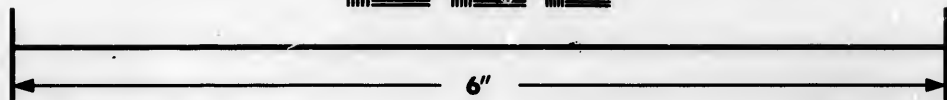
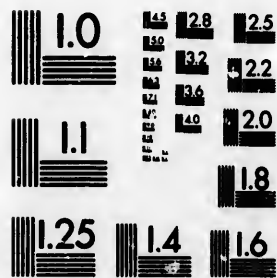


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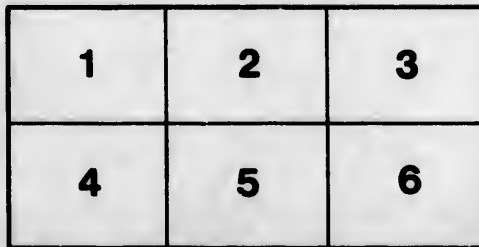
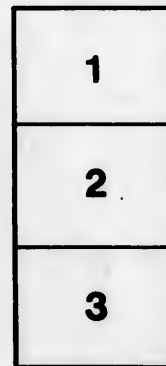
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A

AN
ENGLISH SPELLING-BOOK ;

WITH
READING LESSONS,

ADAPTED TO
THE CAPACITIES OF CHILDREN :

IN THREE PARTS.

Calculated to advance the Learners by natural and easy gradations, and to teach Orthography and Pronunciation together.

BY LINDLEY MURRAY,
*Author of "English Grammar, adapted to the different
classes of learners."*

STEREOTYPED BY B. AND J. COLLINS, FROM THE LAST
ENGLISH EDITION.

NEW-YORK :
PUBLISHED BY S. B. COLLINS.

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INTRODUCTION.

THE author of this manual, small as it is, did not commence the work, without a strong persuasion of the difficulties attending its execution. To form the threshold of learning, and accommodate instruction to the infant mind, both in matter and manner, has ever been deemed, by those who were capable of appreciating its nature and importance, an arduous and delicate work. On this ground, the author is sensible that the present performance is not without imperfections: but, as he flatters himself that it contains some improvements on the existing publications of a similar nature, he is imboldened to offer it for public inspection and decision.

A few observations on the nature and execution of the work, may give the reader a general design. The use and a particular parts, are specified chiefly designed for the

The work is comprehended in several general divisions. One of the first part, is, the enunciation of the elements effectually performed, and the child's future progress pleasant: if it is then will be rarely, if ever, can attain this important object.

suaded that a considerable number of lessons, in monosyllables, is indispensable. No more of them are, however, admitted into his scheme, than are necessary to inculcate the various and exact sounds of the letters; each section being confined to a short exercise on a particular elementary sound. Many persons will probably think, as the author does, that if he had intended to teach only orthography, the monosyllabic lessons would not have been too numerous. Such words are easy and familiar to children; and they constitute the radical parts of the language. By hurrying the young pupil through this fundamental part of learning, he is often imperfectly taught, and eventually retarded in his progress.

The second part of the work affords the learner considerable aid, in pronunciation, as well as in orthography. The of two syllables are not , according to their ed in sections, adapted vowels and diphthongs, iddle, or broad. Every led into smaller portions; e words have the corresponding hthongs sounded precisely ee syllables would not so favourable to pro- however, arranged ac- shortness of their syl- ement will facilitate the who would be perplexed tant recurrence of discor-

W
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When the scholar has regularly passed through the first and second parts of the work, he will possess a considerable knowledge of the various powers of the letters; and will have acquired the habit of pronouncing accurately a great number and variety of common and useful words; he will then be well prepared for entering on the third part.

This part consists of words less familiar to children than those of the preceding parts; of rules for spelling and pronunciation; and of miscellaneous chapters, calculated to give the learner a radical knowledge, and diversified views, of the subject.

The reading lessons have been formed, or selected, with particular attention. The author has studied to simplify and adapt them to the capacity and taste of children; and to arrange them in natural and easy objects which he conceives to

The infant capacity (serves) may be compared to a small vessel, into which the drops; and runs over, when the quantity, or the quality, is not adapted. Though a gradual rise is carefully observed, the child is found to possess a simplicity throughout the tracts from Addison, Blackstone, &c. At the end of the work, words which the child had, in the course

made a wonderful progress, both in his powers and experience.

All the narrative pieces in the book, have the merit of being "True Stories." This, it is presumed, is no small recommendation. An ingenious author observes, that "It is an incentive to emulation to reflect, that 'what man has done, man may do.'" We add, that "what children have done, children may do;" and that probably a secret persuasion of the truth of this sentiment, is the ground of their preferring true stories to fictions.

The lessons of spelling, in every section, are illustrated by short appropriate reading lessons; which confirm the learner, step by step, in the pronunciation and orthography of the words he has repeated. These appropriate, as well as the promiscuous, reading lessons, through the book, contain no words which the child has not previously seen.

Words which are not, therefore, proper to observe, that lessons are taken, either from the writings of Barbauld; or of Trimmer and Edgeworth; or of Johnson, and the proverbial, almost universal, are almost universal. They are authorized. They are authorized. They are authorized. They will be inclined to

attempted, but little is

ables, in the promiscuous reading &c. whose primitives had been be-

generally accomplished. The author has, on this principle, avoided the use of *Italic letters*, and all figures and marks, for the purpose of directing the pronunciation. They give the words and pages an uncouth appearance; and it may fairly be doubted whether they afford any real advantage to the pupil. The time spent in learning the use of these auxiliaries; the habit of depending entirely upon them; and the embarrassment on seeing the naked letters; may indeed, ultimately, render the expedient a disadvantage to the learner. After all the plans which ingenious persons have devised, to render the attainment of a good pronunciation easy to children, it must be allowed that much has not yet been accomplished. Perhaps, both the pronunciation and the orthography of words, can be no otherwise attained, than by a gradual acquisition of them individually, aided by a few general rules, and by classes of words analogically arranged.

This work is exhibited in a small, convenient size. The form is adapted both to the nature of the subject, and to the persons who are to use the book. The paper is fine, and the types are neatly formed, and very distinctly arranged. These are advantages superior, in the author's opinion, to the benefit supposed to be derived from the use of pictures. Children may, indeed, be amused by exhibitions of this nature; and, on some occasions, they are doubtless proper and useful: but they appear to be foreign to the business of a spelling-book; and probably divert

the young attention from the first elements of learning, if they do not indispose it to a subject possessing so little comparative attraction.

If the work now offered to the public, should contribute to lighten the labours of teachers and pupils; and to cherish, in the infant mind, sentiments of piety and virtue, the author will not regret the time and pains he has spent in its composition. He will deem it an honour, to have smoothed, in any degree, the entrance to the temple of literature.

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PART I.

The Letters.—Easy monosyllables.—Correspondent reading lessons.

CHAPTER I.

Lessons giving a general idea of the long, short, middle, and broad sounds of the vowels and diphthongs.

Section 1.

The common alphabet—All the simple sounds of the language explained.

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

The letters promiscuously disposed.

AV	BR	CD	CO	DO	EF
HN	IJ	IL	KR	MW	GO
OQ	UV	VY	PB	ST	XZ
as	bd	bp	co	dp	er
fl	hk	ij	il	mn	mw
qu	pq	rt	vx	xz	zy

General View of

The Vowels.

a e i o u, and sometimes w and y.*

The Consonants.

b o d f g h j k l m n p q r
s t v w x y z

Double and triple letters.

ff fi ffi fl fl

The preceding alphabet, as it is commonly pronounced, does not contain all the simple elementary sounds of the English language. But as the learner should know them all, and be able to pronounce them with facility, it is necessary that the teacher inculcate them early, with the utmost care and exactness; otherwise the learner will probably never pronounce them perfectly. These elements are the foundation, on which the whole superstructure rests: the author has, therefore, arranged them in a distinct Table, (at pages 11 and 12,) which he has endeavoured to make as perspicuous as its importance demands.

The teacher should deliberately, and with great exactness, pronounce the words, in this Table, and the child should repeat them after him, till they are tolerably well expressed. As the sounds only are, on this occasion, to be inculcated, it is not necessary that the learner should see the words, whilst he is repeating. The nature and use of the table should, however, be fully explained by the teacher, as soon as the scholar is able to comprehend the subject.

* W and Y are consonants, when they begin a word or syllable in other situations, they are vowels.

If the tutor think proper, he may, in teaching the original sounds to his young pupil, first express them simply, as they are denoted by the letters in the left-hand column; and afterwards as they are combined with other letters, in the words of the column on the right-hand. But the latter mode will be easier to the young voice; and will, perhaps in most cases, sufficiently answer the end in view. Of this, nowever, the tutor must judge. The instructor will often see the use of recurring to this table, to rectify the irregular pronunciation of children who have been taught the original sounds, in a defective or incorrect manner.

Several of the letters in the common alphabet, (which the child is supposed to have learned,) are not enumerated in the following Table; because they denote complex, not simple sounds; or because their sound is signified by other letters.

Table of the elementary sounds.

Letters denoting the simple sounds	VOWELS.	Words containing the simple sounds.
A long	as heard in	ale, day
A short	as in	mat, bat
A middle	as in	mar, bar
A broad	as in	all, daw
E long	as in	me, bee
E short	as in	met, net
• I long	as in	pine, pie
I short	as in	pin, tin

• The long sounds of *e* and *i*, properly called diphthongal vowels, are, for convenience, inserted in the Table.

O long	as	in	no, toe
O short	as	in	not, lot
O middle	as	in	move, moon
U long	as	in	mule, use
U short	as	in	but, nut
U middle	as	in	bull, full†

CONSONANTS.

B	as heard	in	bat, tub
D	as	in	dog, sod
F	as	in	for, off
V	as	in	van, love
G	as	in	go, egg
H	as	in	hop, ho
K	as	in	kill, oak
L	as	in	lap, tall
M	as	in	my, mum
N	as	in	nod, on
P	as	in	pit, map
R	as	in	rat, tar
S	as	in	so, lass
Z	as	in	zed, buzz
T	as	in	top, hot
W	as	in	wo, will
Y	as	in	ye, yes
NG	as	in	king, sing
SH	as	in	shy, ash
TH	as	in	thin, thick
TH	as	in	then, them
ZH	as	in	pleasure

Some of the preceding elementary sounds are nearly related to one another. The young learn-

* See note to page 11.

† For the various sounds which each of the preceding letters represents, see p. 26. and ch. 17. of Part III

er
dis
rep
B
and
sim
ing
dis
for
tea

ba
da
fa
ga
ha
ja
la
mo
na
ra
sa

er will, therefore, acquire a more accurate and distinct pronunciation of them, by frequently repeating words that contain those allied sounds. B and p, d and t, f and v, g and k, s and z, th and th, v and w, denote sounds in some degree similar. The careful expression of the following words, in quick succession, will effectually distinguish them. Here, the scholar, as in the former case, should attentively repeat after the teacher.

Sounds to be distinguished.

b from p	as in	bat, pat—sob, sop
d from t	as in	dip, tip—mad, mat
f from v	as in	fan, van—leaf, leave
g from k	as in	gun, kin—dog, duck
s from z	as in	sun, zed—kiss, buzz
th from th	as in	thin, then—path, booth
v from w	as in	vine, wine

Section 2.

Syllables and words of two letters.

The vowel long

ba	be	bi	bo	bu	by
—	—	—	co	cu	—
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	—	—	go	gu	—
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	—
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
ra	re	ri	ro	ru	ry
sa	se	si	so	su	sy

General View of

ta	te	ti	to	tu	ty
va	ve	vi	vo	vu	vy
wa	we	wi	wo	—	—
ya	ye	yi	yo	yu	—
—	• ce	ci	—	—	cy
—	ge	gi	—	—	gy

The vowel generally short.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
ar	er	ir	or	ur
as	es	is	os	us
at	et	it	ot	ut
ax	ex	ix	ox	ux

Words of two letters.

The vowel generally long.

by	dot	he	go	bo
or	to	me	lo	yo
my	so	wo	no	wo

The vowel short.

am	if	at	of	
an	in	it	on	as
as	is	up	ox	

* Ce, ci, cy, and ge, gi, gy, are placed at the end of this division, because the former are always pronounced soft; and the latter generally so

† When do, to, is, as, of, are used, not as syllables, but as words, they are pronounced doo, too, iz, az, ov

Go
Go
Go
Sy
bla
bra
cla
cra
dra
fra
gla
gra
pla
pra
sma
sna
spa
the
aft
alp
amp
and
* T
words
gans
carns

Reading Lesson.

Go up.
Go in.
Go on.

Is he up?
So am I.
Do go on

We do so.
Do so to us.
Do as we do.

Section 3

Syllables and words of three letters, the position of the vowel varied.*

The vowel long.

bla	ble	bli	blo	blu	
bra	bre	bri	bro	bru	
cla	cle	cli	clo	clu	
cra	cre	cri	cro	cru	cry
dra	dre	dri	dro	dru	dry
fra	fro	fri	fro	fru	fry
gla	gle	gli	glo	glu	
gra	gre	gri	gro	gru	
pla	ple	pli	plo	plu	ply
pra	pre	pri	pro	pru	pry
sma	sme	smi	sno	smu	
sna	sre	sni	sno	snu	
spa	spe	spi	spo	spu	spy
the	thy	fly	shy	sky	try

The vowel generally short

aft	eft	ift	oft	uft
alp	elp	ilp	olp	ulp
amp	emp	imp	omp	ump
and	end	ind	ond	und

* The syllables in this section form parts of a great number of words in the language, and afford much varied exercise to the organs of speech. They should, therefore, be repeated by the learner, till he is able to pronounce them with ease and distinctness.

ty
vy
ly
ly
ub
uc
ud
uf
ug
uk
ul
um
un
up
ur
us
ut
ux
be
ye
wo
as

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; and the letter
ables, but as

General View of

ang	eng	ing	ong	ung
ank	erk	ink	onk	unk
ant	ent	int	ont	unt
apt	ept	ipt	opt	upt
arm	erm	irm	orm	urm
ask	esk	isk	osk	usk
ast	est	ist	ost	ust
add	egg	ill	odd	off
Ann	ass	ell	inn	

bell
best
desk

dish
fish
give
live

Reading Lesson.*

A fly.
An ant.
An ass.

An inn.
The ink.
The sky.

My arm.
An egg.
The end.

blot
doll
drop

Go to Ann.
She is ill.
Is she up?

Go and ask.
By and by.
Try to do it.

burn
dull
drum

Section 4.

A sketch of the diphthongs.†

The principal diphthongs are;

ai	ea	ey	ou	ue
au	ee	oa	ow	ui
aw	ei	oi	oy	uy
ay	ew	oo	ua	

A nest.
A frog.
A pond.

* "Children," says Dr. Beattie, "generally speak in short and separate sentences." Such sentences are therefore proper for their early lessons. They are adapted to their understandings, and calculated to prevent a drawling manner of expression. If children are taught to repeat, with correctness and fluency, the sentences contained in the First Part of this work, they will be much assisted in acquiring an accurate pronunciation. It is, however, proper to observe, that as every appropriate reading lesson is necessarily confined to the words contained in the same section, or in those which precede it, so limited a scope for invention would not admit of much taste or connexion, in selecting and arranging the sentences.

† A sketch of the diphthongs is placed here, for the sake of order. The teacher will explain them to the learner, as soon as his progress will enable him to understand them.

glass
grass
plant

the Vowels

bell	fret	nest	send	
best	left	rest	send	
desk	lent	west	sell	w
		i		
dish	fill	milk	sing	spin
fish	fill	mist	silk	swim
give	kiss	pink	ship	will
live	king	ring	skip	wish
		o		
blot	fond	gone	pond	soft
doll	frog	long	shop	spot
drop	from	lost	song	stop
		u		
burn	dust	jump	plum	spun
dull	hurt	lump	purr	sung
drum	hush	must	shut	tusk

Reading Lesson.

A nest.
A frog.
A pond.

The king.
The ship.
The desk.

I wish.
I skip.
We jump.

A red spot. Ring the bell.
A pink sash. Shut the box.
The left hand. Mend my pen.
A dish of fish. Give me a pin.
A cup of milk. Do not hurt me.

Section 3.

Words of five and six letters.

glass	shall	bless	fresh
grass	stamp	dress	shelf
plant	stand	flesh	shell

ung
unk
unt
upt
urm
usk
ust
off

rm.
gg.
end.

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		<i>s of</i>	
	ring	frisk	still
	brisk	spring	sting
	drink	stiff	string
	blush	crust	stung
s	brush	grunt	strut
ng	crush	snuff	trunk

Reading Lesson.

shell.
A brush.
A crust.

The grass.
The tongs.
The shelf.

I spell.
He drinks.
We stand.

A long string.
A strong man.
A brisk lad.

Brush my hat.
Bring the cup.
Drink the milk.

Section 4.

Words containing short diphthongs.

		e	
dead	death	pearl	said
deaf	breath	tread	says
head	earth	spread	guess
bread	learn	thread	friend

		i	
been	build	guilt	quill

		u	
blood	does	young	scourge
flood	touch		

Reading Lesson.

The earth.
My head.
A friend.
I guess.

A dear man.
A dead fly.
A young frog.
A crust of bread.

cal
can
gav
air
fain
hail
tail
rain
vain

4

Eve
ear
eat
east
pea
tea
dear

the Vowels

He said.
We learn.

The long sounds of,

and diphthongs.

Vowels and di

ugs like in n

cake
care
gave
air
fair
hail
tail
rain
vain

face
Jane
James
clay
day
hay
gain
gray
hair

haste
made
make
may
maid
way
play
say
stay

take
tape
grape
break
great
frail
snail
they
their

4

It rains.
It hails.

Take care.
Make haste.

A long tail.
A great cake.
A fair day.

May I go?
Stay by me.
Let us play

Section 2.

Vowels and diphthongs like e in ea.

Eve
ear
eat
east
pea
tea
dear

she
read
bleat
clean
mean
leave
sheaf

here
steal
wheat
bee
see
feed
feet

these
week
geese
green
sheep
sleep
sweet

still
ting
string
stung
strut
trunk

pell.
e drinks.
e stand.

t.
p.
ilk.

said
says
guess
friend

quill

young
scourge

an.
y.
frog.
of bread.

20
n 46

Is of

keep
tree
red

sleeve
field
piece

A green field.
A sweet pea.
A sheaf of wheat.
A piece of bread.
A cup of tea.

he sheep bleat.
he pigs squeak.
fore is a bee.
eed the geese.
Eat the grapes.

Section 3.

Vowels and diphthongs like *i* in *plac*.

Ice
bite
dine
fine
fire
line
die
lie

kind
kite
like
rice
mild
mind
pie
rie

nice
rice
ripe
side
time
wine

blind
wipe
shine
smile
quite
spice
buy
eye

Reading Lesson.

A sweet smile.
A nice pie.
A ripe plum.
A glass of wine.
A blind man.
A kind friend.

The sun shines.
It is a fine day.
Bring the line.
Fly the kite.
It is time to read
I like to read.

Section 4.

Vowels and diphthongs like *o* in *no*.

old
cold
gold
hold

home
hope
mole
most

roll
rose
told
tone

bone
stone
smoke
stroke

the Vowels and Diphthongs.

sleeve
field
piece

coat
load
road
roar

cloak
toast
door
floor

low
mow
blow
crow

grow
show
snow
sew

bleat.
queak.
oee.
eese.
apes.

Reading Lesson.

A hot roll.
A red cloak.
A sweet rose.
A load of hay.
A bad road.
A clean floor.

Shut the door:
The fire smokes.
It is a cold day.
It snows fast.
Bring my coat.
Let us go home

blind
wipe
shine
smile
quite
spice
buy
eye

Section 5.

Vowels and diphthongs like *u* in *mule*.

use
cure
duke
cue
due
hue
blue

funne
lute
mule
dew
clew
few
mew

mute
pure
puke
new
pew
blew
flew

tube
tunc
plume
slew
ewe
lieu
view

hines.
day.
line.
te.
to read
ead.

Reading Lesson.

The sky is blue.
The cat mews.
The mule frisks.
The new road.

In a few weeks I hope
to read well.
I will make the best
use of my time.

bone
stone
smoke
stroke

CHAPTER 4.

The middle sounds of the vowels and diphthongs.*

Like *a* in *bar*.

are	cart	harm	part
art	card	lark	tart
bark	far	large	sharp
dark	hard	star	smart
ha	jaunt	heart	launch
aunt	guard	hearth	haunch

Like *o* in *move*.

lose	prove	whom	do
move	who	whose	Rome
coo	noon	broom	shoe
cool	poor	goose	you
too	root	shoot	true
food	room	spoon	fruit
moon	soon	stool	your

Like *u* in *bull*.

bush	full	puss	bull
push	pull	put	
book†	look	good	foot
cook	rook	hood	wood
hook	took	stood	wool

Reading Lesson.

Good fruit.

The full moon.

A fat goose.

The dog barks.

We have found it convenient to arrange the *o* in *move* amongst middle vowels of the vowels: and as its sound is longer than *oo*, and rather shorter than *o* in *so*, we presume the arrangement is allowable.

† In the pronunciation given to these words, the author is supported by James Sheridan, a the practice of the best speakers.

and diph-

part
tart
sharp
smart

launch
haunch

do
Rome

shoe
you
true
fruit
your

bull

foot
wood
wool

l moon.
g banks.

e in more amongst
ed is longer than
sume the arrange-

the author is sup-
the best speakers.

A poor rook.

A dark room.

I hurt my foot.

I lost my shoe.

Is it true?

Who said so?

Look at me.

The bull roars.

Puss purrs.

Put by the stool.

Do not push me.

Whose book is it?

I shall soon learn to
spell.

CHAPTER 5.

The broad sounds of the vowels and diph-
thongs.*

Section 1.

Vowels and diphthongs like *a* in *all*.

ball	tall	warm	scald
call	wall	wart	small
fall	salt	false	swarm
daub	daw	claw	shawl
fault	paw	draw	straw
gauze	raw	lawn	broad
caw	saw	crawl	George

Reading Lesson.

A soft ball.

A straw hat.

A broad band.

A tall man.

A gauze cap.

A warm shawl.

The rooks caw.

The snow falls.

The snails crawl.

My ball is lost.

