

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

BY NOAH WEBSTER. ESQ

THE REVISED IMPRESSION,
WITH THE LATEST CORRECTIONS

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

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

www.donpotter.net

Publisher's Preface

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

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

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

Mr. Potter finished typing Noah Webster's *The American Spelling Book*, except for personal and place names, on February 19, 2007. Latest revision, June 20, 2014. It is now available for free download from www.donpotter.net.

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

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

PREFACE

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

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

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

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

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

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

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

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

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

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

N. W.

New-Haven, 1803.

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

ANALYSIS OF SOUNDS

IN THE

ENGLISH LANGUAGE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B as but one sound, as in bite.

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

ca, ce, ci, co, cu, cy,
ka, se, si, ko, ku, sy.

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

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

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

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

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

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

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

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

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

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

P has one uniform sound, as in pit.

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

R has one sound only, as in barrel.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Formation of Words and Sentences.

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

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

A word of one syllable is called a monosyllable.

of two syllables	a dissyllable.
of three syllables	a trisyllable.
of many syllables	a polysyllable.

Of Accent, Emphasis, and Cadence.

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

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

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

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

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

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

Words are simple or compound, primitive or derivative.

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

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

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

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

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

Key to the following Work.

<p style="text-align: center;">Long.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">1</td> <td style="width: 33%;">1</td> <td style="width: 33%;">1</td> </tr> <tr> <td>a</td> <td>name,</td> <td>late.</td> </tr> <tr> <td>e or ee</td> <td>here,</td> <td>feet.</td> </tr> <tr> <td>i</td> <td>time,</td> <td>find.</td> </tr> <tr> <td>o</td> <td>note,</td> <td>fort.</td> </tr> <tr> <td>u or ew</td> <td>tune,</td> <td>new.</td> </tr> <tr> <td>y</td> <td>dry,</td> <td>defy.</td> </tr> </table> <p style="text-align: center;">Short.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">2</td> <td style="width: 33%;">2</td> <td style="width: 33%;">2</td> </tr> <tr> <td>a</td> <td>man,</td> <td>hat.</td> </tr> <tr> <td>e</td> <td>men,</td> <td>let.</td> </tr> <tr> <td>i</td> <td>pit,</td> <td>pin.</td> </tr> <tr> <td>u</td> <td>tun,</td> <td>but.</td> </tr> <tr> <td>y</td> <td>glory,</td> <td>Egypt.</td> </tr> </table> <p style="text-align: center;">Broad a or aw.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">3</td> <td style="width: 33%;">3</td> <td style="width: 33%;">3</td> </tr> <tr> <td>a</td> <td>bald,</td> <td>tall.</td> </tr> <tr> <td>o</td> <td>cost</td> <td>sought.</td> </tr> <tr> <td>aw</td> <td>law</td> <td></td> </tr> </table> <p style="text-align: center;">Flat a.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">4</td> <td style="width: 33%;">4</td> <td style="width: 33%;">4</td> </tr> <tr> <td>a</td> <td>ask,</td> <td>part</td> </tr> </table>	1	1	1	a	name,	late.	e or ee	here,	feet.	i	time,	find.	o	note,	fort.	u or ew	tune,	new.	y	dry,	defy.	2	2	2	a	man,	hat.	e	men,	let.	i	pit,	pin.	u	tun,	but.	y	glory,	Egypt.	3	3	3	a	bald,	tall.	o	cost	sought.	aw	law		4	4	4	a	ask,	part	<p style="text-align: center;">Short aw.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">5</td> <td style="width: 33%;">5</td> <td style="width: 33%;">5</td> </tr> <tr> <td>a</td> <td>what,</td> <td>was.</td> </tr> <tr> <td>o</td> <td>not,</td> <td>from.</td> </tr> </table> <p style="text-align: center;">Oo proper.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">6</td> <td style="width: 33%;">6</td> <td style="width: 33%;">6</td> </tr> <tr> <td>o or oo</td> <td>move,</td> <td>room</td> </tr> </table> <p style="text-align: center;">Oo Short.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">7</td> <td style="width: 33%;">7</td> <td style="width: 33%;">7</td> </tr> <tr> <td>oo</td> <td>book,</td> <td>stood.</td> </tr> <tr> <td>u</td> <td>bush,</td> <td>full.</td> </tr> </table> <p style="text-align: center;">Short u.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">8</td> <td style="width: 33%;">8</td> <td style="width: 33%;">8</td> </tr> <tr> <td>i</td> <td>sir,</td> <td>bird.</td> </tr> <tr> <td>o</td> <td>come,</td> <td>love.</td> </tr> <tr> <td>e</td> <td>her.</td> <td></td> </tr> </table> <p style="text-align: center;">Long a.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">9</td> <td style="width: 33%;">9</td> <td style="width: 33%;">9</td> </tr> <tr> <td>e</td> <td>there,</td> <td>vein.</td> </tr> </table> <p style="text-align: center;">Long e.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">10</td> <td style="width: 33%;">10</td> <td style="width: 33%;">10</td> </tr> <tr> <td>i</td> <td>fatigue,</td> <td>pique.</td> </tr> </table> <p>oi dipthong; voice, joy oy ou dipthong; loud, now. ow</p>	5	5	5	a	what,	was.	o	not,	from.	6	6	6	o or oo	move,	room	7	7	7	oo	book,	stood.	u	bush,	full.	8	8	8	i	sir,	bird.	o	come,	love.	e	her.		9	9	9	e	there,	vein.	10	10	10	i	fatigue,	pique.
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EXPLANATION OF THE KEY

