

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

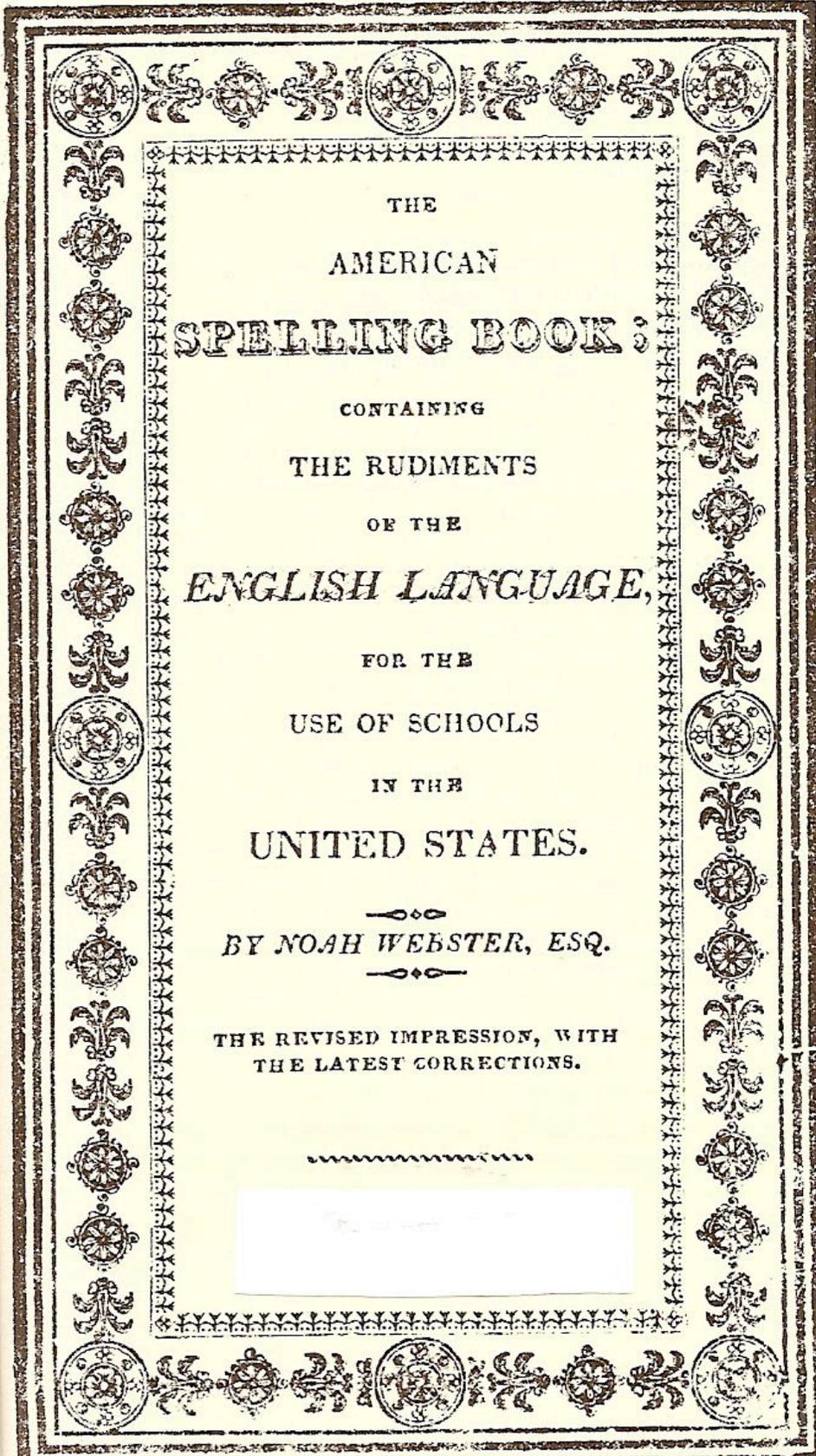
BY NOAH WEBSTER. ESQ

THE REVISED IMPRESSION,
WITH THE LATEST CORRECTIONS

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

This “Easy-to-Read, No Frills” typed edition was prepared
by Donald L. Potter, Odessa, TX,
2006-2007

www.donpotter.net



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## *Publisher's Preface*

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

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

The woodcuts are by A. Anderson

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

Mr. Potter finished typing Noah Webster's *The American Spelling Book*, except for personal and place names, on February 19, 2007. Latest revision, August 8, 2008, It is now available for free download from [www.donpotter.net](http://www.donpotter.net).

Courier New Font was used in order to keep the columns perfectly aligned. This is impossible with Times New Roman. The pages numbers do not correspond with the original edition due to the complications with formatting. This purpose of this “Easy-to-Read, No-Frills Edition” is **entirely practical**: I believe parents and teachers will use these pages to teach young children to read and spell on advanced levels unheard of since the days of Noah Webster.

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

## PREFACE

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

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

The rules respecting accent, prefixed to the former work, are found to be too lengthy and complex, to answer any valuable purpose intended for children; they are therefore omitted. The geographical tables are thrown into a different form; and the abridgment of grammar is omitted. Geography and grammar are sciences that require distinct treatises, and schools are furnished with them in abundance. It is believed to be more useful to confine this work to its proper objects, teaching the first elements of the language, spelling and reading. On this subject the opinion of many judicious persons concurs with my own.

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

In the familiar lessons for reading, care has been taken to express ideas in plain, but not vulgar language; and to combine with familiarity of objects, useful truth and practical principles.

In a copious list of names of places, rivers, lakes, mountains, &c. which are introduced into this work, no labor has been spared to exhibit their just orthography and pronunciation, according to the analogies of our language, and the common usages of the country. The orthography of Indian languages has not, in every instance, been well adjusted by American

authors. Many of these names still retain the French orthography, found in the writing of the first discoverers or early travelers; but the practice of writing such words in the French manner ought to be discountenanced. How does an unlettered American know the pronunciation of the names, *Ouisconsin* or *Ouabsche*, in this French dress? Would he suspect the pronunciation to be Wisconsin and Waubosh? Our citizens ought not be perplexed with an orthography to which they are strangers. Nor ought the harsh guttural sounds of the natives be retained in such words as Shawangunk, and many others. Where popular practice has softened and abridged words of this kind the change has been made in conformity with the genius of our own language, which is accommodated to a civilized people; and the orthography ought to be conformed to the practice of speaking. The true pronunciation of the name of a place, is that which prevails in and near the place. I have always sought for this, but am apprehensive, that, in some instances, information may not be correct. It has however been my endeavor to give the true pronunciation, in the appropriate English characters.

The importance of correctness and uniformity, in the several impressions of a book of such general use, has suggested the propriety of adopting effectual measures to insure the desirable objects; and it is believed that such measures are taken, as will render all future impressions of this work, uniform in the pages, as well executed and perfectly correct.

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

As the first part of the Institute met with general approbation of my fellow citizens, it is presumed the labor bestowed upon this work, in correcting and improving the system, will render it still more acceptable to the public, by facilitating the education of youth, and enabling teachers to instill in their minds with the first rudiments of language, some just ideas of religion, morals, and domestic economy.

N. W.

*New-Haven*, 1803.

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\*The sales of the *American Spelling Book*, since its first publication, amount to more than *Five Million* of copies, and they are annually increasing. One great advantage experienced using this work, is the simplicity of the scheme of pronunciation, which exhibits the sounds of the letters with sufficient accuracy, without a mark over each vowel. The multitude of characters in Perry's scheme renders it far too complex and perplexing to be useful to children, confusing the eye, without enlightening the understanding. Nor is there the least necessity for a figure over each vowel, as in Walker, Sheridan, and other authors. In nine-tenths of the words in our language, a correct pronunciation is better taught by a natural division of the syllables, and a direction for placing the accent, than by a minute and endless repetition of characters. *March, 1818.*

# ANALYSIS OF SOUNDS

IN THE

*ENGLISH LANGUAGE.*

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

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

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

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

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

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

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

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

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

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

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

Long

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

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

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

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

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

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

B as but one sound, as in bite.

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

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

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

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

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

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

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

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

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

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

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

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

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

P has one uniform sound, as in pit.

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

R has one sound only, as in barrel.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A word of one syllable is called a monosyllable.

of two syllables      a dissyllable.

of three syllables    a trisyllable.

of many syllables    a polysyllable.

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

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

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

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

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

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

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

Words are simple or compound, primitive or derivative.

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

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

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

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

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

### *Key to the following Work.*

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

### EXPLANATION OF THE KEY

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

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

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

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

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

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

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

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

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

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

14 *An Easy Standard of Pronunciation.*



“ Delightful task, to rear the tender thought,  
And teach the young idea how to shoot.”



A B C D E F G H I J  
K L M N O P Q R S  
T U V W X Y Z

a b c d e f g h i j k l m n  
o p q r s t u v w x y z &

æ œ fi ff fl fl fi

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

*An Easy Standard of Pronunciation*

THE ALPHABET.

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

*Double* LETTERS

ff; ffl, fi, fl, ffi, æ, œ.

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

TABLE 1.

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

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

Lesson 12.

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

Table 2.

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

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

Lesson 5.

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

Lesson 6.

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

Lesson 7.

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

Lesson 8.

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

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TABLE 3.

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

Lesson 5.

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

Lesson 6.

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

Lesson 7.

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

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

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

Lesson 8.

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

Lesson 9.

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

TABLE 4.

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

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

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

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

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

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

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

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

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

TABLE 5.

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

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

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

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

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

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TABLE 6.

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

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

can ni bal  
can o py  
cap i tal  
chast i ty  
cin na mon  
cit i zen  
clar i fy  
clas sic al  
clem en cy  
cler ic al  
cur ren cy  
cyl in der  
den i zen  
det ri ment  
dif fid ent  
dif fer ent  
dif fi cult  
dig nit ty  
dil i gent  
div id end  
dul cim er  
ec sta cy  
ed it or  
ef fi gy  
el e ment  
el e gy  
em bas sy  
eb o ny  
em bry o  
em e rald  
em per or  
en e my  
en mi ty  
sum ma ry  
sup ple ment  
sym me try  
  
tam a rind  
tap es try  
tem po ral  
  
ten den cy

ep i gram  
es cu lent  
ev e ry  
fac ul ty  
fac to ry  
fam i ly  
fel o ny  
fes tiv al  
fin ic al  
fish er y  
gal lant ry  
gal le ry  
gar ri son  
gen e ral  
gun ner y  
hap pi ness  
her al dry  
im ple men  
im pu dent  
in cre ment  
in di go  
in dus try  
in fan cy  
in fan try  
in fi del  
in stru ment  
in te ger  
in tel lect  
in ter est  
in ter val  
in va lid  
jus ti fy  
leg a cy  
ur gen cy  
wag gon er  
wil der ness  
<sup>4</sup>  
har bin ger  
har mo ny  
harps i chord  
<sup>5</sup>  
cod i cil

le pro sy  
lev i ty  
lib er al  
lib er ty  
lig a ment  
lin e al  
lit a ny  
lit er al  
lit ur gy  
lux u ry  
man i fest  
man i fold  
man ner ly  
mar in er  
med ic al  
mel o dy  
mem o ry  
mes sen ger  
mil lin er  
min er al  
min is ter  
mus cu lar  
mys te ry  
nat u ral  
pan o ply  
par a dox  
par a gon  
par al lax  
par al lel  
par a pet  
par i ty  
pat ri ot  
ped ant ry  
hos pi tal  
lot te ry  
mon u ment  
  
nom in al  
oc u lar  
oc cu py  
  
of fi cer

pen al ty  
pen u ry  
pes ti lent  
pil lo ry  
prac tic al  
prin cip al  
pub lic an  
punc tu al  
pun gen cy  
pyr a mid  
rad i cal  
rar i ty  
reg u lar  
rem e dy  
rib al dry  
rev er end  
rit u al  
riv u let  
sac ra ment  
sal a ry  
sat is fy  
sec u lar  
se di ment  
sen a tor  
sen ti ment  
sen tin el  
sev er al  
sil la bub  
sim il ar  
sin gu lar  
sin is ter  
slip e ry  
sub si dy  
prod i gal  
pro di gy  
prom in ent  
  
prop er ty  
pros o dy  
pro test ant  
  
quad ru ped

|                    |                     |                    |                                |
|--------------------|---------------------|--------------------|--------------------------------|
| <b>ten</b> e ment  | <b>col</b> o ny     | <b>or</b> a tor    | <b>qual</b> i ty               |
| <b>ter</b> ri fy   | <b>com</b> e dy     | <b>or</b> i gin    | <b>quan</b> tit y              |
| <b>test</b> a ment | <b>com</b> ic al    | <b>or</b> na ment  | <b>quan</b> da ry <sup>2</sup> |
| <b>tit</b> u lar   | <b>con</b> ju gal   | <b>or</b> re ry    | <b>cer</b> ti fy               |
| <b>typ</b> ic al   | <b>con</b> tin ent  | <b>ot</b> to man   | <b>mer</b> cu ry               |
| <b>tyr</b> an ny   | <b>con</b> tra band | <b>pol</b> i cy    | <b>per</b> fid y               |
| <b>vag</b> a bond  | <b>con</b> tra ry   | <b>pol</b> i tic   | <b>per</b> ju ry               |
| <b>van</b> i ty    | <b>doc</b> u ment   | <b>pop</b> u lar   | <b>per</b> ma nent             |
| <b>vic</b> tor y   | <b>drop</b> sic al  | <b>pov</b> er ty   | <b>per</b> tin ent             |
| <b>vil</b> lan ny  | <b>glob</b> u lar   | <b>pon</b> der ous | <b>re</b> gu late              |
| <b>vin</b> e gar   | <b>gloss</b> a ry   | <b>prob</b> i ty   | <b>ter</b> ma gant             |

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TABLE 7.

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

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

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

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

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

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

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

5

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

TABLE 8.

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

<sup>1</sup>  
al a **mode**  
dev o **tee**  
dis a **gree**  
dis es **teem**  
dom i **neer**  
im ma **ture**  
im por **tune**  
  
in com **mode**  
in ter **cede**  
in tro **duce**  
mis ap **ply**  
mis be **have**

o ver **take**  
rec on **cile**  
ref u **gee**  
su per **sede**  
su per **scribe**  
vol un **teer**  
un der **mine**  
  
ap pre **hend**  
con de **scend**  
con tra **dict**  
dis pos **sess**  
in di **rect**

in cor **rect**  
in ter **mix**  
o ver **run**  
o ver **turn**  
rec ol **lect**  
rec om **mend**  
rep re **hend**  
  
su per **add**  
un der **stand**  
un der **sell**  
dis con **cern**  
dis con **nect**

TABLE 9.

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

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

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

TABLE 10.

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

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

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

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

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

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

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

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

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

5

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

2

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

TABLE 11.

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

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

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

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

TABLE 12.

*Difficult and irregular Monosyllables.*

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

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

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

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

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

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

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

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

## MONOSYLLABLES IN *TH*.

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

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

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

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

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

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

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

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

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

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

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TABLE 13.

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

Lesson I.

No man may put off the law of God:  
My joy is in his law all the day.  
O may I not go in the way of sin!  
Let me not go in the way of ill men.

Lesson 2.

A bad man is a foe to the law;  
It is his joy to do ill.  
All men go out of the way.  
Who can say he has no sin?

Lesson 3.

The way of man is ill.  
My son, do as you are bid:  
But if you are bid, do no ill.  
See not my sin, and let me not go to the pit.

Lesson 4.

Rest in the Lord, and mind his word.  
My son, hold fast the law that is good.  
You must not tell a lie, nor do hurt.  
We must let no man hurt us.

Lesson 5.

Do as well as you can, and do no harm.  
Mark the man that doeth well, and do so too.  
Help such as want help, and be kind.  
Let your sins past but you in mind to mend.

Lesson 6.

I will not walk with bad men, that I may not be cast off with them.  
I will love the law and keep it.  
I will walk with the just and do good.

Lesson 7.

This life is not long; but the life to come has no end.  
We must pray for them that hate us.  
We must love them that love us not.  
We must do as we like to be done to.

Lesson 8.

A bad life will make a bad end.  
He must live well that will die well.  
He doth live ill that doth not mend.  
In time to come we must do no ill.

Lesson 9.

No man can say that he has done no ill,  
For all men have gone out of the way.  
There is none that doeth good; no not one.  
If I have done harm, I must do it no more.

Lesson 10.

Sin will lead us to pain and woe.  
Love that which is good, and shun vice.  
Hate no man, but love both friends and foes.  
A bad man can take no rest, day or night.

Lesson 11.

He who came to save us, will wash us from all sin: I will be glad in his name.  
A good boy will do all that is just: he will flee from vice; he will do good, and walk in the way of life.  
Love not the world, nor the things that are in the world; for they are sin.  
I will not fear what flesh can do to me; for my trust is in him who made the world:  
He is nigh to them that pray to him, and praise his name.

Lesson 12.

Be a good child; mind your books; love your school, and strive to learn.  
Tell no tales; call no ill names; you must not lie, nor swear, nor cheat, nor steal.  
Play not with bad boys; use no ill words at play; spend your time well; live in peace and shun all strife. This is the way to make good men love you, and save your soul from pain and woe.

### Lesson 13.

A good child will not lie, swear, nor steal. – He will be good at home, and ask to read his book; when he gets up he will wash his hands and face clean; he will comb his hair, and make haste to school; he will not play by the way, as bad boys do.

### Lesson 14.

When good boys and girls are at school, they will mind their books and try to learn to spell and read well, and not play in the time of school.

When they are at church, they will sit, kneel or stand still; and when they are at home, will read some good book, that God may bless them.

### Lesson 15.

As for those boys and girls that mind not their books, and love not the church and school, but play with such as tell tales, tell lies, curse, swear, and steal, they will come to some bad end, and must be whipt till they mend their ways.

## TABLE 14.

*Words of two syllables accented on the first.*

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

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

|             |                         |                       |                    |
|-------------|-------------------------|-----------------------|--------------------|
| sample      | twink ling              | gorge ous             | pas ture           |
| salm on     | trans port              | lau rel               | psalm ist          |
| satch el    | trun cheon              | lord ship             | scar let           |
| scab bard   | ven om                  | haugh ty              | slan der           |
| scis sors   | ven ture                | morn ing              | <sup>5</sup> al so |
| seven night | vint age                | mor tal               | al way             |
| scep ter    | vis it                  | mort gage             | bon fire           |
| spec ter    | vis age                 | naugh ty              | cob ler            |
| scrib ble   | vict uals               | saw yer               | clos et            |
| scuf fle    | venge ance              | tor ment              | col league         |
| sin ew      | veni son                | wa ter                | com et             |
| sim ple     | vine yard               | sau cy                | com rade           |
| sin gle     | wel come                | sau cer               | con quer           |
| scep tic    | wed lock                | <sup>4</sup> an swer  | cock swain         |
| smug gle    | wick ed                 | barb er               | con duit           |
| span gle    | wran gle                | brace let             | cop y              |
| spig ot     | wrap per                | cart er               | con trite          |
| spit tle    | wres tle                | cham ber              | cof fin            |
| spin dle    | wrist band              | craft y               | doc trine          |
| sup ple     | weap on                 | char coal             | flor id            |
| subt le     | wid geon                | flask et              | fon dle            |
| stur geon   | zeal ot                 | gar land              | fore head          |
| sur geon    | zeal ous                | ghast ly              | frol ic            |
| tal lent    | zeph yr                 | gar ment              | fal chion          |
| tal on      | <sup>3</sup> slaugh ter | har lot               | grog ram           |
| tan gle     | bor der                 | har vest              | gos lin            |
| tat tle     | cor ner                 | jaun dice             | hogs head          |
| hom age     | spon dee                | coop er               | shov el            |
| hon est     | wan der                 | cuck oo               | squir rel          |
| hon or      | wan ton                 | <sup>2</sup> ver min  | vir gin            |
| knowl edge  | war rant                | ver dict              | wor ship           |
| hal loe     | squan der               | ver juice             | won der            |
| lodg er     | yon der                 | vir tue               | neigh bor          |
| mod est     | <sup>6</sup> gloom y    | kern el               | ou                 |
| mod ern     | wo man                  | <sup>8</sup> con jure | coun cil           |
| mon strous  | boo by                  | cov er                | coun ter           |
| nov el      | <sup>7</sup> wool len   | cir cuit              | coun ty            |

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

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TABLE 15.

Lesson 1.

The time will come when we must all be laid in the dust.

Keep thy tongue from ill, and thy lips from guile. Let thy words be plain and true to the thoughts of the heart.

He that striveth to vex or hurt those that sit next him, is a bad boy, and will meet with foes. Let him go where he will: but he that is kind, and loves to life in pace, will make friends of all that know him.

A clown will not make a bow, nor thank you when you give him what he wants; but he that is well bred will do both.

He that speaks loud in school will not learn his own book well, nor let the rest learn theirs; but those that make no noise will soon be wise and gain much love and good will.

Lesson 2.

Shun the boy that tells lies, or speaks bad words, for he would soon bring thee to shame.

He that does no harm shall gain the love of the whole school; but he that strives to hurt the rest, shall gain their ill will.

He that lies in bed when he should go to school, is not wise; but he that shakes off sleep shall have praise.

He is a fool that does not chose the best boys when he goes to play; for bad boys will cheat, and lie, and swear, and strive to make him as bad as themselves.

Slight no man for you know not how soon you may stand in need of his help.

### Lesson 3.

If you have done wrong, own your fault; for he that tells a lie to hide it, makes it worse.

He that tells the truth is a wise child; but he that tells lies, will not be heard when he speaks the truth.

When you are at school, make no noise, but keep your seat, and mind your books; for what you will learn will do you good, when you grow to be a man.

Play no tricks on them that sit next to you; for if you do, good boys will shun you as they would a dog that they knew would bite them.

He that hurts you at the same time that he calls you his friend; is worse than snake in the grass.

Be kind to all men, and hurt not thyself.

A wise child loves to to learn his book, but the fool would choose to play with toys.

### Lesson 4.

Sloth keeps such a hold of some boys, that they lie in bed when they should go to school; but a boy that wants to be wise will drive sleep far from him.