Puss has sharp claws. Who calls me?

* Vowels and diphthongs are called *broad*, when they take the sound of broad *a*, or are proper diphthongs.

Section 2.

Proper anphthongs, in which both the vowels are sounded: *oi* and *oy*, as in *boy*; *ow* and *ow*, as in *cow*

oil	joy	thou	ground
boil	toy	cloud	cow
moist	our	found	how
noise	out	house	now
spoil	loud	mouse	owl
voice	shout	pound	growl
boy-	sour	round	down
coy	flour	sound	gown

Reading Lesson.

How do you do?

Sit down. Read to me.

Now leave your books.

Do not make a noise.

Owls fly in the dark.

Moles live in the ground.

CHAPTER 6.

Words in which the vowels deviate from the sounds they have in the scale at page 11.*

was	like o short.	wash	want
wast		wasp	what

	like a short.		
dirt	flirt	first	bird
shirt	spirt	stir	squirt

	like e short.		
birth	firm	girl	skirt

* These sounds of the vowels, so different from the regular sounds of them in the scale, have been reserved for a distinct appropriate chapter that the young learner might not be perplexed with the various and discordant powers of the vowels blended together.

Irregular Sounds, &c.

mirth

gird

girt

whirl

*O like * short.*

come

glove

some

work

done

love

son

worm

dove

none

word

world

O like a broad.

cord

fork

born

for

lord

horse

corn

nor

cork

storm

horn

short

U like middle o.

crude

rule

prude

truce

rude

brute

prune

spruce

*There

where

yes

her

Reading Lesson.

her work ?

girl. I love her.

l. Come to me.
drink.

Where is my

bird
squirt

skirt

the regular sounds
distinct appropriate
expressed with the
blended together.

Silent Consonants.

thumb
crumb
g
gnat
gnash

neck
plek
sick
trick
quick

knit
knot
knock
l
calf

would
w
wrap
wrist
wrong

Reading Lesson.

A fat calf

A hard knot.

The ducks quack.

The cock crows.

The gnats bite.

Pick up the crumbs.

Who knocks at the door?

Ann should learn to knit and sew.

Section 2.

Words with silent consonants, the vowel
the long or the broad

diphthong having

silent
ab
b

knead
l
talk
walk
stalk
yo"
fol

-t

would
w
wrap
wrist
wrong

The yolk of an egg.
Dogs gnaw bones.
Jane kneads the dough.
George ploughs the field.

I wish I could write.
Come let us walk.
What o'clock is it?
It is eight o'clock.
I thought so.

e crumbs.
ks at the
d learn to
d sew.

CHAPTER 8.

Consonants, single and double, which have different sounds.

Section 1.

Single consonants.

iphthong having

		<i>c</i> hard like <i>k</i> .	
cash	crum	clash	scar
crab	curd	cling	scum
cane	cold	creep	count
al	cool	crawl	crown
		<i>c</i> soft like	
dance	pence	since	
ounce	fence	prince	
ace	nice	cease	
place	price	piece	
		<i>g</i> hard.	
lad	gasp	glass	
in	gust	grass	
		<i>g</i> soft.	
gem	gin	age	
		<i>s</i> sharp.	
sand	dress	br	
send	gloss	tri	
seed	haste	go	
side	waste	str	

Consonants of Different Sounds.

s flat like z.

his	rags	birds	beds
ners	ribs	doves	heads
keys	hares	pears	please
tease	wares	praise	croaks

Reading Lesson.

Jane has made a nice plum tart. I hope I shall not be a dunce.
 Take a piece of it. Bricks are made of clay
 George gave me a book. Glass is made of sand.
 I am glad I can read it. Wine is the juice of grapes.

Section 2.

Double consonants.

th sharp.

ank	thick	breath	cloth
ink	thin	health	thing
	throw	teeth	north
	throat	mouth	south

th flat.

this	that	baths
thus	them	paths
these	thy	clothes
those	thine	smooth

ch like tch.

much	rich
such	which
coach	peach
couch	reach

ch like sch.

tench	French
stench	haise

ourus.

beds
heads
please
croaks

shall not be a
made of clay
made of sand.
the juice of

cloth
thing
north
south

baths
paths
clothes
smooth

rich
which
peach
reach

French
haise

Of the Points.

chart	chasm	scheme	scho
	<i>ch like k.</i>		
rough	cough	phiz	nymph
tough	laugh	phrase	soph
	<i>gh and ph like f.</i>		

Reading Lesson.

Clean your teeth.	Who gave you these
Wash your mouths.	pears.
Then your breath will	James gave them to
be sweet.	us.
Do not throw stones.	Thank him for them.
Come in.	I have a fine peach, and
Reach a chair.	a bunch of grapes.
Take some bread and	I will give you some of
cheese.	them.

See, at page 162, the observations on the propriety of the learner's spelling the appropriate reading lessons, as exercises, off the book.

CHAPTER 9.

Of the points and notes used in composing sentences.

A comma is marked	thus ,
A senicolon	thus ;
A colon	thus :
A period, or full stop	thus .
A note of interrogation	thus ?
A note of admiration	thus !
A parenthesis	thus ()

Pauses in reading.

The learner should stop,

at the comma,	till he could count one;
at the semicolon,	till two;
at the colon,	till three;
at the period,	till four.

Promiscuous

CHAPTER 10.

Promiscuous reading lessons.

Section 1.

Breakfast.

The sun shines.

It is time to get up.

Jane, come and dress Charles.

Wash his face and neck, and make him quite clean.

Comb his hair. Tie his frock.

Now, Charles, we will go down stairs.

Fetch that stool. Sit down.

Here is some milk; and here is a piece of bread. Do not spill the milk.

Hold the spoon in the right hand.

This is the right hand.

The crust is hard: do not leave it; sop it in the milk.

Do not throw the bread on the floor.

We should eat bread, and not waste it.

There is a poor fly in the milk.

Take it out. Put it on this dry cloth. Poor thing! It is not quite dead. It moves; it shakes its wings; it wants to dry them: see how it wipes them with its feet.

Put the fly on the floor, where the sun shines

Then it will be dry and warm.

Poor fly! I am glad it was not dead.

I hope it will soon be well.

Section 2.

Puss.

Where is puss?

There she is.

Do not pull her by the tail: that will hurt her.
Charles does not like to be hurt: and puss
does not like to be hurt.

I saw a boy hurt a poor cat; he took hold of
her tail: so she put out her sharp claws, and
made his hand bleed.

Stroke poor puss.

Give her some milk.

Puss likes milk.

Now that Charles is so kind to her, she will
not scratch, nor bite him.

She purrs, and looks glad

Section 3.

Reading.

Come to me, Charles. Come and read.

Here is a new book.

Take care not to tear it.

Good boys do not spoil their books.

Speak plain.

Take pains, and try to read well.

Stand still.

Do not read so fast.

Mind the stops.

What stop is that?

It is a full stop.

Charles has read a whole page now.

This is a page. This is a leaf.

A page is one side of a leaf.

Shut the book. Put it by

Now give me a kiss.

Section 4.

Rain.

Shall we walk ?

No; not now. I think it will rain soon.

Look how black the sky is !

Now it rains! How fast it rains !

Rain comes from the clouds.

The ducks love rain.

Ducks swim, and geese swim.

Can Charles swim ?

No, Charles is not a duck, nor a goose : so he must take care not to go too near the pond, lest he should fall in. I do not know that we could get him out: if we could not, he would die.

When Charles is as big as James, he shall learn to swim.

Section 5.

A walk.

It does not rain now.

The sky is blue.

Let us take a walk in the fields; and see the sheep, and the lambs, and the cows, and trees, and birds.

Call Tray. He shall go with us.

He wags his tail. He is glad to see us, and to go with us.

Stroke poor Tray.

Tray likes those who stroke him, and feed him, and are kind to him.

Do not walk on the grass now. It is too high; and it is quite wet.

Walk in this smooth, dry path.

Reading Lessons.

There is a worm. Do not tread on it.

Can Charles climb that high stile?

O what a large field!

This is not green. It is not grass.

No; it is corn. It will be ripe soon.

Bread is made of corn. I dare say Charles does not know how bread is made. Well, some time I will tell him.

Now let us go home.

Shall we look at the bees in their glass hive?

Will the bees sting us?

No; they will not sting us, if we do not tease, nor hurt them.

Wasps will not sting us, if we do not hurt them.

There is a wasp on my arm.

Now it is gone.

It has not stung me.

Section 6.

Dinner.

The clock strikes.

It is time to go in, and dine.

Is the cloth laid?

Where are the knives, and forks, and plates?

Call Ann.

Are you clean?

Sit down.

Do not take any yet; it is too hot: wait till it is cool.

Will you have some lamb, and some peas?

Do not smack your lips, or make a noise, when you eat.

Promiscuous Reading Lessons.

Take some bread. Break the bread: do not
bite it.

I do not put the knife in my mouth, for fear
I should hurt my lips. Knives are sharp: they
are to cut with, and not to put in one's mouth,
or to play with.

Jane must shake the cloth out of doors.

The birds will pick up the crumbs.

Now let us go and play with George.

Section 7.

The poor blind man.

There is a poor blind man at the door.

He is quite blind. He does not see the sky,
nor the ground, nor the trees, nor men.

He does not see us, though we are so near
him. A boy leads him from door to door.

Poor man!

O it is a sad thing to be blind!

We will give the blind man some bread and
cheese.

Now he is gone.

He is a great way off.

Poor blind man!

Come in, Charles. Shut the door.

I wish the poor blind man had a warm house
to live in, and kind friends to care for him,
and to teach him to work. He would not
beg from door to door.

essons.

bread: do not

mouth, for fear
e sharp: they
n one's mouth,

of doors.

ombs.

George.

the door.

t see the sky.

or men.

e are so near

r to door.

ome bread and

door.

varm house

of him,

ne would not

PAR

Easy words of two and three
prieate and promiscuous re

CHAPTER I.

Words of two syllables, with the
first syllable.†

Section I.

Both the syllables short.

Ab sent
ac cent
bad ness
flan nel
gra vel
Mat ter
af ter
an ger
an swer
back wards

pack thread
Nap kin
ac tive
bas ket
blan ket
ver min
Chest nut
beg gar
bet ter
en ter

in
deep herd
tem per
ten der
wea ther
Brick bat
dis tance
in fant
in stant
ill ness
in sect
in step
Con duct
blos som
cob bler
com mon
doc tor
ner

li non
mis chief
sing ing
swim ming
ti mid
wick ed
Hic kup
bit ter
din ner
fil bert
fin ger
ri ver
scis sors
sil ver
sis ter
twit ter
Mur mur
bro ther
co lour
com fort
flut ter
fur ther

A
A
Pl
G
A
A

Ba
dai
dai
dai
dai
fair
hai
ha
gra
la
lat
la
pa
rai
saf
mi

*
sho
fore
sho
the
els.
the
ver
dres
sho

the First Syllable.

Reading Lesson

A basket of figs.
A fine melon.
Pleasant weather.
Good children.
A cold winter.
A warm cottage.

A huckster sells
and cakes.
A cobbler mends
shoes.
Linen is made of
flax.

Section 2.

Both the syllables long.*

Ba by
dai ly
dain ty
dai ry
dai sy
fair ly
hai ry
ha sty
gra vy
la dy
late ly
la zy
pa stry
rai ny
safe ly
mi ry

scarce ly
va ry
Hail stone
may pole
rain bow
sa go
scare crow
where fore
Clear ly
dear ly
drea ry
ea sy
fee hly
gree dy
grea sy
low ly

lea ky
mea ly
neat ly
nee dy
slee py
sweet ly
wea ry
Kind ly
bright ly
fine ly
high ly
i vy
like ly
live ly
migh ty
sto ry

* It is proper in this place, to observe, that the long and short vowels, have degrees in their length and shortness. If, therefore, the vowels classed as long ones, in many of the syllables should not be deemed so long as they are in other circumstances they may nevertheless be properly considered as specific lengths. In a work of this kind, it would perplex instead of help the learner, if the several variations in the long and the short were designated. The situation of the accent will, in no direct manner, direct the learner, as to the precise length which every letter should have.

li non
mis chief
sing ing
swim ming
ti mid
wick ed
Hic kup
bit ter
din ner
fil bert
fin ger
ri ver
scis sors
sil ver
sis ter
twit ter
Mur mur
bro ther
co lour
com fort
flut ter
fur ther

ny
Bo ny
cro ny
glo ry
ho ly
home ly

Accent on

most ly
no bly
on ly
po ny
poul try
ro sy
slow ly
smo ky

whol ly
Beau ty
du ty
du ly
fu ry
new ly
pure ly
sure ly

Reading Lesson.

A sweet baby.
A tidy girl.
A dairy maid.
A lazy boy.
A rainy day.
A long story.

Charles is a lively
boy.
The rainbow has fine
colours.
The robin sings
sweetly.

Section 3.

The first syllable short, the second long.

Al ley
an gry
car ry
hap py
Mer ry
cher ry
ve ry
ny
y
ty
y
y
ow
ry

mea dow
yel low
there fore
Sil ly
fil thy
pi ty
pret ty
quick ly
Pil low
prim rose
wi dow
win dow
Bo dy
cof fee
co py
ser ry

Bor row
fol low
hol low
swal low
Tur key
dus ky
fur ry
hun gry
sul try
stu dy
ug ly
ho ney
mo ney
mon key
cena try
jour ney

the First Syllable.

Reading Lesson.

e bull bellows.	Bees make wax and
e monkey chatters.	honey.
e swallows twitter.	How sweet the mea
e turkey struts.	dows smell !

Section 4.

The first syllable long, the second short.

Blame less	peel ing	vi al
care less	pier cing	wi ser
pa rent	Fe ver	Cro cus
pave ment	read er	glow worm
Pa per	reap er	old er
dra per	ei ther	o ver
fa vour	nei ther	whole some
neigh bour	Blind ness	Pew ter
tai lor	bright ness	hu mour
Feel ing	kind ness	tu mour
be ing	qui et	tu tor
creep ing	si lent	Mu sic
hear ing	Li on	fu el
freez es	bri er	grr el
glean ing	ti get	jew el
mean ing	tire some	stu pid

Reading Lesson

The lion roars.	Tailors make
The tiger growls.	clothes.
Paper is made of	Drapers sell
rag.	cloth.

Section 5.

The middle sounds of the vowels and diphthongs

The second syllable short.

Art less	car pet	mas ter
dark ness	far thing	par lour

whol ly
 Beau ty
 du ty
 du ly
 fu ry
 new ly
 pure ly
 sure ly

is a lively

ow has fine

n sings

ng.

Bor row
 fol low
 hol low
 swal low
 Tur key
 dus ky
 fur ry
 hun gry
 sul try
 stu dy
 ug ly
 ho ney
 mo ney
 mon key
 coun try
 jour ney

harm less
 har vest
 scar let
 Charm ing
 arch ing
 card ing

mar ket
 par tridge
 spark ling
 Fa ther
 gar ter
 lar ger

Fool ish
 bloom in
 choos es
 stoop ing
 do ing
 cru el

The second syllable long.

Ar my
 bar ley
 par sley
 part ly
 laun dry

Gloo my
 roo my
 smooth ly
 ru by
 rude ly

Bul ly
 ful ly
 pul ley
 woo dy
 wool ly

Reading Lesson.

A field of barley.
 A fine harvest.
 A charming walk.
 A green carpet.

A kind master.
 A good father.
 A blooming boy.
 A foolish trick.

Section 6.

The broad sounds of the vowels and diphthongs.*

The second syllable short.

Wal nut
 al ter
 au tumn
 daugh ter
 draw er
 hal ter
 sau cer

wa ter
 warm er
 or der
 or chard
 Cow slip
 clown ish
 foun tain

moun tain
 tow el
 Coun ter
 floun der
 flow er
 show er
 cow ard

The second syllable long.

Gau dy
 haugh ty

sau cy
 for ty

Boun ty
 clou dy

* Vowels and diphthongs are called *broad*, when they take the sound of broad a, or are *proper* diphthongs.

the First Syllable

laugh ty
pal try

lord ly
stor my

drow sy
proud ly

Reading Lesson.

A cup and saucer.

Get some cowslips.

A pretty flower.

Water the plants.

A cloudy day.

A mountain is a very

A naughty boy.

high hill.

Section 7.

Words in which the vowel of the latter syllable,
is mute, or scarcely perceptible.

The first vowel short.

Ap ple*

per son

Bot tle

an kle

hea ven

coc kle

cac kle

rec kon

gob ble

can dle

Lit tle

cot ten

daz zle

kin dle

of ten

han dle

giv en

soft en

fas ten

lis ten

Buc kle

hap pen

pri son

bun dle

rat tle

mid dle

cruun ble

Gen tle

nim ble

dou ble

ket tle

sic kle*

do zen

les son

sin gle

glut ton

med dle

thim ble

pur ple

net tle

whis tle

sho vel

peb ble

wrin kle

trou ble

The first vowel long.

A ble

Nee dle

fright en

ba con

ea gle

light en

ba sin

e ven

ri pen

* Apple, happen, &c. should be pronounced as if they were writ.
ten, ap pl, hap pu.

Accent on

era dle
fa ble
ma son
ta ken
rai sin
ra ven
sta ble
ta ble

e vil
peo plo
rea son
sea son
stee ple
trea cle
Bi ble
bri dle

i dle
tri fle
No ble
bro ken
cho sen
fro zen
o pen
wo ven

Reading Lesson.

An idle girl.	The goose cackles.
A nimble boy.	The turkey gobbles.
A little child.	The raven croaks.
A black pebble.	Open the door.
A sweet apple.	Snuff the candles.
A double daisy.	Do not trouble me.

CHAPTER 2.

Words of two syllables, with the accent on the latter syllable.

Section 1.

Both the syllables short.

At tend
a mend
at tempt
la ment
a gain
a gainst
Ab surd
af front
a mong
a mongst
Ex cel

ex pect
neg lect
per verse
them selves
Dis tress
him self
it self
in tend
in vent
Dis tury
in dulge

in struct
in trust
Con fess
con sent
con tent
of fence
pos sess
Sub mit
un fit
un til
un twist

Reading Lesson

When you have done Be content with what
 wrong, confess it. you have.
 Try to excel others in Attend to what the
 learning. master says.
 Do not affront me. Do not disturb us.

Section 2.

Both the syllables long

Be have	de ceive	Be fore
de clare	re ceive	be hold
pre pare	re peat	be low
re late	Be hind	re pose
de lay	be sides	re store
re frain	de light	Mo rose
re main	di vide	re pose
Se rene	de ny	pro voke
se vere	de sign	De mure
be lieve	de sire	pre sume
be tween	re mind	re buke
de ceit	re quire	re fuse

Reading Lesson

Behave well. Do not provoke any
 Think before you speak. body.
 Do as your parents desire Deceive no one.
 you to do. A good boy delights
 Repeat your lesson. his friends.

Section 3.

The first syllable short, the second long.

A wake	ac cuse	sin cere
ac quaint	a muse	Dis like
a fraid	tra duce	dis guise

i dle
 tri fle
 No ble
 bro ken
 cho sen
 fro zen
 o pen
 wo ven

ckles.
 obbles.
 roaks.
 or.
 ndles.
 le me.

cent on the

in struct
 in trust
 Con fess
 con sent
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 of fence
 pos sess
 Sub mit
 un fit
 un til
 un twist

a way
 Ad mire
 a live
 a rise
 ar rive
 man kind
 A dore
 a go
 af ford
 a lone
 A buse

Accent on

Em brace
 ex plain
 main tain
 per suade
 Dis grace
 mis take
 dis dain
 mis laid
 Dis creet
 dis please
 in deed

in cane
 in quire
 in vite
 Un kind
 un ripe
 un tie
 sur prise
 Sup pose
 sup port
 un bolt
 un know

Reading Lesson.

Unripe fruit is not whole- Bees will not sting us,
 some. if we let them alone.
 Awake, it is time to get Go away now, but
 up. come again.
 If the dog barks, be not Be sincere in all you
 afraid. say or do.

Section 4.

The first syllable long, the second short.

De camp
 re pass
 re past
 se dan
 De fend
 de rend
 de serve
 di rect
 di vert
 pre fer
 pre serve

pre tend
 pre vent
 re fresh
 re gre
 re spect
 re quest
 Be gin
 de sist
 re sist
 re build
 Be long

be yond
 re solve
 re volve
 Re turn
 be come
 e nough
 pre judge
 Fo ment
 fore tell
 pro fess
 pro tect

Reading Lesson.

Come, begin your work.	We must return it to
Go on. Now you have	him.
done enough.	James is not well.
To whom does this book	We must try to divert
belong?	him.
To Charles. He lent it	He deserves favour.
to us.	I respect and love him.

Section 5.

The middle sounds of the vowels and diphthongs.

The first syllable short.

A larm	Ap prove	Dis prove
a part	ba boon	im prove
Dis arm	bal loon	in trude
dis card	dra goon	Buf foon
Em bark	rac koon	un do
en large	shal loon	un truth

The first syllable long.

De part	Re move
be calm	be hoove
re gard	re prove
re mark	re cruit

Reading Lesson.

The work is ill done :	To depart, is to go away
undo it.	from a place.
Try to improve.	To embark, means to
Never tell an untruth.	enter a ship.

Section 6.

The broad sounds of the vowels and diphthongs

The first syllable short.

A dorn	In form	ac counts
b hor	mis call	a leud

a broad
ap plaud
Ex hort
ex tort
per form

with draw
A noint
ap point
a void
A bout

al low
a roun:l
En joy
em ploy
em broil

The first syllable long.

Be cause
de fraud
de form
re call
re ward

De coy
de stroy
re coil
re joice
re join

De vour
de vout
re nounce
re nown
re sound

Reading Lesson.

That boy is happy, be- Read aloud, but not too
cause he is good. loud.
He performs his work Take care to avoid a
quickly and well. singing tone.
Shall we go abroad Do not miscall the
to-day? words.

CHAPTER 3.

Dissyllables which could not conveniently be arranged under either of the preceding chapters.*

Section i.

Containing a number of them differently accented.

Accent on the first syllable.