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

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

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

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

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

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

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

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

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

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

14 *An Easy Standard of Pronunciation.*



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



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

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

æ œ fi ff fl fl fi

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

1 2 3 4 5 6 7 8 9 0

An Easy Standard of Pronunciation

THE ALPHABET.

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

Double LETTERS

ff; ffl, fi, fl, ffi, æ, œ.

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

TABLE 1.

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

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

Lesson 12.

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

Table 2.

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

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

Lesson 5.

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

Lesson 6.

¹ lace	¹ dice	¹ fade	¹ bide	¹ cage	¹ bake	¹ dine
mace	mice	lade	ride	page	cake	fine
trace	nice	made	side	rage	make	pine
pace	rice	wade	wide	wage	wake	wine

Lesson 7.

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

Lesson 8.

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

TABLE 3.

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

Lesson 5.

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

Lesson 6.

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

Lesson 7.

Examples of the formation of the plural from the singular, and of other derivatives.

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

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

Lesson 8.

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

Lesson 9.

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

TABLE 4.

Easy words of two syllables, accented on the first.

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

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

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

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

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

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

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

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

TABLE 5.

Easy words of two syllables, accented on the second.

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

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

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

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

TABLE 6.

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

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

li bra ry	scru tin y	al i ment	cab in et
can is ter	en ti ty	len i ty	ped i gree
can ni bal	ep i gram	le pro sy	pen al ty
can o py	es cu lent	lev i ty	pen u ry
cap i tal	ev e ry	lib er al	pes ti lent
chast i ty	fac ul ty	lib er ty	pil lo ry
cin na mon	fac to ry	lig a ment	prac tic al
cit i zen	fam i ly	lin e al	prin cip al
clar i fy	fel o ny	lit a ny	pub lic an
clas sic al	fes tiv al	lit er al	punc tu al
clen en cy	fin ic al	lit ur gy	pun gen cy
cler ic al	fish er y	lux u ry	pyr a mid
cur ren cy	gal lant ry	man i fest	rad i cal
cyl in der	gal le ry	man i fold	rar i ty
den i zen	gar ri son	man ner ly	reg u lar
det ri ment	gen e ral	mar in er	rem e dy
dif fid ent	gun ner y	med ic al	rib al dry
dif fer ent	hap pi ness	mel o dy	rev er end
dif fi cult	her al dry	mem o ry	rit u al
dig nit ty	im ple ment	mes sen ger	riv u let
dil i gent	im pu dent	mil lin er	sac ra ment
div id end	in cre ment	min er al	sal a ry
dul cim er	in di go	min is ter	sat is fy
ec sta cy	in dus try	mus cu lar	sec u lar
ed it or	in fan cy	mys te ry	sed i ment
ef fi gy	in fan try	nat u ral	sen a tor
el e ment	in fi del	pan o ply	sen ti ment
el e gy	in stru ment	par a dox	sen tin el
em bas sy	in te ger	par a gon	sev er al
eb o ny	in tel lect	par al lax	sil la bub
em bry o	in ter est	par al lel	sim il ar
em e rald	in ter val	par a pet	sin gu lar
em per or	in va lid	par i ty	sin is ter
en e my	jus ti fy	pat ri ot	slip e ry
en mi ty	leg a cy	ped ant ry	sub si dy
sum ma ry	ur gen cy	hos pi tal	prod i gal
sup ple ment	wag gon er	lot te ry	pro di gy
sym me try	wil der ness	mon u ment	prom in ent
	⁴		
tam a rind	har bin ger	nom in al	prop er ty
tap es try	har mo ny	oc u lar	pros o dy
tem po ral	harps i chord	oc cu py	pro test ant