Love him that loves his book, and speaks good words, and does no harm: For such a friend may do thee good all the days of thy life.

Be kind to all as far as you can: you know not how soon you may want their help; and he that has the good will of all that know him, shall not want a friend in time of need.

If you want to be good, wise, and strong, read with care such books as have been made by wise and good men; think of what you read in your spare hours; be brisk at play, but do not swear; and waste not too much of your time in bed.

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### TABLE 16.

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

|                 |                  |                  |                |
|-----------------|------------------|------------------|----------------|
| ac <b>quire</b> | af <b>fair</b>   | ap <b>proach</b> | a <b>stray</b> |
| a <b>base</b>   | af <b>fright</b> | ar <b>raign</b>  | a <b>vail</b>  |
| a <b>buse</b>   | a <b>gainst</b>  | a <b>rise</b>    | a <b>wake</b>  |
| a <b>dieu</b>   | a <b>muse</b>    | as <b>sign</b>   | a <b>way</b>   |
| al <b>ly</b>    | en <b>croach</b> | un <b>tie</b>    | a <b>far</b>   |
| aw <b>ry</b>    | en <b>dear</b>   | un <b>true</b>   | a <b>larm</b>  |
| be <b>lieve</b> | en <b>treat</b>  | up <b>right</b>  | guit <b>ar</b> |

|                   |                    |                   |                  |
|-------------------|--------------------|-------------------|------------------|
| be <b>lief</b>    | ex <b>cise</b>     | ad <b>journal</b> | in <b>graft</b>  |
| be <b>nign</b>    | ex <b>pose</b>     | a <b>byss</b>     | re <b>mark</b>   |
| be <b>siege</b>   | in <b>crease</b>   | at <b>tack</b>    | sur <b>pass</b>  |
| be <b>low</b>     | in <b>dict</b>     | at <b>tempt</b>   | ca <b>tarrh</b>  |
| be <b>stow</b>    | in <b>pair</b>     | a <b>venge</b>    | re <b>gard</b>   |
|                   |                    |                   | 6                |
| bo <b>hea</b>     | in <b>fuse</b>     | ad <b>ept</b>     | ap <b>prove</b>  |
| con <b>sign</b>   | in <b>scribe</b>   | be <b>head</b>    | a <b>mour</b>    |
| com <b>plain</b>  | ma <b>lign</b>     | be <b>twixt</b>   | bab <b>oon</b>   |
| cam <b>paign</b>  | ob <b>tain</b>     | bur <b>lesque</b> | bas <b>soon</b>  |
| com <b>pose</b>   | o <b>pake</b>      | con <b>temn</b>   | be <b>hoove</b>  |
| con <b>dign</b>   | ob <b>lige</b>     | con <b>tempt</b>  | buf <b>foon</b>  |
| con <b>cise</b>   | per <b>tain</b>    | co <b>quet</b>    | ca <b>noe</b>    |
| con <b>ceit</b>   | pre <b>vail</b>    | e <b>nough</b>    | car <b>touch</b> |
| con <b>fuse</b>   | pre <b>scribe</b>  | fi <b>nesse</b>   | dis <b>prove</b> |
| con <b>strain</b> | pro <b>pose</b>    | ga <b>zette</b>   | a <b>do</b>      |
| de <b>ceive</b>   | pur <b>suit</b>    | gro <b>tesque</b> | a <b>loof</b>    |
|                   |                    |                   | 2                |
| de <b>ceit</b>    | pro <b>rogue</b>   | har <b>angue</b>  | e <b>merge</b>   |
| de <b>crease</b>  | re <b>ceive</b>    | im <b>mense</b>   | im <b>merse</b>  |
| de <b>light</b>   | re <b>cept</b>     | qua <b>drille</b> | af <b>firm</b>   |
| de <b>pose</b>    | re <b>course</b>   | so <b>journal</b> | de <b>sert</b>   |
|                   |                    | 3                 |                  |
| de <b>scribe</b>  | re <b>pair</b>     | be <b>cause</b>   | de <b>serve</b>  |
|                   |                    |                   | 8                |
| de <b>sire</b>    | re <b>pose</b>     | a <b>dorn</b>     | a <b>bove</b>    |
| de <b>vise</b>    | re <b>strain</b>   | de <b>fraud</b>   | be <b>come</b>   |
| dis <b>claim</b>  | re <b>sume</b>     | de <b>bauch</b>   | be <b>love</b>   |
|                   |                    |                   | 9                |
| dis <b>course</b> | re <b>tain</b>     | per <b>form</b>   | con <b>vey</b>   |
| dis <b>may</b>    | re <b>sign</b>     | re <b>ward</b>    | sur <b>vey</b>   |
| dis <b>own</b>    | sup <b>pose</b>    | sub <b>orn</b>    | in <b>veigh</b>  |
| dis <b>play</b>   | tran <b>scribe</b> | trans <b>form</b> | <i>oi</i>        |
|                   |                    | 4                 |                  |
| dis <b>pose</b>   | trans <b>pose</b>  | e <b>clat</b>     | ap <b>point</b>  |
| in <b>close</b>   | un <b>close</b>    | ad <b>vance</b>   | a <b>noint</b>   |
| a <b>void</b>     | re <b>joice</b>    | com <b>pound</b>  | pro <b>pound</b> |
| em <b>broil</b>   | sub <b>join</b>    | con <b>found</b>  | sur <b>mount</b> |
| en <b>joy</b>     | dis <b>join</b>    | de <b>voir</b>    | al <b>low</b>    |
| de <b>stroy</b>   | <i>ou</i>          | ac <b>count</b>   | a <b>bound</b>   |
| de <b>coy</b>     | a <b>mount</b>     | pro <b>nounce</b> | an <b>nounce</b> |
| pur <b>loin</b>   | a <b>bout</b>      | re <b>nounce</b>  | ca <b>rouse</b>  |

TABLE 17.

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

EXAMPLE 1.

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

EXAMPLE 2.

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

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

EXAMPLE 3.

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

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

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

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

EXAMPLE 4.

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

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

EXAMPLE 5.

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

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

## EXAMPLE 7.

Formation of verbs in the three persons.

Present Time.

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

Past Time.

|           |                           |                                      |                                                    |
|-----------|---------------------------|--------------------------------------|----------------------------------------------------|
| I loveth, | thou loveth<br>you loved, | he loved,<br>she loved,<br>it loved, | 1. We loved<br>2. ye or you loved<br>3. they loved |
|-----------|---------------------------|--------------------------------------|----------------------------------------------------|

TABLE 18

### *Familiar Lessons.*

A dog growls and barks; a cat mews and purrs, a cock crows, a hen clucks and crackles; a bird chirps and sings; an ox lows; a bull bellows; a lion roars; a horse neighs; an ass brays; a whale spouts. Birds fly in the air by the help of wings; snakes crawl on the earth without feet; fishes swim in water, by means of fins; beasts have feet, with hoofs or claws, to walk or run on land.

All animals are fitted for certain modes of living. The birds which feed on flesh, have strong claws, to catch and hold small animals, and a hooked bill to tear the flesh to pieces: such is the vulture and the hawk. Fowls which feed on insects and grain, have mostly a short straight bill, like the robin. Those which live on fish, have long legs for wading or long bills for seizing and holding prey, like the heron and the fish hawk. Fowls which delight chiefly to fly in the air, and light and build nests on the trees, have their toes divided, by which they cling to the branches and twigs; those which live in and about water have webbed feet, that is, their toes united by a film or skin, so that their feet serve as oars or paddles for swimming.

See the dog, the cat; the wolf, the lion, the panther and catamount; what sharp claws and pointed teeth they have, to seize little animals, and tear them in pieces!

But see the gentle cow and ox, and timid sheep – these useful animals are made for man, – they have no claws, nor sharp teeth, – they feed in quiet, and come at the call of man. Oxen submit to the yoke, and plow the field, or draw the cart: – the cow returns home at evening, to fill the farmer’s pail with milk, the wholesome food of men: – and the sheep yields her yearly fleece, to furnish us with warm garments.

Henry, tell me the number of days in a year. Three hundred and sixty-five. – And how many weeks in a year? Fifty-two. – What are they called? Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday: Sunday is the Sabbath, or day of rest, and called the Lord’s day, being devoted to religious duties. – How many hours are there in a day Twenty-four – How many minutes in an hour? Sixty, and sixty seconds in a minute. Time is measured by clocks and watches, dials and glasses. The light of the sun makes the day, and the shade of the earth makes the night. The earth is round, and rolls round from west to east once in twenty-four hours. The day time is for labor, and the night for sleep and repose. Children should go to bed early.

Charles, how is the year divided? Into months and seasons. – How many are the months? Twelve calendar months, and nearly thirteen lunar months. What are the names of the calendar months? January, February, March, April, May, June, July, August, September, October, November, December. January begins the year, and the first day of that month is called New Year’s day. Then people express to each other their good wishes and little boys and girls expect gifts of little books, toys, and plums. – What is the lunar month? It is the time from one change of the moon to another, which is about twenty-nine days, and a half.

John, what are the seasons? Spring, summer, autumn or fall, and winter. The spring is so called from the springing or first shooting of the plants: when they put forth leaves and blossom, all nature is decked with bloom and perfumed with fragrant odors. The spring months March, April, and May. The summer months are June, July, and August, when the sun pours its heating rays on the earth, the trees are colored with leaves and fruit, and the ground is covered with herbage. The autumn months are September, October, and November; which are also called *fall*, from the fall of the leaves. Now the fruit is gathered, the verdure of the plants decays; the leaves of the forest turn red or yellow, and fall from the trees, and nature is stripped of her verdant robes. Then comes dreary winter. In December, January, and February, frost binds the earth in chains, and spreads an icy bridge over rivers and lakes, the snow, with her white mantle, enwraps the earth; no birds fill the air with the music of their notes; the beasts stand shivering in the stall; and men crowd around the fire-side, or wrapped in wool and fur, prepare to meet the chilling blast.

## ADVICE

Prefer solid sense to vain wit; study to be useful rather than diverting; commend and respect nothing so much as true piety and virtue – Let no jest intrude to violate good manners; never utter what may offend the chastest ear.

### TABLE 19.

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

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

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <sup>1</sup><br><b>Di</b> a phragm<br><b>du</b> pli cate<br><b>di</b> a logue<br><b>aid</b> de camp<br><b>e</b> go tism<br><b>fa</b> vor ite<br><b>for</b> ci ble<br><b>fre</b> quen cy<br><b>fu</b> gi tive<br><b>fea</b> si ble<br><b>glo</b> ri ous<br><b>he</b> ro ism<br><br><b>ju</b> bi lee<br><b>ju</b> ve nile<br><b>live</b> li hood<br><b>lu</b> bri cate<br><b>lu</b> cra tive<br><b>lu</b> dic rous<br><b>lu</b> min ous<br><b>night</b> in gale<br><b>nu</b> mer ous<br><b>o</b> di ous<br><b>dem</b> on strates | <b>pleu</b> ri sy<br><b>qui</b> et ude<br><b>rheu</b> ma tism<br><b>ru</b> min ate<br><b>scru</b> pu lous<br><b>se</b> ri ous<br><b>spu</b> ri ous<br><b>su</b> i cide<br><b>suit</b> a ble<br><b>va</b> ri ous<br><b>u</b> ni form<br><b>u</b> su ry<br><br><sup>2</sup><br><b>ad</b> jec tive<br><b>ag</b> gra vate<br><b>an</b> a pest<br><b>an</b> im ate<br><b>app</b> e tite<br><b>al</b> ti tude<br><b>ab</b> dic ate<br><b>ac</b> cu rate<br><b>ad</b> e quate<br><b>al</b> ge bra<br><b>im</b> pi ous | <b>am</b> or ous<br><b>an</b> ec dote<br><b>an</b> ti quate<br><b>ap</b> ti tude<br><b>an</b> o dyne<br><b>ap</b> er ture<br><b>as</b> y lum<br><b>bev</b> e rage<br><b>blun</b> der buss<br><b>cat</b> a logue<br><b>cal</b> cu late<br><b>can</b> did ate<br><br><b>can</b> dle stick<br><b>car</b> a way<br><b>cel</b> e brate<br><b>crit</b> i cism<br><b>cim</b> e tar<br><b>court</b> e sy<br><b>cul</b> ti vate<br><b>dec</b> a logue<br><b>dec</b> o rate<br><b>del</b> e gate<br><b>pen</b> te cost |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**der** o gate  
**des** o late  
**des** pot ism  
**des** pe rate  
**des** ti tute  
**dem** a gogue  
**ep** au lette  
**ep** i logue  
**el** o quence  
**el** e vate  
**em** phas sis  
**em** u ious  
**en** ter prize  
**en** vi ous  
**ep** i cure  
**es** ti mate  
**ex** cel lence  
**fas** cin ate  
**fab** u lous  
**feb** ri fuge  
**fluc** tu ate  
**fur** be low  
**gen** er ous  
**gent** le man  
**gen** u ine  
**gran** a ry  
**hem** i sphere  
**hes** it ate  
**hand** ker chief  
**hur** ri cane  
**hyp** o crite  
**im** age ry  
**sens** i ble  
**sep** a rate  
**ser** a phim  
  
**stadt** hold er  
**stim** u late  
**stip** u late  
**stren** u ous  
**sub** ju gate  
**sub** se quent

**in** fam ous  
**in** stig ate  
**in** sti tute  
**in** tim ate  
**jeal** ous y  
**jeop** ar dy  
**jess** a mine  
**las** si tude  
**lat** i tude  
**lib** er tine  
**lit** ig ate  
**mack** er el  
**mag** ni ude  
**man** u script  
**mass** a cre  
**med** i cine  
**med** it ate  
**mis** chiev ous  
**met** a phor  
**musk** mel lon  
**nour** ish ment  
**ped** a gogue  
**pal** li ate  
**pal** pa ble  
**pal** pit ate  
**par** a dise  
**par** a digm  
**par** a phrase  
**par** a site  
**par** ent age  
**par** ox ism  
**par** ri cide  
**laud** a ble  
**plau** sib le  
**por** phy ry  
<sup>4</sup>  
**arch** i tech  
**ar** gu ment  
**ar** ma ment  
**ar** ti fice  
**bay** o net  
**bar** ba rism

**per** quis ite  
**phys** ic al  
**plen** i tude  
**pres** byt er  
**pres** id ent  
**pris** on er  
**priv** i lege  
**quer** u lous  
**par** a sol  
**ral** le ry  
**ran** cor ous  
**rap** tur ous  
**ra** ven ous  
**rec** ti tude  
**rel** a tive  
**ren** o vate  
**re** quis ite  
**ren** dez vous  
**rep** ro bate  
**res** i dence  
**res** i due  
**ret** i nue  
**rev** er ence  
**rev** er end  
**rhap** so dy  
**rid** i cule  
**sac** ri fice  
**sac** ri lege  
**sal** iv ate  
**sass** a fras  
**sat** ir ize  
**scav** en ger  
**crock** e ry  
**hor** i zon  
**lon** gi tude  
  
**nom** i nate  
**ob** lig ate  
**ob** lo quy  
**ob** sta cle  
**ob** stin ate  
**ob** vi ous

**sub** sti tute  
**syn** a gogue  
**sim** i le  
**scep** tic ism  
**syn** co pe  
**sur** ro gate  
**syl** lo gism  
**tan** ta lize  
**tan** ta mount  
**tel** e scope  
**ten** a ble  
**tim** o rous  
**treach** er ous

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

<sup>3</sup>  
**fraud** u lent  
**cor** di al  
**cor** pr ral  
**for** feit ure  
**for** ti tude  
**for** tu nate  
**ter** min ate  
**firm** a ment  
**mir** a cle  
**cir** cu lar  
**cir** cum stance  
**cir** cum spect

**bar** ba rous  
**car** din al  
**car** pen ter  
**chan** cell or  
**chan** ce ry  
**guar** di an  
**lara** ce ny  
**mar** gin al  
**mas** quer ade  
**par** ti san  
**phar** ma cy  
**par** lia ment  
**rasp** ber ry

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

**com** plai sance  
**con** sti tute  
**con** tem plate  
**com** pen sate  
**con** fis cate  
**cor** o ner  
**com** pa ny  
**come** li ness  
**gov** ern or  
**gov** ern ess  
*oi*  
**poig** nan cy

**om** in ous  
**op** e rate  
**op** po site  
**or** i fice  
**prob** a ble  
**pop** u lous  
**pot** en tate  
**prof** li gate  
**proph** e cy  
**quar** an tine  
**pros** e cute  
**por** rin ger  
**pros** per ous

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

**roq** ue laur  
**tom** a hawk  
**per** se cute  
**per** son age  
**prin** ci ple  
**ser** vi tude  
**roy** al ty  
*ou*  
**coun** sel lor  
**coun** ter feit  
**count** e nance  
**boun** ti ful

TABLE 20.

Lesson 1.

My son, hear the counsel of they father, and forsake not the law of they mother.  
If sinners entice thee to sin, consent thou not.  
Walk not in the way with them; refrain they feet from their path, for their feet run to evil, and make haste to shed blood.

Lesson 2.

Be not wise in thine own eyes; but be humble.  
Let truth only proceed from thy mouth. – Despise not the poor, because he is poor; but honor him who is honest and just. Envy not the rich, but be content with thy fortune. Follow peace with all me, and let wisdom direct the steps.

Lesson 3.

Happy is the man that findeth wisdom. She is of more value than rubies. Length of days is in her right hand, and in her left hand, riches and honor. Her ways are pleasant, and all her paths are peace. Exalt her and she shall promote thee: She shall bring thee to honor, when thou dost embrace her.

Lesson 4.

The ways of virtue are pleasant, and lead to life; but they who hate wisdom, love death. Therefore pursue the paths of virtue and peace, then safety and glory will be thy reward. All my delight is upon the saints that are in the earth, and upon such as excel in virtue.

TABLE 21.

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

|                       |                     |                      |
|-----------------------|---------------------|----------------------|
| a <b>chiev</b> ment   | con <b>jec</b> ture | mis <b>pris</b> on   |
| ac <b>quaint</b> ance | con <b>vuls</b> ive | pneu <b>mat</b> ics  |
| ap <b>prais</b> er    | de <b>ben</b> ture  | pre <b>sump</b> tive |
| ar <b>rear</b> age    | de <b>fect</b> ive  | pro <b>duc</b> tive  |
| blas <b>phe</b> mer   | dis <b>cour</b> age | pro <b>gres</b> sive |
| con <b>ta</b> gion    | dis <b>par</b> age  | re <b>puls</b> ive   |
| con <b>ta</b> gious   | dis <b>sem</b> ble  | re <b>ten</b> tive   |
| cor <b>ro</b> sive    | ef <b>ful</b> gent  | re <b>venge</b> ful  |
| cour <b>age</b> ous   | en <b>tan</b> gle   | rheu <b>mat</b> ic   |
| de <b>ceit</b> ful    | ex <b>cul</b> pate  | stu <b>pend</b> ous  |
| de <b>ci</b> sive     | gym <b>nas</b> tic  | sub <b>mis</b> sive  |

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

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

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

ad **ven** ture  
af **franch** ise  
ag **grand** ize

dis **fan** chise  
ap **pren** tice

au **tum** nal  
bis **sex** tile  
com **pul** sive  
cur **mud** geon

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

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

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

in **cen** tive  
in **cul** cate  
in **dent** ure

in **just** tice  
in **vec** tive

lieu **ten** ant  
mo **ment** ous  
of **fens** ive  
op **press** ive

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

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

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

<sup>5</sup>  
a **pos** tle  
re **mon** strate  
sub **al** tern

<sup>6</sup>  
ac **cou** ter  
ma **neu** ver

<sup>2</sup>  
al **tern** ate  
de **ter** mine  
re **hears** al  
sub **vers** ive

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

<sup>1</sup>  
**Ap** per **tain**  
**ad** ver **tise**  
**as** cer **tain**  
**con** tra **vene**  
**can** non **ade**

**con** nois **seur**  
**dis** ap **pear**  
**en** ter **tain**  
**gaz** et **teer**  
**deb** o **nair**

**em** bra **sure**  
<sup>2</sup>  
**ac** qui **esce**  
**co** a **lesce**  
**male** con **tent**  
<sup>4</sup>  
**coun** ter **mand**

## TABLE 22

*Words not exceeding three syllables, divided.*

### Lesson 1

The wick-ed flee when no man pur-su-eth; but the right-e-ous are as bold as a li-on.

Vir-tue ex-alt-eth a na-tion; but sin is a re-proach to a-ny peo-ple.

The law of the wise is a foun-tain of life to de-part from the senares of death.

Wealth got-ten by de-ceit, is soon wast-ed; but he that gath-er-eth by la-bor, shall in-crease in rich-es.

### Lesson 2.

I-dle-ness will bring thee to pov-er-ty; but by in-dus-try and pru-dence thou shalt be fill-ed with bread.

Wealth mak-eth ma-ny friends; but the poor are for-got-ten by their neigh-bors.

A pruu-den man fore-seeth the e-vil, and hid-eth him-self; but the thought-less pass on and are pun-ish-ed.

### Lesson 3.

Train up a child in the way he should go, and when he is old he will not de-part from it.

Where there is no wood the fire go-eth out, and where there is no tat-ler, the strife ceas-eth.

A word fit-ly spok-en is like ap-ples of gold in pic-tures of sil-ver.

He that cov-er-eth his sins shall not prosper, but he that con-fess-eth and for-sak-eth them shall find mer-cy.

### Lesson 4.

The rod and re-proof give wis-dom; but a child left to him-self bring-eth his pa-rents to shame.

Cor-rect thy son, and he will give thee rest; yea, he will give de-light to thy soul.

A man's pride shall bring him low; but hon-or shall up-hold the hum-ble in spir-it.

The eye that mock-eth at his fath-er, and scorn-eth to o-bey his moth-er, the ra-vens of the val-ley shall pick it out, and the young ea-gles shall eat it.

### Lesson 5.

By the bless-ing of the up-right, the cit-y is ex-alt-ed, but it is o-ver-thrown by the mouth of the wick-ed.

Where no coun-sel is, the peo-ple fall, but in the midst of coun-sel-lors there is safe-ty.

The wis-dom of the pru-dent is to un-der-stand his way, but the fol-ly of fools is de-ceit.

