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A SYLLABUS
— IN —
SPELLING AND
PRONUNCIATION

By
EDWIN C. BROOME
Superintendent of Public Instruction
AND
JACQUES W. REDWAY
Board of Education
Mount Vernon, N. Y.



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ADOPTED FOR USE IN THE PUBLIC SCHOOLS
OF MOUNT VERNON, NEW YORK



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L131574
.B7

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A SYLLABUS OF SPELLING AND ORTHOEPY

A.—SPELLING

I.—*Steps in the Preparation of the Lesson:*

No word has been mastered by a pupil until he knows its pronunciation, its syllabication (if a word of more than one syllable), its meaning or use, and its spelling.

Pupils should be trained to observe these four requirements in preparing a new lesson.

II.—*Methods to be Employed in the Preparation of a Lesson:*

1.—*Pronunciation.*—In the primary grades the teacher must be the authority in pronunciation. In assigning a new lesson, the teacher should pronounce each new word correctly, slowly, and distinctly, the children repeating. In the upper grades (above the fifth), the children should be taught to use the dictionary in the preparation of the lessons.

2.—*Syllabication.*—In the primary grades the teacher should write the syllabicated words on the board, if they are not syllabicated in the speller. Children in the upper grades should get the syllabication from the dictionary, if it is not indicated in the spelling book.

3.—*Meaning and Use.*—Do not waste time in defining common words, like horse, house, man. Concentrate effort on the new and unusual words. In the primary grades the meaning can sometimes be obtained from the better informed pupils. Usually, however, the teacher will need to supply it when assigning the new lesson. In the upper grades the children should consult the dictionary. Considerable care is necessary to induce pupils to select the most appropriate meaning of several meanings given.

4.—*Spelling.*—There are several ways in which a pupil may prepare the spelling of a word. Writing the word on paper five or ten times is *not* recommended. The following procedure is suggested: The pupil notes the words in the assigned lessons which appear unusual, or which he *cannot* spell. He concentrates his attention upon these words, one at a time, as follows: (1) He

looks closely at the word as printed in the book or written on the board; (2) he writes it *once* on paper, dividing into syllables (if a word of two or more syllables); (3) he scrutinizes closely the written word; (4) he closes his eyes, or turns the paper over, and spells the word mentally, trying to form a picture of it; (5) he looks again at the written word, if necessary, and writes it on the back of the paper from memory. After he has dealt with each word in this manner, he should try to write the whole list from memory. The object of this method is not only to provide several approaches to the new word, but also to train the memory to retain its form. *Mere repetition, whether written or oral, will not produce a lasting impression.*

III.—*Conducting the Lesson:*

Both written and oral spelling should be practiced. It is a good plan to have the words spelled orally before they are written. In dictating the words a teacher's pronunciation should be strictly accurate, and her enunciation distinct. The meaning of each word, excepting the most common ones, should be brought out. The following method has brought excellent results: The teacher gives a sentence which illustrates the meaning of the word, and then repeats the word; for example, "The eel is a kind of fish—eel." The pupils write the word, syllabifying, if a word of two or more syllables. Another successful method is as follows: The teacher pronounces each word slowly and distinctly; the pupils write the words as given. After each word is written a pupil is called upon to recite orally a sentence illustrating the meaning of the word. In the upper grades giving the definition will usually suffice. Also, in the upper grades the pupils may be required to use the last half of the spelling period for writing original sentences using the words of the day's lesson. Concert recitations are *not* recommended. In oral spelling pupils should pronounce the words distinctly before and after spelling, and indicate the syllabification by a pause between syllables. Words commencing with a capital letter should be always thus designated. Words with double letters, like book, should be spelled as follows: b, double-o, k—book.

IV.—*The Assignment of the New Lesson.*

Where the lesson is not a review, only *three* or *four* new

words a day should be given in the primary grades, and *five* or *six* in the grammar grades. Remember that a complete mastery of a hundred new words during a term is preferable to a superficial knowledge of five hundred. In assigning a new lesson, the teacher should pronounce distinctly each new word, and point out peculiar difficulties, such as those in colonel, separate, February, and receive. The pupils should be urged to *concentrate attention on the difficult* words. When a new word has one or more homonyms, like (see, sea), (vain, vein, vane), (hear, here), the homonyms should be dwelt upon and the differences in meaning pointed out.

V.—*The Sources from Which the Lessons May Be Drawn.*

1. In Grades 1 and 2 the spelling words will come chiefly from the reading lessons. Other sources, such as nature, the home, play, and games, may be drawn upon. Simple and common words should be selected, in preference to those which are difficult and unusual.

2. At the beginning of the third grade a spelling book should be used. It is too much to ask the teacher to prepare the lists of words used in the daily lessons.

3. In every grade the lists from the spelling book should be supplemented by words from other sources—history, geography, arithmetic, physiology, etc.