Can not
rag man
thank ful

bot tom
sor row
cur rants

fear ful
fe male
cry in

* The words in this chapter could not be omitted, as they are contained in the subsequent reading lessons. They are arranged with as much regard to pronunciation, as their variety would admit.

low
our:l
joy
ploy
broil

your
vout
nounce
nown
sound

t not too

avoid a

all the

spar row
emp ty
help less
lei sure
plea sure
sen tence
Chil blain
in to
wis dom
wo men
gar den
par don
spar kle
bush es
cuc koo
look ing
pud ding
su gar
wood en

hunts man
some times
up per
ut most
work house
care ful
grate ful
ta king
crea ture
cheer ful
wo man
wor sted
al most
al so
ai ways
fall en
for tune
for wards
morn ing

i ron
light ning
li lac'h
ri ses
wri ting
mo ment
mourn ful
no tice
ro ses
use ful
hors es
scorch es
tor ture
talk ing
walk ing
hous es
out side
loi ter
noi sy

ently be
ng chap-

ntly ac-

as sist
fa tigue
com mand
con fine
in crease
with in
with out

up on
un less
pur sue
per haps
her self
be come
fire side

o blige
o bey
pro vide
for give
for get
our selves
your selves

Accent on the second syllable.

ear ful
e male
ry in

s they a
e arrange
ould adm

Reading Lesson.

I love to hear the cuc- My parents provide ma-
koo. ny things for me.
How sweet the garden I should always be
smells! grateful to them.

E

gild ed
sift ed
last ed
pat ted
card ed
cart ed
part ed

wait ed
wast ed
feast ed
seat ed
treat ed
mind ed
slight ed

roast ed
scold ed
count ed
shout ed
pound ed
halt ed
want ed

Reading Lesson.

James has thatched his little cottage. The hen has hatched some very pretty chickens.
He has worked hard to-day. We counted more than a dozen.
He is very much tired. We are all much pleased with them.
He should be kindly treated.

CHAPTER 4.

Promiscuous reading lessons.

Section 1.

Hay making.

Hark! what noise is that? It is the mower whetting his sithe. He is going to cut down the grass, and the pretty flowers. The sithe is very sharp. Do not go too near it.

Come into this field. See, all the grass is cut down. There is a great number of men and women, with their forks and rakes. They toss, and spread, and turn the new-mown grass. Now they are making it into cocks. How hard they work! Come, let us help to make hay.

O it is very hot!

No matter; we must make hay while the sun

shines. How sweet the hay smells! When the hay is quite dry, it must be made into stacks.

Hay is for sheep, and cows, and horses, to eat, in winter, when grass does not grow.

Section 2.

Thunder and lightning.

There has not been any rain for a great while. The ground is very dry, and hard. The grass does not look green as it used to do. It is brown: it is scorched by the sun. If it do not rain soon, we must water the trees and flowers, else they will die.

The sun does not shine now: but it is very hot. It is quite sultry. There is no wind at all. The leaves on the trees do not move. The sky looks very black; and how dark it is! Ha! what a bright light shone through the room! Now it is gone. It did not last long. What was it? It was lightning.

Lightning comes from the clouds.

Now it lightens again.

What a noise there is in the air, just over our heads! That is thunder.

How loud the thunder is!

It begins to rain. O what large drops! Now it rains very fast.

Section 3.

Harvest.

The storm is over. It is very pleasant now. It is not so hot as it was before the rain came, and the thunder, and the lightning. How sweet the flowers smell! The trees, and the hedges, and the grass, look fresh and green.

Let us go into the corn fields to see if the corn is ripe. Yes, it is quite brown: it is ripe. There are the reapers, with their sharp sickles. They are cutting down the corn.

This is a grain of corn. This is an ear of corn. What grows upon a single stalk, is called an ear. The stalk on which the corn grows, makes straw. This bundle of corn is called a sheaf. This is a shock. There are many sheaves in a shock.

When the corn is dry, it must be taken to the barn, to be thrashed. Then it must be sent to the mill, to be ground. When it is ground, it is called flour.

There are some little boys and girls picking up ears of corn. They are gleaning. There is a poor old man gleanng. He is very old, indeed. His hair is quite white. His hands shake. He is almost too old to work; but he does not like to be idle. He has come a great way to pick up a few ears of corn; he is very much tired with walking about the fields, and stooping. He has dropped one of his little bundles of corn. Take it up, and carry it to him. Speak kindly to the poor old man. Now let us pick up a few ears of corn for him. Take them to him. They will help to make a loaf of bread for him.

Section 4.

The Partridge.

Hark! there is a gun let off; and a bird has dropped down, just at our feet. Ah! it is bloody. Its wing is broken. It cannot fly any farther.

Poor thing! how it flutters! It is going to die. Now it does not stir. It is quite dead.

What bird is it? It is a partridge. There is a man with a gun in his hand. He is coming to fetch the partridge. Now he has let off his gun again. He has shot a very pretty bird indeed. It has red, and green, and purple feathers. What a fine tail it has! This bird is a great deal larger than a partridge. It is a pheasant.

Section 5.

The Orchard.

Let us go into the orchard. The apples are ripe. We must gather them. Fetch that little basket. There is a man in that tree. He will gather all the apples that grow on those high branches. Do not climb up the ladder. Gather the apples that are on the ground.

Look at those poor little girls standing at the gate. They want to come in. They want some apples. Their fathers and mothers have no fields, nor orchards, nor gardens.

Poor little girls! Shall we give them some apples?

Yes; fill that basket with fine ripe apples, and give them to the little girls. O, now they are glad. How kindly they thank us! They are gone home. Perhaps, they will give some of their apples to their fathers and mothers, and little brothers and sisters.

Section 6.

The Robin.

Scrape your shoes. Do not bring any dirt into the room.

Come in. If your hands are very cold, rub them: if you hold them to the fire, you will have chilblains, which are very painful indeed.

Shut the window, Ann.

Ha! there is a pretty little robin flying about the room. We must give him something to eat. Fetch some bread for him. Throw the crumbs on the floor.

Eat, pretty robin, eat.

He will not eat: I believe he is afraid of us. He looks about, and wonders where he is.

O, he begins to eat! He is not afraid now. He is very hungry.

How pretty it is to see him pick up the crumbs, and hop about upon the floor, the table and the chairs! Perhaps, when he has done eating, he will sing us a song.

But we must not keep him here always. Birds do not like to be shut up in a room, or in a cage. They like to fly about in the air, and to pick up seeds and worms in the fields, and to hop about on the grass, and to sing perched upon the branches of high trees. And in spring, how busy they are building their nests, and taking care of their young ones!

Robin has flown against the window: he wants to get out. Well, we will open the window, and, if he chooses, he may fly away.

There, now he is gone.

When he is hungry, he may come again. We will give him some more crumbs.

Section 7.

The Seasons.

It is winter now, cold winter. It freezes. The pond is frozen, and the river is frozen. We can walk upon the river now. Do not be afraid; the ice is very thick, and hard. There is a man skating; and there are some boys sliding.

It snows. How fast it snows! We cannot see the grass, nor the gravel walk, nor the road. There is thick snow upon the trees, and the hedges. How pretty the snow is! Snow comes from the clouds.

Bring some snow to the fire. See, how it melts! It is all gone now: there is nothing but water. When the sun shines, and the weather is warmer, the snow that is on the ground will melt; and it will sink into the earth as the rain does.

When winter is quite over, spring will come again. O, spring is very pleasant! there will be daisies, and cowslips, and a great many pretty flowers; there will be blossoms and green leaves upon the trees; and there will be young lambs, and chickens, and goslings. The birds will sing sweetly; and they will be very busy picking up bits of hay, and moss, and wool, to build their nests with: and the cuckoo will sing cuckoo, cuckoo. The days will be longer than they are in winter, and the weather will be warmer.

When spring is over, it will be summer. Then the weather is hot, and the days are long. There will be hay time and harvest, and thunder and lightning. The fruit will be ripe; cherries, cur-

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rants, peaches, and plums, and a great many other kinds of fruit; and there will be moss roses that smell so sweet, and fine pinks.

When summer is over, the days will become short; there will be very few flowers left, in the fields, and in the gardens; the leaves on the trees will begin to fade, and they will fall off. The weather will be cold, and there will be thick fogs. But it will not be winter as soon as summer is over. No; it will be autumn. Then apples and pears, filberts and walnuts, will be ripe.

When autumn is over, winter, cold winter, will come again; and frost, ice, and snow, and short, dark days, and long nights.

Spring, summer, autumn, winter. And what are these called?

They are called seasons.

Section 8.

The Lamb.

It is very cold. And how high the wind is! There is a tree blown down.

What has that man in his arms?

It is a young lamb.

Poor thing! how it bleats! It wants its mother. It is crying for her. I wish she could hear it: but she cannot hear; she is dead.

Pray, shepherd, take good care of the little lamb, and give it nice new milk to drink, and keep it warm; and when it can take care of itself, and the weather is pleasant, let it sport and frisk about in the fields, and be very merry.

We must not go any further now. The sky

looks very black. I think there will be a heavy shower soon.

Section 9.

Sheep shearing.

What is that man doing to the sheep?

He is cutting off their soft, thick wool. He is shearing them. The large scissors that he has in his hand, are called shears. It does not hurt the sheep to have their wool cut off. They can do without it now, the weather is so warm.

And will the wool be thrown away?

No. It will not be thrown away. Charles's coat is made of wool. Blankets are made of wool; and so are carpets, and flannel, and a great many things. But the wool must be carded first, and spun, and woven, and dyed.

There is a woman spinning. She has a very large wheel. That is wool which she has in her hand. She is spinning for her husband, and her children.

That little girl is carding the wool. She is making it ready for her mother to spin.

Section 10.

Boys looking for birds' nests.

What are those boys looking for, in the hedges, and among the bushes?

Little boys, what do you want?

We are looking for birds' nests. We want some eggs, and some young birds.

But why should you take the eggs, and the young birds? They will do you no good; and the old birds who have taken so much pains to

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build their nests, will be very sorry, indeed, to lose their eggs, and their young ones. You cannot feed the young birds so well as they can; nor take so good care of them; nor keep them warm at nights.

Some little boys who steal young birds from their soft, warm nests, and from the parent birds, soon grow tired of them, and forget to feed them; then the little birds die. The old birds are never tired of their young ones; and never leave off feeding them, till they can fly, and take care of themselves.

A little boy took a young bird from its nest; but very soon he was tired of it, and did not like the trouble of feeding it, and wanted to get rid of it. He asked some little boys whom he met, if they would have it; but they said they did not want it. They told him to carry it back to the nest whence he had taken it; but he would not: he threw the bird into the water, and drowned it. O what a cruel boy!

Little boys, if you find any nests, do not rob the poor birds of their eggs, and their young ones. You may look at the little birds, in their nests: but do not frighten them; do not hurt them; do not take them away from their kind parents, and from their soft, clean, warm nests. You would not like, (would you?) that any body should take you from your fathers and mothers, and your own homes; and keep you always shut up, quite alone, in a very small place; and feed you in a very strange way, or almost starve you to death.

CHAPTER 5.*

Words of three syllables.

Section 1.

The accent on the first syllable.

All the syllables short.†

Al pha bet	ca ta logue
a va rice	cha rac ter
bash ful ness	cin na mon
blun der er	cot ta ges
ca bi net	co vet ous
can dle stick	dif fer ence
ca nis ter	em pe ror
car pen ter	ex cel lent
Fa ther less	nec ta rine
fish er man	nut crack era
fri vo lous	o ran ges
gar den er	pil fer er
ga ther ing	pri son er
ge ne rous	pros per ous
gen tle man	pu nish ment
gin ger bread	quar rel some
go vern ess	quick sil ver
go vern or	ra ven ous
grand fa ther	rot ten ness
grand mo ther	se ve ral
grass hop per	se pa rate

* The arrangement of the words in this chapter, besides aiding, in some degree, the pronunciation, will render the learner's progress much easier than those arrangements, which require frequent and perplexing transitions from a word composed of short syllables, to another of long ones, and *vice versa*.

† To prevent embarrassment from too many subdivisions, the middle sounds, in this chapter, are included under the short; and the broad sounds, under the long ones.

three Syllables.

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All the syllables short

hand ker chief
hus band man
ka len dar
jes sa mine
la ven der
le ve ret
li be ral
mid sum mer
mil li ner
mi nis ter

shut tle cock
sil ver smith
spec ta cles
ten der ness
tra vel ler
trou ble some
va ga bond
web foot ed
wick ed ness
won der ful

All the syllables long.

Cru ci fy
de vi ate
ea si ly
la dy fly

po e try
rose ma ry
se cre cy
sla ve ry

The two first short, the last long.

Af ter ward
but ter fly
co lum bine
com pa ny
con tra ry
e ve ry
e ver green
ex er cise
flat te ry
gal le ry
goose ber ry
his to ry
ho nes ty
in dus try
in fan cy
man ful ly

me mo ry
mo de rate
mo dest ly
mul ber ry
nur se ry
pa ra dise
po ver ty
pre sent ly
pro per ly
rasp ber ry
sa tis fy
slip pe ry
some bo dy
vic to ry
wil ling ly
ves ter day

The two first long, the last short.

A pri cot
beau ti ful
du ti ful
coun te nance
cu ri ous
glo ri ous
gree di ness

hay ma ker
la zi ness
moun te bank
sau ci ness
shoe ma ker
vi o let
vi o lent

The first short, the others long.

Ap pe tite
ar ti choke
ca li co
ca to chise
di mi ty
e ne my
fur ni ture

har mo ny
in di go
mer ri ly
ob sti nate
pet ti coat
pret ti ly
sig ni fy

The first long, the others short.

Al ma nac
cow ard ice
dan ger ous
di a per
di a logue
di a mond
e ven ing

fool ish ness
hy a cinth
i dle ness
la bour er
pow er ful
or na ment
qui et ness

The middle short, the others long.

Al rea dy
care ful ly
cham ber maid
de cen cy
faith ful ly
gor man dize
grate ful ly
i vo ry

night in gale
no bo dy
peace a bly
peace ful ly
play fel low
pri vate ly
straw ber ry
ta ble cloth

mourn ful ly

wheel bar row

The middle long, the others short.

Ac ci dent.

in do lent

a ni mal

ig no rant

ar ro gant

in no cent

brick lay er

in so lent

clean li ness

me di cine

con so nant

mer ci ful

daf fo dil

mer ri ment

di li gence

mis chiev ous

dif fi cult

of fi cer

e le phant

plen ti ful

gun pow der

pro vi dence

hap pi ness

quad ru ped

Reading Lesson, adapted to the preceding section.

White and black mulberries.

A fine large apricot.

Yellow jessamine.

Pink, and blue, and white hyacinths.

How sweet the violets smell!

A silk handkerchief.

A damask or diaper table cloth.

Muslin, calico, and dimity, are made of cotton.

Cotton grows in a pod, on a small tree, in warm countries.

A quadruped is an animal with four feet.

Cows, and sheep, and horses, are quadrupeds.

An elephant is the largest of quadrupeds.

Ivory is the tusk, or teeth, of elephants.

A leveret is a young hare.

Nobody that is able to work, should be idle

Learn something useful every day.

Beautiful animals are not the most useful.

Section 2.

The accent on the second syllable.

All the syllables short.

A bun dance
 ad van tage
 a mend ment
 a no ther
 ap pren tice
 at ten tive
 com mand ment
 con si der
 con tent ment
 dis trust ful
 en dea vour

in debt ed
 in dal gence
 in struct er
 mis con duct
 neg lect ful
 of fen sive
 sub mis sive
 um brel la
 un plea sant
 when e ver
 what e ver

A l the syllables long.

de mure ly
 hu mane ly
 po lite ly

po ta to
 se rene ly
 se vere ly

The two first short, the last long.

Ad ven ture
 con tem plate
 con ti nue
 dis fi gure

dis tinct ly
 dis tri bute
 ex act ly
 un clean ly

The two first long, the last short.

Be tray er
 cre a tor
 de ceit ful
 de co rum
 de light ful
 de lu sive
 de mure ness
 de ni al

de stroy er
 de vour er
 di vi ded
 o bli ging
 re deem er
 re main der
 re ward er
 se du cer

three Syllables.

65

The first short, the others long.

Bal co ny	sin cere ly
com plete ly	un ea sy
im pure ly	un seem ly
in qui ry	un ti dy

The first long, the others short.

Be gin ning	re sem ble
be long ing	e le ven
de can ter	e pis tle
de pend ent	me cha nic
for got ten	re sist ance
re luo tant	re venge ful
re mem ber	to ge ther
re miss ness	wher e ver

The middle long, the others short.

A bu sive	em broi der
ac quaint ance	em ploy ment
a gree ment	en light en
a muse ment	en tice ment
as su rance	for sa ken
con tri vance	in de cent
dis ci ple	in hu man
dis dain ful	un a ble
dis grace ful	un grate ful

Reading Lesson.

When you read, or speak, pronounce every word distinctly.

Endeavour to improve, and try to remember what you have learned.

Be kind and obliging to every body.

Let all your amusements be innocent.

Remember a kindness, and never be ungrate-ful.

A revengeful temper shows a bad heart, and is very troublesome to him that has it.

Section 3.

The accent on the last syllable.

All the syllables short.

Con tra dict	in ter mix
dis con tent	re com mend
in cor rect	un der stand

The two first short, the last long.

Dis a gree	in ter cede
dis ap point	ma ga zine
dis en gage	un der take
en ter tain	vo lun teer

The first short, the others long.

Dis o bey	mis be have
dis o blige	re fu gee
dis u nite	un be lief

The middle short, the others long.

O ver hear	o ver bear
o ver take	su per scribe
o ver flow	su per fine

The middle long, the others short.

Com plai sance	cor re spond
com pre hend	re pre sent
con de scend	re pri mand

Reading Lesson.

adapted to the preceding section.

Never disagree with your playfellows.
 If you disoblige others, they will disoblige you.
 Some children are apt to contradict, but every
 body dislikes such a temper.

When you do not understand a thing, and mo-

destly inquire, your friends will condescend to instruct you.

To superscribe signifies to write on the top or outside. Charles will superscribe or direct his letter.

To reprimand signifies to reprove a person for some fault. James has received a reprimand for neglecting his lesson.

Never try to overhear persons who are speaking privately.

If any thing disappoints you, try to be content.

People who can read well, and who love to read, can entertain themselves with books.

CHAPTER 6.

Promiscuous reading lessons.

Section 1.

The Sun.

The sun rises in the east; and when he rises, it is day.

He shines upon the trees and the houses, and upon the water; and every thing looks sparkling and beautiful, when he shines upon it. He gives us light and heat; it is he that makes it warm. He makes the fruit ripen, and the corn ripen. If he did not shine upon the fields, and upon the gardens, nothing would grow.

Sometimes he takes off his crown of bright rays, and wraps up his head in thin silver clouds, and then we may look at him; but when there are no clouds, and he shines with all his brightness at noonday, we cannot look at him, for he would dazzle our eyes and make us blind. Only

the eagle can look at him then : the eagle with his strong piercing eye can gaze upon him always.

When the sun is going to rise in the morning, and make it day, the lark flies up in the sky to meet him, and sings sweetly in the air ; and the cock crows loud to tell every body that he is coming : but the owl and the bat fly away when they see him, and hide themselves in old walls and hollow trees ; and the lion and the tiger go into their dens and caves, where they sleep all the day.

He shines in all countries, all over the earth. He is the most beautiful and glorious creature that can be seen in the whole world.

Section 2.

The Moon.

The moon shines to give us light in the night, when the sun is set. She is very beautiful, and white like silver. We may look at her always, for she is not so bright as to dazzle our eyes, and she never scorches us. She is mild and gentle. She lets even the little glow-worms shine, which are quite dark by day. The stars shine all round her, but she seems larger and brighter than the stars, and looks like a large pearl amongst a great many small sparkling diamonds.

When you are asleep, she shines through your curtains with her gentle beams, and seems to say, Sleep on, poor little tired boys, I will not disturb you. The nightingale sings to her, and sings better than all the birds of the air. She

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sits upon a thorn, and sings sweetly all the night long, while the dew lies upon the grass, and every thing around is still and silent.

Section 3.

The Swan.

All birds that swim in the water are web-footed. Their toes are joined together by a skin that grows between them; that is being web-footed; and it helps the birds to swim well, for then their feet are like the fins of a fish.

The swan is a large bird, larger than a goose. Its bill is red, but the sides of it are black; and it has black about its eyes. Its legs are dusky, but its feet are red, and it is web-footed. Its body is all white, as white as snow, and very beautiful. It has a very long neck. It lives in rivers and lakes; and eats plants that grow in the water, and seeds, and little insects, and snails.

It does not look pretty when it walks upon the ground, for it cannot walk well; but when it is in the water, swimming smoothly along, arching its long neck, and dipping its white breast, with which it makes way through the water, it is the most graceful of all birds.

The swan builds her nest amongst the reeds and rushes. The nest is made of sticks and long grass; and it is very large and high. The eggs which she lays are white, and very large, larger a great deal than a goose's egg; and she sits upon them for two months: then they are hatched, and the young ones come out. They

are called cygnets. They are not white at first, but grayish.

If any body were to come near the swan, when she is in the nest, sitting upon her eggs, or when she has young ones, she would fly at him; for she is very fierce to defend her young: and if he were to come to take them away, she would beat him down with her strong wings, and perhaps break his arm. The swan lives a very great while.

Section 4.

The Hare.

Ha! what is there amongst the furze? I can see only its eyes. It has very large full eyes. It is a hare. It is in its form, or house, squatting down amongst the bushes to hide itself, for it is very fearful.

The hare is very innocent and gentle. Its colour is brown; but in countries which are very cold, it turns white as snow. It has a short bushy tail; its lip is parted, and very hairy; and it always moves its lips. Its hind legs are very long, that it may run the better. The hare feeds upon herbs, and roots, and the bark of young trees, and green corn; and sometimes it will creep through the hedge, and steal into the gardens, to eat pinks and a little parsley; and it loves to play and skip about by moonlight, and to bite the tender blades of grass, when the dew is upon them; but in the daytime it sleeps in its form.

She sleeps with her eyes open, because she is

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very fearful and timid; and when she hears the least noise, she starts, and pricks up her large ears. And when the huntsman sounds his horn, and the poor harmless hare hears the dogs coming, she runs away very swiftly straight forward, stretching her legs, and leaves them all behind. But the dogs pursue her, and she grows tired, and cannot run so fast as at first. Then she doubles, and turns, and runs back to her form, that the hounds may not find her; but they run with their noses to the ground, smelling till they have found her out. So when she has run five or six miles, at last she stops, and pants for breath, and can run no further. Then the hounds come up, and tear her, and kill her

When she is dead, her little limbs which moved so fast, grow quite stiff, and cannot move at all. Her poor little heart, that beat so quick, is quite stiff and cold; and her round full eyes are dull and dim; and her soft furry skin is all torn and bloody.