A wise man fear-eth and de-part-eth from evil, but the fool rag-eth and is con-fi-dent.

Be not hast-y in they spirit to be an-gry; for an-ger rest-est in the bo-som of fools.

---

TABLE 23.

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

|                                     |                                   |                                      |
|-------------------------------------|-----------------------------------|--------------------------------------|
| <sup>2</sup><br><b>Ad</b> mi ra ble | <b>des</b> pi ca ble              | <b>mis</b> er a ble                  |
| <b>ac</b> cu rate ly                | <b>el</b> i gi ble                | <b>nav</b> i ga ble                  |
| <b>am</b> i ca ble                  | <b>es</b> ti ma ble               | <b>pal</b> li a tive                 |
| <b>ap</b> pli ca ble                | <b>ex</b> pli ca tive             | <b>pit</b> i a ble                   |
| <b>ar</b> ro gant ly                | <b>fig</b> u ra tive              | <b>pref</b> er a ble                 |
| <b>cred</b> it a ble                | <b>lam</b> ent a ble              | <b>ref</b> er a ble                  |
| <b>crim</b> in al ly                | <b>lit</b> er a ture              | <b>rev</b> o ca ble                  |
|                                     | <b>mar</b> ri age a ble           | <b>sump</b> tu ous ly                |
| <b>spec</b> u la tive               | <sup>1</sup><br><b>a</b> mi a ble | <sup>5</sup><br><b>com</b> mon al ty |
| <b>suf</b> fer a ble                | <b>ju</b> di ca ture              | <b>nom</b> in a tive                 |
| <b>tem</b> per a ture               | <b>va</b> ri a ble                | <b>op</b> er a tive                  |
|                                     | <sup>5</sup>                      |                                      |
| <b>val</b> u a ble                  | <b>hos</b> pit a ble              | <b>prof</b> it a ble                 |
| <b>ven</b> er a ble                 | <b>for</b> mid a ble              | <b>tol</b> er a ble                  |
|                                     | <sup>4</sup>                      |                                      |
| <b>vul</b> ner a ble                | <b>an</b> swer a ble              | <b>cop</b> u la tive                 |

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

|                                       |                                    |                                        |
|---------------------------------------|------------------------------------|----------------------------------------|
| <sup>2</sup><br><b>Ag</b> ri cul ture | <b>tab</b> er na cle               | <sup>4</sup><br><b>arch</b> i tec ture |
| <b>an</b> ti qua ry                   | <b>tran</b> sit o ry               | <b>ar</b> bi tra ry                    |
| <b>ap</b> o plex y                    | <sup>3</sup><br><b>au</b> dit o ry | <b>par</b> si mo ny                    |

---

TABLE 24.

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

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

|                                  |                       |                                  |
|----------------------------------|-----------------------|----------------------------------|
| Ad <sup>1</sup> <b>vi</b> sa ble | im <b>me</b> di ate   | vic <b>to</b> ri ous             |
| ac <b>cu</b> mu late             | im <b>pe</b> ri ous   | vo <b>lu</b> min ous             |
| ap <b>pro</b> pri ate            | imp <b>la</b> ca ble  | ux <b>o</b> ri ous               |
| an <b>ni</b> hi late             | in <b>tu</b> i tive   | as <sup>3</sup> <b>par</b> a gus |
| a <b>me</b> na ble               | la <b>bo</b> ri ous   | ac <b>cel</b> er ate             |
| ab <b>bre</b> vi ate             | me <b>lo</b> di ous   | ad <b>mis</b> si ble             |
| al <b>le</b> vi ate              | mys <b>te</b> ri ous  | ad <b>ven</b> tur ous            |
| cen <b>so</b> ri ous             | no <b>to</b> ri ous   | a <b>dul</b> ter ate             |
| com <b>mo</b> di ous             | ob <b>se</b> qui ous  | ac <b>cept</b> a ble             |
| com <b>mu</b> ni cate            | op <b>pro</b> bri ous | ag <b>gran</b> dize ment         |
| con <b>cu</b> pis cence          | pe <b>nu</b> ri ous   | dis <b>fran</b> chise ment       |
| com <b>par</b> a ble             | pre <b>ca</b> ri ous  | am <b>big</b> u ous              |
| de <b>plo</b> ra ble             | sa <b>lu</b> bri ous  | am <b>phib</b> i ous             |
| dis <b>pu</b> ta ble             | spon <b>ta</b> ne ous | a <b>nal</b> y sis               |
| er <b>ro</b> ne ous              | ter <b>ra</b> que ous | ar <b>tic</b> u late             |
| har <b>mo</b> ni ous             | vi <b>ca</b> ri ous   | as <b>sas</b> sin ate            |
| be <b>at</b> i tude              | im <b>pet</b> u ous   | e <b>nor</b> mi ty               |
| ca <b>lum</b> ni ate             | in <b>dus</b> tri ous | sub <b>or</b> din ate            |
| ca <b>pit</b> u late             | en <b>gen</b> u ous   | a <b>bom</b> in ate              |
| cert <b>if</b> i cate            | in <b>quis</b> i tive | ac <b>com</b> mo date            |
| ca <b>tas</b> tro phe            | in <b>vid</b> i ous   | a <b>non</b> y mous              |
| co <b>ag</b> u late              | in <b>vin</b> ci ble  | a <b>poc</b> a lypse             |
| com <b>bus</b> ti ble            | in <b>vis</b> i ble   | a <b>poc</b> ry pha              |
| com <b>mem</b> o rate            | per <b>fid</b> i ous  | a <b>pos</b> tro phe             |
| com <b>mis</b> er ate            | per <b>spic</b> u ous | cor <b>rob</b> o rate            |
| com <b>par</b> a tive            | pre <b>dic</b> a ment | de <b>nom</b> in ate             |
| com <b>pat</b> i ble             | per <b>plex</b> i ty  | de <b>mon</b> stra ble           |
| com <b>pend</b> i ous            | pro <b>mis</b> cu ous | de <b>pop</b> u late             |
| con <b>grat</b> u late           | pa <b>rish</b> ion er | dis <b>con</b> so late           |
| con <b>spic</b> u ous            | re <b>cep</b> ta cle  | pre <b>pos</b> ter ous           |
| con <b>tem</b> pla tive          | ri <b>dic</b> u lous  | pre <b>rog</b> a tive            |
| con <b>tempt</b> i ble           | si <b>mil</b> itude   | re <b>spon</b> si ble            |

|                        |                       |                        |
|------------------------|-----------------------|------------------------|
| con <b>ti</b> gu u ous | sus <b>cep</b> ti ble | ad <b>mis</b> sib le   |
| de <b>fin</b> i tive   | tem <b>pest</b> u ous | con <b>vers</b> a ble  |
| de <b>lib</b> er ate   | tu <b>mult</b> lu ous | re <b>vers</b> i ble   |
| de <b>riv</b> a tive   | vi <b>cis</b> si tude | su <b>per</b> flu ous  |
| di <b>min</b> u tive   | vo <b>cif</b> er ous  | su <b>per</b> la tive  |
| e <b>phem</b> e ris    | vo <b>lump</b> tu ous | pre <b>ser</b> va tive |
| e <b>phip</b> a ny     | u <b>nan</b> im ous   | ac <b>com</b> pa ny    |
| fa <b>cil</b> it ate   | de <b>bauch</b> e ry  | dis <b>cov</b> er y    |
| fa <b>nat</b> i cism   | con <b>form</b> it y  | <i>oi</i>              |
| il <b>lus</b> tri ous  | de <b>form</b> i ty   | em <b>broid</b> er y   |

---

TABLE 25.

There are five states of human life, infancy, childhood, youth, manhood, and old age. The infant is helpless; he is nourished with milk – when he has teeth, he begins to eat bread, meat and fruit, and is very fond of cakes and plums. The little boy chooses some plaything that will make a noise, a hammer, a stick, or a whip. The little girl loves her dolls and learns to dress it. She chooses a closet of her baby-house, where she sets her doll and a little chair, by the side of a table, furnished with tea-cups as big as a thimble.

As soon as boys are large enough, they run away from home, grow fond of play, climb trees to rob birds' nests, tear their clothes, and when they come home, their parents often chasten them. – O how the rod makes their legs smart. These are naughty boys who love play better than their books – cruel boys who rob the birds of their eggs, – poor little birds which do no harm, which fill the air with the sweet melody of their notes, and do much good by devouring worms, and other insects, which destroy fruit and herbage.

Charles, how many barley corns make an inch? Three. – How many inches are in a foot? Twelve. – How many yards in a rod, a perch, or pole? Find and a half— How many rods in a mile? Three hundred and twenty. – How many rods in a furlong? Forty – How many furlongs in a mile? Eight. – How many miles in a league? Three. – How many lines in an inch? Twelve. – What is a cubit? The length of the arm from the elbow to the end of the longest finger, which is about eighteen inches. A Fathom is the distance from the ends of a man's finger, when the arms are extended, which is about six feet.

Henry, tell me the gills in a pint. Four—Two pints make a quart, four quarts make a gallon. Barrels are of various sizes; some contain no more than twenty gallons, some thirty, or thirty-two, others thirty-six. A hogshead contains sixty-three gallons; but we usually call puncheons by the name of hogsheads, and these hold about one hundred and ten gallons. A pipe contains two hogsheads, or four barrels, or about one hundred and twenty gallons.

TABLE 26.

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

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

TABLE 27.

WILLIAM, tell me how many mills make a cent? Ten. – How many cents a dime? Ten – Tell me the other coins of the United States. Ten dimes make a dollar, ten dollars an eagle, which is a gold coin, and the largest which is coined in the United States. Dimes and dollars are silver coins. Cents are copper coins. These are new species of coin – What is the ancient manner of reckoning money? By pound, shillings, pence, and farthing. Four farthings make a penny, twelve pence a shilling, and twenty shillings a pound.

William loves fruit. See him pick strawberries – bring him a basket – let him put the berries in a basket – and carry them to his mamma and sisters. Little boys should be kind and generous – they should always carry some fruit home for their friends. Observe the cherry-trees – see, how they begin to redden – in a few days, the cherries will be ripe; the honey-hearts, and black-hearts, and ox-hearts, how sweet they are. You must not eat too many, and make yourself sick. Fill your basket with cherries, and give them to your little friends.

Now see the pears. The harvest pear, how yellow. It is ripe, let me pick and eat it. The sugar pear, how plump and soft it is; and what a beautiful red covers one side of it. See the Catherine pear, and the vergaloo, how rich, juicy, and delicious. But the peach – how it exceeds all fruit in its delicious flavor; what can equal its fragrance, and how it melts upon the tongue. The nutmeg, and rare-ripe with its blushing cheek, the white cling-stone with its crimson tints – and the lemon cling-stone with its crimson tints – and the lemon cling-stone with its golden hue, and all the varieties of free-stones. **Such are the rich bounties of nature, bestowed on man to please his taste, preserve his health, and draw his grateful heart towards the Author of his happiness.**

REMARKS

A wise man will consider, not so much the present pleasure and advantage of a measure, at its future consequences.

Sudden and violent passions are seldom durable.

TABLE 28.

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

|                            |                    |
|----------------------------|--------------------|
| Am bi <sup>1</sup> gu i ty | reg u lar i ty     |
| con ti gu i ty             | rep re hen sib le  |
| con tra ri e ty            | rep re sent a tive |

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

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

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

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

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

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

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

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

## TABLE 29.

### LESSON 1.

Be not anxious for your life, what ye shall eat, or what ye shall drink; nor for your body, what ye shall put on; for our heavenly Father knoweth that you have need of these things.

Behold the fowls of the air: For they sow not, neither do they reap, nor gather into barns; yet your heavenly father feedeth them.

Consider the lilies of the field, how they grow; they toil not, neither do they spin: yet Solomon in all his glory was not arrayed like one of these.

### Lesson 2

Therefore be not anxious for the good things of this life, but seek first the kingdom of heaven and its righteousness, and all these things shall be added to you. Ask and it shall be given unto you: Seek and ye shall find: Knock and it shall be opened.

Love your enemies; bless them that curse you, do good unto them that hate you; and pray for them that scornfully use you and persecute you.

### Lesson 3.

When thou prayest, be not as the hypocrites, who love to pray standing in the synagogues, and in the streets, that they may be seen of men: But when thou prayest, enter into thy closet, and when thou hast shut thy door, pray to thy Father who is in heaven, and thy Father who seeth in secret shall reward thee openly.

### Lesson 4.

Lay not up for yourselves treasures on earth, where moth and rust doth corrupt, and where thieves break through and steal; but lay up for yourselves treasures in heaven, where neither moth nor rust doth corrupt, and where thieves do not break through and steal: For there your treasure is, there will your heart be also.

---

### *Our Savior's Golden Rule*

ALL things which you would have men to do to you, do ye the same to them; for this is the law and the prophets.

---

Table 30.

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

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

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

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

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

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

*Words of three syllables accented on the second*

|                                    |                      |                     |
|------------------------------------|----------------------|---------------------|
| <sup>1</sup><br>Ces <b>sa</b> tion | com <b>mis</b> sion  | pro <b>tec</b> tion |
| com <b>mo</b> tion                 | com <b>pres</b> sion | pre <b>emp</b> tion |
| de <b>vo</b> tion                  | con <b>fes</b> sion  | re <b>demp</b> tion |
| plant <b>a</b> tion                | con <b>sump</b> tion | re <b>flec</b> tion |
| poll <b>u</b> tion                 | con <b>ven</b> tion  | sub <b>jec</b> tion |
| pro <b>por</b> tion                | con <b>vic</b> tion  | suc <b>ces</b> sion |
| re <b>la</b> tion                  | cor <b>rec</b> tion  | sus <b>pen</b> sion |

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

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

as **per** sion  
as **ser** tion  
a **ver** sion  
con **ver** sion  
de **ser** tion  
dis **per** sion  
re **ver** sion  
sub **ver** sion  
sub **stan** tial

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

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

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

Word of five syllables, accented on the first and fourth

**A**m pli fi <sup>1</sup>ca tion  
**qual** i fi ca tion  
**ed** i fi ca tion  
**as** so ci a tion

**mul** ti pli ca tion  
**con** tin u a tion  
**rat** i fi ca tion  
**sanc** ti fi ca tion  
**sig** ni fi ca tion  
**cir** cum lo cu tion  
**cir** cum val la tion  
**com** mem mo ra tion

**con** fed e ra tion  
**con** grat u la tion  
**con** so ci a tion  
**or** gan i za tion

<sup>1</sup>  
**co** op e ra tion  
**glo** ri fi ca tion  
**pro** nun ci a tion  
**pro** pi ti a tion  
**re** gen e ra tion  
**re** nun ci a tion  
**re** tal i a tion  
**ar** gu ment a tion

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

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TABLE 31.

*Familiar Lessons*

HENRY is a good boy. come here, Henry, let me hear you read. Can you spell easy words? Hold up your head; speak loud and plain. Keep your book clean, do not tear it.

John, keep your seat; and sit still. You must not say a word, nor laugh, nor play. Look on your book, learn your letters, study your lesson.

Charles, can you count? Try. One, two, three, four, five, six, seven, eight, nine, ten. – Well said; now spell bird. B-i-r-d. How the birds sing and hop from branch to branch among the trees. They make nests too, and lay eggs; then sit on their eggs, and hatch young birds. Dear little birds, how they sing and play. You must not rob their nests, nor kill their young: it is cruel.

Moses, see the cat, how quiet she lies by the fire. Puss catches mice. Did you ever see puss watching for mice? How still and sly. She creeps along, fixing her

eyes steadily on the place where the mouse lies. As soon as she gets near enough, she darts forward, and seizes the little victim by the neck. Now the little mouse will do no more mischief.

See the little helpless kittens. How warm and quiet they lie in their bed, while puss is gone. Take them in your hands, don't hurt them; they are harmless, and do no hurt. They will not bite or scratch. Lay them down softly, and let them go to sleep.

George, the sun has risen, and it is time for you to rise. See the sun, how it shines: it dispels the darkness of night, and makes all nature gay and cheerful. Get up, Charles; wash your hands, comb your hair, and get ready for breakfast. What are we to have for breakfast? Bread and milk. This is the best food for little boys. Sometimes we have coffee or tea, and toast. Sometimes we have cakes.

James, hold you spoon in your right hand; and if you use a knife and fork, hold the knife in your right hand. Do not eat fast; hungry boys are apt to eat fast, like pigs. Never waste your bread; bread is gained by the sweat of the brow. Your father plants or sows corn; corn grows in the field; when it is ripe, it is cut, and put in the barn; then it is threshed out of the ears, and sent to a mill, the mill grinds it, and the bolter separates the bran from the flour. Flour is wet with water or milk; and with a little yeast or leaven, it is raised, and made light; this is called dough: dough is baked in an oven, or pan, and makes bread.

## THE SISTERS

Emily, look at the flowers in the garden. What a charming sight. How the tulips adorn the borders of the alleys, dressing them with gayety. Soon the sweet pinks will deck the beds; and the fragrant roses perfume the air. Take care of the sweet Williams, the jonquils, and the artemisia. See the honey-suckle, how it winds about the column, and climbs along the margin of the windows. Now is it in bloom, how fragrant the air around it; how sweet the perfume, after a gentle shower, or amidst the soft dews of the evening. Such are the charms of youth when robed in innocence; such is the bloom of life, when decked with modesty, and a sweet temper—Come, my child, let me hear your song.

### *The Rose*

The rose had been wash'd, lately, wash'd in a show'r,  
That Julia to Emma convey'd  
Plentiful moisture encumber'd the flow'r,  
And weigh'd down its beautiful head.

The cup was all fill'd, and the leaves were all wet,  
And seem'd at a fanciful view,  
To weep with regret, for the buds it had left  
On the flourishing bush where it grew.

I hastily seiz'd it, unfit as it as  
For a nosegay, so dripping and drown'd  
And shaking it rudely – too rudely, alas!  
I snaped it – it fell to the ground.

“And such,” I exclaim'd, “is the pitiless part  
“Some act by the delicate mind;  
“Regardless of wrining and breaking a heart  
“Already to sorrow resign'd

“The beautiful rose, had I shaken it less,  
“Might have bloom'd with the owner a while;  
“And the tear that is wip'd, with a little address,  
“May be follow'd, perhaps with a smile”

Julia, rise in the morning betimes, dress the borders of the flower beds, pull up the noxious weeds, water the thirsty roots. See how the plants wither from want of rain. The flowers fade, the leaves shrivel and droop. Bring a little water to refresh them. Now the plants look green and fresh; the weeds which shaded or robbed their roots of moisture, are removed, and the plants will thrive. Does the heart want culture? Weed out the noxious passions from the heart, as you would hurtful plants from among the flowers. Cherish the virtues - - love kindness, meekness, modesty, goodness. Let them thrive, and produce their natural fruit, pure happiness, and joys serene through life.

Look to the gentle lambs, how innocent and playful; how agreeable to the sight; how pleasant task to feed them; how grateful they are for your care. Julia, let me hear your song.

### *The Lamb*

A young feeble Lamb, as Emily pass'd  
In pity she turn'd to behold:  
How it shiver'd and shrunk from the merciless blast,  
The fell all benumb'd with the cold.

She rais'd it, and touch'd with the innocent's fate,  
Its soft form to her bosom she prest;  
But the tender relief was afforded to late,  
It bleated, and died on her breast.

The moralist then, as the corse she resign'd  
And weeping, spring-flower o'er it laid,  
Thus mus'd "So it fares with the delicate mind,  
"To the tempest of fortune betray'd:

"Too tender, like thee, the rude shock to sustain,  
"And deni'd the relief which would save,  
"She lost, and when pity and kindness are vain,  
"Thus we dress the poor suffer's grave."

Harriet, bring your book, let me hear you read. What book have you? Let me see: a little volume of poems. How many can you repeat? Let me hear my dear Harriet speak one.

*The Bird's Nest*

Yes, little nest, I'll hold you fast,  
And little birds, one, two, three, four;  
I've watch'd you long, you're mine at last;  
Poor little things, you'll 'scape no more.

Chip, cry, and flutter, as you will,  
Ah! simple rebels, 'tis in vain;  
Your little wings are unfledg'd still,  
How can you freedom then obtain?

What note of sorrow strikes my ear;  
It is their mother thus distress?  
Ah yes, and see, their father dear  
Flies round and round, to seek their nest.

And it is I who cause their moan?  
I, who so oft in summer's heat,  
Beneath yon oak have laid me down  
To listen to their songs so sweet?

If from my tender mother's side  
Some wicked wretch should make me fly,  
Full will I know, 'twould her betide,  
To break her heart, to sink, to die.

And shall I then so cruel prove,  
Your little ones to force away!  
No, no; together live and love:  
See her they are – take them, I pray.

Teach them in yon wood to fly,  
And let them your sweet warbling hear,  
Till their own wings can soar as high,  
And their own notes may sound as clear.

Go, gentle birds; go free as air,  
While oft again in summer's heat,  
To yonder oak I will repair,  
And listern to your song so sweet.

Mary, what a charming little sonnet your sister Harriet has repeated. Come, my sweet girl, you must let me hear what you can say. But stop, let me see your work. Your little fingers are very handy with a needle. Very pretty indeed; very pretty work. What small stitches. You shall hem and mark all your papa's handkerchiefs, and very soon you shall work a muslin frock for yourself. Now my girl, let me hear you repeat some verses.

*On a Goldfinch starved in his Cage.*

Time was when I was free as air,  
The thistle's downy seed my fare,  
My drink the morning dew;  
Perch'd at will on every spray,  
My form genteel, my plumage gay.  
My strains for ever new.

But gaudy plumage, sprightly strain,  
And form genteel were all in vain  
And of a transient date;  
For caught and cag'd, and starved to death,  
In dying sighs, my little breath  
Soon pass'd the wiry grate.

Thanks, little Miss, for all my woes,  
And thanks for this effectual close,  
And cure of every ill:  
More cruelty could none express;  
And I, if you had shown me less,  
Had been your pris'ner still.

*Precepts concerning the social relations.*

ART thou a, young man, seeking for a partner for life? Obey the ordinance of God, and become a useful member of society. But be not in haste to marry, and let thy choice be directed by wisdom.