VI.—*Reviews.*

Reviews should be frequent. Dictation exercises are a very satisfactory form of review in the primary grades. Each teacher should keep in a notebook an alphabetical list of the words which give her class especial difficulty, and should give occasional reviews from this list. It is well for every pupil to write in a notebook every word misspelled in the daily spelling lesson. This list should be supplemented by words misspelled by the pupil in written composition. Every Friday, for review, the teacher might require the members of the class to spell the words in their lists. This could be made either an oral or a blackboard exercise. The teacher should include in her general list of difficult words the words which occur most frequently in the lists given by the pupils. It is a good plan, also, to keep a list of the most troublesome words on the blackboard where the pupils may see them frequently.

When words from this list are to be given in a lesson, the list may be concealed. When the teacher feels reasonably certain that a word in the list has been mastered by all members of the class, it may be erased, and another may be placed in the space. Some teachers have had good results by writing the more troublesome words in the board list with colored chalk. Where there is one especially difficult element in a word, like the *colo* in colonel, that element only should be written in colored chalk. Words may be written or printed on "sight cards" for rapid review. A good substitute is to write the word slowly on the board, and then erase. In reviews, again, concentrate effort on the *difficult* words.

The frequency of reviews depends upon so many conditions that no definite directions can be given. The following proportion, however, is suggested: Three lessons a week from the speller, one lesson from the supplementary list, one review.

Under reviews comes the spelling match. An occasional "spelling down" is both interesting and stimulating; but a few cautions should be given: (1) Don't have spelling matches too often; (2) don't array girls against boys; (3) don't leave the choosing of the sides entirely to the pupils; (4) don't give words which only one pupil in a hundred will ever use again in his lifetime, even if they do appear in the spelling book. When high school students constantly stumble on such words as there, practice, distinct, principal (of a school), receive, and separate, it is folly to waste time in the elementary school upon such words as transubstantiation, ecumenical, and eleemosynary.

VII.—*Methods of Correction:*

The practice of exchanging papers for correction is not wise. It is better for the children to correct their own papers, while the teacher, or one of the best spellers in the class, gives the correct spelling. The check mark (\checkmark) is used in the business world as a mark of approval or accuracy. The cross (\times) is used to indicate errors. These marks, when used, should always be placed at the left of the word. The children should be trained to mark and rate their own papers. It is a useful exercise to develop honesty. As a check on the pupils, however, the teacher should frequently review the corrected papers. Before pupils hand in writ-

ten work of any kind, they should be required to look through it for errors in spelling. In this way many errors due to carelessness may be prevented.

VIII.—*Additional Suggestions:*

In addition to the several methods and devices presented above, there are others as good, if not better, which will occur to an ingenious and resourceful teacher. Some teachers will find a few simple rules to be helpful. Several rules will be found in almost any good spelling book. For instance, Van Wagenen's "Dictation Day by Day," Fifth Year, pp. 87, 88, 89, contains several good ones. Rules should always be taught inductively. That is, the pupils should be led to induce the rule from specific cases within their knowledge.

The significance of prefixes and suffixes should receive some attention in the upper grades.

OUTLINE.

FIRST YEAR.

Modern methods of reading introduce new words through their phonetic elements. No regular lessons in spelling need be given.

SECOND YEAR—FIRST TERM.

(Daily Lessons—15 Minutes Each.)

At least 100 common words selected from readers, and other sources. A simple speller is recommended. Recitations, both oral and written. Dictation. Frequent exercises in spelling words with a common phonic element, like light, fight, bright. For further directions see Syllabus.

SECOND YEAR—SECOND TERM.

(Daily Lessons—15 Minutes Each.)

At least 100 common words selected from spelling book, also from readers and other sources. Review words frequently misspelled. Frequent exercises in spelling words with a common phonic element. Spelling, both oral and written. Dictation. For

method see Syllabus.

THIRD YEAR—FIRST TERM.

(Daily Lessons—15 Minutes Each.)

At least 150 words selected from spelling book, readers, and other sources. Reviews of words frequently misspelled. Abbreviations taught as spelling elements. Only common abbreviations, such as Mr., Mrs., Dr., and those of days of the week, and the months. Spelling, both oral and written. Dictation. For method, see Syllabus.

THIRD YEAR—SECOND TERM.

(Daily Lessons—15 Minutes Each.)

At least 150 words selected from spelling book, readers, and other sources. Review of words frequently misspelled. Abbreviations continued. Oral and written spelling. Dictation. For method see Syllabus.

FOURTH YEAR—FIRST TERM.

(Daily Lessons—15 Minutes Each.)

At least 200 words selected from the spelling book, readers, geography, and other sources. Reviews of words frequently misspelled. Simple contractions. Oral and written spelling. Dictation. See Syllabus for method.

FOURTH YEAR—SECOND TERM.

(Daily Lessons—15 Minutes Each.)

At least 200 words selected from spelling book, readers, geography, and other sources. Review of words frequently misspelled. Simple contractions. Oral and written spelling. Dictation. See Syllabus for method.

FIFTH YEAR—FIRST TERM.

(Daily Lessons—20 Minutes Each.)