Section 5.

The good Boy.

The good boy loves his parents very dearly. He always minds what they say to him, and tries to please them. If they desire him not to do a thing, he does it not: if they desire him to do a thing, he does it. When they deny him what he wants, he does not grumble, or pout out his lips, or look angry: but he thinks that his parents know what is proper for him, better than he does, because they are wiser than he is.

He loves his teachers, and all who tell him what is good. He likes to read, and to write, and to learn something fresh every day. He hopes that if he lives to be a man, he shall know a great many things, and be very wise and good.

He is kind to his brothers and sisters, and all his little playfellows. He never fights, nor quarrels with them, nor calls them names. When he sees them do wrong, he is sorry, and tries to persuade them to do better.

He does not speak rudely to any body. If he sees any persons who are lame, or crooked, or very old, he does not laugh at them, nor mock them; but he is glad when he can do them any service.

He is kind even to dumb creatures: for he knows that though they cannot speak, they can feel as well as we. Even those animals which he does not think pretty, he takes care not to hurt. He likes very much to see the birds pick up bits of hay, and moss, and wool, to build their nests with; and he likes to see the hen sitting on her nest, or feeding her young ones; and to see the little birds in their nest, and hear them chirp. Sometimes, he looks about in the bushes, and in the trees, and amongst the strawberry plants, to find nests: but when he has found them, he only just peeps at them; he would rather not see the little birds, than frighten them, or do them any harm.

He never takes any thing that does not belong to him, or meddles with it, without leave. When he walks in his father's garden, he does not pull

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flowers, or gather fruit, unless he is told that he may do so. The apples that are fallen on the ground, he picks up, and carries to his mother.

He never tells a lie. If he has done any mischief, he confesses it, and says he is very sorry, and will try to do so no more: and nobody can be angry with him.

When he lies down at night, he tries to remember all he has been doing, and learning in the day. If he has done wrong, he is sorry, and hopes he shall do so no more; and that God who is so good, will love and bless him.—He loves to pray to God, and to hear and read about him; and to go with his parents and friends to worship God.

Every body that knows this good boy, loves him, and speaks well of him, and is kind to him: and he is very happy.

PART III.

Words less familiar to Children—Correspondent reading lessons—Miscellaneous articles—Rules for spelling, and pronunciation.

When the learner has been carefully taught the lessons, contained in the first and second parts of the book, and been confirmed in the general principles of pronunciation, it will be less necessary (even if it were practicable) to pursue the preceding mode of arrangement, to enable him to pronounce the words in the remaining part of the work. Some aid he will occasionally receive: but, in general, he will now derive more advantage from the exercise of his memory and judgment. The words of the first chapter are, however, such as children frequently hear; and the arrangement is calculated to prevent discordant and difficult transitions.

In arranging the words into syllables, the author has not considered the letters, or terminations, tion, tious, scious, science, &c. as distinct syllables. By dividing these terminations, the gradations in spelling a word that contains them, are easy to the learner; and the perplexity of many different and irregular combinations, is avoided.—See the nineteenth chapter, on the division of syllables.

CHAPTER I.

Words of three and more syllables.

Section 1.

Words ending in tion, &c. pronounced as two syllables, with accent on the first syllable.

1. The accented syllable short.*

Ac ti on	mar ti al
cap ti ous	men ti on
con sci ence	mil li on

* By arranging the words according to the quantity of the accented syllable, pronunciation is aided; the transition from word to word; and the inconvenience of the double accent, is avoided.

Tion, &c. in this section, are pronounced thus,

Tion and sion	like shun.
Tious, scious, and cious	like shus.
science and tience	like shence.
Tial and cial	like shal.
Zier and sier	like shur.
Ion, preceded by Z or n,	like yun.

con sci ous
 fac ti ous
 fac ti on
 frac ti on
 junc ti on
 lus ci ous
 man si on
 pil li on
 pi ni on
 pre ci ous
 sec ti on
 ses si on

mi ni on
 mis si on
 nap ti al
 op ti on
 par ti al
 pas si on
 pen si on
 spe ci al
 suc ti on
 une ti on
 ver si on
 vi ci ous

2. accented syllable long.

an ci ent
 auc ti on
 bra si er
 cau ti on
 cau ti ous
 gla zi er
 gra ci ous
 ho si er
 mo ti on
 na ti on

no ti on
 pa ti ence
 pa ti ent
 por ti on
 po ti on
 quo ti ent
 so ci al
 spa ci ous
 spe ci ous
 sta ti on

Section 2

Words of three syllables.

Accent on the first syllable

1. The accented syllable short.

ac cu rate
 af fa ble
 be ne fit
 cha ri ty
 com pa ny

jus ti fy
 lux u ry
 mas cu line
 no vel ty
 ob sta cle

cus tom er
e vi dent
her mit age
im pu dent

per se cute
pos si ble
spec ta cle
tes ta ment

2. The accented syllable long.

a li en
co gen cy
di a dem
dra pe ry
du ra ble
fe ver ish
fu ne ral
glo ri fy
grace ful ness

ho li ness
kna vish ly
lu na tic
mu ta ble
no ti fy
pi e ty
re cent ly
va can cy
vi o late

Accent on the second syllable.

1. The accented syllable short.

ac com plish
af fect ing
at tend ance
con nect ed
con sump tive
de li ver
de mon strate
dis co ver
dis ho nest
do mes tic

em bel lish
for get ful
im mo dest
in ha bit
in ter pret
oc cur rence
of fend er
to bac co
tri umph ant
un com mon

2. The accented syllable long.

ad vi ser
ap pear ance
at tain ment
ca the dral
de ceiv er

he ro ic
ma ture ly
per fu mer
per sua sive
po ma tum

de c
de l
dif f
en v
ex a

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Af f
at t
com
com
con
con
de l
de s
e le

ca
con
con
cre
d
fal
fou
im
na

ad
an

de ci sive
de lu sive
dif fu sive
en vi rons
ex alt ed

re view er
se cure ly
spec ta tor
tri bu nal
un time ly

Section 3.

Words ending in *tion*, &c. pronounced as three syllables, with the accent on the second syllable.

1. The accented syllable short.

Af fec ti on
at ten ti on
com pa ni on
com pas si on
con di ti on
con fes si on
de li ci ous
de scrip ti on
e lec ti on

es sen ti al
ex pres si on
in struc ti on
li cen ti ous
ob jec ti on
per fec ti on
pro vin ci al
sub stan ti al
suf fi ci ent

2. The accented syllable long.

ca pa ci ous
con clu si on
con fu si on
cre a ti on
de vo ti on
fal la ci ous
foun da ti on
im pa ti ent
nar ra ti on

o ra ti on
pol lu ti on
pro por ti on
re la ti en
sal va ti on
temp ta ti on
trans la ti on
va ca ti on
vex a ti on

Section 4.

Words of four syllables.

Accent on the first syllable.

1. The accented syllable short.

ad mi ra ble
an nu al ly

in te rest ing
mi se ra ble

ca ter pil lar
cha ri ta ble
com fort a ble
di li gent ly
ha ber dash er
ho nour a ble
in ti ma cy

ne ces sa ry
ob sti na cy
pro fit a ble
se cre ta ry
to le ra ble
tran si to ry
ve ge ta ble

2. The accented syllable long.

a mi a ble
a vi a ry
beau ti ful ly
co pi ous ly
dan ger ous ly
for mi da ble
fraud u lent ly
hu mour ous ly
lu mi na ry

mo ment a ry
mu si cal ly
nu me rous ly
or di na ry
pu ri fi er
rea son a ble
right e ous ness
sea son a bly
va ri a ble

Accent on the second syllable.

1. The accented syllable short.

ab surd i ty
ad ver si ty
bar ba ri ty
be ne vo lent
ca pa ci ty
com mend a ble
con si der ate
di mi nu tive
ex pe ri ment
ex tra va gant

in dus tri ous
in ha bi tant
no bi li ty
par ti cu lar
pros pe ri ty
ri di cu lous
sin ce ri ty
so li cit ous
ty ran ni cal
un man ner ly

2. The accented syllable long.

ab ste mi ous
a bu sive ly

ex ceed ing ly
ex cu sa ble

a gree a ble
 cen so ri ous
 con ve ni ent
 de plo ra ble
 de si ra ble
 e lu ci date
 e nu me rate
 er ro ne ous

gram ma ri an
 in ca pa ble
 in de cen cy
 la bo ri ous
 ma te ri al
 ob scu ri ty
 su pe ri or
 va ri e ty

Accent on the third syllable.

1. The accented syllable short.

ac ci dent al
 ap pre hen sive
 be ne fac tor
 com pli ment al
 com pre hen sive
 cor re spond ence
 dis ad van tage
 dis con tent ed
 e pi de mic
 in ad vert ence

in con sist ent
 in of fen sive
 ma le fac tor
 ma nu fac ture
 me mo ran dum
 or na ment al
 pa ra ly tic
 sci en ti fic
 un be com ing
 u ni ver sal

2. The accented syllable long.

af fi da vit
 an no ta tor
 an te ce dent
 bar ri ca do
 has ti na do
 com ment a tor
 Jan de li on
 dis a gree ment
 dis ap point ed
 dis com po sure

eu ro pe an
 hy me ne al
 ig no ra mus
 in co he rent
 in ter fe rence
 me di a tor
 mo de ra tor
 op por tune ly
 se mi co lon
 vir tu o so

Section 5.

Words ending in *tion*, &c. pronounced as four syllables, with accent on the third syllable.

1. The accented syllable short.

a va ri ci ous
con de scen si on
con sci en ti ous
de fi ni ti on
dis qui si ti on
e qui noc ti al
ex pe di ti on
ex pe di ti ous
im per fec ti on

in au spi ci ous
in suf fi ci ent
op po si ti on
pe ni ten ti al
pre ju di ci al
pre pos ses si on
re qui si ti on
sa tis fac ti on
su per sti ti ous

2. The accented syllable long.

ab so lu ti on
ad mi ra ti on
ap pli ca ti on
ap pro ba ti on
com pi la ti on
con ver sa ti on
cul ti va ti on
de mon stra ti on
e du ca ti on

ef fi ca ci ous
e mu la ti on
in cli na ti on
in vi ta ti on
ob ser va ti on
pre pa ra ti on
pro vo ca ti on
re sig na ti on
re so lu ti on

Section 6.

Words of five syllables.

Accent on the second syllable.

1 The accented syllable short.

a bo mi na ble
a po the ca ry
con si de ra ble
con ti nu al ly
dis ho nour a ble
dis in te rest ed

in com pa ra ble
in es ti ma ble
pre pa ra to ry
re po si to ry
un cha ri ta ble
un com fort a ble

ex pla na to ry
i ma gin a ry
im prac ti ca ble

un go vern a ble
un ne ces sa ry
un par don a ble

2. The accented syllable long.

cen so ri ous ly
con i mu ni ca ble
com mu ni ca tive
fe lo ni ous ly
im me di ate ly
in du bi ta ble
in vi o la ble
la bo ri ous ly
lux u ri ant ly

ma te ri al ly
mys te ri ous ly
no to ri ous ly
ob se qui ous ness
pe cu ni a ry
re me di a ble
re mu ne ra tive
un rea son a ble
vic to ri ous ly

Accent on the third syllable.

1. The accented syllable short.

a ca de mi cal
al pha bet i cal
a ni mo si ty
an ni ver sa ry
chris ti an i ty
con tra dic to ry
cu ri o si ty
ge o gra phi cal
hos pi tal i ty
im mo ral i ty

in ci vil i ty
in dis pen sa ble
in fi del i ty
in sig ni fi cant
ir re sist i ble
li be ral i ty
ma nu fac to ry
sa tis fac to ry
sen si bi li ty
u ni ver si ty

2. The accented syllable long.

am bi gu i ty
ce re mo ni ous
con tu me li ous
dis a gree a ble
dis o be di ence
ex com mu ni cate

in con ve ni ent
in de cli na ble
in ex cu sa ble
in ge nu i ty
in ter me di ate
jus ti fi a ble

im ma te ri al
im me mo ri al
im pro pri e ty
in con so la ble

me ri to ri ous
mis cel la ne ous
op por tu ni ty
un ac count a ble

Accent on the fourth syllable.

cha rac ter is tic
ec cle si as tic
en thu si as tic
e pi gram ma tic

ex pe ri ment al
su per a bun dance
ad mi nis tra tor
mul ti pli ca tor

Accent on the first syllable.

cus tom a ri ly
de di ca to ry
fi gu ra tive ly
la bo ra to ry

ne ces sa ri ly
or di na ri ly
po ly syl la ble
vo lun ta ri ly

Section 7.

Words ending in *tion*, &c. pronounced as five syllables, with the accent on the fourth syllable.

ab bre vi a ti on
ac com mo da ti on
al le vi a ti on
cir cum lo cu ti on
com mu ni ca ti on
con si der a ti on
con ti nu a ti on
de li be ra ti on
de ter mi na ti on

e qui vo ca ti on
ex a mi na ti on
in ter pre ta ti on
in ter ro ga ti on
jus ti fi ca ti on
re com mend a ti on
sig ni fi ca ti on
sub or di na ti on
ver si fi ca ti on

Section 8.

Words of six and seven syllables, properly accented.

in vó lun ta ri ly
un reá son a ble ness
ce re mó ni ous ly
dis o bé di ent ly

dis sa tis fá c to ry
e ty mo ló gi cal
fa mi li ár i ty
im mu ta bí li ty

em blem á ti cal ly
in con sí der ate ly
in con vé ni ent ly
in ter ró ga to ry
me ri tó ri ous ly
re com ménd a to ry
su per án nu a ted
su per nú me ra ry

in fal li bí li ty
pe cu li ár i ty
pre des ti ná ri an
su per in ténd en cy
u ni ver sál i ty
im ma te ri ál i ty
in cor rup ti bí li ty
va le tu di ná ri an

Section 9.

Reading Lesson,

adapted to the sections of this chapter.

A kind action gives pleasure, both to ourselves and the person to whom we are kind.

Violent passions make people miserable.

Charles was very ill, but he was patient. His friends treated him with great attention and compassion.

If we would gain knowledge, we must study very diligently.

A good education is a great blessing.

A caterpillar changes into a butterfly. All the butterflies, which we see flying about, were caterpillars once.

An apothecary sells medicines.

The haberdasher sells tape and thread, and pins and needles, and other small wares.

To think too highly of ourselves, is unbecoming and ridiculous.

If we expect others to love us, without our being kind and good, we shall be disappointed.

To fret because others are happier than we are is very unreasonable

We should remember, that if we let an opportunity of doing good, pass away, it will never return.

To do a thing voluntarily, signifies to do it willingly.

To be superannuated, is, to be unable to do things, on account of old age.

A valetudinarian is one that is sickly.

CHAPTER 2.

Promiscuous reading lessons.

Section 1.

The Boy and the Looking-glass.

A little boy, when his father and mother were from home, was playing at ball in a room where there was a looking-glass.

Before he began to play, he had turned the back of the looking-glass towards him, for fear he should break the glass. It would have been better, if he had gone out of doors to play at ball. As he was not a careless boy, I wonder he was not afraid of breaking the windows, as well as the looking-glass; but I suppose he did not think of that.

Whilst he was playing, and, perhaps, not thinking at all about the looking-glass, his ball struck the wooden back, and broke the glass. When he saw the mischief he had done, he was very sorry; and, I believe, he was afraid his father and mother would be displeased with him.

When his parents came home, he went to his father, and said; "Father, I have broken the best looking-glass in the house! and I am very sorry

for it." His father looked kindly at him, and said, "I would rather that all the looking-glasses in my house, should be broken, than that one of my children should tell an untruth."

The little boy hearing his father say this, and seeing that he was not angry, felt comforted; though, I suppose, he wished very much that he had not broken the looking-glass. After that time, when he met with an accident, he confessed it; and would not, on any account, tell an untruth.

Section 2.

The good Boy whose parents are rich.

The good boy whose parents are rich, has fine clothes to wear; and he rides on a pretty little horse, and in a coach; and has servants to wait on him: but he does not, for all that, think that he is better than other boys, whose parents are not rich.

He knows that all rich people are not good; and that God gives a great deal of money to some persons, in order that they may assist those who are poor

He speaks very kindly to all his father's servants. He does not call them to wait upon him, when they are at their meals, or very busy. If he wants them to do him a service, he asks them prettily; and thanks them for what they do for him. He never gives them any trouble that he can avoid; therefore, he is careful not to make dirt in the house, and not to break any thing, or put it out of its place, and not to tear his clothes

When any of the servants who wait upon him, are ill, he likes to go and see them; and he often thinks of them, and asks how they do.

He likes to go with his father, or his mother, to see poor people, in their cottages; and he gives them almost all the money he has.

When he sees little boys and girls, that are ragged, dirty, and rude, and that have nobody to teach them to read, and to give them good books, he is very sorry for them, and he often says, "If I were a n.an, and had a great deal of money, I think no person that lived near me should be very poor. I would build a great many pretty cottages for poor people to live in; and every cottage should have belonging to it a garden, and a field, in order that the poor people might have plenty of vegetables, and a cow, and a pig, and some poultry; and they should not pay me much rent. I would give clothes to the little boys and girls; and they should all learn to read, and to write, and to work, and to be very good."

Section 3.

The good boy whose parents are poor.

The good boy whose parents are poor, rises very early in the morning; and all day long, does as much as he can to help his father and mother.

When he goes to school, he walks quickly, and does not lose time on the road. "My parents," says he, "are very good, to save some of their money, in order that I may learn to read and write; but they cannot give much, nor can they spare me long; therefore I must learn as

fast as I can : if any body has time to lose, I am sure I have not. I should be very sorry, when I am a man, not to know how to read very well, in the Bible, and other good books ; and when I leave my parents, not to be able to read their letters, and to write them word where I am, and how I do. And I must learn accounts, for when I grow up, I shall have many things to reckon about my work, and what I buy : I shall perhaps have bills to make out, as my father has ; and perhaps I shall be employed in a shop."

When he has finished his lessons, he does not stay to play, but runs home ; he wants to see his father and mother, and to help them, and to nurse the little baby. He often sees naughty boys in the streets, and in the fields, fight, and steal, and do many sad things ; and he hears them swear, and call names, and tell lies : but he does not like to be with them, for fear they should make him as bad as they are ; and that any body who sees him with them, should think that he too is naughty.

When he is at home, he is very industrious. He takes care of the little children ; mends his clothes ; knits his stockings ; and spins worsted : or he weeds his father's garden, and hoes, and rakes it, and sows seed in it. Sometimes he goes with his father to work : then he is very glad ; and though he is but a little fellow, he works very hard, almost like a man. When he comes home to dinner, he says, " How hungry I am ! and how good this bread is, and this bacon ! Indeed, I think every thing we have, is very good.

I am glad I can work : I hope that I shall soon be able to earn all my clothes, and my food too."

When he sees little boys and girls riding on pretty horses, or in coaches, or walking with ladies and gentlemen, and having on very fine clothes, he does not envy them, nor wish to be like them. He says, "I have often been told, and I have read, that it is God who makes some to be poor, and some rich; that the rich have many troubles which we know nothing of; and that the poor, if they are but good, may be very happy: indeed, I think that when I am good, nobody can be happier than I am."

Section 4.

The attentive and industrious little Girl

She always minds what her father and mother say to her; and takes pains to learn whatever they are so kind as to teach her. She is never noisy or troublesome: so they like to have her with them, and they like to talk to her, and to instruct her.

She has learned to read so well, and she is so good a girl, that her father has given her several little books, which she reads in, by herself, whenever she likes; and she understands all that is in them.

She knows the meaning of a great many difficult words; and the names of a great many countries, cities, and towns, and she can find them upon a map. She can spell almost every little sentence that her father asks her to spell; and she can write very prettily, even without a copy; and she can do a great many sums on a slate

Whatever she does, she takes pains to do it well; and when she is doing one thing, she tries not to think of another.

If she has made a mistake, or done any thing wrong, she is sorry for it: and when she is told of a fault, she endeavours to avoid it, another time.

When she wants to know any thing, she asks her father, or her mother, to tell her; and she tries to understand, and to remember what they tell her: but if they do not think proper to answer her questions, she does not tease them, but says, "When I am older, they will perhaps instruct me;" and she thinks about something else.

She likes to sit by her mother, and sew, or knit. When she sews, she does not take long stitches, or pucker her work; but does it very neatly, just as her mother tells her to do. And she always keeps her work very clean: for if her hands are dirty, she washes them before she begins her work; and when she has finished it, she folds it up, and puts it by, very carefully, in her work-bag, or in a drawer. It is but very seldom indeed that she loses her thread, or needles, or any thing she has to work with. She keeps her needles and thread in her housewife: and she has a pincushion on which she puts her pins. She does not stick needles on her sleeve, or put pins in her mouth; for she has been told those are silly, dangerous tricks; and she always pays attention to what is said to her.

She takes care of her own clothes; and folds them up very neatly. She knows exactly where

she puts them ; and, I believe, she could find them even in the dark. When she sees a hole in her stockings, or her frock, or any of her clothes, she mends it, or asks her mother to have it mended she does not wait till the hole is very large ; for she remembers what her mother has told her, that " A stitch in time saves nine."

She does not like to waste any thing. She never throws away, or burns, crumbs of bread, or peelings of fruit, or little bits of muslin, or linen, or ends of thread : for she has seen the chickens and the little birds, picking up crumbs, and the pigs feeding upon peelings of fruit ; and she has seen the ragman go about gathering rags, which her mother has told her, he sells to people who make paper of them.

When she goes with her mother, into the kitchen, and the dairy, she takes notice of every thing she sees ; but she does not meddle with any thing, without leave. She knows how puddings, tarts, butter, and bread, are made.

She can iron her own clothes ; and she can make her own bed. She likes to feed the chickens and the young turkeys, and to give them clean water to drink, and to wash themselves in ; she likes to work in her little garden, to weed it, and to sow seeds and plant roots in it ; and she likes to do little jobs for her mother : she likes to be employed, and she likes to be useful.