Is a woman devoted to dress and amusement? Is she delighted with her own praise, or an admirer of her own beauty? Is she given to much talking and loud laughter? If her feet abide not at home, and her eyes rove with boldness on the faces of men—turn thy feet from her, and suffer not thy heart to be ensnared by thy fancy.

But when thou findest sensibility of heart joined with softness of manners; an accomplished mind and religion, united with sweetness of temper, modest deportment, and a love of domestic life—Such is the woman who will divide the sorrows, and double the joys of thy life. Take her to thyself; she is worthy to be thy nearest friend, thy companion, the wife of thy bosom.

Art thou a young woman, wishing to know thy future destiny? Be cautious in listening to the addresses of men. Art thou pleased with smiles and flattering words? Remember that man often smiles and flatters most, when he would betray thee.

Listen to no soft persuasion, till a long acquaintance, and a steady, respectful conduct have given thee proof of the pure attachment and honorable views of thy lover. Is thy suitor addicted to low vices? is he profane? is he a gambler? a tipper? a spendthrift,? a haunter of taverns? has he lived in idleness and, pleasure? has he acquired a contempt for thy sex in vile company? and above all, is he a scoffer at religion?—Banish such a man from thy presence; his heart is false, and his hand would lead thee to wretchedness and ruin.

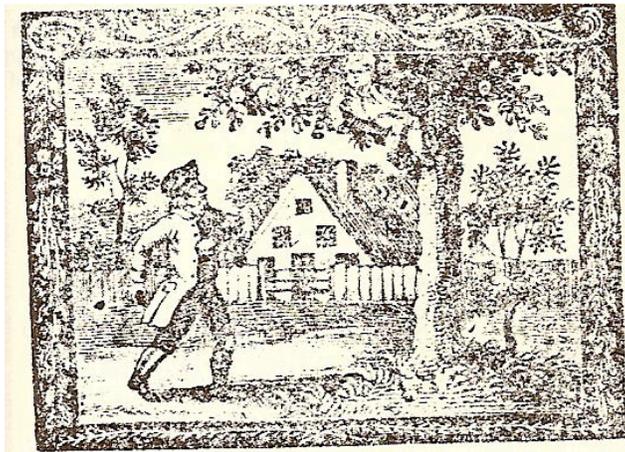
Art thou a husband? Treat thy wife with tenderness and respect; reprove her faults with gentleness; be faithful to her I love; give up thy heart to her in confidence, and alleviate her cares.

Art thou a wife? Respect thy husband; oppose him not unreasonably, but yield thy will to his, and thou shalt be blest with peace and concord; study to make him respectable, as well for thone own sake, as for his; hid his falults; be constant in thy love ; and devote thy time to the care and education of the dear pledges of they love.

Art thou a parent? Teach thy children obedience; teach them temperance, justice, diligence in useful occupations; teach them science; teach them the social virtues, and fortify thy precepts by thine own example; above all, teach them religion. Science and virtue will make them respectable in this life – religion and piety alone can secure them happiness in the life to come.

Art thou a brother or a sister? Honor thy character by living in the bonds of affection with thy brethren. Be kind; be condescending. Is thy brother an adversity? assist him; if thy sister is in distress, administer to her necessities and alleviate her cares.

Art thou a son or a daughter? Be grateful to thy father, for he gave thee life; and to thy mother for she sustained thee. Piety in a child is sweeter than the incense of Persia, yea, more delicate than odors, wafted, by western gales, from the fields of Arabian spices. Hear the words of thy father, for they are spoken for thy good: give ear to the admonitions of thy mother, for they proceed from her tenderest love. Honor their gray hairs, and support them in the evening of life; and thine own children, in reverence of thy example, shall repay thy piety with filial love and duty.



FABLE I .

*Of the BOY that stole Apples.*

AN old man found a rude boy upon one of his trees stealing apples, and desired him to come down; but the young Sauce-box told him plainly he would not. Won't you, said the old man, then I will fetch you down; so he pulled up some tufts of grass and threw at him; but this only made the youngest laugh, to think he should pretend to beat him out of the tree with grass only.

Well, well, said the old man, if neither grass nor words will do, I must try what virtue there is in stones: so the old man pelted him heartily with stones: which soon made the young chap hasten down from the tree and beg the old man's pardon.

## M O R A L.

*If good words and gentle means will not reclaim the wicked, they must be dealt with in a more severe manner.*

### TABLE 32.

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

|   |         |          |          |          |
|---|---------|----------|----------|----------|
| 2 | Bar row | gal lows | nar row  | win dow  |
|   | bel low | bel lows | hol low  | win now  |
|   | bil low | har row  | shad ow  | yel low  |
|   | bur row | cal low  | shal low | 5        |
|   | el bow  | mal lows | spar row | bor row  |
|   | fel low | mar row  | tal low  | fol low  |
|   | fal low | mea dow  | whit low | mor row  |
|   | far row | mel low  | wind ow  | sor row  |
|   | fur row | min now  | wil low  | wal low  |
|   |         |          |          | swal low |

### TABLE 33.

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

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

|   |             |              |              |
|---|-------------|--------------|--------------|
| 2 | Bra sier    | con fu sion  | il lu sion   |
|   | cro sier    | con tu sion  | in tru sion  |
|   | gla zier    | de lu sion   | in fu sion   |
|   | o sier      | dif fu sion  | pro fu sion  |
|   | ra sure     | ef fu sion   | oc ca sion   |
|   | ho sier     | ex clu sion  | ob tru sion  |
|   | sei zure    | ex plo sion  | 2            |
|   | fu sion     | e va sion    | vis ion      |
|   | am bro sial | a bra sion   | meas ure     |
|   | ad he sion  | cor ro sion  | pleas ure    |
|   | al lu sion  | de tru sion  | treas ure    |
|   | co he sion  | dis plo sion | leis ure     |
|   | col lu sion | in clo sure  | az ure       |
|   |             |              | ab scl s ion |

con clu sion  
con cis ion  
div is ion  
de cis ion  
de ris ion

e ro sion  
e lis ion  
e lys ian  
pre cis ion  
pro vis ion

col lis ion  
in cis ion  
al lis ion  
re cis ion  
8 2  
cir cum cis ion

The compounds and derivates follow the same rule.



## FABLE II.

### *The COUNTRY MAID and her MILK-PAIL.*

WHEN men suffer their imaginations to amuse them with the prospect of distant and uncertain improvement of their condition, they frequently suffer real losses by their inattention to those affairs in which they are immediately concerned.

A country maid was walking very deliberately with a pail of milk upon her head, when she fell into the following train of reflections; The money for which I shall sell this milk, will enable me to increase my flock of eggs to three hundred. These eggs, allowing for what may prove addle, and what may be destroyed by vermin will produce at least two hundred and fifty chickens. The chickens will be fit to carry to market about Christmas, when poultry always bears a good price; so that by May day I cannot fail of having money enough to purchase a new gown. Green – let me consider – yes, green become my complexion best, and green it shall be. In this dress I will go to the fair, where all the young fellows will strive to have me for a partner; but I shall perhaps refuse every one of them, and with an air of disdain toss from them. Transported with this triumphant thought, she could not forbear acting with her head what passed in her imagination, when down came the pail of milk, and with it all her imaginary happiness.

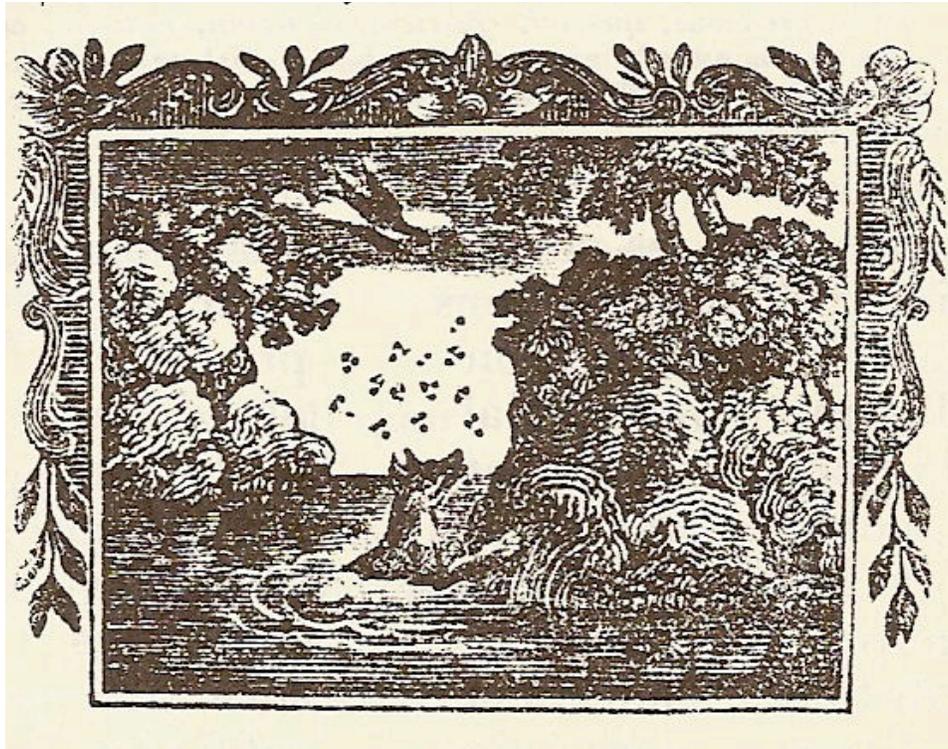
TABLE 34.

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

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

\*Pronounced *speshiz*.

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



FABLE III.

The FOX and the SWALLOW.

ARISTOTLE informs us that the following fable was spoken by Æsop to the Samians, on a debate upon changing their ministers, who were accused of plundering the commonwealth.

A fox, swimming across a river, happened to be entangled in some weeds that grew near the bank, from which he was unable to extricate himself. As he lay thus exposed to whole swarms of flies which were galling him, and sucking his blood, a swallow observing his distress, kindly offered to drive them away. By no means, said the Fox, for if these should be chased away, who are already sufficiently gorged, another more hungry swarm would succeed, and I should be robbed of every remaining drop of blood in my veins.

TABLE 35.

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

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

The compound and derivatives follow the same rule

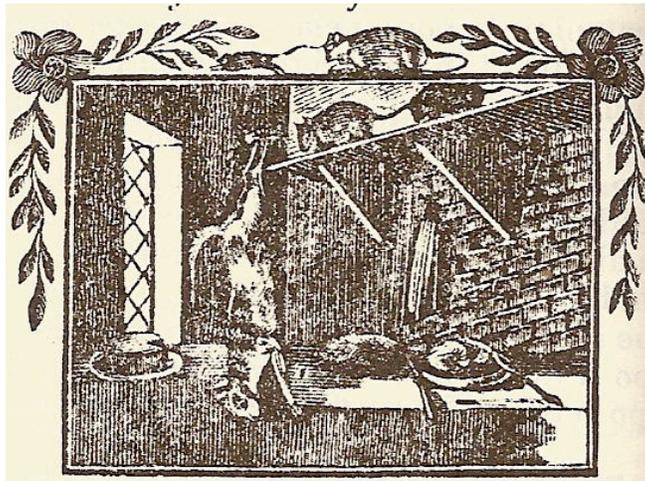
In the following words, the consonant *q* terminates a syllable; but perhaps the ease of the learner may render a different division more eligible.

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

### SELECT SENTENCES

Never speak of a man's virtues to his face, or of his faults behind his back; thus you will equally avoid flattery which is disgusting, and slander which is criminal.

If you are poor, labor will procure you food and clothing – if you are rich, it will strengthen the body, invigorate the mind, and keep you from vice. – Every man therefore should be busy in some employment.



### FABLE IV.

#### *The CAT and the RAT.*

A CERTAIN Cat had made such unmerciful havoc among the vermin of her neighborhood, that not a single rat, or mouse dared venture to appear abroad. Puss was soon convinced that if affairs remained in their present situation, she must be totally unsupplied with provision. After mature deliberation, therefore, she resolved to have recourse to stratagem. For this purpose she suspended herself from a hook with her head downwards, pretending to be dead. The rats and mice observing her as they peeped from their holes, in this dangling attitude, concluded she was hanging for some misdemeanor; and with great joy immediately sallied

forth in quest of their prey. Puss as soon as a sufficient number were collected together, quitting her hold, dropped into the midst of them; and very few had the fortune to make good their retreat. This artifice having succeeded so well, she was encouraged to try the event of a second. Accordingly she whitened her coat all over, by rolling herself in a heap of flour, and in this disguise lay concealed in the bottom of the meal-tub. This stratagem was executed in general with the same effect as the former. But an old experienced Rat, altogether as cunning as his adversary, was not so easily ensnared. I don't much like, said he, that white heap yonder; something whispers me there is mischief concealed under it. It is true it may be meal; but it may likewise be something that I shall not relish quite so well. There can be no harm, at least, in keeping at a proper distance; for caution, I am sure, is the parent of safety.

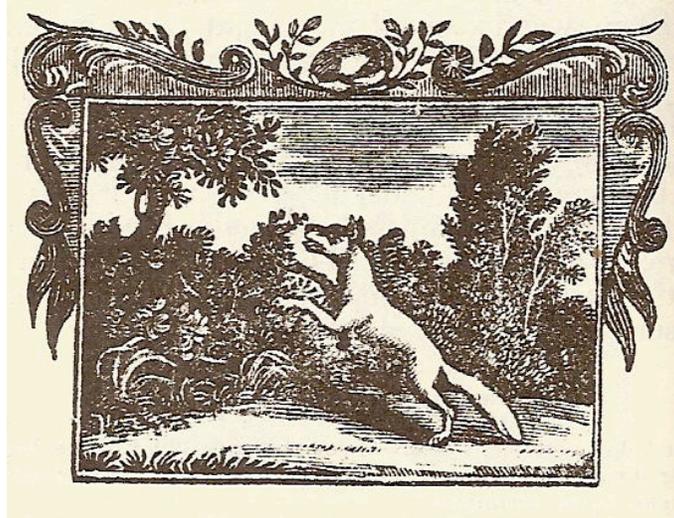
TABLE 36.

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

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

\* Pronounced sol-ger

<sup>†</sup>Pronounced ank-shus.



FABLE V.

*The FOX and the BRAMBLE.*

A FOX, closely pursued by a pack of Dogs, took shelter under the covert of a Bramble. He rejoiced in this asylum; and for a while, was very happy; but soon found that if he attempted to stir, he was wounded by thorns and prickles on every side. However, making a virtue of necessity, he forbore to complain, and comforted himself with reflecting, that no bliss is perfect; that good and evil are mixed, and flow from the same fountain. These Briars, indeed, said he, will tear my skin a little, yet they keep off the Dogs. For the sake of the good, then, let me bear the evil with patience: each bitter has its sweet; and these Brambles, though they wound my flesh, preserve my life from danger.

Table 37.

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

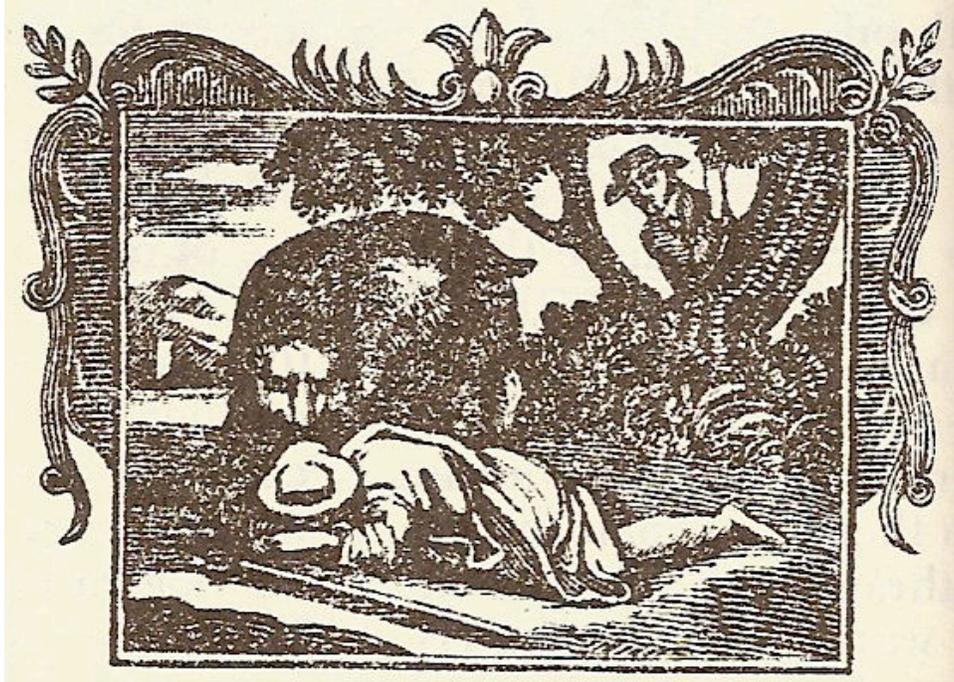
|                          |                            |                           |
|--------------------------|----------------------------|---------------------------|
|                          | the o rem                  | ca <sup>4</sup> thar tic  |
| <sup>1</sup><br>E ther   | the a tre                  | en <sup>1</sup> thu siasm |
| ja cinth                 | hy a cinth                 | an <sup>1</sup> tip a thy |
| the sis                  | <sup>2</sup><br>cath o lic | pa renth e sis            |
| ze nith                  | ep i thet                  | a rith me tic             |
| <sup>2</sup><br>thun der | la y rinth                 | an tith e sis             |
| meth od                  | leth ar gy                 | mis an tro py             |
| an them                  | pleth o ry                 | phil lan trop y           |

|                         |                          |                               |
|-------------------------|--------------------------|-------------------------------|
| dip thong               | sym pa thy               | can tar i des <sup>5</sup>    |
| eth ics                 | am a ranthy              | the oc ra cy                  |
| pan ther                | am e thyst               | the ol o gy                   |
| sab bath                | ap a thy                 | the od o lite                 |
| thim ble                | can the rus              | ther mom e ter                |
| this tle                | math e sis               | au thor i ty                  |
| thurs day               | syn the sis              | ca thol i con                 |
| trip thong              | pan the on               | my thol o gy                  |
| en thrall <sup>3</sup>  | e the re al <sup>1</sup> | or thog ra phy                |
| ath wart                | can tha ris              | hy poth e sis                 |
| be troth <sup>8</sup>   | ca the dral              | lit hog ra phy                |
| thir ty                 | u re thra <sup>2</sup>   | li thot o my <sup>7</sup>     |
| thor ough <sup>1</sup>  | au then tic              | a poth e ca ry <sup>1</sup>   |
| thir teen <sup>ou</sup> | pa the tic               | ap o the o sis                |
| thou sand <sup>1</sup>  | syn the tic              | pol y the ism <sup>1</sup>    |
| a the ism               | a canth us               | bib li o the cal <sup>5</sup> |
| the o ry                | ath let ic               | ich thy ol o gy               |
|                         | me theg lin              | or ni thol o gy               |

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

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

The derivatives follow the same rule.



## FABLE VI.

### *The BEAR and the TWO FRIENDS.*

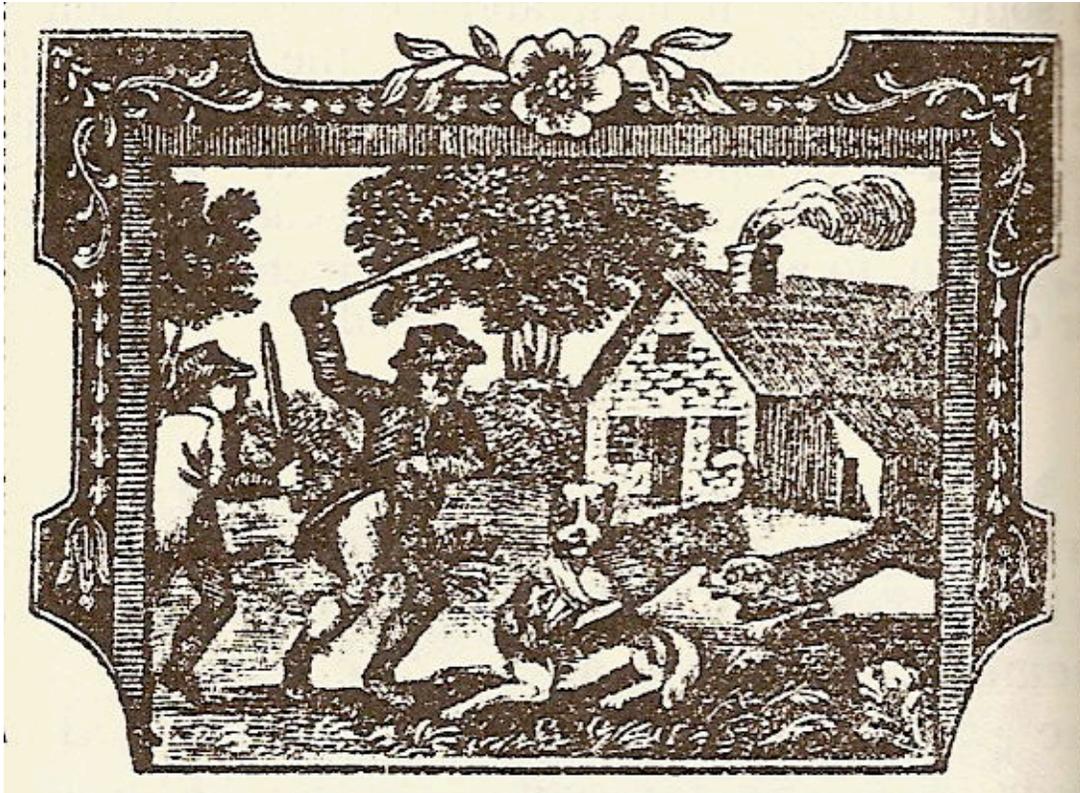
TWO Friends, setting out together upon a journey which led through a dangerous forest, mutually promised to assist each other, if they should happen to be assaulted. They had not proceeded far, before they perceived a bear making towards them with great rage.