At least 250 new words from spelling book, readers, geography, history, and other sources. Review of words frequently misspelled. Special attention to hyphenated words, and to syllabication, and to irregular plurals, like fly—flies, mouse—mice, leaf—leaves. Oral and written spelling. See Syllabus for method.

FIFTH YEAR—SECOND TERM.

(Daily Lessons—20 Minutes Each.)

At least 250 new words from spellers and other sources. Review of words frequently misspelled. Special attention to hyphenated words, and syllabication. Stems. The more common prefixes and suffixes, like con, com, pre, ab, ad, im, in, mis, un, and ness, less, ing, ful. Oral and written spelling. See Syllabus.

SIXTH YEAR—FIRST TERM

(Daily Lessons—20 Minutes Each.)

At least 300 new words from spelling book and other sources. Review of words frequently misspelled. Stems, prefixes, and suffixes. Training in use of dictionary. Occasional exercises in arranging lists of words alphabetically. Accurate spelling required in all written exercises. Oral and written spelling. See Syllabus.

SIXTH YEAR—SECOND TERM.

(Daily Lessons—20 Minutes Each.)

At least 300 new words from speller and other sources. Review of words frequently misspelled. Use of the dictionary. Occasional exercises in arranging lists of words alphabetically. Exercises in analysis of words so that children will acquire the habit of getting the meaning of a word from its component parts. Accurate spelling required in all written exercises. Oral and written spelling. See Syllabus.

SEVENTH YEAR—FIRST TERM.

(Daily Lessons—20 Minutes Each.)

At least 300 new words from speller and other sources. Review of misspelled words. Use of the dictionary. Occasional exercises in arranging lists of words in alphabetical order. Continued exercises in analysis of words. Exercises in the use of synonyms; for example, in a group of synonyms pupils should be trained (a) to give the meaning common to all the words of the group; (b) to give the special meaning of each word, and (c) to indicate the distinctive meaning of each word. Accuracy in spelling required in all written work. Oral and written spelling. See Syllabus.

SEVENTH YEAR—SECOND TERM.

(Daily Lessons—20 Minutes Each.)

At least 300 words from spelling book and other sources. Especial attention to historical and geographical names. Reviews of misspelled words. Continued exercises in use of the dictionary, analysis of words, and synonyms. Accurate spelling required in all written work. Oral and written spelling. See Syllabus.

EIGHTH YEAR—FIRST TERM.

(Daily Lessons—20 Minutes Each.)

At least 300 words from spelling book and other sources. Exercises in use of dictionary, the analysis of words, and synonyms continued. Reviews of misspelled words. Accuracy in spelling required in all written work. Oral and written spelling. See Syllabus.

EIGHTH YEAR—SECOND TERM.

(Daily Lessons—20 Minutes Each.)

No specific amount of work is designated for this grade. There should be a great amount of drill upon words which the pupils have frequently misspelled in their written work. Mr. Prince, formerly secretary of the Massachusetts State Board of Education, compiled the following list of words most likely to be misspelled by pupils:

Money, knife, shoes, ladies, which, whose, where, there, their, piece, would, watch-chain, lead-pencil, window-curtain, yours, comb, crayon, door-key, floor, believe, guess, through, threw, dropped, walked, laughed, aunt, father, ought, ache, dozen, fruit, Wednesday, beautiful, flowers, sugar, color, collar, brother's, baby's, whole, pair, eight, half, twelve, tough, button, caught, neighbor, minute.

The review lists in standard spelling books furnish good material. Past Regents' examination papers in spelling furnish good lists. The following list of 100 words was given at the inter-city spelling match, held at a recent meeting of the National Education Association:

poem	precede	brethren	irrelevant
which	negroes	surprise	partition
Arctic	analyze	professor	sovereign
until	fulfill	governor	geography
elm	cleanse	similar	stationery
pursue	exercise	foreigner	accommodate
iron	together	architect	convenience
except	through	millinery	acquiesce
deceit	detached	cemetery	restaurant
siege	hygiene	misspelled	noticeable
niece	victuals	benefited	miniature
alley	athletic	February	management
sugar	several	conscience	changeable
ceiling	equipage	regretted	occurrence
chimney	separate	curiosity	character
capitol	parallel	persevere	handkerchief
muscle	disease	particular	principal
balloon	potatoes	divisible	government
cistern	business	supersede	prejudice
origin	judgment	committee	admittance
	(judgement)		
whether	adjacent	embarrass	necessarily
develop	analysis	beginning	preparation
grammar	occasion	descendant	mischievous
pumpkin	mischiefs	vertical	laboratory
lettuce	disappear	recognize	privilege

Continued drills in the use of the dictionary, in arranging lists of words alphabetically, in analysis of words, and in the use of synonyms. See Syllabus.

APPENDIX.