If all little girls would be so attentive, and industrious, how they would delight their parents, and their kind friends ! and they would be much

happier themselves, than when they are obstinate, or idle, or ill-humoured, and will not learn any thing properly, or mind what is said to them

CHAPTER 3.

Names of persons and places.

Section 1.

Names of persons.

Accent on the first syllable.

Aa ron	Gil bert	Ma ry
A bel	Han nah	Mat thew
A dam	He len	Mo ses
Ag nes	Hen ry	Na than
An drew	Ho mer	Pe ter
An na	Ho race	Phe be
Ar thur	Hum phrey	Phi lip
Ca leb	I saac	Phil lis
Cæ sar	Ja cob	Ra chel
Cy rus	Jas per	Rich ard
Da vid	Jo seph	Ro bert
Ed ward	Ju dith	Ro ger
Em ma	Lau rence	Sa rah
E phraim	Leo nard	Si mon
Est her	Lew is	Ste phen
Fran ces	Lu cy	Tho mas
Fran cis	Mar tha	Wal ter

Accent on the first syllable.

A bi gail	Jef fery
A bra ham	Jo na than
An tho ny	Jo shu a
Ar chi baid	Ly di e
Bar ba ra	Mar ga ret
Ben ja min	Mi cha el

Ca ro line
 Ca tha rine
 Chris to pher
 Da ni el
 De bo rah
 Do ro thy
 Fro de ric
 Ga bri el
 I sa bel

Mor de cai
 Ni cho las
 O li ver
 Sa mu el
 Si me on
 So lo mon
 Ti mo thy
 Va len tine
 Wil li am

Accent on the second syllable.

A me li a
 Bar tho lo mew
 Cor ne li us
 E li za beth

E ze ki el
 Na tha ni el
 Pe ne lo pe
 The o phi lus

Section 2.

Names of places.

Countries.

Eu' rope
 Nór way
 Swé den
 Dén mark
 Rú ssi a
 Rú ssi a
 Rú ssi a
 Prús si a
 Aú stri a
 Bo hé mi a
 Hún ga ry
 Ba tá vi a
 Swit zor land
 I' ta ly
 France
 Spain
 Pór tu gal

A' FRI CA
 Mo roc oo
 Al giérs
 Tú nis
 Trí po li
 E' gypt
 Zaá ra
 Né gro land
 Nú bi a
 A bys sí ni a
 A ME' RI CA
 West-I'n dies
 Fló ri da
 Geór gi a
 Ca ro lí na
 Vir gjí ni a

E'n gland
 Wales
 Scót land
 Iré land
 A' SIA
 'Túr key
 'Tár ta ry
 Chí n
 Ja pái
 East-I'n dies
 Pér si a
 A rá bi a
 Rhode-Island
 Ver mónt
 Con néc ti cut
 New-Hámp shire
 Mas sa chú sets
 Ken tuc ky
 Ten nes seé

Lón don
 York
 Brís tol
 Glás gow
 E'din burgh
 Cork
 Dúb lin
 Hám burg
 A'm ster dam
 Rót ter dam
 Léy den
 Há no ver
 Vi én na

Má ry land
 Penn syl vá ni a
 New-Jér sey
 New-York
 Cá na da
 New-Brúns wick
 Nó va-Scó ti a
 Név found land
 Méx i co
 Ca li fór ni a
 Lou i si á na
 'Tér ra-Fir ma
 Pe rú
 A ma zó ni a
 Gui á na
 Bra zil
 Pa ra guáy
 Chí li
 Pa ta gó ni a

Cities

Pé ters burg
 Mós cow
 Stóck holm
 Co pen há gen
 Bèr lin
 Wár saw
 Dánt zic
 Ly' ons
 Ma dríd
 Bar ce lo na
 Cá diz
 Lis bon
 Bel grade



15 28 25
16 32 22
17 36 20
18

10
11
12
13
14

Prague	Con stan ti nó ple
Trent	A lép po
Fránk fort	Je rú sa lom
Brús sels	A lex án dri a
Bré da	Caí ro
Bá sil	Méc ca
Bern	Me di na
Ge né va	Cán ton
Rome	Pé kia
Ná ples	Que bec
Vé nice	Há li fax
Mán tu a	Bós ton
Leg hór n	Phi la dél pni a
Tu rín	Wásh ing ton
Fló rence	Charles-Town
Pá ris	Qui to

Section 3.

Reading Lesson,

adapted to the sections of this chapter.

Caroline and Amelia have had a fine morning walk. They met their brothers, Frederick and William; and they all returned cheerful and happy.

Many things that are used in this country, come from other places.—Figs and raisins, oranges and lemons, come from Spain, Italy, and Portugal.

Rice and sugar come from the East and West-Indies. Nutmegs, cinnamon, cloves, pepper, and other spices, come from the East-Indies.

Tobacco grows in Virginia; indigo in Carolina. Tea grows in China; coffee, in Turkey.

and the West-Indies. Prunes and olives grow in France and Spain.

Gold and silver come from Mexico and Peru; marble, from Italy and Turkey; and ivory from Africa.

Diamonds, pearls, and other precious stones, are found in the East-Indies, and in South America.

CHAPTER 4.

Promiscuous reading lessons.

Section 1.

The Boy of Dundee.

A poor widow* used to spin and work very hard, in order that she might maintain herself, and her little son. She could not read; but she wished her son might learn, and she sent him to school. As he took pains, he learned to read very well.

When he was about twelve years of age, his mother had a paralytic stroke, and lost the use of her limbs; so she was obliged to lie in bed all day long, and she could not spin, or work any more.

As she had not been able to save any money, she could not hire any body to clean her house, and to work for her; and she was very much distressed. A poor woman who was her neighbour, used sometimes to call in to assist her, and to do little jobs for her: but her son was her great comfort. He said within himself; "I will not let my mother die for want. I will work for

* At Dundee, in Scotland.

her ; I will maintain her. God, I hope, will bless me, and prosper my work."

He went to a manufactory that was in the town where he lived ; and got some work. Every day he went to the manufactory, and worked hard, harder than if he had worked for himself alone ; and in the evening he brought his wages to his poor mother. Before he went in the morning, he always cleaned the room for his mother ; and got their breakfast ready ; and did all he could to make her comfortable whilst he was absent.

This good boy thought if his mother could read, she could amuse and employ herself, when he was not with her : so he took a great deal of pains, and taught her to read. And when she had learned, she was highly delighted : " Now," said she, " I am very happy. I am, indeed, confined to my bed, and I cannot work : but I can read the Bible, and that is a great comfort to me ; and I have one of the best and kindest of sons."

Section 2.

The little Gardener's gift.

A little boy had a garden ; and he had a spade, a rake, and a hoe. He was very fond of working in his garden. One summer, he had in it a great many pretty flowers, a lilach tree, a gooseberry bush, and some peas.

When his peas were large enough to be picked, and his gooseberries were quite ripe, he said to his sister ; " I will fetch a basket, and pick all my peas, and my gooseberries, and carry them to the poor lame man on the common : he is so

ill now, that he cannot ride on the ass, as he used to do, and go to work."

So the little boy fetched his basket, and was very busy picking his peas and gooseberries: and when he had picked them, he carried them immediately to the poor old man, and put them on the table, and laid some money on the table; all the money he had.

The poor old man was sitting by the fireside, quite alone; for his wife was gone out to work, and his children were a great way off. When he saw the little boy come in, and saw him put the peas, and gooseberries, and money upon the table, he smiled, and looked glad, and thanked him very kindly.

The little boy seemed very happy. His sister was pleased to see him so good to the poor old man, and loved him dearly. I dare say when the old man eat his peas, and gooseberries, and looked at his money, he thought of the little boy, and said, "I hope God will bless that young gentleman, who is so very good to me."

Section 8.

The little Prisoners.

What pains the little birds take to build their pretty, soft, warm nests! How patiently the hen sits upon her eggs, till they are hatched! How diligently and affectionately both the parents feed, and tend their young ones.

A little boy having found a nest of young sparrows, about a mile from the house where he lived, took it, and returned home. As he went

along, with the nest in his hand, he was surprised to see that both the parents of the young birds followed him, at a little distance, and seemed to watch whither he was going.

He thought that they would feed the little birds, if they could get to them: so when he reached home, he put the nest and the young birds in a wire cage, and placed the cage on the outside of a window.

The little birds were hungry, and cried for food. Very soon, both the parents, having small caterpillars in their bills, came to the cage, and gave one to each of the young birds, and seemed glad to see them: then, away they flew for more food.

The old birds continued to feed their young ones very diligently, till they were fledged, and seemed able to fly. Then the little boy took the strongest of the young birds, and put him upon the outside of the cage. When the old birds came, as they always used to do, with worms in their bills, they fluttered about, and seemed very glad that one of their little ones had got out of prison.

They wanted him to fly away; but he had never tried to fly, and he was afraid. Then they flew backwards and forwards from the cage to the top of a chimney that was near, as if to show him how easy it was to fly, and that the journey was but short. At length, away he flew; and he arrived safe at the top of the chimney. Then the old birds fluttered about, as they did when they first saw him on the outside of the cage, and seemed to rejoice very much.

Next day, the boy put another of the birds on the outside of the cage. The old birds were as glad to see him, as they had been to see the other little bird; and took as much pains to persuade him to fly. Then the boy put out the other two birds, which were all he had. When all the little birds were flown, neither they, nor their parents, ever came back to the cage.

I think the little boy must have been much more pleased when he set the young birds free, than he would have been, had he always kept them in prison.

CHAPTER 5

Duties of Children.

Section 1.

Love your father and mother. They love you very dearly; and they have taken care of you ever since you were born. They loved you, and took care of you, even when you were poor little helpless babies, that could not talk, nor walk about, nor do scarcely any thing but cry, and give a great deal of trouble.

Who is so kind to you as your parents are? Who takes so much pains to instruct you? Who taught you almost every thing you know? Who provides food for you, and clothes, and warm beds to sleep on at nights? Who is so glad when you are pleased, and so sorry when you are troubled? When you are sick, and in pain, who pities you, and tenderly waits upon you, and nurses you? Who prays to God to give you health, and strength, and every good thing?

Obey your parents. They know better what is proper for you, than you do; and they wish you to be good, and wise, and happy.

If your parents are sick, or in trouble, do all you can to comfort them. If they are poor, work very hard, that you may be able to assist them. Remember how much they have done, and suffered for you.

Section 2.

Love your brothers and sisters. Do not tease nor vex them, nor call them names; and never let your little hands be raised to strike them. If they have any thing which you would like to have, do not be angry with them, or want to get it from them. If you have any thing they like, share it with them.

Your parents grieve when they see you quarrel; they love you all with dear love; and they wish you to love one another, and to live in peace and harmony.

People will not speak, or think well of you, if you do not behave kindly to your parents, and to your brothers and sisters. "Whom," say they, "will persons love, or be kind to, if they do not love their own father and mother who have done so much for them; and their own brothers and sisters who have the same parents, and the same home as they have, and who are brought up with them?"

Section 3.

Do not meddle with what does not belong to you; nor ever take other people's things, without leave.

Children, never allow yourselves to pluck a flower, or any fruit, that grows in your parents' or other people's gardens, unless you are told that you may do so; never, without leave, take a pin, or a needle, or a bit of thread, from your companions: never, even if your parents are very poor, and have nothing to make a fire with, steal wood from your neighbours' hedges, or branches from their trees. If you steal little things, you will soon learn to steal great things.

Whenever you are tempted to steal, do not say, as some silly, naughty people do: "These are but very little things, no body will miss them: no body sees me; and I dare say I shall never be found out." But say: "No, I will not steal: though no man sees me, yet God sees me; and if once I begin, I shall go on stealing. Then every body that knows me, will find me out; and I shall be punished, and despised, and called a thief; and people will be afraid to trust me with any thing that belongs to them. All this, I am sure, will make me very miserable: and oh, what is still worse, God will be displeased with me; for one of his great commandments is, "Thou shalt not steal."

Section 4.

Never tell an untruth. When you are relating any thing that you have seen, or heard, endeavour to tell it exactly as it was. Do not alter, or invent, any part, to make, as you may think, a prettier story: if you have forgotten any part,

say that you have forgotten it. Persons who love the truth, never tell a lie, even in jest.

Consider well before you make a promise. If you say you will do a thing, and you do it not, you will tell a lie: and who then will trust, or believe you? No persons are trusted, or believed, but those who keep their promises, and who speak the truth.

When you have done a wrong, or careless action, do not deny it, even if you are afraid you will be punished for it. If you are sorry for what you have done, and endeavour to do so no more, people will very seldom be angry with you, or punish you. They will love you for speaking the truth; they will think that they may always believe what you say, since they find you will not tell a lie, even to hide a fault, and to prevent yourselves from being punished.

It is very foolish to tell lies; for, soon or late, they are found out; and it is very mean, and wicked. God himself has said that we must not lie; that he abhors liars, and that he will punish them.

Section 5.

Do not speak rudely to any body, or quarrel with any body.

Who likes quarrelsome, ill-humoured people, or likes to be with them, or takes pains to oblige them? They do not look pleasant and cheerful. They are not at all happy. They feel quite uncomfortable. They know they do wrong; and they know that the persons who live with them,

do not love them, nor wish to oblige them, as they do those who are kind, and civil, and good humoured.

When you are disappointed of any thing you wished for, do not tease people about it, nor fret, nor cry, nor look sullen. Try to think no more of it; and amuse, or please, or employ yourselves, with something else. No persons can have every thing they desire.

Section 6.

When you see very old people, or people who are very ugly, and deformed, do not stare at them, or laugh at them, or mock them.

Though you are now so young and healthy, you may be very sick, and become thin and pale, and weak, and look very ugly; or you may have a fall, and break your leg or back, and be lame and deformed.

If you live to be old, your hair will become gray, or fall off; you will lose your teeth; your faces will be covered with wrinkles; you will be very weak, almost like little children; and, perhaps, you will be deaf, and blind, and lame.

Would you then like that naughty boys and girls should laugh at you, and play you tricks? No; I am sure you would like that every body should pity you and be kind to you, and try to help you.

Section 7.

Never amuse yourselves with giving pain to any body, not even to dumb creatures.

A great many animals are killed, because we

want their flesh for food ; and a great many are killed, because, if we were to let them live, they would do us harm : but I can see no reason that little boys or girls should kill flies, or pull off their wings, or legs ; or catch butterflies, and crush them to death ; or steal young birds from their soft, warm, comfortable nests ; or whip and beat horses and asses, till their sides bleed, and are very sore ; or do any cruel actions.

The beasts kill one another : wolves kill sheep ; kites, hawks, and eagles, kill little birds ; and little birds kill worms and flies : but wolves kill sheep ; kites, hawks, and eagles, kill little birds ; and little birds kill flies and worms, for food, and not for sport, as some naughty children kill, or torture insects, birds, and beasts. O, it is very cruel sport, indeed !

Section 8.

Do not waste any thing. If you have more clothes and food than you want, do not spoil them, or throw them away : but give them, or ask your parents to give them, to poor little boys and girls, who have no clothes scarcely to put on, no meat for dinner, and perhaps no bread and milk for breakfast and supper.

When any body is ill in the house where you live, be very quiet, lest you should disturb them. Do every thing you can to make them well again.

When you are ill yourselves, try to be patient : do not cry, nor be ill humoured to the persons who are so kind as to wait upon you.

Take what is given to you to make you better, without a cross word, or look. Medicines

are not pleasant to taste; but they are meant to do you good.

Section 9.

Do not be uncleanly, or untidy, whether you are well, or ill. Keep your hands, and face, and hair, and every part of your body, quite clean; and your clothes neat, and in good order. It is very unpleasant to look at filthy people, or to be near them.

Children who are kept cleanly and tidy, generally grow much stronger and healthier, and more cheerful and good humoured, than those who are seldom cleaned, and who wear very filthy, ragged clothes.

Section 10.

If the clothes, and the food, that are given you, are proper for you, do not find fault with them; but be thankful for them, though they are not what you like as well as some other things.

Do not eat more than is necessary. Persons who eat too much are called gluttons. They are stupid, and heavy, and idle; and, very often, they have a sad pain in their head, and stomach.

Take care of every thing that belongs to you. If you have drawers of your own, keep them in good order. Persons who always put their things in the proper places, very seldom lose any thing. When they want a thing, they know where to find it; and they need not waste their time in looking for it.

Section 11.

Do not, if you can help it, keep company with children who lie, or steal, or quarrel, or use bad

words, lest they should teach you to do as they do; and that people who see you with them, should think, and say, that you too are naughty.

If the people whom you must live with, behave ill, take great care not to learn their bad ways. If they see that you are very good indeed, perhaps they will learn to be like you. Good people should not learn to be like bad people; but bad people should learn to be like good people.

Section 12.

Do not be curious to know what people do not wish you to know. Do not look at their letters, or what they are writing, unless they give you leave; perhaps there is something in their letters, or what they are writing, which they do not wish you to see.

Do not listen at doors, or in any places where people who are talking, do not see you, or know that you are attending to what they say.

Section 13.

Do as you are bid by those who teach you. Take pains to improve in reading, writing, and whatever else your parents are so kind as to teach you, or wish you to learn.

Do not think you know better than your parents, and your teachers. They have lived a great deal longer than you have; they have read, and seen, and heard, a great many things which you know nothing of. You have lived longer than little infants, and you know more; but great boys and girls know more than you do; and men and women know more than great boys and girls do.

Do not read any books but those which your parents, or teachers, give you leave to read. Some books are not proper for you to read: they are like bad companions; they teach wrong things. It is better not to read at all, than to read bad books.

Section 14.

Our parents are very good to us; but God is better than our parents, and he has done more for us. He gave us our parents, and every thing we have. He is not a man; he is wiser, and better, than any man ever was, or ever can be.

He made the sun, moon, and stars; the earth, and the sky; water, trees and flowers; birds and beasts, fishes and insects; and men, women, and children.

He has made us more excellent than the beasts; for he has given us a soul. It is our soul that knows God, and that he is good, and wise, and powerful. The beasts do not know God, nor the things which he has made; if we were to tell them, they would not understand us. Our souls learn and know a great many things, which the beasts cannot learn. Our bodies will die like the beasts. When we are laid in the grave, worms will devour our flesh, and our bones will crumble into dust. But our souls are immortal; they will never die.

God orders every thing. He keeps us alive; and he makes us die when he pleases. There is nothing which he cannot do. He sees us wherever we are, by night as well as by day; and he

knows all that we do, and say, and think. There is nothing which he does not know.

Section 15.

We must love God. Good people love him more than they love any thing, or any person in the world. They never rise in the morning, or lie down at night, without thinking of him, and of the good he has done them. Often in the day, they think of him; and they love to talk, and hear, and read about him.

We must pray to God; that is, we must tell him that we know he is very good, and worthy to be loved; that we hope he will forgive us when we do wrong, put good thoughts into our minds, and help us to be better and better; and that he will bless us, and our parents, and all our kind friends, and give us every good thing that is proper for us.

We must do to all persons what God requires us to do. It is his will that we should not be unkind, even to people who are unkind to us; and that we should do to all persons as we wish they would do to us.

The things that God requires of us will make us good, and happy. If we do them not, he will be displeased with us, and punish us. He can punish us in whatever way he pleases. He can take away all our friends, and every thing that he has given us; and, after death, he can make us very miserable for ever. But if we try to be good, and to do as he would have us to do, he will help us to be good; he will bless us; he will

make us feel happy in our minds: and when we die, that is, when our souls leave our bodies, he will take us into heaven; where we shall be with him, and know, and love, and praise him, better than any body in this world can know, and love, and praise him: Then we shall never grieve any more; we shall never do wrong any more: we shall be wiser, and happier, than any body who lives here, can be, or can imagine.

Section 16.

We must love to read the Bible. It is the most excellent and beautiful of all books. God himself commanded good men to write it. There, we read of all the great and good things God has done for us, and for all people; how just, and wise, and powerful he is; and what we must do to serve and please him. There, we read of good men who loved God, and whom he loved and blessed; of Abraham, Isaac and Jacob, of Joseph, Moses, Samuel, and David.

There too, we read of Christ, who was so good, and who has done so much for us. He never did harm to any body; he never did any thing that was wrong. He was gentle and patient when he was troubled, and when he was ill used; he was kind to all persons, even to those who were unkind to him; and when wicked men were just going to kill him, he prayed to God to forgive them.

When we have read, or heard, about Christ, and who he was, and what great things he has done for us, we must love him, and be thankful to him, and try to be like him. K

Children, make haste to learn to read, and to understand the meaning of what you read; love to learn your duty, and to do it; then you will be able to read the Bible, and you will love to read it.—There are many things in it which you can understand now, though you are so young.

When you are older and wiser, you will understand it better; and if you are good, you will delight in it more and more.

CHAPTER 6.

Figures and numbers.

	Arabic.	Roman.
One	1	I
Two	2	II
Three	3	III
Four	4	IV
Five	5	V
Six	6	VI
Seven	7	VII
Eight	8	VIII
Nine	9	IX
Ten	10	X
Eleven	11	XI
Twelve	12	XII
Thirteen	13	XIII
Fourteen	14	XIV
Fifteen	15	XV
Sixteen	16	XVI
Seventeen	17	XVII
Eighteen	18	XVIII
Nineteen	19	XIX
Twenty	20	XX

- DP. Bishop.
 BART. Baronet.
 COL. Colonel.
 e. s. Keeper of the seal.
 C. P. s. Keeper of the
 privy seal.
 ESQ. Esquire.
 F. L. S. Fellow of the
 Linnæan Society.
 F. A. S. Fellow of the
 Antiquarian Society.
 F. R. S. Fellow of the
 Royal Society.
 G. R. George the King.
 HON. Honourable.
 J. H. S. Jesus the Sa-
 viour of men.
 J. D. Doctor of Law.
 KN. Knight.
 LIEUT. Lieutenant.
 L. s. Place of the seal.
 L. L. D. Doctor of the
 Canon and Civil law.
 M. D. Doctor in Physic.
 MR. Master.
 MRS. Mistress.
 M. s. Sacred to the me-
 mory.
 M. P. Member of Par-
 liament.
 MS. Manuscript.
 MSS. Manuscripts.
 N. B. Mark well.
 NO. Number.
- N. s. New Style.
 O. s. Old Style.
 OXON. Oxford.
 PHILOM. A lover of the
 Mathematics.
 PER CENT. By the hun-
 dred.
 P. M. G. Professor of
 music at Gresham
 college. ●
 P. s. Postscript.
 Q. Queen.
 REG. PROF. King's Pro-
 fessor.
 RT. HON. Right Honour-
 able.
 ST. Saint.
 S. T. P. Professor of Di-
 vinity.
 XT. Christ.
 XTN. Christian.
 ULT. The last.
 IB. OR IBID. The same
 place.
 ID. The same.
 E. G. OR V. G. As for ex-
 ample.
 I. E. That is.
 Q. D. As if he should say.
 Q. L. As much as you
 please.
 Q. S. A sufficient quan-
 tity.
 V. FOR VIDE. See.