There were no hopes in flight; but one of them being very active, sprung up into a tree; upon which the other, throwing himself flat on the ground, held his breath, and pretended to be dead; remembering to have heard it asserted, that this creature will not prey upon a dead carcass. The Bear came up, and after smelling him some time, left him, and went on. – When he was quite out of sight and hearing, the hero from the tree calls out – Well, my friend, what said the Bear? he seemed to whisper you very closely. He did so, replied the other, and gave me this good piece of advice: never to associate with a wretch, who, in the hour of danger, will desert his friend.

TABLE 38.

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

|                         |                             |                                               |
|-------------------------|-----------------------------|-----------------------------------------------|
| <sup>1</sup><br>Christ  | <sup>5</sup><br>chol ic     | or ches ter                                   |
| chyle                   | chol er                     | och i my                                      |
| scheme                  | schol ar                    | <sup>1</sup><br>chi me ra                     |
| ache                    | mon arch                    | pa ro chi al                                  |
| chasm                   | <sup>2</sup><br>schir rous  | cha mel ion                                   |
| chrism                  | <sup>8</sup><br>stom ach    | <sup>2</sup><br>tri bac chus                  |
| <sup>5</sup><br>chord   | <sup>1</sup><br>pa tri arch | chro mat ic                                   |
| loch                    | eu cha rist                 | me chan ic                                    |
| <sup>6</sup><br>school  | <sup>2</sup><br>an ar chy   | ca chex y                                     |
| <i>oi</i>               | chrys o lite                | cha lib e ate                                 |
| choir                   | char ac ter                 | a nach ro nism                                |
| <sup>1</sup><br>cho rus | cat e chism                 | syn ec do che                                 |
| te trarch               | pen ta teuch                | pyr rhich i us                                |
| cha os                  | sep ul cher                 | am phib ri chus                               |
| cho ral                 | tech nic al                 | <sup>2</sup><br>mel an cho ly                 |
| e poch                  | al chy my                   | <sup>5</sup><br>chro nol o gy                 |
| o cher                  | an cho ret                  | chi rog ra phy                                |
| tro chee                | brach i al                  | cho rog ra phy                                |
| <sup>2</sup><br>an chor | lach ry mal                 | chro nom e ter                                |
| crist en                | mach in ate                 | the om a chy                                  |
| chem ist                | sac char ine                | <sup>2</sup><br>an ti bac chus                |
| ech o                   | syn cro nism                | <sup>2</sup> <sup>2</sup><br>cat e chet ic al |
| chal ice                | mich ael mas                | <sup>1</sup><br>bac chan al ian               |
| sched ule               | <sup>5</sup><br>chor is ter | cat e chu men                                 |
| pas chal                | chron i cle                 | <sup>5</sup><br>ich thuy ol o gy              |



## FABLE VII.

### TWO DOGS.

HASTY and inconsiderate connexions are generally attended with great disadvantages; and much of every man's good or ill fortune, depends upon the choice he makes of his friends.

A good natured Spaniel overtook a surly Mastiff, as he was traveling on the high road. Tray, although an entire stranger to Tiger, very civilly accosted him; and if it would be no interruption, he said he should be glad to bear him company on his way. Tiger, who happened not to be altogether in so growling a mood as usual, accepted the proposal; and they very amicably pursued their journey together. In the midst of their conversation they arrived at the next village, where Tiger began to display his malignant disposition, by an unprovoked attack upon every dog he met. The villagers immediately sallied forth with great indignation, to rescue their respective favorites; and falling upon our two friends without distinction or mercy, poor Tray was most cruelly treated, for no other reason, than his being found in bad company.

TABLE 39.

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

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

\* Pronounced shammy.

#### SELECTED SENTENCES.

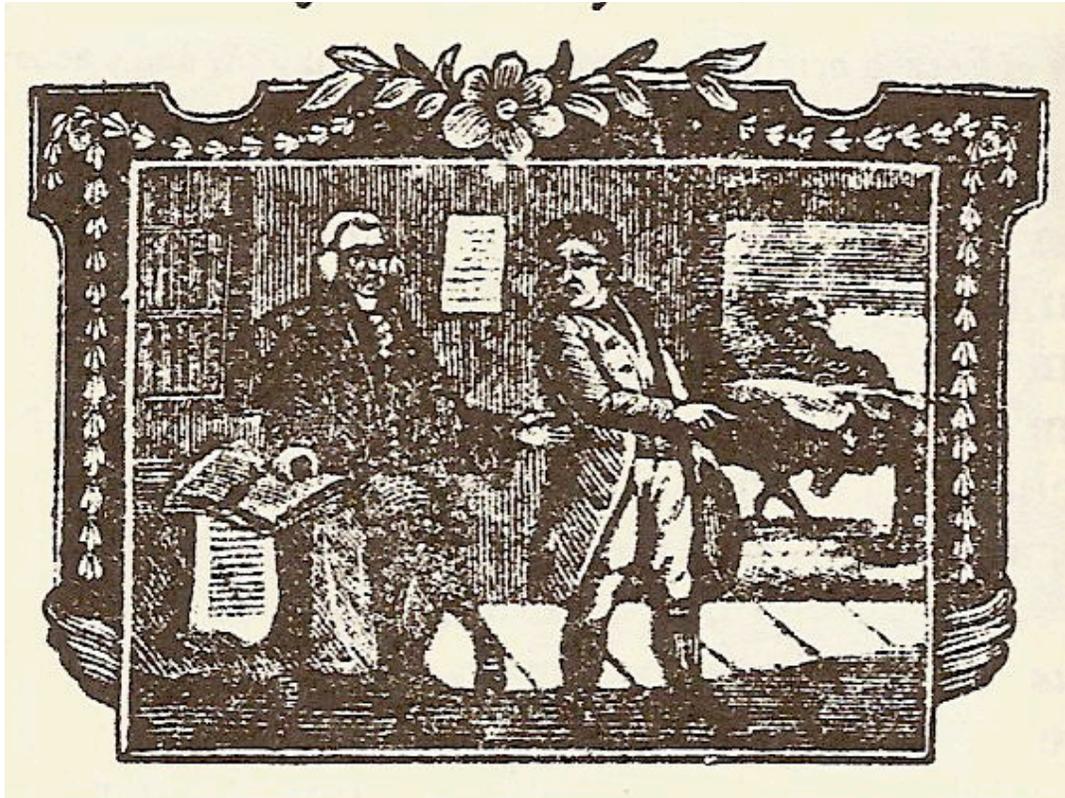
We may as well expect that God will make us rich without industry, as that he will make us good and happy without our own endeavors.

Zeno, hearing a young man very loquacious, told him, that men have two ears abut one tongue; therefore they should hear much and speak little.

A man who, in company, engrosses the whole conversation, always gives offence; for the company consider him as assuming a degree of superiority, and treating them all as his pupils.

The basis of all excellence in writing and conversation, is truth – truth is intellectual gold, which is as durable as it is splendid and valuable.

Faction seldom leaves a man honest, however it may find him.



*Fable III.*

*The Partial Judge.*

A FARMER came to a neighboring Lawyer, expressing great concern for an accident which, he said, had just happened. One of your oxen, continued he, has been gored by an unlucky bull of mine, and I should be glad to know how I am to make you reparation. Thou art a very honest fellow, replied the Lawyer, and wilt not think it unreasonable that I expect one of your oxen in return. It is no more than justice, quote the Farmer, to be sure: but what did I say? – I mistake – It is *your* bull that has killed one of my oxen. Indeed! says the Lawyer, that alters the case: I will enquire into the affair; and if – And *if!* said the Farmer – the business I find would have been concluded without an *if* had you been as ready to do justice to others, as to extract it from them.

TABLE 40.

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

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

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

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

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

## TABLE 41 .

*The Boy that went to the Wood to look for Bird's Nests when he should have been at School.*

WHEN Jack got up, and put on his clothes, he thought if he could get to the wood, he should be quite well; for the poor fool thought more of a bird's nest than his book, that would make him wise and great. When he came there, he could find no nests but one that was on the top of a tree, and with much ado, he gets up to it, and robs it of the eggs. Then he tries to get down; but a branch of the tree found a hole in the skirt of his coat, and held him fast. At this time he would have been glad to have been at school; for the bird on a rage at the loss of her eggs, flew at him, and was like to pick out his eyes. Now it was that the sight of a man, at the foot of the tree, gave him more joy than all the nests in the wood. This man was so kind as to chase away the bird, and help him out of the tree; and from that time forth, he would not loiter from school; but grew a good boy and a wise young man, and had the praise and good will of all that knew him

---

## OBSERVATIONS

The cheerful man hears the lark in the morning; the pensive man hears the nightingale in the evening.

He who desires no virtue in a companion has no virtue himself; and that state is hastening to ruin, in which no difference is made between good and bad men.

Some men read for the purpose of learning to write, others, for the purpose of learning to talk – the former study for the sake of science; the latter, for the sake of amusement.

---

## TABLE 42.

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

|               |                  |                  |
|---------------|------------------|------------------|
| Ma gic        | pa ci fy         | ex pli cit       |
| tra gic       | pa geant ry      | so li cit        |
| a gile        | pa gin al        | im a gine        |
| a cid         | re gi cide       | re li gion       |
| dig it        | re gim en        | li ti gi ous     |
| vi gil        | re gim ent       | pro di gi ous    |
| fa cile       | re gis ter       | au da city       |
| fra gile      | spe ci fy        | ca pa ci ty      |
| frig id       | spe ci men       | fu ga cit y      |
| rig id        | ma cer ate       | lo qua cit y     |
| pla cid       | ma cil ent       | men da ci ty     |
| pi geon       | ma gis trate     | men di ci ty     |
| si gil        | ne ces sa ry     | di la cer ate    |
| ta cit        | tra ge dy        | du pli ci ty     |
| a git ate     | ci cin age       | fe li ci ty      |
| ag ger ate*   | ve get ate       | mu ni ci pal     |
| le gi ble     | ve get ant       | an ti ci pate    |
|               | <sup>5</sup>     |                  |
| tla gel et    | lo gic           | par ti ci pate   |
| pre ce dent   | pro cess         | sim pli ci ty    |
| pre ci pice   | co git ate       | me di cin al     |
| re ci pe      | pro ge ny        | so li ci tude    |
|               | <sup>2</sup>     |                  |
| de cim al     | il lic it        | per ni ci ty     |
| de cim ate    | im pli cit       | tri pli ci ty    |
| la cer ate    | e li cit         | ver ti ci y      |
| au da ci ty   | om ni gin ous    | per spi ca ci ty |
| ex ag ger ate | ver ti gin ous   | per tin a cit y  |
|               |                  | <sup>5</sup>     |
| mor da cit y  | re fri ger ate   | atro ci ty       |
|               | <sup>2</sup>     |                  |
| un ga ci ty   | le gis la tion   | fe ro ci ty      |
| o pa ci ty    | re cit a tion    | ve lo ci ty      |
|               | <sup>2</sup>     |                  |
| ra pa ci ty   | sa cri le gi ous | rhi no ce ros    |
|               |                  | <sup>5</sup>     |
| sa ga ci ty   | o le a gin ous   | an a lo gic al   |
| se qua ci ty  | au then ti ci ty | as tro lo gic al |
| vi va ci ty   | e las ti ci ty   | ge o lo gic al   |
| te na ci ty   | e lec tri ci ty  | ped a go gic al  |

\* g soft

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

The compounds and derivatives follow the same rule.

TABLE 43.

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

|                    |        |                       |           |
|--------------------|--------|-----------------------|-----------|
| <sup>1</sup> Whale | whelm  | whit                  | wher ry   |
| wheak              | when   | whiz                  | wheat her |
| wheat              | whence | whurr                 | whif fle  |
| wheel              | whet   | <sup>3</sup> wharf    | whims ey  |
| wheeze             | which  | <sup>5</sup> what     | whin ny   |
| while              | whiff  | <sup>8</sup> whirl    | whis per  |
| whilst             | whig   | <sup>9</sup> where    | whist le  |
| whine              | whim   | whey                  | whit her  |
| white              | whin   | <sup>1</sup> whee dle | whit low  |
| why                | whip   | whi ting              | whit ster |
| <sup>2</sup> whelk | whisk  | whi tish              | whit tle  |
| whelp              | whist  | <sup>2</sup> wher ret | whim per  |

The compounds and derivatives follow the same rule.

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

|                    |       |                  |      |       |       |
|--------------------|-------|------------------|------|-------|-------|
| <sup>1</sup> Whore | while | <sup>6</sup> who | whom | whoop | whose |
|--------------------|-------|------------------|------|-------|-------|

TABLE 44.

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

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

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

---

TABLE 45.

*The History of the Creation of the WORLD.*

IN six days God made the world, and all things that are in it. He made the sun to shine by day, and the moon to give light by night. He made all the beasts that walk on the earth, all the birds that fly in the air, and all the fish that swim in the sea. Each herb, & plant, & tree, is the work of his hands. All things both great and small, that live and move, and breathe in this wide world, to him do owe their birth, to him their life. And God saw that all things he had made were good. But as yet there was not a man to till the ground, so God made man of the dust of the earth, and breathed into him the breath of life, and gave him rule over all that he had made. And the man gave names to all the beasts of the field, the fowls of the air, and the fish of the sea. But there was not found an help meet for man; so God brought on him a deep sleep, and then took from his side a rib, of which he made a wife, and gave her to the man, and her name was Eve; and from these two came all the sons of men.

All things are known to God, and though his throne of state be far on high, yet doth his eye look down to use in this lower world, and see all the ways of the sons of men.

If we go out he marks our steps: and when we go in, no door can shut him from us. While we are by ourselves, he knows all our vain thoughts, and the ends we aim at: and when we talk to friend or foe, he hears our words, and views the good or harm we do to them or to ourselves.

When we pray he notes our zeal. All the day long he minds how we spend our time, and no dark night can hide our works from him. If we play the cheat, he marks the fraud, and hears the least word of a false tongue.

He sees if our hearts are hard to the poor, or if by alms we help their wants; if in our breast we pine at the rich, or if we are well pleased with our own estate. He knows all that we do; and be we where we will he is sure to be with us.

TABLE 46.

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

Example 1.

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

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

### Example 2.

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

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

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

### Example 3.

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

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

Example 4.

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

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

Example 5.

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

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

Example 6.

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

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

Example 7.

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

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

Example 8.

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

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

Example 9.

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

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

Example 10.

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

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

Example 11.

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

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

Example 12.

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

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

Example 13.

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

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

Example 14.

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

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

### Example 15.

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

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

### Example 16.

Names formed from qualities by changing terminations.

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

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

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

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

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

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

Press, press-ure, im-press, im-press-ion, im-press-ure, im-press-ivie-ly,  
com-press, com-press-sure, com-press-ion, com-press—ble, com-press-i-bil-i-ty,

in-com-press-i-ble, in-com-press-i-bil-i-ty, de-press, de-press-i-ness, sup-press, sup-press-ion.

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

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

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

### Compound Words.

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

### OBSERVATIONS.

He seldom lives frugally, who live by chance

Most men are more willing to indulge in easy vices, than to practice laborious virtues.

A man make mistake the love of virtue for the practice of it, and be less a good man, than the friend of goodness.

Without frugality, none can be rich; and with it, few would be poor.

Moderation and mildness, often effect what cannot be done be force. A Persian write finely observes, that “a gentle hand leads the elephant himself by a hair.”

The most necessary part of learning, is to unlearn our errors.

Small parties make up in diligence what they want in numbers.

Some talk of subjects which they do not understand; others praise virtue, who do not practice it.

No persons are more apt to ridicule or censure others, than those who are most apt to be guilty of follies and faults.

Table 47.

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

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

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

The compounds and derivatives follow the same rules.

#### OBSERVATIONS.

Seek a virtuous man for your friend, for avicious man can neither love long, nor be long beloved – The friendship of the wicked are conspiracies against morality and social happiness.

More persons seek to live long, thought long life is not in their power, than to live well, though a good live depends on their own will.

TABLE 48.

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

TABLE 49.

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

*In America*

TABLE 50.

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

TABLE 51.

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

TABLE 52.

*Of Numbers.*

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

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

TABLE 53.

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

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

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

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

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

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

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

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

TABLE 54.  
Of Abbreviations

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

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

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

## EXPLANATION

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

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

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

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

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

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

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

*my*

as, *this is= book.*

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

Λ The index points to some remarkable passage.

¶ The paragraphs begins a new subject

§ The section is used to divided chapters

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

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## OF CAPITAL LETTERS.

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

### ADDITIONAL LESSONS DOMESTIC ECONOMY

*Or, the History of Thrifty and Unthrifty.*

THERE is a great difference among men, in their ability to gain property; but a still greater difference in their power of using it to advantage. Two men may acquire the same amount of money, in a given time; yet one will prove to be a poor man, while the other becomes rich. A chief and essential difference in the management of property, is, that one man spends only the *interest* of his money) while another spends the *principal*,

I know a farmer by the name of THRIFTY, who manages his affairs in this manner: He rises early in the morning, looks to the condition of his house, barn, home-lot and stock—sees that his cattle, horses and hogs are fed, examines the tools to see whether they are all in good order for the workmen—takes care that breakfast is ready in due season, and begins work in the cool of the day—When in the field, he keeps steadily at work though not so violently as to fatigue and exhaust the body—nor does he stop to tell or hear long stories—When the labor of the day is past, he takes refreshment, and goes to rest at an early hour.—In this manner he earns and gains money.

When *Thrifty* has acquired a little property, he does not spend it or let it slip from him, without use or benefit. He pays his taxes and debts when due or called for so that he has no officers fees to pay, nor expenses of court. He does not frequent the tavern and drink up all his earnings in liquor that does him no good. He puts his money to use, that is, he buys more land, or stock, or lends his money at interest—in short, he makes his money produce some profit or income. These savings and profits, though small by themselves, amount in a few years to a considerable sum, and in a few years, they swell to an estate—*Thrifty* becomes a wealthy farmer, with several hundred acres of land, and a hundred head of cattle.

Very different is the management of UNTHRIFTY: He lies in bed till a late hour in the morning—then rises, and goes to the bottle for a dram, or to the tavern for a glass of bitters—Thus he spends six cents before breakfast, for a dram that makes him dull and heavy all day. He gets his breakfast late, when he ought to be at work—When he supposes he is ready to begin the work of the day, he finds he has not the necessary tools, or some of them are out of order,—the plow-share is to be sent half a mile to a blacksmith to be mended; a tooth or two in a rake, or the handle of a hoe is broke; or a scythe or an ax is to be ground.—Now, he is in a great hurry, he bustles about to make preparation for work—and what is done in a hurry is ill done—he loses a part of the day in getting ready—and perhaps the time of workmen. At ten or eleven o'clock, he is ready to go to work—then comes a boy and tells him, the sheep have escaped from the pasture—or the cows have; got among his corn—or the hogs into the garden He frets and storms, and runs, to drive them out—a half hour or more time is lost in driving the cattle from mischief, and repairing; a poor broken fence; a fence that answers no purpose but to lull him into security, and teach his horses and cattle to be unruly. After all this bustle, the fatigue of which is worse than common labor, *Unthrifty* is ready to begin a day's work at twelve o'clock. – Thus half his time is lost in supplying the defects, which proceeded from want of foresight and good management. His small crops are damaged or destroyed by unruly cattle – His barn is open and leaky, and what little he gathers, is injured by the rain and snow. – His house is in a like condition – the shingles and clapboards fall off and let in the weather, which causes the timber, floors and furniture to decay—and exposed to inclemencies of weather, his wife and children fall sick – their time is lost, and the mischief closes with a ruinous train of expenses for medicines and physicians. – After dragging out some years of disappointment, misery, and poverty, the lawyer and the sheriff sweep away the scanty remains of his estate. Thus is the history of UNTHRIFTY – his principal is spent – he has no interest.

Not unlike this, is the history of the Grog-drinker. This man wonders why he does not thrive the world; he cannot see the reason why his neighbor *Temperance* should be more prosperous than himself – but in truth, he makes no calculations. Ten cents a day for grog, is a small sum, he thinks, which can hurt no man! But let us make an estimate – arithmetic is very useful for a man who ventures to spend small sums every day. Ten cents a day amount in a year to thirty-six dollars a half – a sum sufficient to buy a good farm horse! This surely is no small sum for a farmer or a mechanic – But in ten years, this sum amounts to three hundred and sixty five dollars, besides interest in the mean time! What an amount is this for drams and bitters in ten years! it is money enough to build a small house! But look at the amount in thirty years! – One thousand and ninety five dollars! What a vast sum to run down one man’s throat in liquor – a sum that will buy a farm sufficient to maintain a small family. Suppose a family to consume a quart of spirits in a day, at twenty-five cents a quart. The amount of this in a year, is ninety-one dollars and a quarter – in ten years, nine hundred and twenty dollars and a half – and in thirty years, two thousand seven hundred and thirty seven dollars and a half! A great estate may thus be consumed in a single quart of rum! What mischief is done by the love of spirituous liquors!

But, says the laboring man, “I cannot work without spirits – I must have something to give me strength.” Then drink something that will give durable nourishment. – of all the substances taken into the stomach, spirituous liquors contain the least nutriment, and add the least body vigor. Malt liquors, molasses and water, milk and water, contain nutriments, and even cider is not wholly destitute of it – but distilled spirituous liquors contain little or none.

But, says the laborer or traveler, “spirituous liquors warm the stomach, and are very useful in cold weather” – No, this is not correct. Spirits enliven the feelings for half an hour – but leave the body more dull, languid and cold than it was before. A man will freeze the sooner for drinking spirits of any kind. If a man wishes to guard against cold, let him eat a biscuit, a bit of bread, or a meal of victuals. Four ounces of bread will give more durable warmth to the body, than a gallon of spirits – food is the natural stimulant or exciting power of the human body – it gives warmth and strength, and does not leave the body, as spirit does, more feeble and languid. – The practices of drinking spirits gives a man red eyes, a bloated face, and an empty purse – It injures the liver, produces dropsy, occasions a trembling of the joints and limbs, and closes life with slow decay or palsy. – This is a short history of the drinker of distilled spirits – if a few drinking men are found to be exceptions to this account, still the remarks are true, as they apply to most cases. Spirituous liquors shorten more lives than famine, pestilence and the sword!