I.—*List of the more common abbreviations:*

Mr.—Mister	Fri.—Friday
Mrs.—Mistress	Sat.—Saturday
Messrs. (Messieurs) — Gen- tlemen	Jan.—January
Dr.—Doctor	Feb.—February
Gov.—Governor	Mar.—March
Rev.—Reverend	Apr.—April
Prin.—Principal	Aug.—August
Lieut.—Lieutenant	Sept.—September
Capt.—Captain	Oct.—October
Maj.—Major	Nov.—November
Col.—Colonel	Dec.—December
Gen.—General	No abbreviations for May, June, July.
Com.—Commander	min.—minute
Pres.—President	hr.—hour
Prof.—Professor	da.—day
Supt.—Superintendent	wk.—week
Used in catalogue lists, newspapers, etc., but not in formal writing.	mo.—month
Hon.—Honorable	yr.—year
Bro.—Brother	in.—inch
Jr.—Junior	ft.—foot
Sr.—Senior	yd.—yard
Esq.—Esquire	rd.—rod
Sec.—Secretary	mi.—mile
Treas.—Treasurer	doz.—dozen
Ave.—Avenue	pk.—peck
St.—Street, Saint	bu.—bushel
U. S. A. — United States Army, or United States of America	gi.—gill
U. S. N. — United States Navy	pt.—pint
U. S. M. — United States Mail	qt.—quart
	gal.—gallon
	oz.—ounce
	lb.—pound
	T.—ton
	ex.—example
	ans.—answer

G. A. R.—Grand Army of the Republic	no.—number.
Co.—Company, County	amt.—amount
P. O.—Post Office	fig.—figure
P. S.—Postscript	vol.—volume
MS.—Manuscript	p.—page
N. B.—Take notice	pp.—pages
R. S. V. P.—Please answer	pr.—pair
R. R.—Railroad	doz.—dozen
Nat.—National	qr.—quire
N. E.—Northeast	bbl.—barrel
N. W.—Northwest	lat.—latitude
S. E.—Southeast	long.—longitude
S. W.—Southwest	acct. or a/c—account
C. O. D.—Cash on delivery	bal.—balance
Cr.—Creditor or credit	agt.—agent
Dr.—Debtor or debit	coll.—collect
F. O. B.—Free on board	pd.—paid
B. C.—Before Christ	payt.—payment
A. D.—After birth of Christ	recd.—received
A. M.—Before noon	rect.—receipt
M.—Middây	mdse.—merchandise
P. M.—Afternoon, also Post Master	int.—interest
Sun.—Sunday	dis.—discount
Mon.—Monday	chap.—chapter
Tues.—Tuesday	per.—by, per cent.
Wed.—Wednesday	do.—ditto
Thurs.—Thursday	etc.—and so forth
	pkg.—package

Consult a standard geography for the abbreviations of the names of States, and other geographical names. There are no legitimate abbreviations for cities and towns.

II.—*Some common contractions:*

I'm—I am	isn't—is not	she's—she is
I've—I have	aren't—are not	he's—he is
I'll—I will	wasn't—was not	it's—it is
we're—we are	weren't—were not	who's—who is
we've—we have	hasn't—has not	that's—that is
we'll—we will	haven't—have not	what's—what is
you're—you are	hadn't—had not	here's—here is
you've—you have	can't—can not	there's—there is
you'll—you will	won't—will not	where's—where is
they're—they are	sha'n't—shall not	'tis—it is
they've—they have	couldn't—could not	e'en—even
they'll—they will	wouldn't—would not	e'er—ever
don't—do not	shouldn't—should not	ne'er—never
doesn't—does not	he'd—he would	oe'r—over
didn't—did not	she'd—she would	'mid—amid

III.—*List of the more common prefixes:*

- e, ex—out, out of; examples—eject, extract.
- mis—wrong, wrongly; examples—misuse, misunderstand.
- re—back, again; examples—return, rebuild.
- un—not, back; examples—uncommon, unbend.
- in, im—in, into, not; examples—invade, incorrect.
- out—more than, beyond; examples—outline, outside.
- over—above, beyond; examples—overcharge, overlook.
- pre—before; examples—prescribe, prevent.
- dis—not, away; examples—disagree, discharge.
- trans—across, beyond, through; examples—transcontinental, transport, transparent.
- en—in, into; example—enclose.
- a—on, in; examples—afoot, abed.
- be—at; examples—before, beside.
- con, com—together; examples—conduct, compress.
- de—from away; examples—detract, depart.
- inter—among, between; examples—intermix, international.
- mal—badly; example—maltreat.

IV.—*Some common suffixes:*

or, ar, er—one who, that which; examples—director, beggar, builder.

er—more; examples—greater, larger.

est—most; examples—brightest, longest.

less—without; examples—endless, motionless.

ful—full of; example—truthful, beautiful.

ly—in manner of; examples—surely, rapidly.

ous, ious, eous—full of, worthy of; examples—dangerous, industrious, righteous.

eer, ier—one who; examples—engineer, cashier.

an, ian—one who, pertaining to; examples—American, historian.

ness—having quality of; example—weakness.

ish—having quality of; examples—foolish, gawkish.

en—made of, to make; examples—golden, cheapen.

ward—toward; example—homeward.

B.—ORTHOEPY

An analysis of the various letters will be helpful in establishing a better pronunciation of English words.

I.—CONSONANTS.