VIZ. FOR VIDELICET. &c. et cetera, and so
That is to say. forth.
&. And.

CHAPTER 8.

Reading Lessons, in Italic, Old English, and ma-
nuscript letters.

Section 1.

Italic Letters.

<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>
<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	<i>O</i>	<i>P</i>	<i>Q</i>	<i>R</i>
<i>S</i>	<i>T</i>	<i>U</i>	<i>V</i>	<i>W</i>	<i>X</i>	<i>Y</i>	<i>Z</i>	
<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	
<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>	<i>q</i>	
<i>s</i>	<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	

Select Sentences.

Do to others as you wish they should do to you.

How pleasant it is to live with persons who are kind, and cheerful, and willing to oblige; who never take, or keep, what does not belong to them; and who always speak the truth!

When you are told of a fault, endeavour to avoid it afterwards.

We must not do wrong, because we see others do so.

Be not afraid to do what is right and proper for you to do.

Never ask other persons to do any thing for you, which you can as properly do for yourselves.

As soon as you have learned to work well, try to work quick.

If we do not take pains, we must not expect to excel in any thing.

Attentive and industrious people, can always find time to do what is proper for them to do.

How comfortable it is to feel that we dearly love our parents, our brothers and sisters, and all our relations and friends ; and to know that they love us, and wish to serve us, and make us happy !

Persons who desire to gain knowledge, listen to their instructors with attention and respect.

Ignorant, foolish, and obstinate persons, are very disagreeable to others, and unhappy in themselves.

The Parrots.

Two parrots were confined together in a large cage. The cup which held their food, was put at the bottom of the cage. They commonly sat on the same perch, and close beside each other. Whenever one of them went down for food, the other always followed ; and when they had eaten enough, they hastened together to the highest perch of the cage.

They lived four years in this state of confinement ; and always showed a strong affection for each other. At the end of this time, the female grew very weak, and had all the marks of old age. Her legs swelled, and she was no longer able to go to the bottom of the cage to take her food : but her companion went and brought it to her. He carried it in his bill, and emptied it into hers.

This affectionate bird continued to feed his mate, in this manner, for four months. But her weakness increased every day. At last she was unable to sit on the perch ; and remained crouched at the bottom of the cage. Sometimes she tried to get up to the lower perch, but was not able.

Her companion did all he could to assist her. He often took hold of the upper part of her wing with his bill, and tried to draw her up to him. His looks and his motions showed a great desire to help her, and to make her sufferings less.

But the sight was still more affecting, when the female was dying. Her distressed companion went round and round her a long time, without stopping. He tried at last to open her bill, that he might give her some food. His trouble increased every moment. He went to and from her, with the utmost appearance of distress. Sometimes he made the most mournful cries: at other times, he fixed his eyes on his mate, and was silent; but his looks showed the deepest sorrow. His companion at length died: and this affectionate and interesting bird grew weaker and weaker from that time; and lived only a few months.

This is an affecting lesson, to teach us to be kind and loving, and very helpful, to one another; and to those persons in particular, who are nearly connected with us, and who stand in need of our assistance.

Section 2.

Old English.

A	B	C	D	E	F	G	H	I
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	

The charitable Sisters.

People who love to serbe and oblige others, can find many ways of doing it, which selfish, unkind people do not think of.

Some little girls, who were sisters, and whose parents were rich, had a full glass of good wine allowed them, every day. They said one to another: "We are strong and healthy; we can do without wine. We will, very often, save our wine; and pour it into a bottle for poor people who are sick. They cannot afford to buy wine, even when the doctor tells them it would do them more good than any medicines. When we have money, we will give them some money also; or we will buy things for them that they want.

These good little girls did as they said. When they heard that any of their poor neighbours were sick, and that wine would do them good, they were very glad to have a bottle ready for them. The poor people loved them, and were very thankful to them.

When these good children grew up, they had a great deal of time and money to spend as they pleased. Then they saved their wine, as they used to do; they worked for poor people; they taught little girls to read, and write, and sew, and gave them books and clothes: and did all the good they could to the poor people whom they knew.

Section 3.
Manuscript.

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

The workhouse boy.

A boy, about ten years of age, having lost his father, and his

mother being ill at an hospital, was sent to a workhouse.* He behaved well; and worked hard, that he might deserve the food, and clothes, and other necessaries, which were allowed him.

Very soon, he had some money given to him, as a reward; and he was told that he might do with the money, just as he pleased. As soon as he had received it, he asked his master's leave to go and see his mother; and he took the money with him, and gave it to her.

* At Shrewsbury

O how glad he must have felt,
 when he gave the money to his
 mother; it was very little, but
 it was all he had to give: and
 how glad she must have been,
 to have so good a son!

CHAPTER 9.

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

All, every one	At tén dants, waiters
Awl, an instrument to bore holes	Bare, naked
A'1 tar, for sacrifice	Bear, a beast
A'1 ter, to change	Beau, a fop
Air, one of the ele- ments	Bow, to shoot with
Ere, before	Beat, to strike
Heir, one who inhe- rits	Beet, a plant
As cént, going up	Bér ry, a small fruit
As sént, agreement	Bú ry, to lay in the grave
At tén dance, waiting	Beer, malt liquor
	Bier, to carry the dead
	Blew, did blow

* By associating, in this chapter, such words only as have precisely the same sound, we assist the learner in his pronunciation, as well as enable him to distinguish the meaning of words sounded alike.

Blue, a colour	Grate, for coals
Boar, a beast	Great, large
Bore, to make a hole	Hart, a beast
Bough, a branch	Heart, seat of life
Bow, to bend	Hair, of the head
Bread, food	Hare, a beast
Bred, brought up	Heal, to cure
Cell, a hut or cave	Heel, part of the foot
Sell, to dispose of	Hear, to hearken
Sent, did send	Here, in this place
Scent, smell	Hew, to cut
Céil ing, of a room	Hue, colour
Séal ing, fixing a seal	Hole, a cavity
Coarse, not fine	Whole, total
Course, race or way	Knew, did know
Cóm ple ment, the full number	New, not worn
Cóm pli ment, civil ex- pression	Leak, to run out
Dear, costly	Leek, an herb
Deer, a wild beast	Lead, metal
Dew, on the grass	Led, did lead
Due, owing	Lés sen, to make less
Faint, feeble	Lés son, a precept
Feint, a pretence	Mean, low
Fair, just	Mien, appearance
Fare, provisions	Meat, food
Flea, an insect	Meet, to assemble
Flee, to run from danger	Mete, to measure
Foul, filthy	Moan, to lament
Fowl, a bird	Mown, cut down
Gilt, with gold	Oar, to row with
Guilt, sin	Ore, metal
	Pain, uneasiness
	Pane, square of glass

Pair, a couple	}	Sow, to scatter seed
Pare, to cut off		Sew, to work with a needle
Pear, a fruit	}	Sleight, dexterity
Peace, quiet		Slight, to despise
Piece, a part	}	Sloe, a fruit
Peer, a nobleman		Slow, tardy
Pier, a column	}	Sole, of the foot
Place, situation		Soul, spirit
Plaice, a fish	}	Soar, to fly aloft
Pray, to beseech		Sore, an ulcer
Prey, plunder	}	Some, a part
Raise, to lift up		Sum, the whole
Rays, sun-beams	}	Son, a male child
Raze, to demolish		Sun, the cause of day
Rain, from the clouds	}	Steal, to pilfer
Reign, to rule		Steel, hardened iron
Rein, of a bridle	}	Stile, a passage
Rest, repose		Style, language
Wrest, to force	}	Straight, not crooked
Rye, corn		Strait, narrow
Wry, crooked	}	Súc cour, help
Right, just		Súck er, a twig
Rite, a ceremony	}	Tail, the end
Wright, an artificer		Tale, a story
Write, to use a pen	}	Their, of them
Sail, of a ship		There, in that place
Sale, selling	}	Too, likewise
Scene, the stage		Two, a couple
Secn, beheld	}	Toe, of the foot
Sea, the ocean		Tow, of flax
See, behold	}	Vale, a valley
Seam, edges sewed		Veil, a cover
Seem, to appear	f.	

Vain, worthless	}	Weak, not strong
Vane, a weathercock		Week, seven days
Vein, a blood vessel		Yew, a tree
Waist, of the body		You, yourselves
Waste, loss		

CHAPTER 10.

Words which are often improperly confounded,
in spelling or pronunciation, or both.

Cé le ry, a species of parsley.

Sá la ry, stated hire.

Cón cert, harmony.

Cón sort, companion.

Coún cil, persons met in consultation.

Coún sel, advice, direction.

È méрге, to rise, to mount from obscurity.

Im méрге, to put under water.

E' mi nent, high, exalted.

Im' mi nent, impending, at hand.

Gé ni us, mental power, peculiar disposition.

Gé nus, class containing many species.

In gé ni ous, inventive, possessed of genius.

In gé nu ous, candid, generous.

To Lay, to place, to quiet.

To Lie, to be in a reclining posture, to rest.

Li co rice, a root of sweet taste.

Líck er ish, nice in the choice of food.

Or' di nance, a law or rule.

Ord' nance, cannon, great guns.

Pér se cute, to pursue with malice.

Pró se cute, to continue, to sue at law.

Prín ci pal, a head, a sum placed at interest.

Prín ci ple, first cause, fundamental truth.

Words spelled alike.

Ré lic, remainder.

Ré lict, a widow.

Pré ce dent, a rule or example.

Pré si dent, one at the head of others.

Stá tue, an image.

Stá tute, a law.

Té nor, general course or drift.

Té nure, the manner of holding estates.

Track, mark left, a road.

Tract, a country, a quantity of land.

CHAPTER II.

Words spelled alike, but which differ in pronunciation and meaning.

Cón duct, management, behaviour.

To Con dúct, to lead, to direct.

A Cón test, a dispute, difference.

To Con tést, to strive, to contend.

Fré quent, often seen, often occurring.

To Fré quént, to visit often.

A Mí nute, the sixtieth part of an hour.

Mi núte, small, slender.

An Ob'ject, that on which one is employed.

To Ob jéct, to oppose.

A Súb ject, one who is governed.

To Sub jéct, to make submissive.

A Pré sent, a gift, a donation.

To Pre sént, to give, to show.

A Tór ment, pain, misery.

To Tor mént, to put to pain, to vex.

A Tear, water from the eyes.

To Tear, to pull in pieces.

A Sow, a female hog.

To Sow, to scatter seed in the ground.

A Bow, an instrument of war.
 To Bow, to bend the body in respect.
 A Mow, a loft where hay or corn is laid up.
 To Mow, to cut with a sithe.
 A House, a place to live in.
 To House, to harbour, to shelter.
 Use, advantage, custom.
 To Use, to employ to any purpose.
 Close, shut fast, confined.
 To Close, to shut, to finish.
 Grease, the soft part of the fat.
 To Grease, to smear with grease.
 An Ex cuse, an apology.
 To Ex cuse, to admit an apology.*

CHAPTER 12.

Words in which the pronunciation differs remarkably from the Spelling.

Spelling.	Pronunciation.	Spelling.	Pronunciation.
Aisle	Ile.	Half pence,	HÀ pence.
A' pron,	A' purn.	Haüt boy,	Hô boy.
Beaux,	Boes.	Hic cough,	Hic cup.
Belle,	Bell.	House wife,	Hûz zif.
Bis cuit,	Bis kit.	I' ron,	I' urn.
Boät swain,	Bô sen.	Lieu té nant,	Lev té nant.
Bû ry,	Bér re.	One,	Wun.
Bû sy,	Biz ze.	Once,	Wunce.
Bû si ness,	Biz ness.	Pithi sic,	Tiz zic.
Cät sup,	Cätch up.	Ra gött.	Rag géo.
Cöck swain,	Cök an.	Sché dule,	Söd jule.
Cö lo nel,	Cür nel.	Schism,	Sizm.
Corps,	Core.	Schis ma tic,	Siz ma tic
Cü cum ber,	Cöw cum ber.	Seven' night,	Sén nit.
Cüp board,	Cüb burd.	Sub' tie,	Sät tie.
Cri tique,	Crit teék.	Two,	Too.
E clät,	E cläw.	Vic tu als,	Vit tiz.
Ewe,	Yu.	Waist coat,	Wês kot.
Gaol,	Jail.	Wô meu,	Wim men.
Half pen ny,	Hâ pen ne.	Yacht,	Yot.

* The last five pair of words, are distinguished by the s, in the first word being sharp; and, in the second, flat, like s

CHAPTER 13.

Words which are often pronounced very erroneously.*

Bile for Boil	Sarcer for Saucer
Pint for Point	Dixonary for Dictionary
Pyzon for Poison	Hair for Air
Cheer for Chair	Air for Hair
Ketch for Catch	Harrow for Arrow
Yourn for Yours	Arrow for Harrow
Hern for Hers	Drownded for Drowned
Hizen for His	Natur for Nature
Weal for Veal	Cretur for Creature
Rensh for Rinse	Lunnun for London
Fift for Fifth	Winder for Window
Sixt for Sixth	Sittiation for Situation
Gether for Gather	Eddication for Education
Kittle for Kettle.	Cirkilation for Circulation
Sithe for Sigh.	Library for Library
Tower for Tour.	Winegar for Vinegar

CHAPTER 14.

Words in which the terminations *ar, er, or, our* and *re*, have exactly the same sound, viz. that of *ur.*†

Beg gar	nec tar
col lar	pil lar
do! lar	scho lar

* Though the manner in which these words, and others of a similar nature, are frequently pronounced, is extremely erroneous, yet, as young persons of education, as well as others, are apt to imitate what they hear, it is proper to guard them against so corrupt a pronunciation.

† Though the words comprised in this chapter, are not numerous, they are perhaps sufficient to excite the learner's attention, both to the orthography and the pronunciation of such words.

aid up.

differs re
Pronunciation
Hā pence.
Hō boy.
Hic cup.
Hiz zif.
urn.
ev tēn nant.
Wun.
Wunce.
Fiz zic.
tag gōo.
36d jule.
izm.
iz mā tic
6n nit.
6t tie.
oo.
yt tix.
Ves kot.
Vim men.
ot.

the s, in the

su gar
 vul gar
 ce dar
 dan ger
 gan der
 lodg er
 sing er
 sup per
 ush er
 ac tor
 debt or
 doc tor
 .i quor
 ma nor
 pas tor
 rec tor
 ar mour
 can dour
 co lour
 har bour
 ho nour
 ran cour
 splen dour
 cen tre
 lus tre
 scep tre
 spec tre
 a cre
 fi bre
 lit cre

fri ar
 li ar
 mor tar
 cham ber
 ci der
 gro cer
 speak er
 stran ger
 wa fer
 au thor
 ju ror
 may or
 mi nor
 tai lor
 trai tor
 tu tor
 suc cour
 va lour
 vi gour
 la bour
 fa vour
 neigh bour
 hu mour
 me tre
 mea gre
 mi tre
 ni tre
 sa bre
 salt pe tre
 se pul chre

CHAPTER 15.

Words in which the initial letters *e* and *i* are often misapplied.*

Em balm	im bit ter
em bez zle	im bo dy
em pc ver ish	im bold en
en camp	im bo som
en chant	im brue
en close	im buc
en croach	im plant
en dite	im pri son
en dorse	in crease
en force	in cum bes
en gross	in flame
en join	in gen der
en list	in graft
en roll	in quire
en shrine	in snare
en sure	in trust
en tail	in twine
en treat	in wrap

* These letters, in the words of this chapter, are properly applied, according to Dr. Johnson's Dictionary

INTRODUCTION**TO THE SUBSEQUENT CHAPTERS.**

THE learner has hitherto been occupied with the mere practical part of spelling. It is proper now to present him with a few of the simple rules and principles, by which the practice is governed. They will lead him to reflect, with advantage, on the various powers of the letters, and on the connexion and influence which subsist amongst them: and as they are, in many instances, illustrated by a considerable number of examples, they will be the more intelligible to young minds, and make a stronger impression. In a spelling-book, to omit rules for spelling; and in a book which teaches pronunciation, to omit rules respecting the sounds of the letters; might justly be deemed very culpable omissions. If these rules are not now, in some degree, inculcated, they will probably, in future, be hastily passed over, if not entirely neglected.

The scholar who has passed through the preceding parts of the book, and been conversant with the nature and sounds of the letters, must certainly, with the teacher's aid, be capable of understanding some of the most simple rules respecting them: especially as the Exercises in the Appendix now added to the work, will render these rules not only easy, but impressive.

We may further observe, that as the rules contained in these chapters, are intended to prepare the scholar for entering on the author's "Abridgment of his English Grammar," this circumstance forms an additional reason for inserting them in the latter part of the spelling-book.

In studying this part of the work, it would be advisable, that the learner should, in the first instance, pay attention only to the rules and observations expressed in the larger type. This will give him a general idea of the different subjects; which may be afterwards improved, by a careful perusal of the exceptions and remarks contained in the smaller type. Thus initiated, he will be both qualified and disposed to examine the subject with accuracy, when his studies are more advanced, and his knowledge extended.

CHAPTER 16.

Explanations of vowels and consonants, syllables and words.*

Section 1.

Letters, syllables, &c.

A letter is the least part of a word.

The letters of the English alphabet, are twenty-six.

* An explanation of the terms contained in this chapter, appears to be necessary, to enable the learner to understand many of the subsequent rules and lessons.

Letters are divided into vowels and consonants. See page 10.

A vowel can be sounded by itself.

A consonant cannot be sounded distinctly by itself.

A diphthong is two vowels forming but one syllable.

A triphthong is three vowels forming but one syllable: as, *eau* in *beau*.

A proper diphthong has both the vowels sounded: as, *oi* in *voice*, *ou* in *ounce*.

An improper diphthong has but one of the vowels sounded: as, *ea* in *eagle*, *oc* in *boat*.

A syllable is so much of a word as can be pronounced at once: as, *a*, *an*, *ant*, *bit* *ter*, *but* *ter* *fly*.

Words are sounds, used as signs of our thoughts.

A word of one syllable, is called a monosyllable; a word of two syllables, a dissyllable; a word of three syllables, a trisyllable; and a word of four or more syllables, a polysyllable.

Words of two or more syllables, have an accent on one of the syllables.

Accent signifies that stress of the voice, which is laid on one syllable, to distinguish it from the rest. Thus, in *ap* *ple*, the accent is on the first syllable; and in a *ri* *se*, it is on the second syllable. The mark placed above the syllable, and which denotes the accent, is also called the accent.

Section 2.

Nouns, pronouns, &c.

A noun or substantive, is the name of any thing: as, *sun*, *moon*, *stars*.

Every word that makes sense of itself, is a noun; as, John, Charles, London; or that takes, *a*, *an*, or *the*, before it: as, a tree, an apple, the sun.

A pronoun is a word used instead of a noun, to avoid repeating the noun: as, I, he, she, they: "Charles is a good boy; *he* obeys his parents, and *he* speaks the truth;" instead of saying, "Charles is a good boy; Charles obeys his parents, and Charles speaks the truth."

An adjective is a word that signifies the quality of a substantive; as, good, bad, tall, short; a good girl, a tall tree.

An adjective may be generally known, by its making sense with the word *thing*, or any particular noun added to it: as, a good thing, a bad thing, a sweet apple.

A verb is a word that signifies being, doing, or suffering: as, I am, she writes, he is beaten.

Any word is a verb, when we can prefix a pronoun to it. Thus, eat, read, play, are verbs; because we can say, I eat, she reads, he plays. A verb is also generally known, by its making sense with the word *to* put before it: as, to eat, to read, to play.

The singular number signifies one object: as, a tree, the house.

The plural number signifies more than one object: as, trees, houses.

Section 3.

Primitive and derivative words.

A primitive word is that which cannot be made a more simple word: as, man, good, sincere.

A derivative word is that which may be made a more simple word: as, manful, goodness, sincerely.

A derivative word is sometimes formed of two distinct words joined together: as, inkhorn, bookcase, tea-table: these are termed compound words. A derivative word is also formed of one word, and a syllable or letter joined to it. When the syllable or letter comes first, it is called an initial; when it comes at the end, it is called a termination: as, kind, unkind; please, displeasure; love, lovely; health, healthy.

INITIALS.

The initials *un, dis, im, in, er*, signify the same as a *..* or without, or want of. Thus, unkind, means not kind; unkindness, want of kindness; dishonest, not honest; dishonesty, without honesty; impatient, not patient; inattentive, not attentive; irregular, not regular.

Mis signifies ill, or wrong: as, mismanage, to manage ill; ; scall, to scame improperly; misbehaviour, bad behaviour.

Re sometimes means backwards, and sometimes it means again: as, return, to turn, or come back; remind, to bring to mind again; recall, to call again, to call back.

TERMINATIONS.

The terminations *er, er, or*, show the person who makes or does the thing: as, hat, hatter, one who makes hats; beg, beggar, one who begs; collect, collector, one who collects.

Er, and *est*, signify comparison: as, wise, wiser, wisest; big, bigger, biggest.

Est, eth, ed, edst, ing, are added to verbs; and some of them give the verbs a different meaning: as, I love, thou lovest, he loveth; she loved, thou lovedst, I am loving.

Ly signifies likeness, or in what manner: as, man, manly, like a man; kind, kindly, in a kind manner.

Y shows a quality or property, in a great degree: as, health, healthy, having health; wood, woody, abounding with wood.

ish signifies likeness, or a small degree of resemblance: as, child, childish, like a child; white, whitish, rather white.

Full signifies plenty, or abundance: as, joy, joyful, full of joy. This termination is now always spelled with a single *l*.

Less signifies want, or being without: as, care, careless, without care; thought, thoughtless, without thought.

CHAPTER 17.

The sounds of the letters, with rules to distinguish them.