## LESSONS ON FAMILIAR SUBJECTS

ALL mankind live on the fruits of the earth – the first and most necessary employment therefore is the tillage of the ground called agriculture, husbandry, or farming. The farmer cleans his land of trees, roots, and stones – the surrounds it with a fence of poles, posts and rails, stone-wall, hedge or ditch. He plows and harrows, or drags the soil, to break the clods or turf and make it mellow and pliable; he manures it also, if necessary, with stable dung, ashes, marl, plaster, lime, sea-shells, or decayed vegetable substances. He plants maize in rows, or sows wheat, barley, rye, oats, buckwheat, flax or hemp, He hoes the maize, two or three times, kills the weeds, and draws the earth round the hills to support and nourish the plants – When the grain is ripe, he reaps or cradles his grain, and pulls the flax. The ears of maize are picked by hand, or the stalks cut with the sickle or knife, and the husks are stripped off, in the evening. With what joy does the farmer gather his crops, of the former and latter harvest! – He toils indeed, but he reaps the fruit of his labor in peace – he fills his granary in summer, and in autumn presents a thank-offering to God for his bounty.

See the mower, how he swings the scythe”! – The grass falls prostrate before him – the glory of the field is laid low – the land is stripped of its verdant covering. See the stripling follow his father or brother, and with a pitchfork, spread the thick swath, and shake the grass about the meadow! How fragrant the smell of new made hay – how delightful the task to tend it!

Enter the forest of the wilderness – See here and there a rustic dwelling made of logs – a little spot cleared and cultivated – a thatched hovel to shelter a cow and her food – the forest resounding with the ax-man’s blows, as he levels the sturdy beech, maple, or hemlock; and the crackling fire aids his hand by consuming the massy piles of wood which he cannot remove – Hear the howling wolf, or watch the nimble deer, as he bounds along among the trees – The faithful cow, in search of shrubs and twigs, strays from the cottage, and the owner seeks her at evening, in the gloomy forest; led by the twinkling of the bell he finds and drives her home. A bowl of bread and milk, furnishes him with his frugal repast, he retires wearily to rest – and the sleep of the laboring man is sweet.

See the dairy-woman, while she fills her pails with new milk – the gentle cow quietly chewing their cuds by her side. Enter the milk-room, see the pans, pails and tubs how clean and sweet, all in order, and fit for use! The milk strained and put in a cool place – the cream skimmed off for butter, or the milk set for cheese. – Here is a church as white as ivory – there a cheese-press forcing the whey from the curd! See the shelves filled with cheeses – What a noble sight! and butter as yellow as the purest gold!

George, let us look into the work-shops among the mechanics. Here is a carpenter, he squares a post or a beam; he scores or notches it first, and then hews it with his broad-ax. He bores holes with an auger, and with the help of a chisel, forms a mortise for the tenon. He measures with a square or rule, and marks his work with a compass. Each timber is fitted to its place. The sills support the post, and these support the beam. Braces secure the frame of a building from swaying or leaning – Girders and joists support the floors; studs, with the posts, support the walls, and rafters uphold the room.

Now comes the joiner with his chest of tools. He planes the boards, joins the shingles and covers the building – With his saw he cuts boards, with his gimblet or wimble, he makes holes for nails pins or spikes, – with his chisel and gouge, he makes mortises.

Then comes the mason with his trowel – the laths are nailed to the studs and joists to support the plaster, first a rough coat of coarse mortar of lime and sand is laid on, and this is covered with a beautiful white plaster. And last of all comes the painter with his brush and oil-pots – he mixes the oil and white lead, and gives to the apartments the color which the owner or his lady sees fit to direct.

## A MORAL CATECHISM

*Question: WHAT is moral virtue?*

Answer: It is an honest upright conduct in all our dealings with men.

*Q. What rules have we to direct us in our moral conduct?*

Answer: God's word, contained in the bible, has furnished all necessary rules to direct our conduct.

*Q. In what part of the bible are these rules to be found?*

A. In almost every part; but the most important duties between men are summed up in the beginning of Matthew, in Christ's Sermon on the Mount.

### OF HUMILITY.

*Q. What is humility?*

A. A lowly temper of mind.

*Q. What are the advantages of humility.*

A. The advantages of humility in this life are very numerous and great. The humble man has few or no enemies. Everyone loves him and is ready to do him good. If he is rich and prosperous, people do not envy him, if he is poor and unfortunate, everyone pities him, and is disposed to alleviate his distresses.

*Q. What is pride?*

A. A lofty high-minded disposition.

*Q. Is pride commendable?*

A. By no means. A modest, self-approving opinion of our own good deeds is very right – it is natural – it is agreeable, and a spur to good actions. But we should not suffer our hearts to be blown up with pride, whatever great and good deeds we have; for pride brings upon us the ill-will of mankind, and displeasure of our Maker.

*Q. What effect has humility upon our own mind?*

A. Humility is attended with peace of mind and self-satisfaction. The humble man is not disturbed with cross accidents, and is never fretful and uneasy; nor does he repine when others grow rich. He is contented, because his mind is at ease.

*Q. What is the effect of pride on a man's happiness?*

A. Pride exposes a man to numberless disappointments and mortifications. The proud man expects more attention and respect will be paid to him, than he deserves, or than others are willing to pay him. He is neglected, laughed at and despised, and this treatment frets him, so that his own mind become as a seat of torment. A proud man cannot be a happy man..

*Q. What has Christ said, respecting the virtue of humility?*

A. He has said, "Blessed are the poor in spirit, for theirs is the kingdom of heaven. Pooriness of spirit is humility; and this humble temper prepares a man for heaven, where all is peace and love.

## OF MERCY.

*Q. What is mercy?*

A. It is tenderness of heart.

*Q. What are the advantages of this virtue ?*

A. The exercise of it tends to diffuse happiness and lessen the evils of life. Rulers of a merciful temper will make their good subjects happy; and will not torment the bad, with needless severity. Parents and masters will not abuse their children and servants with harsh treatment. More love, more confidence, more happiness, will subsist among men, and of course society will be happier.

*Q. Should not beasts as well as men be treated with mercy?*

A. They ought indeed. It is wrong to give needless pain even to a beast. Cruelty to the beast shows a man has a hard heart, and if a man is unfeeling to a beast, he will not have much feeling for men. If a man treats his beast with cruelty, beware of trusting yourself in his power. He will probably make a severe master and a cruel husband.

*Q. How does cruelty show its effects?*

A. A cruel disposition is usually exercised upon those who are under its power. Cruel rulers make severe laws which injure the person and properties of their subject. Cruel officers execute laws in a severe manner, when it is not necessary for public good. A cruel husband abuses his wife and children. A cruel master acts the tyrant over his apprentices and servants. The effects of cruelty are, hatred, quarrels, tumults, and wretchedness.

*Q. What does Christ say of the merciful man?*

A. He says he is “blessed, for he shall obtain mercy.” He who shows mercy and tenderness to others, will be treated with tenderness and compassion himself.

## OF PEACE-MAKERS.

*Q. Who are peace-makers?*

A. All who endeavor to prevent quarrels and disputes among men, or to reconcile those who are separated by strife.

*Q. Is it unlawful to contend with others on any occasion?*

A. It is impossible to avoid some differences with men; disputes should be always conducted with temper and moderation. The man who keeps his temper will not be rash, and do or say things which he will afterward repent of. And though men should sometimes differ, still they should be friends. They should be ready to do kind offices to each other.

*Q. What is the reward of the peace-maker?*

A. He shall be “blessed, and called the child of God.” The mild, peaceable, friendly man, resembles God. What an amiable character is this! **To be like our heavenly Father, that lovely, perfect and glorious being who is the source of all good, is to be the best and happiest of men.**

## OF PURITY OF HEART.

*Q. What is purity of heart?*

A. A heart free from all bad desires, and inclined to conform to the divine will in all things.

*Q. Should a man's intentions as well as his actions be good ?*

A. Most certainly. Actions cannot be called *good*, unless they proceed from good motives. We should wish to see, and to make all men better and happier—we should rejoice at their prosperity. This is benevolence.

*Q. What reward is promised to the pure in heart?*

A. Christ has declared “they shall see God.” A pure heart is like God, and those who possess it shall dwell in his presence and enjoy his favor for ever.

## OF ANGER.

*Q. Is it right ever to be angry?*

A. It is right in certain cases that we should be angry; as when gross affronts are offered to us, and injuries done us by design. A suitable spirit of resentment, in such cases, will obtain justice for us, and protect us from further insults.

*Q. By what rule should anger be governed?*

A. We should never be angry without a cause; that is, we should be certain a person means to affront, injure or insult us, before we suffer ourselves to be angry. It is wrong, it is mean, it is a mark of a little mind, to take fire at every little trifling dispute. And when we have real cause to be angry we should observe moderation. A passionate man is like a mad man, and is always inexcusable. We should be cool even in anger; and be angry no longer than to obtain justice. In short, we should “be angry and sin not.”

## OF REVENGE

*Q. What is revenge?*

A. It is to injure a man because he has injured us.

*Q. Is this justifiable?*

A. Never, in any possible case. Revenge is perhaps the meanest, as well as the wickedest vice in society.

*Q. What shall a man do to obtain justice when he is injured?*

A. In general, laws have made provision for doing justice to every man; and it is right and honorable, when a man is injured, that he should seek a recompense. But recompense is all he can demand, and of that he should not be his own judge, but should submit the matter to judges appointed by authority.

*Q. But suppose a man insults us in such a manner that the law cannot give us redress?*

A. Then forgive him. “If a man strikes you on one cheek, turn the other to him,” and let him repeat the abuses, rather than strike him.

*Q. But if we are in danger from the blows of another, may we not defend ourselves?*

A. Most certainly. We have always a right to defend our persons, property, and families. But we have no right to fight and abuse other people merely for revenge. It is nobler to forgive. “Love your enemies – bless them that curse you – do good to them that hate you – pray for them that use you ill,” – these are the commands of the blessed Savior of men. The man who does this is great and good; he is as much above the little, mean, revengeful man, as virtue above vice, or as heaven is higher than hell.

#### OF JUSTICE.

*Q. What is justice?*

A. It is giving to every man his due.

*Q. Is it always easy to know what is just?*

A. It is generally easy; and where there is any difficulty in determining, let a man consult the golden rule—“To do to others, what he could reasonable wish they should do to them, in the same circumstance.”

*Q. What are the ill effects of injustice?*

A. If a man does injustice, or rather if he refuses to do justice, he must be compelled to do it. Then follows a law-suit, with a series of expenses, and what is worse, ill blood and enmity between the parties. Somebody is always the worse for law-suits, and of course society is less happy.

#### OF GENEROSITY.

*Q. What is generosity?*

A. It is some act of kindness performed for another, which strict justice does not demand.

*Q. Is this a virtue?*

A. It is indeed a noble virtue. To do justice, is well; but to do more than justice, is still better, and may proceed from nobler motives.

*Q. What has Christ said respecting generosity?*

A. He has commanded us to be generous in this passage, “Whoever shall compel (or urge) you to go a *mile*, go with him *two*.”

*Q. Are we to perform this literally?*

A. The meaning of the command will not always require this. But in general we are to do more for others than they ask, provided we can do it without essentially injuring ourselves. We ought cheerfully to suffer many inconveniences to oblige others, though we are not required to do ourselves any essential injury.

*Q. Of what advantage is generosity to the man who exercised it?*

A. It lays others under obligations to the generous man and the probability is that he will be repaid threefold. Every man on earth wants favors at some time or other of his life; and if we will not help others will not help us. It is for a man's interest to be generous.

*Q. Ought we to do kind actions, because it is for our interest?*

A. This may be a motive at all times but if it is the principal motive it is less honorable. We ought to do good, as we have an opportunity, at all times and to all men, whether we expect a reward or not; for it we do good, somebody is the happier for it. This alone is reason enough, why we should do all the good in our power.

#### OF GRATITUDE.

*Q. What is gratitude?*

A. A thankfulness of heart for favors received.

*Q. Is a duty to be thankful for favors?*

A. It is a duty and a virtue. A man who does not feel grateful for kind acts done for him by others, does not deserve favors of any kind. He ought to be shut out from the society of the good. He is worse than a savage, for a savage, never forgets and act of kindness.

*Q. What is the effect of true gratitude?*

A. It softens the heart towards the generous man; and every thing which subdues the pride and other unsocial passions of the heart, fits a man to be a better citizen, a better neighbor, a better husband and a better friend. A man who is sensible of favors and ready to acknowledge them, is more inclined to perform kind offices, not only towards his benefactor, but towards all others.

#### OF TRUTH.

*Q. What is truth?*

A. It is speaking and acting agreeably to fact.

*Q. Is a duty to speak truth at all times?*

A. If we speak at all, we should tell the truth. It is not always necessary to tell what we know. There are many things which concern ourselves & others, which we had better not publish to the world.

*Q. What rules are there respecting the publishing of truth?*

*A.* 1. When we are called upon to testify in Courts, we should speak the whole truth, and that without disguise. To leave out some circumstances, or to give a coloring to others, with a view to favor some side more than the other, is to the highest degree criminal.

2. When we know something of our neighbor which is against his character, we may not publish it unless to prevent his doing an injury to another person.

3. When we sell any thing to another, we ought not to represent the article to be better than it really is. If there are faults in it which may easily be seen, the law of man does not require us to inform the buyer of these faults, because he may see them himself. But it is not honorable nor generous, nor strictly honest to conceal even apparent faults. But when faults are out of sight, the seller ought to tell the buyer of these. If he does not he is a cheat and a down right knave.

*Q. What are the ill effects of lying and deceiving?*

*A.* The man who lies, deceives or cheats, loses his reputation. No person will believe him even when he speaks truth; he is shunned as a pest to society. Falsehood and cheating destroy all confidence between man and man; they raise jealousies and suspicions among men; they thus weaken the bands of society and destroy happiness. Besides, cheating often robs people of their property, and makes them poor and wretched.

## OF CHARITY AND GIVING ALMS.

*Q. What is charity?*

*A.* It signifies giving to the poor, or it is a favourable opinion of men and their actions.

*Q. When and how far is it our duty to give to the poor?*

*A.* When others really want what we can spare without material injury to ourselves, it is our duty to give them something to relieve their wants.

*Q. When persons are reduced to want by there own laziness and vices, by drunkenness, gambling and the like, is it a duty to relieve them?*

*A.* In general it is not. The man who gives money and provisions to a lazy vicious man, becomes a partaker of his guilt. Perhaps it may be right, to give such a man a meal of victuals to keep him from starving, and it is certainly right to feed his wife and family and make them comfortable.

*Q. Who are the proper objects of charity?*

*A.* Persons who are reduced to want by sickness, unavoidable losses by fire, storms at sea or land, drought or accidents of other kinds. To such persons we are commanded to give; and it is our own interest to be charitable; for we are all liable to misfortunes, and may want charity ourselves.

Q. *In what manner should we bestow favors?*

A. We should do it with gentleness and affection; putting on no airs of pride and arrogance. We should also take no pains to publish our charities, but rather to conceal them; for if we boast of our generosity we discover that we give for mean selfish motives. Christ commands us, in giving alms, not to let our left hand know what our right hand doeth.

Q. *How can charity be exercised in our opinions of others?*

A. By thinking favorable of them and their actions. Every man has his faults; but charity will not put a harsh construction on another's conduct. It will not charge his conduct to bad views and motives, unless this appears very clear indeed.

#### OF AVARICE.

Q. *What is avarice?*

A. An excessive desire of gaining wealth.

Q. *Is this commendable?*

A. It is not; but one of the meanest of vices.

Q. *Can an avaricious man be an honest man?*

A. It is hardly possible; for the lust of gain is almost always accompanied with a disposition to take mean and undue advantages of others.

Q. *What effects has avarice upon the heart?*

A. It contracts the heart—narrows the sphere of benevolence—blunts all the fine feelings of sensibility, and sours the mind towards society. An avaricious man, a miser, a niggard, is wrapped up in selfishness, like some worms, which crawl about and eat for some time to fill *themselves*, then wind themselves up in separate coverings and die.

Q. *What injury is done by avarice in society?*

A. Avarice gathers together more property, than the owner wants, and keeps it hoarded up, where it does no good. The poor are thus deprived of some business, some means of support; the property gains nothing to the community; and somebody is less happy by means of this hoarding of wealth.

Q. *In what proportion does avarice do hurt?*

A. In an exact proportion to its power of doing good. The miser's *heart* grows *less* in proportion as his *estate* grows *larger*. The more money he has, the more he has people in his power and the more he grinds the face of the poor. The larger the tree and the more spreading its branches, the more small plants are shaded and robbed of their nourishment.

## OF FRUGALITY AND ECONOMY.

*Q. What is the distinction between frugality and avarice?*

A. Frugality is a prudent saving of property from needless waste. Avarice gathers more and spends less than is wanted.

*Q. What is economy?*

A. It is frugality in expenses – it is a prudent management of one’s estate. It disposes of property for useful purposes without waste.

*Q. How far does economy extend?*

To the saving of every thing which it is not necessary to spend for comfort and convenience; and the keeping one’s expenses within his income or earnings.

*Q. What is wastefulness?*

A. It is the spending of money for what is not wanted. If a man drinks a dram, which is not necessary for him, or buys a cane which he does not want, he wastes his money. He injures *himself*, as much as if he had thrown away his money.

*Q. Is not waste occasioned often by mere negligence?*

A. Very often. The man who does not keep his house and barn well covered; who does not keep good fences about his fields: who suffers his farming utensils to lie out in the rain or on the ground; or his cattle to waste manure in the highway, is as much a spendthrift as the tavern hunter, the tippler and the gamester.

*Q. Do not careless slovenly people work harder than the neat and orderly?*

A. Much harder. It is more labor to destroy a growth of sturdy weeds, than to pull them up when they first spring from the ground. So the disorders and the abuses which grow out of a sloven’s carelessness, in time, become almost incurable. Hence such people work like slaves, and to little effect.

## OF INDUSTRY.

*Q. What is industry?*

A. It is a diligent attention to business in our several occupations.

*Q. Is labor a curse or a blessing?*

A. Hard labor or drudgery is often a curse by making life toilsome and painful. But constant moderate labor is the greatest blessing.

*Q. Why then do people complain of it?*

A. Because they do not know the evils of not laboring. Labor keeps the body in health, and makes men relish all their enjoyments. “The sleep of the laboring man is sweet,” so is his food. He walks cheerfully and whistling about his fields or shop, and scarcely knows pain. The rich and indolent first lose their health for want of action – They turn pale, their bodies are enfeebled, they lose their appetite for food and sleep, they yawn out a tasteless stupid life without pleasure, and often useless to the world.

*Q. What are the other good effects of industry?*

A. One effect is to procure an estate. Our Creator has kindly united our duty, our interest and happiness: for the same labor which makes us healthy and cheerful, gives us wealth. Another good effect of industry is, it keeps men from vice. Not all the moral discourses ever delivered to mankind, have so much influence in checking the bad passions of men, in keeping order and peace, and maintaining moral virtue, in society as *industry*. *Business* is a source of health; of prosperity, or virtue, and obedience to law. To make good subjects and good citizens, the first requisite is to educate every young person, in some kind of business. The possession of millions should not excuse a young man from application to business, and that parent or guardian who suffers his child or his ward to be bred in indolence, becomes accessory to the vices and disorders of society, he is guilty of “not providing for his household, and is worse than an infidel.”

#### OF CHEERFULNESS.

*Q. Is cheerfulness a virtue?*

A. It doubtless is, and a moral duty to practice it.

*Q. Can we be cheerful when we please?*

A. In general it depends much on ourselves. We can often mold our temper into a cheerful frame – We can frequent company and other objects calculated to inspire us with cheerfulness. To indulge a habitual gloominess of mind is weakness and sin.

*Q. What are the effects of cheerfulness on ourselves?*

A. Cheerfulness is a great preservative of health, over which it is our duty to watch with care. We have no right to sacrifice our health by the indulgence of a gloomy state of mind. Besides, a cheerful man will do more business and do it better than a melancholy one.

*Q. What are the effects of cheerfulness on others?*

A. Cheerfulness is readily communicated to others, by which means their happiness is increased. We are all influenced by sympathy, and naturally partake of the joys and sorrows of others.

*Q. What effect has melancholy on the heart?*

A. It hardens and benumbs it. It chills the warm affections of love and friendship, and prevents the exercise of the social passions. A melancholy person's life is all night and winter. It is as unnatural as perpetual darkness and frost.

*Q. What shall one do when overwhelmed with grief?*

A. The best method of expelling grief from the mind, or of quieting its pains, is to change the objects that are about us; to ride from place to place and frequent cheerful company. It is our duty so to do, especially when grief sits heavy on the heart.

*Q. Is it not right to grieve for the loss of near friends?*

A. It is certainly right, but we should endeavor to moderate our grief, and not suffer it to impair our health, or to grow into a settled melancholy. The use of grief is to soften the heart and make us better. But when our friends are dead, we can render them no further service. Our duty to them ends, when we commit them to the grave; but our duty to ourselves, our families and surviving friends, requires that we perform to them the customary offices of life. We should therefore remember our departed friends only to imitate their virtue; and not to pine away with useless sorrow.

*Q. Has not religion a tendency to fill the mind with gloom?*

A. True religion never has this effect. Superstition and false notions of God often make men gloomy; but true rational piety and religion have the contrary effect. They fill the man with joy and cheerfulness; and the countenance of a truly pious man should always wear a secure smile.

*Q. What has Christ said concerning gloomy Christians?*

A. He has pronounced them hypocrites; and commanded his followers not to copy their sad countenances and disfigured faces; but even in their acts of humiliation to “anoint their hands and wash their feet.” Christ intended by this, that religion does not consist in, nor require a monkish sadness and gravity; on the other hand he intimates that such appearance of sanctity are generally the marks of hypocrisy. He expressly enjoins upon his followers, marks of cheerfulness. Indeed the only true ground of perpetual cheerfulness, is a consciousness of ever having done well, and an assurance of divine favor.

## Notes from Internet Publisher: Donald L. Potter

October 7, 2006

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

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

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

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

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

In his 1828 *American Dictionary of the English Language*, Noah Webster defined a **Spelling Book as**, “A book for teaching children to spell and read.” Webster defines **spell**: “Spell: to tell or name the letters of a word, with proper dividson of syllables, for the purpose of learning the pronunciation, children learn to read by first spelling the word.”