C. The consonant "c" is not likely to give trouble. It is well to bear in mind that in English it has no specific sound of its own. In most words in which it is followed by "e," "i," or "y" it has the sound of "s"; followed by "a," "o," or "u," it is like "k"; in a few exceptional words, "discern," "suffice," and "sacrifice," it takes the sound of "z"; in such words as "oceanic" and "pronunciation," it acquires the sound of "sh."

Ch. The digraph "ch" is used empirically to represent a sound which has no specific character to represent it. The combination "tsh," which is sometimes used to indicate it, is at best a very crude and imperfect representation. The normal sound of the combination occurs in the words "church," "much," etc. There will be little or no difficulty in exacting the proper pronunciation. It will be well to note the words in which it has the sound represented by "sh"—"chaise," "machine," "chandelier," etc.; note also a number of words in which it has the sound of "k," as "chorus," "echo," etc.

Cl, Gl. The combinations "cl" and "gl" rarely give trouble, and certainly they should not. Now and then, however, a pupil will be found who substitutes "tl" and "dl" therefor. The difference is difficult to detect, and will elude the teacher's notice unless carefully sought. It will be wise to make a test upon suspected cases, using a list of a dozen selected words.

Gh. The digraph "gh" may have the sound of "g," as in "ghost"; of "f," as in "laugh"; or it may be silent, as in "though." Formerly it possessed a coarse, guttural sound much like "ch" in the German tongue. This sound is partly preserved in Scotch and Irish names to-day, as in "lough," "Dougherty."

J. The consonant "j" has normally the sonant sound of "ch," as in "jug"; it also is represented by "g" where the latter is followed by "e," "i," or "y." In a few words, such as "verdure," slipshod pronunciation tends to give "du" the sound of

“ju.” It will be wise to stamp out such a tendency.

N. The letter “n” followed by “g” is modified by a coalescence with the latter, while the latter retains also its individual sound in some words, as “linger,” but not in others, as in “singer.” There may be a slight tendency to pronounce the first named “ling-er”; rarely it may be pronounced “lin-ger” instead of “ling-ger.” The teacher should exact a good sonorous sound of “ng” in such words as “ring,” “strong.” The last word itself is difficult to pronounce, and its repetition in unison is a good exercise. The chief difficulty, however, will be found in such words as “length,” “strength,” etc. Be careful to exact the full sound of “ng”; be careful also to detect such slipshod pronunciation as “len’t’h” and “stren’t’h,” and give the offenders individual practice. Note also that “n” before the sound of “k” has usually the value of “ng,” as in “ink,” “rank.”

Ph. The digraph “ph” is used to represent a letter in Greek having the sound of “f.” In “Stephen” it naturally is modified to the sound of “v.” In a few words—“diphthong,” “naphtha,” etc.—there is a distinct tendency to give it the sound of “p.” And although this is recognized by several lexicographers, it cannot be regarded otherwise than slipshod and careless pronunciation. The pupils should be held to the historic sound.

Q. This is the least useful letter of the alphabet; it is always used in conjunction with “u.” The combination has the value of “kw,” except in a few words ending in “que,” as “unique,” “grotesque,” and several others.

R. Of the consonants, the sound of “r” is about the only one presenting much difficulty. Its chief sound, best represented by a repetition of the sound, as “r-r-r-r,” the rough breathing of the Greek tongue, is rarely heard in English speech. In such combinations as “hero,” “ruddy,” “bright,” etc., it is rarely mispronounced. It is apt to be slighted in such words and combinations as “part,” “more,” etc.—that is, when preceded by a vowel. Thus, part may be pronounced “paht”; more, “mo-ŭh”; after, “af-tŭh”; girl, “goil,” etc. Many pupils are prone to eliminate the sound of “r” from such words as “first,” “burn,” “were,” “hurt,” etc. It will be well to look over the lessons for the pur-

pose of giving a necessary drill upon such words. In the words noted above, "r" has become practically a vowel.

S. The consonant "s" has several sounds. Its normal sound occurs in "miss," "sir," "rest," etc.; in "is," "please," "desire," and many other words, it takes the sound of "z." In most cases the approved pronunciation will be evident; one cannot easily mispronounce such words as "yes," "sky," "lips," "snow," "ribs," "rides," "reason," or "dismal"; but in such words as "discern," "disarm," etc., the teacher must be alert. Before "e," "i," and "u" this letter often takes the sound of "sh," as in "Asiatic," "nausea," "sure," and "mission"; or of "zh" in "pleasure," "confusion," and "visual." Errors in pronunciation are apt to occur in such words as "equation," "Asia," "version," "pronunciation," etc., and the teacher should look for them.

Sh. The digraph "sh" has practically but one value—that in "wish," "ship," etc. It is not likely to be mispronounced.

T. The consonant "t" is not likely to give trouble in pronunciation when preceded by a vowel. When preceded by "p," as in "apt," "crept," the combination requires practice. In combination with "ch," "gh," "b," and "c" in "yacht," "night," "doubt," and "indict," it has rendered those letters silent. In "mortgage," the letter itself has become silent. It is silent in such words as "hasten," "listen," "often," etc. Watch carefully for such faulty pronunciation.