Section 1.

Sounds of the vowels.

Each of the vowels has a long and a short sound. Some of them have also a middle, or a broad sound; and all of them, irregular sounds. We shall consider them under these five divisions.

FIRST, the long sound of the vowels.

All the vowels are sounded long, in the two following cases.

1st. In words or syllables that end with a single consonant and silent *e*: as,

cake	here	mile	bone	fume
name	these	time	rope	pure
tamely		fineness		useful

EXCEPTIONS.

In *a*: as, are, bade, have; and most words ending in *age*; as, cabbage, village, &c.

In *e*: as, were.

In *o*: as, gone, shone, dove, love, glove, shove, done, none, some, come.

In *i*: as, give, live; and many words ending in *ive* and *ite*: as, narrative, favourite, &c.

Those words or syllables that contain the sounds of the middle vowels, are also excepted: as *gapé*, *inove*, *prude*, &c. See pages 134, 135.

2d. At the end of monosyllables, the vowel, when sounded, is long: as, *he*, *me*, *thy*, *my*, *so*, *no*. The middle vowels are excepted: as, *ha!* *do*, *to*, &c. and the broad vowel in *la!*

SECOND, the short sound of the vowels.

All the vowels have a short sound in the two following cases.

1st. In monosyllables that end with one or more consonants: as,

Hat	led	fit	not	but
cast	bend	dish	long	curl

EXCEPTIONS.

In *i*: words in which *id*, *nd*, *ght*, follow the vowel: as,

mild	mind	might
child	blind	right

In *o*: as,

droll	ford	fort	host	torn
roll	sword	part	most	worn
scroll	-----	sport	post	sworn

and all words in which *ld* and *ll* follow the vowel: as,

bold	gold	bolt	dolt
cold	sold	colt	jolt

Those words which contain the sounds of the middle and broad vowels are also excepted: as, *balm*, *bath*, *ball*, *bald*, &c. See pages 134, 135.

2d. The vowel *i* is also short in monosyllables that end with two consonants and silent *e*: as,
 chance hedge mince lodge drudge
 dance wedge hinge dodge grudge

EXCEPTIONS.

In *a*: as all words in which *st*, *ng*, or *th* are placed before the silent *e*; as,

haste	change	bathe
paste	strange	lathe

In *o*: as, force forge bore

These rules for determining when the vowel is long or short, seem to be all that will probably be useful to young learners. Other rules have, however, been advanced by grammarians, namely: The vowel is long, when it ends a syllable; or when the accent rests on the vowel: it is short, when a consonant ends the syllable; or when the accent rests on the consonant. But how is the child to know, when a vowel or a consonant ends the syllable; or when the accent rests on the vowel or the consonant? To tell him, that the vowel ends the syllable, and the accent rests on it, when the vowel is long, &c. would be to argue in a circle, and would not convey to him any satisfactory information.

THIRD, the middle sounds of the vowels *a*, *o*, *u*.

A has its middle sound in the following cases.

1st. When it comes before *r* in monosyllables: as, bar, carp, mark, start.

But if *r* be doubled, to form another syllable, the *a* is short: as, carry, marry, tarry.

2d. When it is followed by *lm*: as, calm, palm, psalm; except qualm.

3d. When it is followed by *lf*, *lve*, or by *th* sharp: as, calf, half, salve; bath, lath, path: except hath, wrath.

O has its middle sound in the following words: prove, move, do, ado, lose, and their compounds; and in who, whom, womb, tomb, Rome, poltron, ponton, &c.

U has its middle sound in the following words.

In bull, pull, full; and in all their compounds as, bullock, fulfil, delightful, &c.

In puss, push, bush, pullet, bushel, pulpit, bul-
lion, butcher, cushion, cuckoo, pudding, sugar,
huzza.

FOURTH, the broad sound of *a*, as in *all*.

A has its broad sound in the following cases.

1st. When it is followed by *ll*: as, all, call,
fall, tall, small: except, mall, shall.

2d. When it is followed by one *l* and another
consonant: as, salt, bald, false.

If the *l* is followed by *p*, *b*, *f*, or *v*, the *a* is not broad: as, alpa,
call, salve, &c.

3d. When it follows *w*, and precedes *r*: as,
war, wart, swarm.

4th. In words derived from monosyllables
ending in *ll*: as, albeit, almost, also.

When *l* ends one syllable and begins the next, the *a* is not broad,
as alley, valley, tally.

FIFTH. Irregular sounds of the vowels, deviating
from their sounds in the scale at pages 11, 12.

A.

A sounds like *e* short, in the following words:
any, many, Thames, says, said.

A sounds like *i* short, in many words ending
in *age*, when the accent is not on it: as, cab-
bage, village, courage.

E.

E sounds like *a* long, in these words: there,
where, ere.

E sounds like middle *a*, in these words: clerk,
clerkship, serjeant.

E sounds like *i* short, in these words: yes,
pretty, England; and in many final unaccented
syllables: as, faces, praises, linen, duel.

E sounds like short *u*, in her : and in the unaccented termination *er* : as, writer, reader, suffer, garter.

I.

I sounds like *e* long, in many words derived from foreign languages : as,

antique	routine	magazine
Brazil	fatigue	marine
caprice	intrigue	police
chagrin	invalid	profile
quarantine	machine	recitative

I sounds like *u* short, when it comes before *r* followed by another consonant : as, bird, dirt, thirst.

I sounds like *e* short, in the following words ; which are exceptions to the preceding rule :

birth	gird	girt	skirt
firm	girl	mirth	whirl

O.

O generally sounds like *a* broad, when it is followed by *r* : as,

morn	horn	adorn	for
scorn	thorn	exhort	formerly

O sounds like short *u*, in many words : as,

monk	some	among	comfort
month	ton	brother	covenant
shove	worm	colour	Somerset

U.

U sounds like short *e*, in these words : bury, burial, burier.

U sounds like short *i*, in these words : busy, busily, business, busybody.

U sounds like middle *o*, in these words :

crude	rule	brute	prune	spruce
rude	Ruth	prude	truth	truce

Section 2.

General sounds of the principal diphthongs.

oi, ou, &c.

Oi and *oy* have both the vowels sounded *o*, as, boil, toil, soil; boy, coy, toy.—The sound of these diphthongs is that of broad *a* and long *o*.

Ou and *ow* have both the vowels sounded: *as*, mouse, spout, trout; cow, vow, town.—The sound of these diphthongs, is that of broad *a* and middle *u*.

EXCEPTIONS.

Ou is sometimes sounded like short *u*: *as*, rough, touch, courage.

Sometimes like middle *o*: *as*, group, soup, surtout.

Sometimes like *o* long: *as*, court, mould, shoulder.

Ow is sometimes sounded like *o* long: *as*, blow, crow, snow

AI, EI, &c.

Ai, *ay*, *ei*, and *ey* are sounded like *a* in *fats*: *as*,

pail	day	vein	prey
sail	say	eight	they
tail	way	weight	obey

EXCEPTIONS.

Ai is sometimes sounded like *a* short: *as*, plaid, rallery.

Sometimes like *e* short: *as*, said, again, against.

Sometimes like *i* short, *as* when it is in a syllable not accented: *as*, fountain, captain, curtain.

Ei sometimes sounds like long *e*: *as*, either, neither, ceiling, deceit, receive.

Sometimes like long *i*: *as*, height, sleight.

Sometimes like short *i*, *as* when it is not accented; *as*, foreign, forfeit, surfeit.

Ey, when unaccented, sounds like long *e*: *as*, alley, barley valley.

EA, EE, IE.

Ea, *ee*, and *ie* have the long sound of *e*: *as*,

bean	beer	chief
cream	feet	grief
please	steel	believe

EXCEPTIONS.

Ea is frequently sounded like short *e* : as, bread, dead, spread.
 Sometimes like middle *a* : as, heart, hearth, hearken
Ee is sounded like short *i*, in the word breeches.
Ie, is sometimes sounded like long *i* : as, die, lie, pie.

OA, OE.

Oa and *oe* have the long sound of *o* : as, boat, coat, loaf; doe, foe, toe.

EXCEPTIONS.

Oe sounds like middle *o*, in shoe, and canoe, and like short *e* in does.

EU, &C.

Eu, *ew*, and *ue* have the long sound of *u* : as, feud, deuce; dew, new, few; clue, blue, hue.

EXCEPTIONS.

Ev is sounded like long *e*, in the word sew.
Ev, when preceded by *r*, sounds like middle *o* : as, brew, crew, drew.
Ue is sometimes sounded like short *e* : as, guess, guesser, guest.
 After *r*, it has the sound of middle *o* : as, rue, true, imbrue.

AU, AW

Au and *aw* are sounded like *a* broad : as, Paul, taught, caught; law, bawl, crawl.

EXCEPTIONS.

Au, when followed by *n* and another consonant, has the sound of middle *a* : as, aunt, haunt, launch.
 In laugh and draught, it also sounds like middle *a*.
 In cauliflower, laurel, and laudanum, it sounds like short *e*. And in guage, like long *a*.

OO.

Oo has the sound of middle *o* : as, food, soon, moon.

EXCEPTIONS.

Oo, before *k*, sounds like middle *u* : as, book, crook, look, and in the following words.*

foot	good	wool	withstood
hood	wood	stood	understood

*See the note at page 24.

Section 3.

Sounds of the consonants.

C

C is sounded hard, like *k*, before *a*, *o*, and *u*: as, card, cord, curd.

C is sounded soft, like *s*, before *e*, *i*, and *y*: as, cedar, city, cyprus.

C sounds like *z*, in suffice, discern, sacrifice.

C has the sound of *sh*, in ocean, special, delicious, &c.

D

D frequently sounds like *t*, in the abbreviated termination *ed*: as, stuffed, rasped, cracked, hissed, touched, faced, mixed; pronounced, stuf, raspt, crackt, &c.

D sounds like *j*, in soldier, grandeur, verdure education.

G

G is sounded hard before *a*, *o*, *u*, *l*, and *r*: as, game, gone, gull, glory, grandeur.

G is sounded soft, before *e*, *i*, and *y*: as, gelly, gipsy, elegy: except in get, giddy, foggy; and some others.

Q

Q has the sound of *k*, and is always accompanied by *u*, which generally sounds like *w*: as, quack, quality.

S

S has a sharp hissing sound at the beginning of words: as, so, sell, sun.

It has the sharp sound after *f*, *k*, *p*, *t*: as, muffs, socks, lips, mats.

S has a flat buzzing sound like *z*, after *b*, *d*, *g* hard, or *v*: as, ribs, heads, rags, doves.

It is pronounced like *z*, in *as*, *is*, *his*, *was*, *these*, *those*; and in all plurals when the singulars end in a vowel: as, commas, shoes, ways, news.

S sometimes sounds like *sh*: as, sure, sugar, expulsion, dimension, reversion.

S has also the sound of *zh*: as, pleasure, evasion, confusion.

T.

T has three sounds: 1st. that which is heard in tatter, tittle: 2d. the sound of *tch*: as, nature, fortune, virtue: 3d, the sound of *sh*: as, nation, formation.

X.

X has a sharp sound, like *ks*, when it ends a syllable with the accent on it: as, exercise, excellence.

It is also sounded sharp when the accent is on the next syllable beginning with a consonant: as, excuse, expense.

X has its flat sound like *gz*, when the accent is not on it, and the following accented syllable begins with a vowel: as, exert, exist, example.

X at the beginning of words, has the sound of *z*: as, Xerxes, Xenophon.

Y.

Y, as a consonant, has always the same sound. As a vowel, it has different sounds. When it follows a consonant, and ends a word or syllable, it is pronounced like *i* long, if the accent is on it: as, deny: but like *e* long, if the accent is not on it: as, folly.

CH.

CH has three sounds.

The first like *tch*: as, child, chair, rich.

The second like *sh*, after *l* or *n*: as, filch, bench, and in words from the French: as, chaise, machine.

The third like *k*: as, echo, scholar, stomach.

GH.

GH is frequently pronounced like *f*: as, laugh, cough, enough.

PH.

PH is generally pronounced like *f*: as, phantom, physic, philosophy.

It sounds like *v*, in nephew and Stephen.

The remaining consonants have the sounds, expressed in the table of the elementary sounds at page 12.

CHAPTER 18.

The silent letters, with rules denoting them.

Section 1.

Silent vowels.

E.

When the verbal termination *ed* is not preceded by *d* or *t*, the *e* is almost universally silent: as, loved, filled, barred, bribed, saved, nailed: which are pronounced as if written, lov'd, fill'd, barr'd, &c.

When *d* or *t* precedes *ed*, the *e* is fully pronounced: as, added, divided, commanded; wait-ed, divert-ed, translated.

Adjectives ending in *ed* retain the sound of *e*: as, learned, blessed, aged, naked, wicketed, scabbed, crooked, forked, wretched, crabbed, ragged, rugged.

When a syllable is added to words which drop the *e*, the *ed*, in those words, has its full and distinct sound : as, reserved, reservedly, reservedness; feigned, feignedly; confused, confusedly.

In words ending in *le* preceded by a consonant, the *e* is not sounded; as, ancle, candle, probable.

E before *l*, in a final unaccented syllable, is silent in the following words :

ravel	shrivel	hazel
shekel	swivel	navel
snivel	shovel	weasel
drivel	grovel	

In all other words the *e* before *l*, must be distinctly sounded.

E before *n*, in a final unaccented syllable, and not preceded by *l*, *m*, *n*, or *r*, is silent : as, loosen, hearken, harden, heaven.

EXCEPTIONS.

Aspen	kitchen	patten
chicken	leaven	sloven
hyphen	marten	sudden
jerken	mitten	ticken

E is silent at the end of a word or syllable, in which there is another vowel; as, base, basely; tame, tameness; sedate, repose, refuse.

The final *e* silent, serves to lengthen the sound of the preceding vowel; as, can, cane; not, note; past, paste; and to soften the sound of *c* and *g*: as, lac, lace; rag, rage; sing, singe.

r silent.

R is silent, in the words, evil, devil, cousin, business; and generally in the terminations *tion*, *tient*, &c. pronounced *shur*, *shent*, &c. See page 74.

O.

O, in the termination *on*, after a consonant, is generally silent : as,

Beacon	pardon	button
crimson	parson	weapon

In *on*, preceded by *l*, *m*, *n*, or *r*, the *o* is sounded; as, melon, timon, cannon, baron.

UE.

The diphthong *ue* preceded by *g*, or *q*, at the end of words, is silent: as,

Rogue	Colleague	catalogue
plague	intrigue	dialogue
Cinque	mosque	opaque
pique	oblique	grotesque

Section 2.

Silent consonants.

B.

When *b* follows *m*, in the same syllable, it is silent: as, numb, benumb, hecatomb.

B is also silent in the words debt; doubt, subtle; and their compounds, debtor, doubtful, doubtless; &c.

C.

C preceded by *s*, and followed by *e* or *i*, is silent: as, scene, scent, sceptre, science.

C is silent in czar, czarina, muscle.

D.

D is silent in handsome, handsel, groundsel.

G.

G, before *n*, in the same syllable, is silent: as, gnat, gnaw, design, foreign.

Gn, at the end of an accented syllable, gives the preceding vowel a long sound; as, condign, oppugn.

Gh is generally silent at the end of a word or syllable, or when followed by *t*: as,

Although brightly delightful

Gh lengthens the preceding vowel.

H.

H is silent at the beginning of the following words, and their derivatives; but in every other word it is sounded.

Heir	hour	honour	humble
herb	honest	hostler	humour

H is always silent after *r* : as, rhetoric, rheumatism.
H final, preceded by a vowel, is always silent : as, ah ! oh ! Hannah, hallelujah, Messiah.

K.

K is always silent before *n*, in the same syllable : as, knit, knuckle, knowledge.

K, at the end of words and syllables, sounds like *k* only ; and the preceding vowel is short : as, stock, packet, pocket.

L.

L, between *a* and *k* in the same syllable, is silent : as, balk, chalk, stalk.

L, between *a* and *m* in the same syllable, is also silent : as, alms, balm, psalm.

L is also silent in the following words ; calf, halve, could, would, should, falcon, chaldron, salmon, malmsey

N.

N, preceded by *m*, is silent, when it ends a syllable : as,

Hymn	column	condemn
solemn	autumn	contemn

P.

P between *m* and *t* in the middle of words, or in a final syllable, is silent : as, empty, redemption ; attempt, contempt, exempt.

P is also silent in psalm, psalmist, psalter, pshaw, receipt, rasp-berry, sempstress.

S.

S is silent in isle, island, aisle, viscount.

T.

T is silent when preceded by *s*, and followed by the abbreviated terminations *en* and *le* : as,

Hasten	thistle	castle
listen	epistle	bristle
moisten	apostle	bustle

T is also silent in the following words;

Often	Christmas	mortgage
soften	chestnut	bankruptcy
currant	hostler	mistletoe

W is always silent before *r*: as wren, wrestle, wrinkle.

It is also silent before *h* followed by long or middle *o*: as, whole, who, whose.

CHAPTER 19.

Rules for Spelling.

Section I.

Rules for the division of syllables.

RULE I.—A single consonant between two vowels, must be joined to the latter syllable: as, be have, de sire, re main; pa per, du ty, ci ty; a cid, magic, ta cit; a wake, hea vy, sea son; ge ne ral, mi se ry, ca pa ci ty.

Exceptions.

The letter *x* is always joined to the first syllable; as, ex alt, ex ist, lex u ry.*

Some derivative words are also exceptions; as, up on, un e ven, dis use, pri son er, &c.

RULE II.—Two consonants, proper to begin a syllable,† must not be separated, if the preceding vowel is long: as, ta ble, de clare, o blige, nee dle.

If the preceding syllable is short, the consonants must be separated: as, cus tard, pub lic, gos ling.

* As *w* or *y*, at the end of a syllable, is a vowel, it forms no exception to the first rule; as, tow el, roy al.

† The consonants which are proper to begin a syllable, may be seen in the section of syllables at pages 15, 16.

Exceptions.

A few words, in which the consonants are preceded by a short, must be excepted: as, a fraid, a gree, pa trol, pa tri mo ny, pre sa ble, mi ra cle, &c.

RULE III.—If the two consonants cannot begin a syllable, they must be separated: as, upper, blos som, cot tage; un der, chim ney, mon key.

RULE IV.—When three consonants meet in the middle of a word, they are not to be separated, if they can begin a syllable, and the preceding vowel is long: as, de stroy, re strain, de scribe.

If the preceding syllable is short, the consonants must be separated: as, dis creet, dis tract, dis train.

RULE V.—When three or four consonants, not proper to begin a syllable, meet between two vowels, such of them, as can begin a syllable, belong to the latter, the rest to the former syllable; as, ap ply, im prove, in struct, but cher, slaugh ter, hand some; trans gress, vost script, parch ment.

RULE VI.—Two consonants which form but one sound, are never separated: as, e cho, fa ther, pro phet, an chor, bi shop. They are to be considered as a single letter.

RULE VII.—Two vowels, not being a diphthong, must be separated into syllables: as, po et, vi al, fu el, so ci e ty.

A diphthong immediately preceding a vowel, is to be separated from it: as, roy al, pow er, jew el.

All the preceding rules refer to primitive words, and are to be considered as operating upon them only. Thus, but cher, &c.

(er, laugh ter, pro phet, are properly divided as primitives, whilst scorch es, poach er, laugh er, pri son er, have a regular division, as derivatives.

RULE VIII.—In derivative words, the additional syllables are separated: as sweet er, sweet est, sweet ly; learn ed, learn eth, learn ing; dis-like, mis lead, un e ven; call ed, roll er, dress-ing; gold en, bolt ed; be liev er, pleas ing.

Exceptions.

When the derivative word doubles the single letter of the primitive, one of those letters is joined to the termination: as, beg, beg gar; fat, fat ter; bid, bid ding.

When the additional syllable is preceded by *c* or *g* soft, the *c* or *g* is added to that syllable: as, of ten ces, cot ta ges, pro noun cer, in dul ging; ra cer, sa cing, spi ced; wa ger, ra ging, pla ced; ran ger, chang ing, chang ed.

When the preceding single vowel is long, the consonant, if single, is joined to the termination: as, ba ker, ba king; ho ping, bro ken, po ker, bo ny, wri ter, sla vish, mu sed, sa ved.

The termination *y*, is not to be placed alone: as, san dy, gras sy; dir ty, dus ty; mos sy, fros ty; hea dy, woo dy: ex cept dough y, snow y, string y, and a few other words. But even in these exceptions, it would be proper to avoid beginning a line with the termination *y*.

RULE IX.—Compounded words must be divided by the simple words which form them: as, black bird, sea horse, hot house, York shire.

The preceding rules are conformable to the best authorities for the division of syllables. They are definite, and easily applied to every word. Some writers, however, have deviated from the first rule, with a view to assist pronunciation. But the principle of associating letters, according to the pronunciation, may, doubtless, be too far extended. Of this opinion are Nares, Walker, and many other writers. Such a division, besides being contrary to long established practice, would give to a great number of words a most uncouth, and perplexing appearance. This may be seen in a few instances: cit y, ver y, mon ey, ac ute, ac id, mag ic, ar ise, avo id, am ong, heav y, troub le, cod le, par as ol, aq uat ic, ap ol o gy, ac ad em y.

The first rule, as it stands in this section, presents the words in neat and regular divisions: and is so far from being affected by an ever varying pronunciation, that it has some tendency to check that variation.

RULE X.—The letters, or terminations, *ion*, *tion*, *tial*, *tious*, *scious*, *science*, &c. are to be di-

divided into two syllables : as, pil li on, ac ti on, par ti al, cau ti ous, pre ci ous, con sci ence.

The author's reasons in support of the tenth rule, are the following.

1. The rapid pronunciation of two syllables, so as to resemble the sound of one syllable, does not in fact make them one. The words business, colonel, victuals, ashamed, believed, &c. are pronounced as two syllables, though they are really three.

2. The division adopted renders the gradations in spelling a word, more simple, and much easier to the learner, than combining the letters. If spelling is made practicable and easy to children, by dividing words into syllables, it follows, that the more this division can be conveniently extended, the better is it calculated to answer the end.

3. The old plan of dividing these letters, or terminations, is uniform and invariable; the new plan, of not dividing them, is liable to numerous exceptions and frequent variations.