Most recent additions and corrections, 8/8/07, 3/3/11.

The previous URL for the document was:

<http://www.donpotter.net/PDF/Webster%27s%20Spelling%20Book%201824.pdf>

My thanks to all who are praying for the successful completion of this project and the restoration of the **Spelling-Book Phonics-First Method** of teaching beginning reading to the classroom of America.

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

By Geraldine E. Rodgers

June 10, 2004

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the Author

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

Comments from the Internet Publisher

Donald Potter

6/11/04

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The following pages are from the 1800 edition, the material is not present in the 1824 edition, which was simplified a bit for younger students. (Donald Potter, 1/27/07).

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## PREFACE.

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THE design of this Grammatical Institute is to furnish schools in this country with an easy, accurate and comprehensive system of rules and lessons for teaching the English language.

To frame a complete system upon such an extensive plan, it was judged requisite to compile a small cheap volume for the use of beginners, containing words methodically arranged, sufficient to give the learner a just idea of spelling. (*It appears to me a great misapplication of money, to put a large book, and especially a grammar, into the hands of children who are learning the letters.*)

Among the defects and absurdities found in the books of this kind hitherto used, we may rank the want of a thorough investigation of the sounds in the English language, and the powers of the several letters--the promiscuous arrangement of words in the same table, in which the same letters have several different sounds--the unnatural and arbitrary method of dividing syllables, which separates letters from the syllables where they belong, supplying the defect by artificial marks, and which, in several hundred words, makes more syllables than are pronounced--and particularly the omission of a criterion by which the various sounds of the vowels may be distinguished.

In attempting to correct these faults, it was necessary to begin with the elements of the language, and explain the powers of the letters. With regard to some of them, the opinions of Grammarians are divided; but perhaps the definitions given in the analysis, of the terms *vowel*, *diphthong*, and *consonant*, will establish an almost infallible rule for the decision of every question respecting the alphabet.

The Index or Key to the pronunciation of the vowels and diphthongs, appears to me sufficiently plain, and so accurate as to prevent every material error. A more accurate plan *may* be formed; but it must be too intricate to be useful in common schools.

In adapting the first tables to the capacities of children, and the progress of knowledge in the tender mind, particular care has been taken to begin with easy words, and proceed gradually through every class to those that are most irregular and difficult.

Most monosyllables of general use are collected in the following work, except such as end in *e*, and have the preceding vowel long; or such as end in a consonant, and have the preceding vowel short; and a few in *ee*, in either of which cases, the bare mention of the letters is sufficient to lead the learner to a just pronunciation.

In the tables of polysyllables, most or all the anomalous words of common use are collected; terms of art, which belong to particular professions are omitted.

In order to comprise the greatest possible number of words in a small compass, compound and derivative words are generally omitted; as they usually follow the rules of their primitives.

The syllables of words are divided as they are pronounced, and for this obvious reason, that children learn the language by the ear. Rules are of no consequence but to printers and adults. In Spelling Books they embarrass children, and double the labour of the teacher. The whole design of dividing words into syllables at all, is to lead the pupil to the true pronunciation: and the *easiest* method to effect this purpose will forever be the *best*. Reason might teach this truth; but experience places the matter beyond a controversy: The teachers who have used the former editions of this work, have unanimously declared, that children learn to spell and pronounce with more ease and exactness, and give much less trouble to the matter, than they did in the use of Dilworth's New Guide, or other Spelling Books framed on the same plan.

As the orthography of our language is not yet settled with precision, I have in this particular generally followed the most approved authors of the last and present century. In some classes of words the spelling of Ash is preferred to that of Johnson, which is less correct. The names of places peculiar to America are not all spelt as in former books; but it is expected this licence will be excused, as it renders the spelling more agreeable to the pronunciation. The spelling of such words as *publick, favour, neighbour, bead, prove, phlegm, his, give, debt, rough, well*, instead of the more natural and easy method, *public, favor, nabor, bed, proov, flem, hiz, giv, det, ruf, wel*, has the plea of antiquity in its favour; and yet I am convinced that common sense and convenience will sooner or later get the better of the present absurd practice. But when we give new names to places, rivers, &c. or express Indian sounds by English letters, the orthography should coincide exactly with the true pronunciation. To retain old difficulties may be absurd; but to create them without the least occasion, is folly in the extreme. It is the work of years to learn the present spelling of our language -- a work which, with a correct orthography, might be performed in a few months.

The advantage of familiarizing children to the spelling and pronunciation of American names is very obvious, and must give this work the preference to foreign Spelling Books. It is of great importance to give our youth early and correct information respecting the geography of this country. We have a multitude of books which give us the state of *other countries*, but scarcely one which affords us any account of our own.\*

An explanation of the names and geographical terms in this part of the Institute, are given in the *third part*.

The necessity and probable utility of the plan will best appear by examining the execution. Such material alterations of the old system of education will undoubtedly alarm the rigid friends of antiquity; but in vindication of the work, the author assures the public, that it has the approbation and patronage of many of the principal literary characters in America, and that it is framed upon a plan similar to those of the best Lexicographers and Grammarians in the British nation.

To diffuse a uniformity and purity of language in America – to destroy the provincial prejudices that originate in the trifling differences of dialect, and produce reciprocal ridicule – to promote the interest, literature and the harmony of the United States – is the most ardent wish of the author; and it is his highest ambition to deserve the approbation and encouragement of his countrymen.

R U L E S,

For placing the accent in words of more syllables than one, and for pronouncing certain terminations.

Accent is a stress of voice on some word or letter of a word that distinguishes it from others. If it falls on a vowel, it renders it long as in *glory*; if it falls on a consonant, the preceding vowel is short; as in *habit*.

Simple dissyllables are generally accented on the first syllable: But there are many exceptions that are not reducible to rules.

In the following catalogue, the nouns are accented on the first, and the verbs on the last syllable.

| <i>Nouns.</i>     | <i>Verbs.</i> |
|-------------------|---------------|
| A or an ab'stract | To abstract'  |
| ac'cent           | accent'       |
| af'fix            | affix'        |
| cem'ent           | cement'       |
| con'duct          | conduct'      |
| con'cert          | concert'      |
| con'fine          | confine'      |
| con'sort          | consort'      |
| con'test          | contest'      |
| con'tract         | contract'     |
| copn'vert         | convert'      |
| con'verse         | converse'     |
| con'vict          | convict'      |
| col'lect          | collect'      |
| con'voy           | convoy'       |
| com'pound         | compound'     |
| de'sert           | desert'       |
| des'cant          | descant'      |
| dis'count         | discount'     |
| di'gest           | digest'       |
| ex'port           | export'       |
| ex'tract          | extract'      |
| es'say            | essay'        |
| fer'ment          | ferment'      |
| fre'quent         | frequent'     |
| im'port           | import'       |
| in'cense          | incense'      |
| in'sult           | insult'       |
| ob'ject           | object'       |

|         | Nouns.     |    | Verbs.     |
|---------|------------|----|------------|
| A or an | out'work   | To | outwork'   |
|         | pre'sent   |    | present'   |
|         | pro'duce   |    | produce'   |
|         | Pro'ject   |    | project'   |
|         | reb'el     |    | rebel'     |
|         | rec'ord    |    | record'    |
|         | ref'use    |    | refuse'    |
|         | sub'ject   |    | subject'   |
|         | sur'vey    |    | survey'    |
|         | tor'ment   |    | torment'   |
|         | trans'fer  |    | transfer'  |
|         | trans'port |    | transport' |
|         | u'nite     |    | unite'     |

#### POLYSYLLABLES.

The accent of Polysyllables is determined principally by the final syllable.

#### TERMINATIONS.

Words ending in *ed, ing, ful, less, ness, est, ist, bly, ly*, are generally derived, and have the accent of their primitives; as have most words in *ble*.

Words ending in *sive, sion, tion*, always have the accent on the last syllable but one.

Words ending in *cal, sy* [except *defy*] *my, ty* and *fy*, generally have the accent on the last syllable but two.

#### In *ic*.

Words ending in *ic*, are accented on the syllable immediately preceding that termination: as *syllabic, republic*.

Exceptions--*Choleric, tumeric, rhetoric, lunatic, splenetic, heretic, politic, arithmetic*, are accented on the last syllable but two.

#### In *ed*.

Words ending in *ed* are the past tenses and participles of verbs; but the letter *e* is usually omitted in the pronunciation, and the *d* joined to the preceding syllable; as *establish'd*. But after *t* and *d* the syllable *ed* is necessarily pronounced; as *bated, preceded*.

#### In *ance*.

Words ending in *ance* generally have the accent on the last syllable but two; as *arrogance*.

#### Exception 1.

When the primitive has its accent on the last syllable, the derivative has it on the last but one; as, *appearance*.

#### Exception 2.

When *ance* is preceded by two consonants, the accent lies on the first of them; as, *discordance*.

When *i* precedes *ance*, it is sometimes taken into the last syllable, and pronounced like *y*; as *valiance*, pronounced *valyance*. But in nouns formed of verbs of verbs ending in *y* accented, *y* is changed into *i*, which retains the accent, and forms a distinct syllable; as *compliance*, from *comply*.

In *ence*.

Polysyllables in *ence* have the accent on the last syllable but two; as *benevolence*.

Exception--1st. Words derived retain the accent of their primitives; as *adherence*, from *adhere*.

2 When two consonants precede *ence*, the accent is on the first; as *effulgence*; except *concupisence*.

When *ence* is preceded by *ci*, they are changed into the sound of *sh*, and have the accent; as *deficiense*, pronounced *defishence*.

In *cle*.

Trisyllables in *cle* have the accent on the first; as *miracle*, *oracle*. Words of more than three syllables, have the accent farthest back: as *tabernacle*; but *receptacle*, and perhaps *conventicle*, should be accented on the second syllable.

In *dle*, *fle*, *gle*, *kle*, *ple*, *tle*.

Most words that have these terminations are dissyllables, and have the accent on the letter immediately preceding the termination; as *cradle*, *ruffle*, *eagle*, *buckle*, *turtle*, &c. Other words have the accent on the first syllable; as *principle*, *participle*, &c.

In *ure*.

These either follow their primitives; as *intermixture*, from *intermix*; or are accented as far back as the third or fourth syllable; as *literature*, *judicature*. But *legislature* is accented on the first and third.

In *ate*.

The accent in these words is for the most part on the last syllable but two; as *felicitate*, *hesitate*. But when two consonants precede the last syllable, the accent is on the first of them; as *consummate*.

In *ive*.

This termination in words of more syllables than one, is always sounded *iv*; as *motive*, pronounced *motiv*.

In *tive*.

Words ending in *tive* have the accent on the last syllable but two, or farther back; as *positive*, *communicative*.

But when two consonants precede *ive*, the first has the accent; as, *attentive*; except a substantive, which is accented on the first syllable.

In *ial*.

This termination is commonly pronounced in one syllable. When preceded by *c* or *t* its sound is the same as *shal*; as *judicial*, pronounced *judishal*. The accent of such words is on the last syllable but one.

I cannot agree with Mr. Sheridan in accounting *ial* a syllable in all cases. It appears to me that in *connubial, ministerial, &c.* *ial* cannot be pronounced in one syllable without a violent exertion of the organs, and after our utmost efforts we are obliged to make a great distinction of syllables. And if *ial* be considered as forming two syllables unless preceded by *c* or *t*, the accent falls on the last but two. The words *denial, decrial* have the accent on *i*.

In *ian*.

This ending with *c* or *t* before it, is pronounced *shan*: as *magician, tertian*; except an *s* precedes *t*, when the last syllable is pronounced *chan*, as *christian, fustian*; and the accent is on the last syllable but one.

But the terminating syllable *gian* is pronounced ;*jan*; as, *collegian*.\*

With other letters it forms two syllables, and the accent is on the last syllable but two; as *librarian*.

In *en*.

This termination is very often contracted, by omitting *e* and joining *n* to the former syllable; as *heav'n*. But *e* ought not to be apostrophised either in poetry or prose. The accent is usually on the first syllable.

In *ion*.

This termination is usually but one syllable, and pronounced *yun*; as *million, opinion*. See table 31. When this is the case, the accent is on the syllable immediately preceding *ion*. When two or more consonants precede *ion*, the first has the accent as *quaternion*.

In *sion*.

This termination is always pronounced *ahun*; except another consonant precedes it, when it sounds *shun*.

In *tion*.

This termination is invariably pronounced *shun*; as *notion*; except when preceded by *s* or *x*, when it is pronounced *chun*; as *dijestion, commixtion*.

\* *It is said that dian is pronounced in the same manner as comedian, pronounced comejan. If so, how shall we pronounce trajedian?*

In *eer* and *ier*.

All polysyllables in *eer* have the accent on the last syllable and all in *ier*, pronounced in one syllable; as *domineer, cavalier, ier* being pronounced as *eer*.

In *er*.

Words ending in *er*, being for the most part derived, follow their primitives in their accents; as *politer* for *polite*. In polysyllables not derived, the accent is generally on the last syllable but two; as *astronomer*. But this rule has exceptions.

In *or*.

When *or* is preceded by the vowel *i*, they form a syllable, which is pronounced *yur*; as *senior*.

In *ous*.

This termination is always sounded *us*. When preceded by *ce, ci* or *ti*, it forms the syllable *shus*; as *segacious, cetatious, sententious*, pronounced *segashus, cetashus, sentenshus*.

When the vowel *i*, and a consonant precede the terminations *eous* and *ious*, the accent is on the letter immediately preceding the consonant that is taken into the last syllable; as *tenacious*.

But when *ous* is preceded by other letters, the accent is on the last syllable but two; as *voluminous*; except two consonants precede the last syllable, when the accent falls on the first of them; as *tremendous*.

In *ant*.

Polysyllables in *ant* have the accent on the last syllable but two; as *extravagant*; except when two consonants meet in the middle; as *triumphant*. But *protestant* is accented on the first: *confidant*, *complaisant*, have the accent on the last; as also *Levant*, a *gallant*; and compound words of two syllables; as *recant*.

In *ent*.

Words terminating in *ent* preceded by any consonant except *m* have the accent on the last syllable but one; as *dependent*. But words ending in *ment*, being generally formed from verbs, retain the accent of their primitives; as *confinement* from *confine*.

When the vowel *i* precedes *ment*, the accent is on the last syllable but two; as *compliment*.

When *ent* is preceded by *ti*, and *ci*, it forms with them the syllable *shent*; *ancient*, *consentien*, pronounced *anshent*, *consenshent*.

Words in *lent* are accented on the last syllable but two, as *benevolent*; except when *l* is double; as *repellent*; and to this also *excellent* is an exception, being accented on the first.

All words in *ment* not derived, have the accent on the last syllable but two; as *testament*.

In *ay*.

Compound words of two syllables have the accent on the last; as *delay*, *holiday*.

In *cy*.

Words in *cy* are usually nouns derived from verbs, nouns or adjectives, and retain the accent of their primitives; as *intimacy*, from *intimate*.

In words not derived, the accent is back on the third or fourth syllable; as *democracy*, *necromancy*.

*Polysyllables in gy.*

These are also accented on the last syllable but two; as *prodigy*, *chronology*. In this termination *g* is soft unless preceded by another *g*; as *foggy*, when it is hard.

In *ny*.

Trisyllables ending in *ny* are accented on the first; as *calumny*. Polysyllables on the first; as *matrimony*; except *anemony*, *hexagony*, *cosmogony*, *monotony*, &c. which have the accent on the letter immediately preceding *on*.

In ry.

Trisyllables in ry have the accent on the last but two; as *diary*; polysyllables on the last but three: as *epistolary*. But *carravansary*, *dispensary*, *aniversary*, [*sic*] *testamentary*, *parliamentary*, are accented on the last but two. *Adversary*, *commentary*, *momentary*, *voluntary*, on the first.

In words of four syllables, with the half accent on the last but one, the termination *ary* is sounded *erry*; thus *monetary* is pronounced *momenterry*.

In ery.

These have generally the accent on the last syllable but two; except *deleterary*, *monastery*, *baptistery*, where it is on the first. *Ery* is always sounded *erry*.

*Terminations of the plural number, and of Verbs. In es.*

When *es* form a distinct syllable, as is always the case after *sh*, *ch*, *x*, *s*, *c*, *g* and *z*, it is pronounced *iz*; as *brushes*, *churches*, *boxes*, *houses*, *places*, *sages*, *freezes*; pronounced *brushiz*, *churchiz*, *boxiz*, *housiz*, *placiz*, *sagiz*, *freeziz*. But if *es* follow other letters *e* is silent, and *s* sounds like *c* or *z*.

S sounds like *c* after the following letters:

|                  |                   |
|------------------|-------------------|
| f, as in stuffs, | t, as in shuts.   |
| k, as in packs.  | l                 |
| p, as in hopes.  | th, as in truths. |

And if *e* precedes *s*, it alters not the sound of *s*; as *hopes*, where *e* is silent.

S sounds like *z*, after the following letters:

|                                |        |
|--------------------------------|--------|
| b, as in robs, pronounced robz |        |
| d, as in beds                  | bedz   |
| g, as in rags                  | ragz   |
| l, as in seals                 | sealz  |
| m, as in trims                 | trimz  |
| n, as in wins                  | winz   |
| r, as in wars                  | warz   |
| v, as in leaves                | leavez |
| th, as in tithes               | tithz  |
| ng, as in songs                | songz. |

And if *e* precedes *a*, it alters not the sound, as is observable in the word *leaves*, for *e* is silent.

|                                     |        |
|-------------------------------------|--------|
| ay, as in delays, pronounced delaze |        |
| oe, as in foes                      | foze   |
| ue, as in glues                     | gluze  |
| ow, as in glows                     | gloze  |
| ow, as in vows                      | vowze  |
| ew, as in screws                    | scruze |
| aw, as in laws                      | lawz   |
| ay, as in prays                     | praze  |
| oy, as in boys                      | boyz   |

The termination *ies* unaccented is invariably pronounced *iz*; thus, *glories*, *vanities*, *varies*, are pronounced *gloriz*, *vanitiz*, *variz*.

If the termination is accented, or if it is a monosyllable, it is pronounced *ize*, the accent falling on *i*; thus, *denies*, *complies*, *dies*, are pronounced *denize*, *complize*, *dize*.

#### *Half Accent*

When the full accent is on the first syllable, there is generally a half accent on the third.

When the full accent is on the second, the half accent is on the fourth.

It is a general rule that every third syllable has some degree of accent, and in few or no words are there more than two succeeding syllables unaccented.

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#### S Y L L A B L E S.

A syllable is one letter, or so many letters as can be pronounced at one impulse of the voice; as, *a*, *hand*.

**Spelling** is the art of dividing words into their proper syllables, in order to find their true pronunciation.

#### GENERAL RULES.

The best way of dividing words for children, is to divide them so as naturally to lead the learner into a right pronunciation.\*

*Monosyllables* are words of *one* syllable.

*Dissyllables* are words of *two* syllables.

*Trissyllables* are words of *three* syllables.

*Polysyllables* are words of *many* syllables.

*Accent* is the force or stress of voice that is laid upon any letter

\* *This is Dr. Lowth's idea of spelling, and the sentiments of several literary gentlemen in America, upon whose authority I have ventured to reject all particular rules, and to divide the syllables as nearly as possible as the words are pronounced.*

A SHORT INTRODUCTION  
TO  
GRAMMAR:  
BEING AN ABRIDGEMENT OF THE SECOND PART OF THE INSTITUTE.

OF GRAMMAR.

Q. WHAT is Grammar?

A. Grammar is the art of expressing thoughts by words with propriety and dispatch.

Q. What are the elements of language?

A. Letters, which compose words.

Q. What does English Grammar teach?

A. The true principles and idioms of the English Language. (*Idioms are modes of speaking or writing, which are peculiar to a language.*)

OF WORDS.

Q. How may words be divided?

A. Into six classes or parts of speech: nouns, articles, pronouns, adjectives, verbs, abbreviations.

OF NOUNS.

Q. What is a noun?

A. The name of any person, place, or thing; as, John, Hartford, paper.

Q. How are nouns divided?

A. Into proper names, which are limited to particular persons, places, &c. as, Boston, Thomas, Potomak; and common names, which belong to sorts of things; as birds, books.

Q. How is the signification of common nouns restrained or limited?

A. By the two little words *a* and *the* called articles.

Q. Explain the use of each.

A. *A* confines the name to a single thing, but leaves it uncertain which is meant; as, a tree. *The* is used when the particular thing or things mentioned are supposed to be known; as, the twelve tribes.

Q. How many numbers are there?

A. Two, the singular and the plural. The singular speaks of one: as, book: the plural of more; as, books.

Q. How is the plural formed?

A. By adding *s* or *es* to the singular; as paper, papers, fox, foxes.

Q. What exceptions are there to this rule?

A. Some nouns, in which *f* is changed into *v* in the plural; as, life, wife; lives, wives. Some in which *y* is changed into *ies*; as, vanity, vanities; and some more irregular words; as; man men; foot, feet.

Q. What cases are there in English?

A. The **nominative**, which usually stands before a verb; as, the boy writes: the **possessive**, which takes an *s* with a comma, and denotes property; as,

John's hat: the **objective**, which follows a verb or preposition; as, he honours virtue, or, it is an honour to him.

Q. How many genders are there?

A. There are two genders, the masculine which comprehends all males; and the feminine which comprehends all females. Things without life have no gender.

Q. How are the different genders expressed?

A. Generally by the ending *ess*; as, actress, heiress: sometimes by he and she; as, a he goat, a she-goat: sometimes by man and maid; as, a man-servant, a maid-servant. Sometimes the feminine ends in *ix*; as executrix.

#### OF PRONOUNS.

Q. What is a pronoun?

A. A small word that stands for a noun; as, "This is a man of worth; treat him with respect." The pronoun *him* supplies the place of *man*.

Q. Which are called the personal pronouns?

A. I, thou, he, she; we, ye or you, they. 1st. The person speaking calls himself I. 2d. The person spoken to is called thou. 3d. The person spoken of is called if a male, *he*--if a female *she*; when a thing is spoken of, it is called *it*. The plural of I is *we*; the plural of *thou* is *ye* or *you*--the plural of he, she or it, is *they*.