Th. The digraph "th" has two sounds, as in "thin" and "neither." These sounds do not occur in the German language, and pupils of German parentage are apt to use "t" and "d" to represent the corresponding sounds. In such cases direct the pupil to place the tongue between the teeth, breathe, and then add the rest of the word; thus—"th...in," "th...us." Look for any words in the lesson containing this combination that are likely to be incorrectly pronounced. The combination "thr" is very difficult, and pupils need to be drilled thoroughly on such words as "three," "thrifty," "thrill," "thrash," "throng," "throttle," "throat," etc. Look out for "t'rash," "t'roat," etc. Note some of the more common words, such as "Thomas," "thyme," and "Esther," in which the "h" is silent.

W. The letter "w" is a consonant in such words as "whip," "we," "wet," "will," etc., and practically a vowel in such words as "law," "how," "plow," "row," etc. Watch carefully for such pronunciation as "ror" and "lor," for "raw" and "law."

X. The letter "x" has the value of "ks" in "box," "extra," "wax," "ox," and similar combinations; in "extraordinary" and similar compounds, and in "luxurious," it acquires the sound of "kz"; in "anxious," "luxury," and a few others it gives to the vowel following it the sound of "sh." It will be well to look carefully after the doubtful words, such as "exit," "exhaust," "luxurious," "exhilarate," "exemplary" and others. At the beginning of a word, "x" has empirically the value of "z."

Y. The letter "y" is used both as a consonant and a vowel. In such words as "yard," the sound is purely that of a consonant; when preceded by a vowel, however, it is usually a vowel itself, having the sound of "a," or of "i." The sounds of "n" and "l" take after them the sound of consonant "y," in such words as "union," "pinion," "halliard," "million." In a number of such words as "joyous," "buoyant," etc., the sound of "y" is practically doubled, the first part being vowel, the last part consonant "y," the actual pronunciation being "joy-yus," and not "joy-us," as is commonly marked.

There are several combinations that will require watchful care on the part of the teacher—mainly syllables from which the vowel sound is eliminated. Thus, the "e" in such words as "widen," "hidden," etc., is silent, and the words are pronounced "wid-'n," "hid-d'n," etc.; in "fasten," "hasten," and similar words the "t" sound is also eliminated. Let us admit that this may be called slipshod pronunciation, but it is in the interest of agreeable sound. In a similar manner the final syllable of "bubble," "castle," "thistle," and similar words in each case is pronounced without a vowel sound; in the last two words the "t" is also eliminated. The careless omission of the "g" from certain words ending in "ing" will also require watchfulness. In most cases the omission is confined to the present participial form.

German, Russian, Italian, and Slavic children, especially those born in European countries, have each peculiarities of speech

that are commonly called "accent." There is but one thing before the teacher—namely, to eradicate such peculiarities, and train the pupils to acquire a standard English orthoepy. Nothing but constant and careful practice will yield the result.

II.—VOWELS.

By far the greatest difficulty is found in reproducing the various qualities of the vowel letters. Two keys are in common use; these are found in the Webster and the Standard dictionaries. Pupils should be familiar with both. For convenience the Webster key is used in this syllabus.

Vowel letters differ both in quality and quantity; thus "a" in "mat" differs in quality from "a" in "ball"; "a" in "art" is quantitatively long, but in "artistic" it is short. Similarly, initial "e" in "even" is long in quantity; in "event" it is short. But "e" in "met" differs from either in quality. As a matter of fact, the quantity of a vowel will take care of itself. One cannot easily mispronounce the initial sounds of "at" and "air," "even" and "event," or "art" and "artistic." The study of quantity need not, therefore, demand any effort or time on the part of pupils of the elementary schools.

The question of the quality of vowel sounds is one of not a little difficulty. Thus, the letter "a" is used to represent eight different sounds in the Webster, and four in the Standard; the letters "e," "i," "o," and "u" represent each three or more vowel sounds.

A. Thus one may find the letter "a" used to represent the following:

ā as in "māle," "fāde," "debāte," "remāin" is a diphthong, and is composed of the sound of "e" in "met" followed by the sound of "e" in "me," but quite as often having the value of "ě-ī." The difference between the two sounds is chiefly quantitative, and ranges between the sounds occurring in "ale" and "senate."

ä as in "ärt" is usually called the Italian sound. It is long in quantity in "ärm," short in "ärtistic," and somewhat modified in such words as "dance," "ask," "glass," etc. Educated people in England, Ireland, and some parts of the United States preserve the full Italian sound of the letter in such words, however; and certainly, if a musical pronunciation is desirable, the preservation of the sound in these words is justifiable.

a as in "at" is long in "air" and short in "mat." Its proper quality will give no trouble. It has been derived from the Italian sound by a natural change. Many actors and singers eschew it, using the shortened Italian sound instead.

a as in "all" is sometimes called the broad sound of the letter. In several words, such as "daunt," "flaunt," etc., there is a strong tendency to revert to the Italian sound of the letter.