ten den cy	⁵ cod i cil	of fi cer	quad ru ped
ten e ment	col o ny	or a tor	qual i ty
ter ri fy	com e dy	or i gin	quan tit y
test a ment	com ic al	or na ment	quan da ry
tit u lar	con ju gal	or re ry	² cer ti fy
typ ic al	con tin ent	ot to man	mer cu ry
tyr an ny	con tra band	pol i cy	per fid y
vag a bond	con tra ry	pol i tic	per ju ry
van i ty	doc u ment	pop u lar	per ma nent
vic tor y	drop sic al	pov er ty	per tin ent
vil lan ny	glob u lar	pon der ous	re gu late
vin e gar	gloss a ry	prob i ty	ter ma gant

TABLE 7.

Easy words of three syllables, accented on the second.

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

ac cus tom	em bel lish	re pub lish
af fect ed	em pan el	ro man tic
ag gress or	en camp ment	se ques ter
a mend ment	e quip ment	spe cif ic
ap par el	er rat ic	sur ren der
ap pend ix	es tab lish	to bac co
as cend ant	hys ter ic	trans cend ent
as sas sin	in ces sant	trans gress or
as sem bly	in clem ent	tri umph ant
at tach ment	in cum bent	um brel la
		5
at tend ant	in hab it	a bol ish
be gin ning	in sip id	ac com plish
be wil der	in trin sic	ad mon ish
co hab it	in val id	as ton ish
col lect or	ma lig nant	de mol ish
con sid er	mo nas tic	dis solv ent
con tin gent	noc turn al	im mod est
con tact or	pa cif ic	im mort al
de cant er	pe dant ic	im pos tor
de lin quent	po lem ic	im prop er
de liv er	pre cept or	in con stant
de mer it	pre tend er	in sol vent
de tach ment	pro hib it	im mor al
di lem ma	pro lif ic	un god ly

TABLE 8.

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

¹ al a mode	o ver take	in cor rect
dev o tee	rec on cile	in ter mix
dis a gree	ref u gee	o ver run
dis es teem	su per sede	o ver turn
dom i neer	su per scribe	rec ol lect
im ma ture	vol un teer	rec om mend
im por tune	un der mine	rep re hend
	²	
in com mode	ap pre hend	su per add
in ter cede	con de scend	un der stand
in tro duce	con tra dict	un der sell
mis ap ply	dis pos sess	dis con cern
mis be have	in di rect	dis con nect

TABLE 9.

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

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

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

TABLE 10.

Easy words of four syllables, accented on the second

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

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

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

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

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

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

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

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

5

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

2

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

TABLE 11.

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

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

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

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

TABLE 12.

Difficult and irregular Monosyllables.

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

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

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

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

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

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

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

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

MONOSYLLABLES IN *TH*.

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

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

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

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

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

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

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

Examples of the formation of plurals, and other derivatives.

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

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

TABLE 13.

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

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

Lesson 5.

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

Lesson 6.

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

Lesson 7.

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

Lesson 8.

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

Lesson 9.

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

Lesson 10.

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

Lesson 11.

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

Lesson 12.

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

Lesson 13.

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

Lesson 14.

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

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

Lesson 15.

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

TABLE 14.

Words of two syllables accented on the first.