Q. What difference is there in the use of ye and you?

A. Ye is used in the solemn style--you in common discourse; you is also used, in familiar language, for thou, which is used principally in the addresses to the Deity.

Q. How do these pronouns vary in the cases?

A. Thus:

|                    | Singular.          |                   |  |
|--------------------|--------------------|-------------------|--|
| <i>Nominative.</i> | <i>Possessive.</i> | <i>Objective.</i> |  |
| I                  | mine               | me                |  |
| thou               | thine              | thee              |  |
| he                 | his                | him               |  |
| she                | hers               | her               |  |
| it                 | its                | it                |  |
|                    | Plural.            |                   |  |
| we                 | ours               | us                |  |
| ye or you          | yours              | you               |  |
| they               | theirs             | them              |  |

Q. What other words are called pronouns?

A. My, thy, her, our, your, their, are all called pronominal pronouns; because they are joined with nouns. This, that, other, any, some, one, none, are called definitive pronouns, because they limit the significance of the noun to which they refer.

Q. Are any of these varied?

A. This, that, and other, make, in the plural, these, those, and others.

Q. What other pronouns are there in English?

A. Who, which, and what. These are called relatives, because they relate to some foregoing nouns: except when they ask questions; then they are called interrogative. What, has the sense of that, which; except in asking questions.

Q. Have the relatives any variations?

A. Who is thus varied in the cases--Nom. who--Poss. whose; Object. whom.

Q. What name is given to each, every, other?

A. That of distributives; because they denote a number of particulars, taken separately; as "There are five boys, each of whom is able to read."

Q. What is the use of own and self?

A. They are added to pronouns, to express an idea with force. Self makes selves in the plural.

#### OF ADJECTIVES.

Q. What is an adjective?

A. A word which expresses some quality or circumstances of a noun; as a wise man, a young woman, two men.

Q. Have adjectives any variations?

A. Adjectives, which express qualities, capable of being increased or diminished, are varied to express comparison, thus;--wise, wiser, wisest--cold, colder, coldest.

Q. What are the degrees of comparison called?

A. The positive, comparative, and superlative. The positive expresses the simple quality; as, wise, cold--the comparative expresses a quality in a greater or less degree; as, wiser, colder, less wise--the superlative expresses a quality in the greatest, or least possible degree; as, wisest, coldest, least wise.

Most adjectives may be compared by more and most, less and least; as, more generous, or less generous, &c.

#### OF VERBS.

Q. What is a verb?

A. A part of speech, signifying action or being.

Q. How many kinds of verbs are there?

A. Four; person, number, time, and mode.

Q. How many persons are used with verbs?

A. Three; as, in the singular number, I write, thou writest, he writes. In the plural, we write, ye or you write, they write.

Q. How many times or tenses are there?

A. Three--present past, and future. An action may be now doing; as, I write or am writing. The verb is then said to be in the present tense. An action may have been done some time ago; as I wrote, or have written. The verb is then in the past time. When the action is yet to come, the verb is in the future time; as I shall or will write.

Q. What is mode in grammar?

A. The manner of representing action or being.

Q. How do the English express time and mode?

A. Principally by the means of several words called auxiliaries or helpers; viz. do, be, have, shall, will, may, can, should, would, could, and must.

Q. What are the modes?

A. The Infinitive, the Indicative, the Imperative, and the Subjunctive.

Q. Explain them.

A. The Infinitive expresses action or being, without limitation of person or number; as, to write.

The Indicative shows or declares an action or being; as, I write, I am; or some circumstance of action or being; as, I can write; I must sleep; or asks a question; as do I write?

The Imperative commands exhorts, or prays; as, write; go; do thou grant.

The Subjunctive expresses action or being under some condition or uncertainty; and is commonly preceded by a conjunction, adverb, or some other word; as, if I write; though he slay me; I wish I were in the Elysian fields.

Q. What are participles?

A. They are words which are formed from verbs, and have the nature of verbs, nouns or adjectives.

Q. How do they end?

A. in d, t, n, or ing. Thus from the verbs, move, teach, write, go--are formed the participles, moved, taught, written, going.

Q. What is the use of do as a helping word?

A. It has four uses, 1st. to express emphasis or opposition; as, "Perdition catch my soul, but I do love thee."

2d. To save the repetition of another verb; as, He writes better than you do; That is better than you write.

3d. To ask a question; as, "Do they write?"

4th. It is elegantly used in negative sentences; as, "He does not walk."

In all other cases, it is obsolete or inelegant.

Q. What is the use of be and have?

A. As helpers, they are signs of time.

Q. What is the use of shall?

A. In the first person it foretells; as, "I shall go; we shall speak."

Q. What is the use of would?

A. In the first person it denotes a past or conditional promise, or mere inclination. It is often used in the present time, in declaratory phrases; as, "I would not choose any." In the second and third persons it expresses inclination, "he would not go; you would not answer."

Q. What is the use of should?

A. In the first person it commonly expresses event merely; as, I should write if I had an opportunity."

In the second and third persons it expresses duty or obligation; as, you should help the poor; he should go to school.

When an emphasis is laid on should or would, it varies their meaning.

The Helping Verbs are thus varied.

*Present Time.*

| To do              | To have        | Can           |
|--------------------|----------------|---------------|
| I do               | I have         | I can         |
| Thou doest or dost | Thou hast      | Thou canst    |
| He does or doth    | He has or hath | He can        |
| We do              | We have        | We can        |
| Ye or you do       | Ye or you have | Ye or you can |
| They do            | They have      | They can      |

*Past time*

|               |               |                 |
|---------------|---------------|-----------------|
| I did         | I had         | I could         |
| Thou didst    | Thou hadst    | Thou couldst    |
| He did        | He had        | He could        |
| We did        | We had        | We could        |
| Ye or you did | Ye or you had | Ye or you could |
| They did      | They had      | They could      |

*Present time*

| May           | Shall           | Will           |
|---------------|-----------------|----------------|
| I may         | I shall         | I will         |
| Thou mayest   | Thou shalt      | Thou wilt      |
| He may        | He shall        | He will        |
| We may        | We shall        | We will        |
| Ye or you may | Ye or you shall | Ye or you will |
| They may      | They shall      | They will      |

*Past time.*

|                 |                  |                 |
|-----------------|------------------|-----------------|
| I might         | I should         | I would         |
| Thou mightest   | Thou shouldst    | Thou wouldst    |
| He might        | He should        | He would        |
| We might        | We should        | We would        |
| Ye or you might | Ye or you should | Ye or you would |
| They might      | They should      | They would      |

Must has no variation.

INFINITIVE MOOD.

*Present.* To be      *Past.* To have been

INDICATIVE MOOD.

|                |                    |                    |
|----------------|--------------------|--------------------|
| I am           | We are             |                    |
| Thou art       | Ye or you are      |                    |
| He is          | They are           |                    |
| I may be, &c.  | I would be, &c. }  |                    |
| I can be, &c.  | I should be, &c. } | are sometimes used |
| I must be, &c. | }                  | in this tense      |

*Past time.*

|           |                |
|-----------|----------------|
| I was     | We were        |
| Thou wast | Ye or you were |
| He was    | They were      |

*Past time.*

|                        |                         |
|------------------------|-------------------------|
| I have been, &c.       | I must be, &c.          |
| I had been, &c.        | I could be, &c.         |
| I might be, &c.        | I would be, &c.         |
| I should be, &c.       |                         |
| I might have been, &c. | I would have been, &c.  |
| I could have been, &c. | I should have been, &c. |
| I must have been, &c.  | I may have been, &c.    |

*Future Time.*

|                 |                        |
|-----------------|------------------------|
| I shall be, &c. | I shall have been, &c. |
| I will be, &c.  | I will have been, &c.  |

IMPERATIVE MODE.

|             |                 |
|-------------|-----------------|
| Be thou, or | Be ye or you    |
| Do thou be  | Do ye or you be |

SUBJUNCTIVE MODE.

*Present Time.*

|                         |                           |
|-------------------------|---------------------------|
| <i>If I am, &amp;c.</i> | <i>If we are, &amp;c.</i> |
| I were                  | We were                   |
| Thou wert               | Ye or you were            |
| He were                 | They were                 |
| If I may be, &c.        | If I could be, &c.        |
| I can be, &c.           | I would be, &c.           |
| I must be, &c.          | I might be, &c.           |

The auxiliary is some times omitted, If I be, &c.

*Past Time.*

|                  |                           |
|------------------|---------------------------|
| If I was, &c.    | If I could have been, &c. |
| I have been, &c. | I would have been, &c.    |
| I had been, &c.  | I should have been, &c.   |
| I could be, &c.  | I must have been, &c.     |
| I might be, &c.  |                           |
| I would be, &c.  |                           |

The old form of the time past, If I were, is obsolete.

*Future Time.*

|                    |                     |
|--------------------|---------------------|
| If I shall be, &c. | If I should be, &c. |
| I will be, &c[.]   |                     |

The auxiliary is often omitted, If I be, &c.

Add a passive particle to the foregoing, and you have a combination of words, answering to the passive verb of the Greeks and Romans; "I am loved, I was loved."

PRINCIPAL VERBS.

INFINITIVE. To write. To love.

INDICATIVE.

*Present Time.*

|                      |                       |
|----------------------|-----------------------|
| I write--love        | We write--love        |
| Thou writest--lovest | Ye or you write--love |
| He writes--loves     | They write--love      |
| writeth--loveth      |                       |

*Past time.*

|                       |            |              |
|-----------------------|------------|--------------|
| I wrote--loved        | We         | }            |
| Thou wrotest--lovedst | Ye or you} | wrote, loved |
| He wrote--loved       | They       | }            |

*Future Time.*

|                     |    |       |                          |    |       |
|---------------------|----|-------|--------------------------|----|-------|
| I shall or will     | }  | write | We shall or will         | }  | write |
| Thou shalt or wilt} | or |       | Ye or you shall or will} | or |       |
| He shall or will    | }  | love  | They shall or will       | }  | love  |

IMPERATIVE MODE.

|                |                 |
|----------------|-----------------|
| Write thou, or | Write ye or you |
| Write          | Write           |
| Love thou      | Love ye or you  |
| Love           | Love            |

The foregoing inflections are all which it is necessary the learner should commit to memory, at least when he begins grammar.

PARTICLES and ABBREVIATIONS.

Q. What do grammarians call particles?

A. All those small words which connect nouns, verbs and sentences: as, and, for[, ] from, with, &c.

Q. What are these words?

A. They are mostly abbreviations or corruptions of old nouns and verbs.

Q. What is their use?

A. Their great advantage is to enable us to express our thoughts with dispatch, by saving repetitions; or by conveying several ideas with one word.

Q. How may the abbreviations be distributed?

A. Into conjunctions, prepositions and adverbs.

Q. What is the particular use of conjunctions.

A. To connect words and sentences; as, four and three make seven. Thomas studies, but John does not.

Q. Which are the conjunctions?

A. Those most generally used are the following: And, if, not, either, since, unless, also, but, neither, therefore, though, else, or, yet, because, wherefore, whether.

Q. What is the use of prepositions?

A. They are commonly placed before nouns or other words, to express some relation.

Q. Which are the particles called prepositions?

A. These, which may stand alone and are called separable prepositions, viz.

A, for, till, above, before, from, until, about, behind, in, into, to,

after, beneath, on, upon, towards, against, below, out, of, under, among, or amongst, between, over, with, at, betwixt, through, within, amidst, beyond, by, during, without.

The following are used with other words, and are therefore called inseparable prepositions:

A, be, con, dis, mis, per, pre, re, sub, un.

Q. What is the use of adverbs?

A. To express circumstances of time, place and degree, &c.

Q. Which are some of the most common adverbs?

A. Already, always, by and by, else, ever, enough, far, here, how, hither, thither, whither, indeed, much, do, not, never, now, often, perhaps, rather, seldom, then, thence, there, very, when, where, whilst, or while, yesterday.

Besides these, there are great numbers of others, and particularly those formed by ly, added to the adjectives--honest, honestly.

Q. What do we call such words as alas, oh, fie, pish, &c.

A. Interjections. These sounds do not constitute any part of language. They are merely expressions of passions which are sudden and irregular.

#### SENTENCES.

Q. What is a sentence?

A. A sentence is a number of words, ranged in proper order, and making complete sense.

Q. What does the formation of sentences depend on?

A. On agreement and government.

Q. What is agreement?

A. When one word stands connected with another word, in the same number, case, gender, and person.

Q. What is government?

A. It is when one word causes another to be in some case or mode.

#### R U L E. I.

A verb must agree with its nominative case, in number and person.

#### E X A M P L E S.

In the solemn style: Thou readest; he readeth; ye read.

In the familiar style: I go; he goes; we go; you go.

#### R U L E II.

Two or more nouns singular, connected by a copulative conjunction, must have verbs, pronouns and nouns, agreeing with them in the plural number.

#### E X A M P L E S.

1. Envy and vanity are detestable vices.
2. Brutush and Cassius were brothers: They were friends to Roman liberty.

#### R U L E III.

Nouns of multitude, though they are in the singular number

may have a verb and pronoun, agreeing with them either in the singular or plural.

*Examples.* The assembly is or are very numerous; they are very much divided. "My people is or are foolish; they have not known me." The company was or were noisy.

*Rule IV.* An adjective must agree with its noun in number. Participles in the nature of adjectives, refer to some noun, but have no variation.

*Examples.* This man, that boy, these men, those boys, this kind.

*Rule V.* Relatives, and pronouns must agree with their antecedent in number, gender, and person.

*Examples.* 1. This is the boy who studies with diligence; he will make a scholar.

2. The girl who sits beside you is very modest; she will be a very amiable woman.

3. The pen which you gave me, is good; it writes very well.

*Rule VI.* If no nominative comes between the relative and the verb, the relative is the nominative.

*Examples.* This is the man who taught rhetoric. The estates of those who have taken arms against their country, ought to be confiscated. We have a constitution which secures our rights.

*Rule VII.* But if a nominative comes between the relative and the verb, the relative is governed by the following verb of some other word.

*Examples.* This is the man whom I esteem, whose virtues merit distinction, and whom I am happy to oblige.

*Rule VIII.* Two nouns signifying the same thing, must be put in the same case, and are said to be in apposition; as "Paul the apostle." "Alexander the conqueror."

But if they signify different things and imply property, the first is put in the possessive case, by adding *s*, separated from the word by an apostrophe.

*Examples.* This is John's paper. We admire a man's courage, and a lady's virtue.

*Rule IX.* Transitive verbs govern the objective case.

*Examples.* 1. I admire her. She saw him. The scripture directs us.

2. Religion honors its votaries. Shame follows vice.

#### R U L E X.

The answer must be in the same case as the question, it being always governed by the verb that asks the question, though the verb is not expressed.

E X A M P L E S.

| Questions.           | Answers. |
|----------------------|----------|
| Who wrote this book? | George.  |
| Who is this?         | he       |
| Whom do you see?     | them     |
| Whom do you admire?  | her      |

*Rule XI.* Prepositions govern the objective case.

*Examples.* I write for him. Give the book to her. Ye will ride with them or with us.

*Rule XII.* Conjunctions connect like cases and modes.

*Examples.* You and I are both present. He and she sit together. It was told to him and me. It is disagreeable to them and us.

*Rule XIII.* The infinitive mode follows a verb, a noun or an adjective.

*Examples.* 1. It follows a verb, as, let us learn to practice virtue.

2. A noun; as you have a fine opportunity to learn.

3. An adjective; as, my friend is worthy to be trusted.

*Rule XIV.* A participle, with a preposition preceding it, answers to the Latin general, and may govern an objective case.

E X A M P L E S

|                       |  |                    |
|-----------------------|--|--------------------|
| By avoiding evil,     |  | By shewing him     |
| by doing good.        |  | in observing them, |
| by seeking peace; and |  | for esteeming us,  |
| by pursuing it.       |  | by punishing them. |

*Rule XV.* A nominative case, joined with a participle, often stands independent of the sentence. This is called the case absolute.

*Examples.* The sun being risen, it will be warm. They all consenting, the vote was passed. "Jesus conveyed himself away, a multitude being in that place."

*Rule XVI.* An adverb must always stand near the word which it is designed to affect or modify.

A FEDERAL CATECHISM  
Containing a short EXPLANATION of the CONSTITUTION of the  
UNITED STATES of AMERICA, and the *Principles of*  
*Government.*

*Q. WHAT is a constitution of Government?*

A. A constitution of government, or a political constitution, consists in certain standing rules or ordinances, agreed upon by a nation or state, determining the manner in which the supreme powers shall be exercised over that nation or state, or rather how the legislative power shall be formed.

*Q. How many kinds of constitutions are there; or in how many ways may the sovereign power be exercised over a people?*

A. Constitutions are commonly divided into three kinds; *monarchy, aristocracy, and democracy.*

*Q. Explain these sorts of governments?*

A. When the sovereign power is exercised by *one person*, the constitution is a *monarchy*. When a few rich men or nobles, have the whole supreme power in their hands, the constitution is an *aristocracy*. When the supreme power is exercised by all the citizens in a general meeting or assembly, the constitution is a *democracy*.

*Q. What are the faults of despotic governments?*

A. In a despotic government, a whole nation is at the disposal of one person. If this person the prince, is of a cruel or tyrannical disposition, he may abuse his subjects, take away their lives, their property or their liberty.

*Q. What objections are there to aristocracy?*

A. In an aristocracy, where a few rich men govern, the poor may be oppressed, the nobles may make laws to suit themselves and ruin the common people. Besides, the nobles having equal power one with another, may quarrel and throw the state into confusion; in this case there is no person of superior power to settle the dispute.

*Q. What are the defects of democracy?*

A. In a democracy, where the people meet for the purpose of making laws, there are commonly tumults and disorders. A small city may sometimes be governed in this manner; but if the citizens are numerous, their assemblies make a crowd or mob, where the debates cannot be carried on with coolness or candour, nor can arguments be heard: Therefore a pure democracy is generally a very bad government. It is often the most tyrannical government on earth; for a multitude is often rash, and will not hear reason.

*Q. Is there another and better form of government than any of these?*

A. There is. A REPRESENTATIVE REPUBLIC, in which the people freely choose deputies to make laws for them, is much the best form of government hitherto invented.

*Q. What are the peculiar advantages of representative governments?*

A. When deputies or representatives are chosen to make laws, they will commonly consult the interest of the people who choose them; and if they do not, the people can choose others in their their room. Besides, the deputies coming from all parts of a state, bring together all the knowledge and information necessary to show the true interest of the whole state; at the

same time, being few in number, they can hear arguments and debate peaceable on a subject. But the great security of such governments is, that the men who make laws are to be governed by them; so that they are not apt to do wrong willfully. When men make laws for themselves, as well as for their neighbors, they are led by their own interest to make GOOD laws.

*Q. Which of the former kinds of government is adopted by the American States?*

A. The states are all governed by constitutions that fall under the name of representative republics. The people choose deputies to act for them in making laws; and in general, the deputies, when assembled, have as full power to make and repeal laws, as the whole body of freemen would have, if they were collected for the purpose.

*Q. By what name may we call the United States in their political capacity?*

A. A federal representative republic.

*Q. How are the powers of government divided?*

A. Into the legislative, judicial, and executive.

*Q. What is meant by a legislative power?*

A. By legislative is understood that body or assembly of men who have the power of making laws and regulations for governing state.

*Q. Where does the power of making laws for the United States reside?*

A. By the constitution of the United States, the power of making laws is given to the representatives of the people chosen by the people or their legislatures, and assembled in two distinct houses. This body of representatives so assembled, is called "the Congress of the United States."

*Q. What are the two separate houses called?*

A. One is called the Senate, the other the House of Representatives.

*Q. How is the senate formed.*

A. By two delegates from each state, chosen by the legislature of the state, for six years.

*Q. Why are not senators chosen every year?*

A. Because one branch of Congress is designed to be distinguished for firmness and knowledge of business.

*Q. How is the house of representatives formed?*

A. This branch of the national legislature is composed of delegates from the several states, chosen by the people, every second year.

*Q. Can every an in the states vote for delegates to Congress?*

A. By no mans. In almost every state some property is necessary to give a man a right to vote. In general, men who have no estate, pay no taxes, and who have no settled habitation, are not permitted to vote for rulers, because they have no interest to secure, they may be vagabonds or dishonest men, and may be bribed by the rich.

*Q. Why is congress divided into two houses?*

A. When the power of making laws is vested in a single assembly, bills may often pass without due deliberation. Whole assemblies of men may be rash, hasty, passionate, tumultuous, and whenever this happens it is safe to have some check to their proceedings, that they may not inure the public. One house the therefore may be a check upon the other.

*Q. Why may Congress regulate the election of its own members or why is not this power left entirely to the states?*

A. For this good reason; a few states might by neglect, delay or willfulness, prevent the meeting of a Congress, and destroy the federal government. It is necessary that Congress should have power to oblige the State to choose delegates, so that they may preserve their own existence.

*Q. It is not unjust that all should be bound to obey a law, when all do not consent to it?*

A. Every thing is JUST in government which is NECESSARY to the PUBLIC GOOD. It is impossible to bring all men to think alike on all subjects, so that if we wait for all opinions to be alike respecting laws, we shall have no laws at all.

*Q. How are the members of Congress paid?*

A. Out of the treasury of the United States, according to a law of Congress.

*Q. Would it not be politic to refuse them a reward, and let them serve their country for the honor of it?*

A. In such a case none but rich men could afford to serve as delegates; the government would then be wholly in the hands of the wealthy; whereas there are many men of little property, who are among the most able, wise and honest persons in a state.

*Q. How far do the powers of Congress extend?*

A. The powers of Congress extend to the regulation of all matters of a GENERAL NATURE, or such as concern ALL the United States.

*Q. Will not this national government in time destroy the state governments?*

A. It is not probable this will be the case; indeed the national government is the best security of the state governments; for each state has pledged itself to support every state government. If it were not for our union a powerful state might conquer its weaker neighbor, and with this addition of power, conquer the next state, and so on, till the whole would be subject to one ambitious state.