In many words, such as "what," "wander," "quality," etc., the sound of the letter is practically lost, being replaced by a sound approaching "o" in "not." In "many," "any," and "against" it takes the sound of "e" in "met." In such words as "pare," "fare," the sound is practically identical with its sound in "air," although Webster and the Standard dictionaries note a distinction. This sound seems to have been derived from the sound of "a" in "male."

E. "ē" as in "eve" and "concrete" is long; in "ēvent" it is short. There will be but little difficulty in obtaining the proper sound value.

"ē" as in "mēt," "bētter," "contēt" is frequently mispronounced in such words as "faucet," "budget," "argument," "recent," "sudden," "added," etc. In a few words "e" has the sound of "ā," as in "prey," "feign."

I. "ī" as in "fīne," "mīghty," "hīde" is clearly a diphthong, having the two sounds "ä-ē," or "ä-ī." It is not apt to be mispronounced.

"ī" as in "pīn," "admit," "until" is sometimes incorrectly used for "ē" before "d." Chemical names ending in "ine" and

“ide” are frequently mispronounced; it is “iodīne,” not “iodine,” “bromīde,” etc.

“ī” in a few words, “pīque,” “machīne,” etc., has the sound of “ē.”

O. “ō” as in “nōte” is a diphthong having very nearly the sound “ū-oo,” “ö-oo,” or “a-oo.” Its diphthongal character is apparent, but there are no letters that exactly express the value of the elements composing it. In a few words, such as “obey,” “poetic,” and “tobacco,” it is considered by some orthoepists as the quantitatively short sound of “ō.” Certain it is that it loses almost wholly its diphthongal character and becomes a single vowel. In a few words, such as “thrōat,” there is a tendency to shorten the vowel so that the word sounds almost “thrūt.” In such words as “orb,” “lord,” “abhor,” the sound of the vowel is considerably modified, almost losing its essential quality. In such words as “wolf” this is apparent; in “son,” “welcome,” “other,” etc., the sound of “ū” is clear.

“ö” as in “nöt,” “cöpy,” “höstīle,” has a clear and distinct value that is not often mispronounced. In a few words, however, such as “öften,” “Göd,” “söng,” “löng,” etc., there is a tendency to give it the sound of “a,” as in all. This will require not a little watchfulness.

U. “ū” as in “mūte,” “būreau,” “pūre,” “emūlate,” “ūnite,” is a diphthong having the sounds “ī-ōō.” The Standard Dictionary represents it by two characters. In the words given above it cannot be readily mispronounced. In most other words, such as “issue,” “Tuesday,” “tune,” “suit,” “duty,” it is almost always pronounced like “oo” in “hoot”—a slipshod speech which should be vigorously corrected.

“ū,” as in “būt,” “circūs,” “mūch,” is rarely mispronounced; indeed it seems to be a goal toward which the sounds of “o” and “u” are tending. There are several other sounds of this vowel; in “rude” it has practically the sound of “oo” in “food”; in “push” it has the sound of “oo” in “foot.” These seem to be the normal sounds, and they are the dominant sounds of the letter in most Teutonic languages to-day. It is well to drill pupils thoroughly on the distinction between the sounds of “u” in “mute” and

“rude” by making a list of a dozen or more words for occasional practice.

There are several vowel combinations, as “ae,” “ai,” “au,” “ea,” “ei,” “ie,” “oa,” “oo,” “oi,” “ou,” “oy,” “ua,” “ue,” “ui,” and “uy.” Of these “oi,” “ou,” and “oy” are diphthongs, both vowels being sounded. In the others one or the other of the two is silent; thus, in “broad” and “groats” the “o” is silent; in “foam” and “moat” the “a” is silent.

III.—SUGGESTED EXERCISES.

Require the analytical pronunciation of words having difficult letter combinations in conjunction with the reading lesson. Most likely the faulty pronunciation will be in one or another of the following series:

bd, bld—robbed, drubbed, cribbed, throbbled, mobbed, stabbed, nabbed, bribed, inscribed, troubled, scribbled, scrambled, doubled, etc.

dl, tl—needle (not nee-dul), paddle, middle, noddle, whittle, throttle, battle, hospital.

dn, tn—pardon (the “o” is silent), widen, burden, listen (liss’n), batten, cotton, mutton, wooden.

fl—flame, flight, flock, flatter, flageolet, flag.

ft, fv—thrift, craft, mufti, crafty, draught, lofty, wives, thrives, contrives, waves, loaves, grooves, loathes.

gd, gld—drugged, bagged, nagged, struggled, gurgled, haggled, wriggled, rugged, wrinkled.

gr—graves, graphite, griffith, programme, graphophone, griggs, groats.

kt—knocked, strict, thwacked, mocked, wrecked, fact, kicked.

mth, nth—warmth, tenth, eleventh, anthem, anthropology.

ngth—length, strength.

pt—whipped, stripped, rapped, cropped, abrupt, corrupt.

r, er—after (not ăf-tŭh), part, Arthur, car-fare, artery,

roar, raw, wrestle, through, fern, third, work, burn.

str—straight, strong, struggle, stringency, structural, strongmindedness, straightforwardness, strangeness.

thr, thw—thrown, threadbare, thrust, throng, throttle, threshold, thralldom, thwack, thwart.

a—fame, party, faulty, spatter, arm, artistic, aeroplane, aerated, psalm, ask, dance, Bahia (bä-ě'-ä), law, natural.