4. Combining or separating syllables according to the pronunciation, would present still more irregular and uncouth appearances, than the association of letters, vowels, and consonants, to suit the pronunciation. The following are a few specimens: on ion, ocean, vengeance, pondard, courtler, scutchcon, brilliantly, perditionally, punctilio, justiciary.

5. If the combinations of letters pronounced as one syllable, were to have a correspondent arrangement, we should have an extremely difficult, as well as an extremely irregular mode of dividing our words into syllables. How would the advocates for dividing according to the pronunciation, divide the words business, colonel, victuals, sevennight, double, triple, moved, stuffed, devoured, abused, and many others of a similar nature? A rule which, at best, is so inconvenient, and which, in many instances, cannot be reduced to practice, certainly does not merit adoption.

6. The best authorities, as well as a great majority of them, may be adduced in support of this division. Walker, in the last edition of his dictionary, says: "Though *tion* and *ston* are really pronounced in one syllable, they are, by almost all our Orthoepists, divided into two; and consequently, nation, pronunciation, occasion, evasion, &c. contain the same number of syllables, as, natio, pronunciatio, occasio, evasio. in Latin."

On the whole, we think that the old plan, whilst it possesses so much superiority, is liable to no inconvenience. Even pronunciation is as readily acquired by it, as by the new plan. The learner cannot know that *tion* sounds like *shun*, *tial* like *shal*, *science* like *shense*, &c. till his teacher directs him to this pronunciation; and the same direction will teach him that *ti on*, *ti al*, *sci ence*, &c. have the same sounds. Much therefore is lost, and nothing gained, by the new division.

Section 2.

Rules respecting the double consonants, in primitive words.

RULE I.—Monosyllables ending with *f*, *l*, or *s*, preceded by a single vowel, double the final consonant: *as*, *muff*, *hill*, *puss*.

		Exceptions.			
If	as	has	yes	his	us
of	is	gas	this	was	thus

RULE II.—Monosyllables ending with any consonant but *f*, *l*, or *s*, preceded by a single vowel, never double the final consonant: *as*, *fib*, *mud*, *rug*, *sun*, *cur*, *nut*.

		Exceptions.		
ebb	odd	inn	err	butt
add	egg	bunn	purr	buzz

RULE III.—A consonant preceded by a diphthong, or a long vowel, is never doubled: *as*,
ready *couple* *laurel* *wafer*
steady *double* *flourish* *poker*

RULE IV.—Primitive words of more than one syllable, never end with double *l*: *as*,

Dial	flannel	gambol	annul
frugal	pupil	symbol	mogul

RULE V.—*V*, *x*, and *k*, are never doubled.*

C is used before *k*, when a single vowel precedes: *as*, *back*, *neck*, *pocket*, *knuckle*. At the end of words of two or more syllables the *k* is omitted by most writers: *as*, *mimic*, *public*, *almanac*.

RULE VI.—In dissyllables, the consonant is doubled, when it is preceded by a short vowel, and followed by the termination *le*: *as*, *bubble*, *saddle*, *apple*, *kettle*.

Codde, *frizle*, *treble*, *triple*, are frequently given as exceptions.
 * It would be better if they were comprehended in the rule.

The third and fifth rules apply also to derivative words.

RULE VII.—In dissyllables ending in *y*, or *ey* the preceding consonant is always doubled when it follows a short vowel: as, folly, sorry valley.

Exceptions.			
In <i>y</i> ; body	any	copy	busy
study	many	very	city
lily	cony	bury	pity
In <i>ey</i> ; honey	money		

RULE VIII.—In words ending with *er*, *et*, *ow*; the preceding consonant is always doubled, when it follows a short vowel: as, flatter, linnet, tallow.

Exceptions.		
In <i>er</i> ; primer, proper, cholera, sodera, lepera, consider		
In <i>et</i> ; claret	closet	comet
cadet	planet	spinet
tenet	valet	alphabet
In <i>ow</i> ; shadow	widow	

RULE IX.—In words ending with *ic*, *id*, *it*, *ish*, *ity*, the preceding consonant is never doubled: as, frolic, solid, habit, astonish, quality.

Exceptions.
In <i>ic</i> ; attic, traffic, tyrannic.
In <i>id</i> ; horrid, torrid, pallid, flaccid.
In <i>it</i> ; rabbit, summit, commit.
In <i>ish</i> ; skittish, embellish.
In <i>ity</i> ; necessity.

RULE X.—In words beginning with *ac*, *af*, *ef*, *of*, the consonant, followed by a vowel, is always doubled: as, accord, afford, effect, office.

Exceptions.
In <i>ac</i> ; acute, acumen, acid, academy, acanthus, acerbity.
In <i>af</i> ; afore, afar.

RULE XI.—In words beginning with *am*, *em*, *el*, *ep*, *mod*, *par*, the consonant is never doubled: as, amend, catalogue, elegant, epitaph, modest, paradise.

Exceptions.

In am; ammoniac, ammunition.

In cat; cattle.

In el; ellipsis.

In par; parry, parrot, parricide.

Further rules for doubling consonants, founded on other initials and terminations, might be inserted; but as they extend to only a few words, or have many exceptions, they are omitted. Those which are mentioned, are explicit and useful, adapted to the limits of this work, and calculated to lead the scholar to further reflections on the subject.

Section 3.

Rules respecting derivative words.

The orthography of the English language would be simplified and improved, if the rules for spelling derivative words, were uniformly observed. Dr. Johnson seems to have been sensible of this, though he has not paid all the attention to it that is desirable. Many of the inconsistencies, or rather contradictions, with respect to derivative words, that occur in his excellent dictionary, arose, probably, from mere inadvertence in himself or his printer. Thus, irremediable, immovable, immovably, are spelled according to the general rule; [Rule 2:] whilst irremediable, moveable, and moveably, are contrary to it. Fertileness and chastely, conform to the general rule; [Rule 3:] fertility and chastness, deviate from it. Sliness is according to the general rule; [Rule 4:] slyly is contrary to it. Fearlessly, and needlessness, are agreeable to the general rule; needlessly, and fearlessness, vary from it. In stating the following rules for spelling derivative words, we have not followed these irregularities. No exceptions are remarked, but those which are supported by long and established custom; or which, from the nature and construction of the language, are absolutely necessary.

RULE 1.—The plural number of nouns is formed by adding *s* to the singular: as, pea, peas; table, tables; window, windows; muff, muffs; face, faces.*

Exceptions.

Excep. 1. Nouns ending in *x*, *ss*, *sh*, and *ch* soft, form the plural number, by the addition of *es*: as,

Tax

asses

taxes

asses

fish

watch

fishes

watches

Excep. 2. Nouns ending in *o* form the plural, by adding *es*: as

Cargo

echo

hero

cargoes

echoes

heroes

buffalo

potato

volcano

buffaloes

potatoes

volcanoes

* In words, in which *e* mute is preceded by the letter *c*, *g*, *s*, or *z*, the plural number has a syllable more than the singular: as, lace, laces; cage, cages; praise, praises; prize, prizes.

Those words in which *i* precedes *o*, follow the general rule, by adding *s* only, to form the plural; as, nuncio, nuncios; punctilio, punctilios; seraglio, seraglios.

Excep. 3. Nouns ending in *y* preceded by a consonant, form the plural, by changing *y* into *ies*: as,

Fly	flies	lady	ladies
city	cities	berry	berries

Nouns ending in *y*, preceded by a vowel, follow the general rule, by adding *s* only, to form the plural: as,

Boy	boys	delay	delays
key	keys	attorney	attorneys

Excep. 4. The following nouns ending in *f*, or *fe*, form the plural number by changing those terminations into *ves*: as,

Calf	calves	self	selves
elf	elves	sheaf	sheaves
half	halves	shelf	shelves
knife	knives	thief	thieves
leaf	leaves	wife	wives
life	lives	wolf	wolves
loaf	loaves		

All other words, ending in *f*, or *fe*, follow the general rule

Excep. 5. The plural number of the following nouns, is very irregular: as,

Man	men	mouse	mice
Woman	women	louse	lice
child	children	tooth	teeth
goose	geese	foot	feet
ox	oxen	penny	pence

RULE II.—When a word ending in *e* mute has a termination added to it, which begins with a vowel, the *e* mute is dropped; as,

Wise	wiser	desire	desirous
noble	noblest	contrive	contrivance
stone	stony	arrive	arrival
white	whiten	manage	manager
pale	palish	place	placing
blame	blamable	divide	divided

Exceptions.

Words ending in *ce* or *ge*, having *ous* or *able* added to them, retain the *e* mute, to preserve the soft sound of *c* and *g*; as peace, peaceable; change, changeable; courage, courageous.

Words ending in *ce*, retain both these letters, when *ing*, or *able* is added; as, seeing, agreeing, agreeable.

Words ending in *ie*, change *ie* into *y*, before *ing*; as, die, dying; lie, lying; tie, tying.

RULE III.—When a word ending in *e* mute, has a termination added to it, which begins with a consonant, the *e* mute is retained : as,

false	falsely	falsehood
fine	finely	fineness
improve	improvement	

Exceptions.

Awe	awful	abridge	abridgment
due	duly	argue	argument
true	truly	judge	judgment
whole	wholly	lodge	lodgment
acknowledge	acknowledgment		

Words ending in *le*, preceded by a consonant, omit *le*, when the termination *ly* is added ; as, idle, idly ; noble, nobly ; gentle, gently ; instead of idlely, noblely, gently.

RULE IV.—When a termination is added to a word ending in *y*, preceded by a consonant, the *y* is changed into *i* : as,

Try	trial	comply	compliance
envy	envious	justify	justifiable
Happy	happier	happiest	happily
carry	carrier	carrieth	carried

When *ing* is added to such words, the *y* is retained, that the *t* may not be doubled : as, cry, crying ; fly, flying.

Words ending in *y* preceded by a vowel, do not change the *y* into *i* ; as, gay, gayly ; play, played ; employ, employer.

When *ed* or *es* are added to a word ending in *y*, they form but one syllable with the preceding consonants : as, try, tried ; deny, denies.

RULE V.—Monosyllables, and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double that consonant, when they take another syllable beginning with a vowel : as, fog, foggy ; admit, admittance.

Thin	thinner	thinnest	thinnish
rob	robber	robbed	robbing
begin	beginner	beginneth	beginning
forbid	forbidder	forbidden	forbidding

Exceptions.

When the additional syllable alters the original accent, the consonant is not doubled: as, confer, conference, deference, inference, reference, preference, preferable.

Words ending in *l*, preceded by a single vowel, having terminations added to them, beginning with a vowel, generally double the *l*, whether the last syllable is accented or not accented: as,

travel	traveller	travelled	travelling
distil	distiller	distilled	distilling

But in words with the terminations *ous*, *ise*, *ist*, and *ity*, the *l* is not doubled: as, scandalous, moralize, loyalist, morality; except in the following instances; libellous, marvellous, duellist, tranquillity.

In woolly and woollen, the *l*, though preceded by a diphthong, is doubled.

RULE VI.—Words ending in double consonants, retain both letters, when any termination is added: as,

Odd	oddest	oddly	oddness
stiff	stiffest	stiffly	stiffness
roll	roiler	rolled	rolling
possess	possessor	possessed	possessing

Exception.

Words ending with double *l* drop one of those letters, when a termination is added that begins with a consonant; as, dull, dully, fulness; full, fully, fulness; will, wilful.

The words illness, shrillness, and stillness, retain the double *l*, agreeably to the general rule.

RULE VII.—Compound words are spelled in the same manner as the simple words of which they are formed: as, household, horseman, forenoon, wherein, skylight, glasshouse, telltale, snowball, molehill.

Exceptions.

wherever	Christmas	martinmas
candlemas	lammas	michaelmas

Words that end with double *l* frequently omit one *l*, when they form parts of compound words; as,

Also	although	already	fulfil
almost	always	chilblain	welfare

In the present state of English orthography, it would be very difficult, if not impossible, to give precise directions respecting the single or double *l*, in compound words.* The same difficulty

* It is proper to observe, that the termination *ful*, in derivative words, is now always spelled with a single *l*. See page 131.

prevails with regard to words having the initials, *rc, un, mis, &c.*— Uniformity in this point is much to be desired, though it can scarcely be expected. If the author were to hazard an opinion on the subject, it would be, that all compounds, except the preceding incorrigible words under the head exceptions, should be spelled with the double *l*: especially words in *hill, mill*, and those in which the *l* is preceded by a broad. In most instances, the sense, or the sound, or both, appear to justify this rule; and the remainder might be defended on the principles of etymology and analogy. The opposite scheme, of making the *l* single in compounds, would, in many cases, be highly improper: and there are no principles which would direct and warrant a middle course. This opinion derives support from Walker, author of the very judicious and highly useful *Critical Pronouncing Dictionary*.

APPENDIX.

Exercises on various parts of the Spelling-book.*

CHAPTER I.

Exercises on Part I.

Exercises on the first and second chapters.

Show the vowels in the words, if, ox, us, cat, hen, pig, dog, sun, egg, ink, and.

Show the vowels in hand, tell, give, live, tongs, brush, crust.

Show the diphthongs in head, said, guess, friend, been, flood, young.

Show the consonants in skip, song, plum, grass, spell, thread, build.

Mention regularly the vowels, diphthongs, and consonants, in the following words: have, silk, gone, dead, touch, snuff, blood, breath, smell, guilt.

Exercises on the second and third chapters.

Show the long and the short vowels in the following words: cake, she, hat, set, kind, home, pin, hop, mule, pure, cut, nut, grape, sand, here, best, mice, fish, cold, pond, fume, dust.

Show the long and the short diphthongs in the following words: hail, day, head, clean, tree-tread, pie, buy, flood, road, snow, earth, learn, hue, few.

Exercises on the fourth and fifth chapters.

Show the middle and the broad vowels and diphthongs in the following words: star, heart

* The learner is to be exercised in each chapter, as soon as he has passed through the part of the spelling-book to which it relates.

ball, straw, mouse, goose, owl, rook, lark, daw, moccn, cloud.

Exercises on the seventh chapter.

Show the silent letters in the following words: crumb, neck, gnat, knee, walk, high, could, wrong, comb, sign, bright, sword.

CHAPTER 2.

Exercises on Part II.

Which are the accented syllables, in the following words? butter, deprive, quarrel, favour, deject, dismiss, thunder, resume, prepare, destructive, sausages, intervene, departure, distressful, perpetrate, carelessness, unconcern, contravene.

Show the short syllables in the following words: convey, impure, detect, resent, pervert, subsist, mannerly, fanciful, attractive, remaining.

Show the long syllables in these words: relieve, impute, finely, tallow, sincerely, oversee, violate.

Show the middle vowels and diphthongs, in the syllables of these words: barter, largely, heartless, reproof, discharge, untrue, gardening, faithfulness, foolery.

Show the broad vowels and diphthongs in the syllables of these words: falter, defraud, auburn, abound, wanted, mortar, purloin, bower, roundish, alderman, employer, appointment.

Show the mute vowels in the syllables of the following words: pickle, sable, mutton, token, hasten, treason, marble, possible, spectacle, fickleness, candlemas, sickening.

In the following words, point out those which are pronounced as one syllable, and those which are pronounced as two syllables: hoped, waited, bribed, played, wounded, basted, mourned, preached, toasted, stamped, smoked, heated, bended.

In the following words, mention regularly the accented syllables, the long and short syllables, the middle and broad vowels and diphthongs, and the silent vowels: stammer, offend, prattle, choked, mended, undone, export, retort, fairly, amount, afar, impart, proved, forsaken, fortitude, misinform, scenery, disconcert, exalted.

CHAPTER 3.

*Exercises on the Rules for Spelling, in Part III.
Chapter 19.*

Section 1.

On the rules for dividing syllables.

Divide the following words into syllables, according to the rules at page 144.

RULE 1. Prefer, obey, reward, amuse, away, reason, linen, wagon, manage, imagine, ability.

Exact, examine, vixen, wagoner *

RULE 2. Able, eagle, scruple, degree, reflect, secret, bestow, respect, despise, descend. Posture, mustard, custom, distance, dismal, basket, muslin, hospital.

Abroad, ascend, astonish.

RULE 3. Summer, coffee, danger, certain, carpenter, advantage, entertain.

* The exercises in the smaller type, correspond to the exceptions in the same type under the rules.

RULE 4. Pastry, restraint, descry, esquire.—
Display, distress, ostrich, industry.

RULE 5. Empty, hackney, chestnut, laughter,
huckster, landscape, neighbour.

RULE 6. Feather, nephew, machine, orphan,
mechanic, architect, arithmetic.

RULE 7. Real, riot, quiet, cruel, giant, idea,
violent, gradual, punctual, industrious, mayor,
flower, coward, shower, voyage.

RULE 8. Reader, teacher, mended, consider,
builder, walker, coming, blessing, rolling, mis-
take, displease, mocker, tenderest.

Robber, running, fatted, forbidden.

Sentences, convinced, mincing, prancer, pacer, oranges, charged,
ranger, ranging, partridges.

Smoker, rider, taking, shaven, wiped, bored, slavish, brutish,
stupid, supposed, surprised.

Airy, hairy, steady, sooty, marshy, glossy, windy, misty, rainy,
watery.

RULE 9. Almshouse, windmill, hartshorn,
landlord, tradesman, posthorse, footstool.

RULE 10. Devotion, possession, contentious,
delicious, confidential, brasier, cushion, ancient,
soldier, surgeon, patiently.

Section 2.

On the rules respecting the double consonants, in primitive
words.

Write or spell the following words according
to the rules at page 148.*

RULE 1. Staff, stuff, puff, quill, till, fill, guess,
bliss, moss, snuff, call, pass.

RULE 2. Dot, jug, man, fur, rib, pod, hum, pan.

Add, odd, buzz, bunn, inn, egg.

* The teacher is to pronounce these words, without the learner's
shutting them at the time they are proposed for his exercise.

RULE 3. Proof, chief, meal, feet, school, boat, nourish, trouble, courage, meadow.

RULE 4. Canal, excel, distil, control, dispute, animal, daffodil, cathedral, parasol.

RULE 5. Clever, savage, proverb, exert, exist. Clock, freckle, colic, cambric, hook.

RULE 6. Pebble, scuffle, smuggle, bottle, dazzle.

RULE 7. Penny, pretty, bonny, alley, volley. Body, lily, money, honey, city, pity.

RULE 8. Ladder, hammer, garret, tippet, follow.

Proper, closet, shadow, spinet, consider.

RULE 9. Finish, mimic, timid, profit, vanity. Attic, horrid, rabbit, skittish, necessity.

RULE 10. Accent, affect, efface, offend, offer. Acute, acid, afar.

RULE 11. Amaze, catechism, elephant, epicure, moderate, paralytic, paradox.

Cattle, parrot, ammunition.

Section 3.

On the rules respecting derivative words, at page 150.

RULE 1. Write or spell the plural of the following nouns: sea, palace, college, eagle, bear, pound, shop, crab, dog, doll, sheriff, monarch.

1. Box, bass, dish, coach, sash, cross.

2. Negro, portico, mango, wo, torpedo.

3. Body, ruby, fancy, injury, apothecary. Valley, monkey, joy, play, journey.

4. Wife, leaf, self, knife, wolf, half.

5. Ox, penny, child, tooth, mouse, woman.

RULE 2. Join *ed* and *ing*, in a proper manner, to the following words: fade, hate, waste, desire, value, lodge, rejoice, believe.

RULE 3. Join *ness* and *ly*, to the following words: late, like, rude, vile, fierce, polite.

RULE 4. Join *es*, *eth*, and *ed*, to the following words: try, deny, envy, reply, signify.

Join *ing* to the following words: fly, apply, deny, study, carry, empty.

RULE 5. Join *ed* and *ing* to the following words: wrap, plat, rub, prefer, regret, abhor.

Ravel, excel, equal, compel, quarrel.

RULE 6. Join *er*, *ed*, and *ing*, to the following words: dress, stroll, scoff, spell, kiss.

RULE 7. Write or spell the following words: skylark, busybody, foretell, windmill, downhill, uphill, wellwisher, farewell, holyday.

Section 4.

Promiscuous exercises on the rules and exceptions respecting derivative words.

Write or spell the plurals of the following nouns: umbrella, hero, army, history, dairy life, sheaf, hoof, mouse, turkey.

Join *ed* and *ing* to the following words: change, inquire, enclose, move, continue, trifle, owe, die, disagree, hurry, fry, obey, employ, vex, sin, commit, visit, benefit, enter, inter, differ, defer, gallop, gossip, mention, quiet, quit, stuff, fill.

Join *able* to the following words: blame, value, desire, agree, charge, service, manage, vary, justify, reason, excuse.

Join *er* to the following words: strange, free, oversee, write, inquire, saddle, cottage, die, cry, buy, visit, wagon, drum, begin, abhor, often, mill, jewel, commission.

Join *al* to the following words: refuse, remove, bury, deny, acquit, addition.

Join *ly* to the following words: complete, sole, whole, true, blue, servile, able, genteel.

Join *ly* and *ness* to the following words: idle, open, dim, sly, busy, cool, slothful, dull, stiff, cross, useless, harmless.

Join *ful* to the following words: plenty, fancy, duty, skill, success.

Join *y* to the following words: shade, ease, mud, sun, juice, noise, star, oil, meal.

Join *en* to the following words: forgive, rise, forgot, glad, wood, wool, deaf, stiff.

Join *ish* to the following words: late, rogue, hog, sot, prude, fop.

Join *ance* to the following words: ally, assure, vary, continue, remit, forbear.

Join *ment* to the following words: amuse, allot, judge, prefer, acknowledge.

Join *ous* to the following words: virtue, melody, poison, libel, vary.


To give variety to the exercises in spelling, and to prevent a dry and formal manner of performing this business, the learner should be frequently directed to spell, without seeing the words, the little sentences contained in the appropriate reading lessons, throughout the book.

As these sentences are short, and contain no words that are not in the previous columns, they will probably form some of the most easy and agreeable spelling lessons, off the book, which the teacher can propose to his pupil.

When the learners have performed the exercises on the rules for spelling, they will, it is presumed, be prepared for entering, with advantage, on the study of the author's "Abridgment of his English Grammar." He hopes also that the latter chapters of promiscuous reading lessons, will qualify them for commencing the perusal of his "Introduction to the English Reader," or other books of a similar description. The transition, in both instances, will, he flatters himself, prove a natural and easy gradation.

THE END.

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