, wept, West, Weston, wet test, wick less, wing less, wis est,
wiséness, wrén, wrënz, wrén's, wréck, wrécking, wrécks, wréstlé.

PHONETIC LIST NO. 15.

New Phonogram: d (as a terminal only).

Teach effect, not separate sound. Put fill and filled on the blackboard, and call attention to the difference in appearance and the corresponding difference in sound. Then write call and called, and let the scholars try to name the latter. Repeat the process with other known words.

ailéd, âméd, arméd, butteréd, buttonéd, calléd, eänéd, cläd, cömḥéd, cōréd, corñéd, corneréd, erïéd, erōwēd, čäsēd, ēchōéd, ēyēd, failed, fannéd, farméd, fēārēd, fēllēd, festerēd, filēd, filled, flourēd, flōwēd, fōāmēd, frōēd, friēd, frillēd, handled, healēd, knōēlēd, killēd, laïd, lāmēd, lēānēd, liēd, lightēnēd, listēnēd, lōānēd, lōwēd, mādē, mailēd, mīrēd, mōānēd, mōwēd, nailed, nāmēd, one-arméd, ōpēnēd, ōwēd, ōwnēd, pāid, pāïnēd, pēēlēd, pēnnēd, pesterēd, pīlēd, pīnēd, pinnēd, playēd, pōūrēd, prēyēd, rāīnēd, rāīsēd, rēād, rēārēd, rōāmēd, rōārēd, rōdē, rōllēd, rōwēd, rustlēd, sailēd, sawēd, seōūrēd, sēālēd, sēāmēd, seemēd, sīghēd, sīgnēd, simmerēd, sinnēd, skimmēd, skinnēd, snowēd, sōārēd, sōlēd, sold,
soured, sōwed, spilled, stājd, swelled, tamed, tanned, teased, tickled, tied, tīred, twittered, tōed, told, tolled, tried, trilled, trimmed, trōd, wailed, walled, weakened, weaned, winged, wired.

fāde, find, inside, kind, kindest, lād, lādder, lādders, lēad, lēad, lēader, lēaders, lēading, lēads, lōad, lōading, lōads, mād, māddest, māid, māids, māiden, mild, mind, nēed, pād, pādding, pāds, pāddle, plāid, prīde, rēad, rēader, rēaders, rēading, rēads, rīde, rīder, rīders, rīdes, rīding, rīnd, rōad, sād, sāddest, sāddēn, sādder, sīde, spāde, spēed, steēd, svōrd, tīde, tōad, trēad, wāde, wāder, wāders, wādes, wāding, weēd, weēder, weēders, weēding, weēds, wēdding, who’d, wīde, wīden, wīder, wīdest, wild, wind.

---

PHONETIC LIST NO. 16.

New Phonogram: ċ. (Pronounced exactly like t.)

(Also a number of additional sight-words used in the Reader before the introduction of this phonogram.)

āeqēd, ēakēd, ēockēd, fifēd, fussēd, had n’t, heapēd, iced, kickēd, kissēd, knōckēd, lāckēd, lāpped, lēakēd,
leaped, licked, limped, locked, milked, mimicked, missed, mocked, mopped, mussed, nipped, over looked, over worked, packed, pecked, picked, pokéd, popped, preached, priced, raked, rapped, reached, reaped, rinsed, ripped, rocked, sipped, sliced, sniffed, soaked, spiced, supped, stuck, tapped, ticked, tipped, tossed, 'twould, waked, wiped, worked, wouldn't, wrappéd, wrecked.

---

PHONETIC LIST NO. 17.

New Phonogram: ed. (Pronounced ed.)

(Also a number of additional sight-words used in the Reader before the introduction of this phonogram.)

arrested, attended, butted, crested, Ed, ended, fad ed, fed, fitted, fled, folded, Fred, handed, heated, home made, home-sick, knotted, landed, led, lifted, lighted, load ed, matted, medal, meddled, mended, mold ed, Ned, need ed, notted, padded, patted, pedal, peddled, petted, pitted, potted, pouted, red, redder, reddest, rested, rôtted, rusted, sand ed, scold ed, seated, sid ed, sift ed, sled, sped, tended, tilted, tested, tinted, waded,waited, weeded, wedding, weren't, wicked, wicked est, wilt ed.
PHONETIC LIST NO. 18.

New Phonogram: ğ.

ćeasę, ćeasley, ćeasęless, ćeasęing, Čćeil, ċěl, ċěled, ċěling, ċělings, ċělș, ċěl, řělș, čěnt, čider, Čýrus, façe, façęd, faćing, fěnce, förčę, ñćeš, ńćing, ńćicle, lâçe, lâçęd, lâcing, mâçe, ńincę, ńincęd, ńincęing, ńicęr, ńicęst, ńicęness, ńićę, pâće, pâcéd, pâcer, pâcers, pâcing, pěâće, pěńće, pieńęć, pieńęćed, pieńęćing, pięcers, prṅęćę, râće, râçęd, râcer, râcers, râcing, sinęć, spâćę, trâćę, winęćę, winęcéd, winęcing.