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

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

res in	troub le	geor gic	part ner
sam ple	twink ling	gorge ous	pas ture
salm on	trans port	lau rel	psalm ist
satch el	trun cheon	lord ship	scar let
scab bard	ven om	haugh ty	slan der
			5
scis sors	ven ture	morn ing	al so
seven night	vint age	mor tal	al way
scep ter	vis it	mort gage	bon fire
spec ter	vis age	naugh ty	cob ler
scrib ble	vict uals	saw yer	clos et
scuf fle	venge ance	tor ment	col league
sin ew	veni son	wa ter	com et
sim ple	vine yard	sau cy	com rade
sin gle	wel come	sau cer	con quer
		4	
scep tic	wed lock	an swer	cock swain
smug gle	wick ed	barb er	con duit
span gle	wran gle	brace let	cop y
spig ot	wrap per	cart er	con trite
spit tle	wres tle	cham ber	cof fin
spin dle	wrist band	craft y	doc trine
sup ple	weap on	char coal	flor id
subt le	wid geon	flask et	fon dle
stur geon	zeal ot	gar land	fore head
sur geon	zeal ous	ghast ly	frol ic
tal ent	zeph yr	gar ment	fal chion
	3		
tal on	slaugh ter	har lot	grog ram
tan gle	bor der	har vest	gos lin
tat tle	cor ner	jaun dice	hogs head
hom age	spon dee	coop er	shov el
hon est	wan der	cuck oo	squir rel
		2	
hon or	wan ton	ver min	vir gin
knowl edge	war rant	ver dict	wor ship
hal loe	squan der	ver juce	won der
			9
lodg er	yon der	vir tue	neigh bor
	6		
mod est	gloom y	kern el	ou
		8	
mod ern	wo man	con jure	coun cil
mon strous	boo by	cov er	coun ter
	7		

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

TABLE 15.

Lesson 1.

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

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

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

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

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

Lesson 2.

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

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

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

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

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

Lesson 3.

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

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

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

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

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

Be kind to all men, and hurt not thyself.

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

Lesson 4.

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

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

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

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

TABLE 16.

Words of two syllables, accented on the second.

ac ¹ quire	af fair	ap proach	a stray
a base	af fright	ar raign	a vail
a buse	a gainst	a rise	a wake
a dieu	a muse	as sign	a way
al ly	en croach	un tie	a far
aw ry	en dear	un true	a larm
be lieve	en treat	up right	quit ar

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

TABLE 17.

Examples of words derived from their roots or primitives.

EXAMPLE 1.

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

EXAMPLE 2.

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

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

EXAMPLE 3.

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

call,	call-ing	al-lay,	al-lay-ing
air,	air-ing	com-plain,	com-plain-ing
faint,	faint-ing	al-low,	al-low-ing
feel,	feel-ing	fin-ish,	fin-ish-ing
see,	see ing	lav-ish	lav-ish-ing
eat,	beat-ing	glim-mer,	glim-mer-ing

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

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

EXAMPLE 4.

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

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

EXAMPLE 5.

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

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

EXAMPLE 6.

Formation of verbs in the three persons.

Present Time.

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

Past Time.

I loveth,	thou loveth you loved,	he loved, she loved, it loved,	1. We loved 2. ye or you loved 3. they loved
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TABLE 18

Familiar Lessons.

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

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

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

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

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

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

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

ADVICE

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

TABLE 19.

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

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

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

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

stadt hold er
stim u late
stip u late
stren u ous
sub ju gate

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

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

nom in ate
ob lig ate
ob lo quy
ob sta cle
ob stin ate

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

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

³
fraud u lent
cor di al

cor po ral
for feit ure
for ti tude
for tu nate
ter min ate
firm a ment
mir a cle

⁸
cir cu lar
cir cum stance
cir cum spect

bar ba rism
bar ba rous
car din al
car pen ter
chan cel lor
chan ce ry
guar di an
ghast li ness
lara ce ny
mar gin al
mas quer ade
par ti san
phar ma cy
par lia ment
rasp ber ry

⁵
al der man
al ma nac
bot a ny
col lo quy
com pli ment

com plai sance
con sti tute

con tem plate
com pen sate
con fis cate
cor o ner
com pa ny
come li ness
gov ern or

gov ern ess
oi
poig nan cy

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

pros ti tute
sol e cism
sol i tude
soph is try
vol a tile

roq ue laur
tom a hawk
²

per se cute
per son age
prin ci ple
ser vi tude
roy al ty

ou
coun sel lor

coun ter feit
count e nance
boun ti ful

TABLE 20.

Lesson 1.

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

Lesson 2.

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

Lesson 3.

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

Lesson 4.

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

TABLE 21.

Words of three syllables, accented on the second.