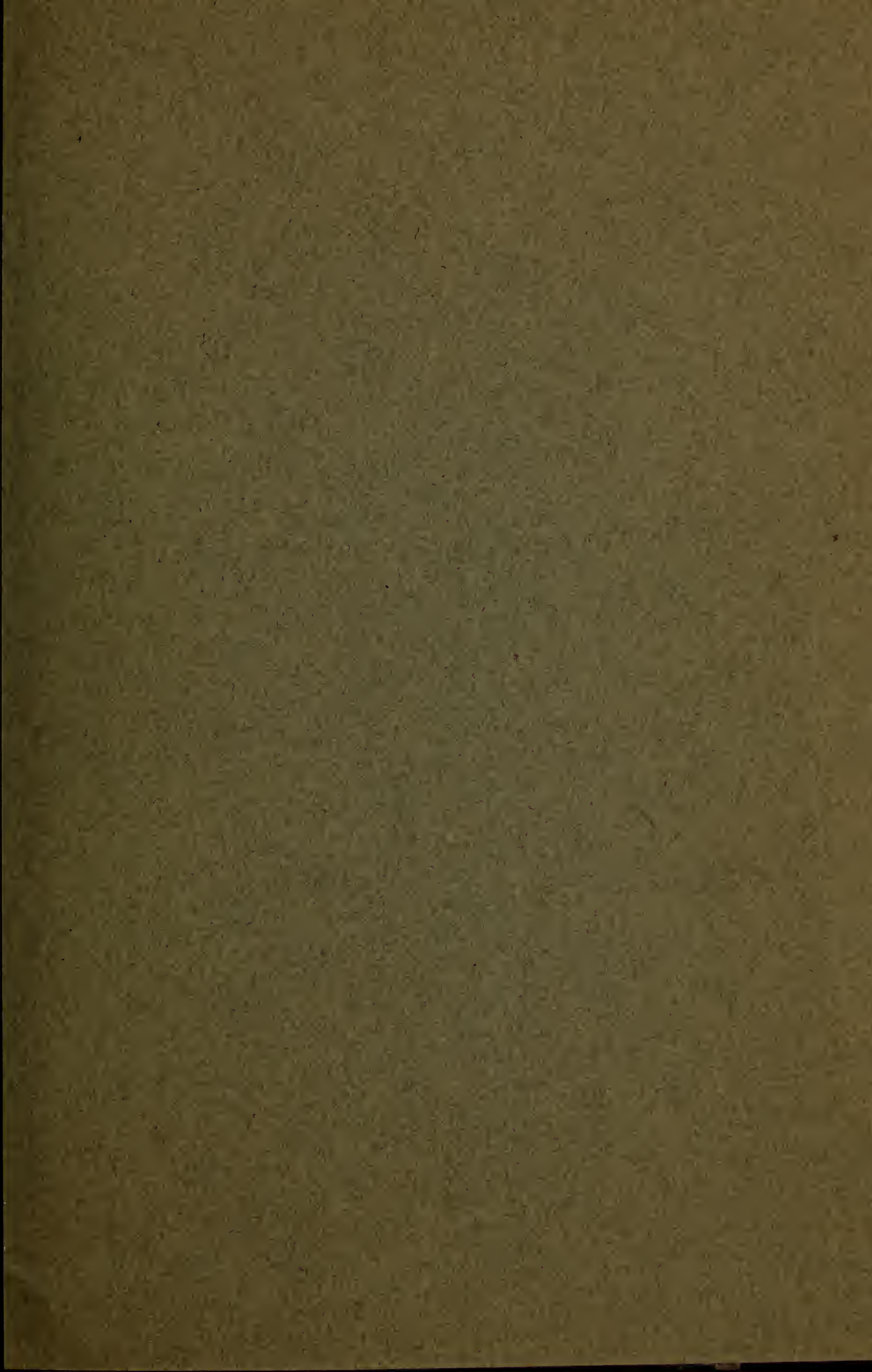
e—travel (not -il), budget (not -it), couplet, bevel, recent, argument, equipment, faucet, noted, open.

i—juvenile (not -ile), puerile, appendicitis, iodine, chloride.

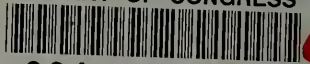
o—hortatory, God (not gawd), oracle, oracular, oval, opera, onwards, companion.

u—produce (not oös), nature (nāt-yur, not na-cher), mute, turn, Tuesday, creature, moisture, usage, nuisance, fortune, tune, rude, Munich, Irkutsk, Russia, Lulu, Luzon.

The foregoing are merely suggested. The best exercises will be those which teachers themselves prepare, using their daily lessons as a basis for selection.



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