---

PHONETIC LIST NO. 19.

New Phonograms: ŭ and un.

ełück, erũmbł, eũd, eũdv, euďdle, eũff, eũffęd, eũffing, eũffs, eũt, eũtter, eũtters, eũttęng, eũttęngs, eũttlę, fan, funnel, fůrųw, knũckłe, lũck, lũmp, müd, müff, müffe, müffs, müffin, müfter, müfton, nũmbł, nũmbųng, nũmbness, nũmbųs, nũt, nũts, nũtęng, plũck, plũm, pũcker, pũckers, pũddle, pũff, pũffęd, pũffing, pũffs,
pūlse, pūmp, rūdder, rūffe, run, rūnyɛr, rūnyɛrs, rūnyɛing, rūns, rūm, seūd, seūds, seūddɛng, scūm, skūl, smūt, snūff, spun, stūck, stūd, stūff, stun, stūnɛd, stūnɛing, stuns, stunt, suck, suckɛd, sucking, suckɛs, sūddɛn, sūds, sūffer, sūffers, sūm, sūms, sūmɛr, sūmɛrs, sun, sunɛd, sunɛing, sun less, suns, swūm, tūck, tūckɛd, tūcker, Tūcker, tūcking, tūcks, tunɛl, tunɛls, un beaten, un button, un buttonɛd, un ending, un fɛd, un fit, un kind, un kindɛr, un kindɛst, un kindɛss, un lāçɛ, un less, un lɔad, un lɔck, un mādɛ, un pāck, un pād, un pin, un pinɛd, un pinɛing, un pinɛs, un rɔll, un sāfɛ, un seen, un thinking, un tīɛ, un tīɛd, un tīɛs, until, un tỳing, un well.

---

PHONETIC LIST NO. 20.

New Phonograms: sh and ɪsh.

āsh, āshɛs, cāsh, clāsh, erāsh, erūsh, ɛyɛlāsh, finish, finishɛd, finishingɛng, fish, fishɛd, fishɛs, fishing, Fisher, Fisher’s, flɑsh, flɛsh, flūsh, frɛsh, Irish, lāsh, lāshɛd, lāshing, māsh, māshɛd, māsher, māshɛrs, māshing, mūsh, pɛtfish, plɑsh, plūsh, Pɔlish, pɔlish, punish,
punished, punishing, râdish, râsh, râd|ish, râlish, rûsh, rû|sh|ed, rû|sh|ing, shâ|d, shâ|dôw, shâ|de, shâ|ded, shâ|de|s, shâ|ding, shâ|de|less, shâ|ke, shâ|ken, shâ|ker, shâ|kers, shâ|kes, shâ|king, shâ|l|l, shâ|l|ôw, shâm, shâ|m|ed, shâ|m|ing, shâ|m|s, shâ|pe, shâ|pe|d, shâ|pe|s, shâ|ping, shâ|ter, shê|d, shê|d|ing, shê|d|s, she|e|p|ish, shê|l|f, shê|l|l, shê|l|êd, shê|l|ing, shê|l|s, shê|d, shjê|l|d, shi|ês, shi|f|t, shi|f|ted, shi|f|ting, shi|f|ts, shîn, shi|n|s, shi|n|e, shî|n|er, shî|n|ers, shi|n|es, shi|n|ing, ship, shipping, ships, shô|al, shô|al|s, shô|c|k, shô|ck|êd, shô|ck|ing, shô|cks, shô|d, shô|ne, shô|p, shô|p|êd, shô|pper, shô|ppers, shô|pping, shô|ps, shô|r|ê, shô|r|ês, shô|rn, shô|t, shô|ts, shô|w, shô|w|êd, shô|wing, shô|wn, shô|w|s, shû|c|k, shû|cks, shû|dder, shû|dders, shû|f|flê, shun, shun|ed, shun|ing, shun|s, shû|t, shû|tt|ing, shû|ts, shû|t|er, shû|t|ers, shû|tt|lê, shû|y, shû|y|er, shû|y|est, shû|ying, skît|ish, slû|sh, Span|ish, trâ|sh, wish, wish|êd, wish|er, wish|ers, wish|ês, wish|ing.
PHONETIC LIST NO. 21.

New Phonogram: V.

Sound by placing the lower lip against the upper teeth and forcing the voice strongly but not suddenly between.