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

dif **fu** sive
dis **fran** chise
in **qui** ry
e **gre** gious
en **light** en
o **bei** sance
out **rage** ous

pro **ce** dure
pot **a** toe
so **no** rous
mus **ke** toe

²
a **bridge** ment

ac **knowl** edge
ad **ven** ture
af **fran** chise

ag **grand** ize
ap **pren** tice

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

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

ex **cheq** uer
ex **cutch** con
ho **san** na
il **lus** trate

i **am** bus

in **cen** tive
in **cul** cate
in **det** ture

in **jus** tice
in **vec** tive

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

⁵
ab **or** tive
in **dorse** ment
in **dorse** ment
im **pos** ture
per **form** ance
rec **ord** er
mis **for** tune

⁴
ad **van** tage
a **part** ment
dis **as** ter
de **part** ment

em **bar** go

⁵
a **post** le
re **mon** strate
sub **al** tern

⁶
ac **cou** ter
ma **neu** ver

²
al **tern** ate
de **ter** mine
re **hears** al
sub **vers** ive

The following are accented on the first and third syllables.

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

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

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

TABLE 22

Words not exceeding three syllables, divided.

Lesson 1

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

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

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

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

Lesson 2.

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

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

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

Lesson 3.

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

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

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

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

Lesson 4.

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

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

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

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

Lesson 5.

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

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

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

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

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

TABLE 23.

Words of four syllables, accented on the first.

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

The following have the half accent on the third syllable.

² Ag ri cul ture	tab er na cle	⁴ arch i tect ure
an ti qua ry	tran sit o ry	ar bi tra ry
	³	
ap o plex y	au dit o ry	par si mo ny

TABLE 24.

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

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

Ad ¹ vi sa ble	im me di ate	vic to ri ous
ac cu mu late	im pe ri ous	vo lu min ous
ap pro pri ate	imp la ca ble	ux o ri ous
an ni hi late	in tu i tive	as ³ par a gus
a me na ble	la bo ri ous	ac cel er ate
ab bre vi ate	me lo di ous	ad mis si ble
al le vi ate	mys te ri ous	ad ven tur ous
cen so ri ous	no to ri ous	a dul ter ate
com mo di ous	ob se qui ous	ac cept a ble
com mu ni cate	op pro bri ous	ag gran dize ment
con cu pis cence	pe nu ri ous	dis fran chise ment
com pa ra ble	pre ca ri ous	am big u ous
de plo ra ble	sa lu bri ous	am phib i ous
dis pu ta ble	spon ta ne ous	a nal y sis
er ro ne ous	ter ra que ous	ar tic u late
har mo ni ous	vi ca ri ous	as sas sin ate
be at i tude	im pet u ous	e nor mi ty
ca lum ni ate	in dus tri ous	sub or din ate
ca pit u late	in gen u ous	a ⁵ bom in ate
cer tif i cate	in quis i tive	ac com mo date
ca tas tro phe	in vid i ous	a non y mous
co ag u late	in vin ci ble	a poc a lypse
com bus ti ble	in vis i ble	a poc ry pha
com mem o rate	per fid i ous	a pos tro phe
com mis er ate	per spic u ous	cor rob o rate
com par a tive	pre dic a ment	de nom in ate
com pat i ble	per plex i ty	de mon stra ble
com pend i ous	pro mis cu ous	de pop u late
con grat u late	pa rish ion er	dis con so late
con spic u ous	re cep ta cle	pre pos ter ous
con tem pla tive	ri dic u lous	pre rog a tive
con tempt i ble	si mil i tude	re spons i ble

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

TABLE 25.

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

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

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

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

TABLE 26.

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

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

TABLE 27.

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

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

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

REMARKS

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

Sudden and violent passions are seldom durable.

TABLE 28.

Words of five syllables accented on the first and third.

Am ¹ bi gu i ty	reg u lar i ty
con ti gu i ty	rep re hen si ble
con tra ri e ty	rep re sent a tive

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

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

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

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

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

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

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

²
u ni ver si ty
em blem at ic al
ge o graph ic al

TABLE 29.

Lesson 1.

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

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

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

Lesson 2

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

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

Lesson 3.

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

Lesson 4.

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

Our Savior's Golden Rule

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

Table 30.

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

¹ Cour tier	fus tian	com bus tion
² bas tion	mix tion	di ges tion
christ ian	² ce les tial	ad mix tion

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

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

Words of two syllables, accented on the first.