ādvīcē, an vīl, can vās, cāvē, cāvēd, cāvēs, cāving, elōvē, erāvē, ēāvēs, Ėvē, ēvēn, ēvēning, ēvēnings, ēvil, fēver, fēvers, fīvē, fīvēs, insīde, insist, invītē, Īvē, Īvēs, knīvēs, lēāvē, lēāvēs, lēāving, lēāvings, lēvēl, līvē, līvēs, lōāvēs, ĕvāl, ĕvāls, pāvē, pāvēd, pāvēs, pāving, pēēvīsh, rāvēl, rōvē, rōvēd, rōvēs, rōving, Rōver, Rōver’s, sāvē, sāvēd, sāver, sāvers, sāvēs, sāving, sānings, sēvēn, shāvē, shāvēd, shāver, shāvers, shāvēs, shāving, shāvings, slēēvē, stōvē, unēvēn, vail, vails, vājn, van, vāns, vanish, vāsē, vēal, vend, vending, vender, vends, vēssēl, vest, vīnē, vīnes, vōtē, vōted, vōter, vōters, vōtēs, vōting, wāvē, wāvēd, wāvēs, wāving, weāvē, weāver, weāvers, weāvēs, weāving, we’ve, wīvēs, wōvē, wōvēn.
WRITING AND SPELLING.

The teaching of writing and spelling should begin almost simultaneously with that of reading. Up to the time of the completion of the First Book, there should be no attempt at oral spelling, and the calling of letters by their names should be carefully avoided; for, until the scholars have become strong in the use of the letters as phonograms, their names prove stumbling-blocks in the reading.

The words used for writing and spelling should be presented, then, as wholes; and when it becomes necessary to direct attention to a particular letter, it should be designated as "this letter," "that letter," "the first letter," "the last letter," "the second letter," etc.

The following plan for the teaching of written spelling (writing and spelling), having produced most excellent results in connection with this method of teaching reading, is heartily recommended.

The teacher selects for the first lesson some very short and easy sentence that the children have already learned to read,—say, I see.\(^1\) This she writes upon the blackboard over and over again in the presence of the scholars before she suffers them to copy it, calling attention each time to the place at which she begins, the direction in which she makes her strokes, etc.; so that, before the scholars try, they know quite definitely what they are to do.

She next requires them to copy and recopy the sentence until she finds by trial that they can reproduce it without copy.

She now sets them a new copy, containing the two words already used and one other that they have already learned to read,—say, can,—making the sentence, I can see. This they copy and recopy like the first sentence, until it is found by trial that they can reproduce it unaided by a copy. Proceeding in the same way, she gives them for their next copy, I see a man; for their next, See me, man; for their next, See me eat; and so on, until they have acquired a writing vocabulary of from eight to twelve words.

\(^1\) Other selections will do as well as those used here.
Before teaching any more words, she makes as many new declarative and imperative sentences as possible with the words already acquired, no sentence containing more than four words, and has the scholars write them from dictation.

She then resumes the word-teaching process, using for her copies interrogative as well as declarative and imperative sentences, and teaching, of course, the use of the interrogation mark. Now, however, instead of presenting one new word at a time, she presents two, but without increasing sentence-lengths. For example, if, at this stage of the work, four words are deemed a proper length for the sentence, the make-up should be two old words with two new ones, not three old words and one new one: experience having proved that the length of the sentence remaining the same, two new words are acquired almost, if not quite, as quickly as one.

When a few additional new words (perhaps half-a-dozen) have been thus acquired, word-teaching again ceases for a short time, and is replaced by exercises in writing, from dictation, new sentences, both declarative and interrogative, made up of the words thus far learned.

The sentences used during the first half-year, whether for copy or dictation, should never exceed six words in length, and should attain this dimension only toward the end of that period.

Dictated sentences should be read to the scholars clearly and deliberately, no one being permitted to begin writing or even to look down at the slate or paper until the teacher has ceased to speak, and should never be repeated for inattentive or forgetful scholars. The only possible justification for repetition is an interruption (such as loud noise or the entrance of a stranger) that prevents attentive as well as inattentive scholars from catching the matter dictated.

In selecting material for the written work, good judgment will need to be exercised. At first, whatever the nature of the words employed, they should be composed of short letters only and should begin as far as possible with letters that are alike in both the capital and small letter form. After the first few weeks, however, no attempt should be made to grade the written spelling work from the standpoint of penmanship. The faults in the latter should be corrected by means of separate exercises or drills.
The words chosen for spelling should all be taken from matter previously read. That is, they should be words that the children already know by sight. The main consideration in the choice of a word should be its usefulness, the most useful words being those from which the largest number of sentences can be formed. These are not confined to any one or two parts of speech, but have numerous representatives in every one. Among the words selected a few of the homonyms should find places. No one of these should ever be presented to the children except in such connection with other words as will absolutely ensure the proper association of meaning with form (spelling). On no account should both members of a pair of homonyms be taught together. The scholars should be confirmed in the correct use of one by weeks of practice before the other is presented. Above all to be avoided, is the pernicious practice of using both members of a pair in one and the same sentence: a practice that even with older scholars leads to the most deplorable confusion.

The sentence method above described for written spelling is the only good method. In its beginnings it is slow, and, unless the teacher is prepared to be patient, discouraging. The teaching of the first little sentence will consume much of her time and energy. The progress of the children, however, after they have gathered a little impetus, will compensate her many times for her first trials. Many teachers in Brooklyn who formerly taught written spelling by the use of single words, with but indifferent success, now accomplish during the first half-year, upwards of two hundred words.