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

Words of three syllables accented on the second

¹ Ces sa tion	com mis sion	pro tec tion
com mo tion	com pres sion	pre emp tion
de vo tion	con fes sion	re demp tion
plant a tion	con sump tion	re flec tion
pol lu tion	con ven tion	sub jec tion
pro por tion	con vic tion	suc ces sion
re la tion	cor rec tion	sus pen sion
sal va tion	de cep tion	as per sion

fi du cial	de script tion	as ser tion
ad mis sion	di rec tion	a ver sion
af fec tion	dis tinc tion	con ver sion
af fli tion	ex cep tion	de ser tion
as cen sion	ex pre sion	dis per sion
as sump tion	in flict tion	re ver sion
at ten tion	ob ject tion	sub ver sion
col lec tion	pro fes sion	sub stan tial

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

Ac cept ¹ a tion	cal cu la tion
ac cu sa ion	con dem na tion
ad mi ra tion	con gre ga tion
ad o ra tion	con sti tu tion
ag gra va tion	con tem pla tion
ap pro ba tion	cul ti va tion
av o ca tion	dec la ra tion
des o la tion	res o lu tion
ed u ca tion	rev e la tion
el o cu ion	rev o lu tion
em u la tion	sep a ra tion
ex pect a tion	sup pli ca tion
hab it a tion	trib u la tion
in clin a tion	vi o la tion
in sti tu tion	vis it a tion
med it a tion	ap pre ² hen sion
mod e ra tion	com pre hen sion
nav i ga tion	con de scen sion
ob serv a tion	con tra dic tion
per se cu tion	ju ris dic tion
pres er va tion	res ur rec tion
prc la ma tion	sat is fact ion
pub lic a tion	³ aug ment a tion
ref orm a tion	⁵ al ter a tion

Word of five syllables, accented on the first and fourth

Am pli fi ¹ca tion
qual i fi ca tion
ed i fi ca tion
as so ci a tion

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

con fed e ra tion
con grat u la tion
con so ci a tion
or gan i za tion
¹
co op e ra tion
glo ri fi ca tion
pro nun ci a tion
pro pi ti a tion
re gen e ra tion
re nun ci a tion
re tal i a tion
ar gu ment a tion

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

TABLE 31.

Familiar Lessons

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

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

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

Moses, see the cat, how quiet she lies by the fire. Puss catches mice. Did you ever see puss watching for mice? How still and sly. She creeps along, fixing her eyes steadily on the place where the mouse lies. As soon as she gets near enough,

she darts forward, and seizes the little victim by the neck. Now the little mouse will do no more mischief.

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

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

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

THE SISTERS

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

The Rose

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

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

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

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

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

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

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

The Lamb

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

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

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

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

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

The Bird's Nest

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

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

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

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

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

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

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

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

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

On a Goldfinch starved in his Cage.

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

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

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

Precepts concerning the social relations.

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

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

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

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

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

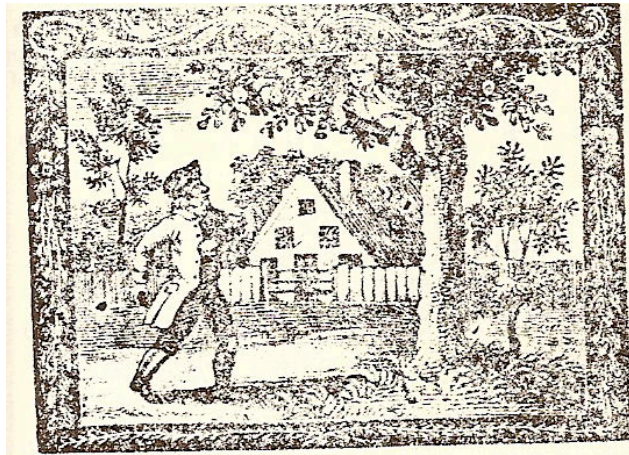
Art thou a husband? Treat thy wife with tenderness and respect; reprove her faults with gentleness; be faithful to her I love; give up thy heart to her in confidence, and alleviate her cares.

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

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

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

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



FABLE I .

Of the BOY that stole Apples.

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

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

M O R A L.

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

TABLE 32.

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

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

TABLE 33.

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

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

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

col lu sion	in clo sure	ab scis ion ²
con clu sion	e ro sion	col lis ion
con cis ion	e lis ion	in cis ion
div is ion	e lys ian	al lis ion
de cis ion	pre cis ion	re cis ion
de ris ion	pro vis ion	⁸ cir cum ² cis ion

The compounds and derivates follow the same rule.



FABLE II.

The COUNTRY MAID and her MILK-PAIL.

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

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

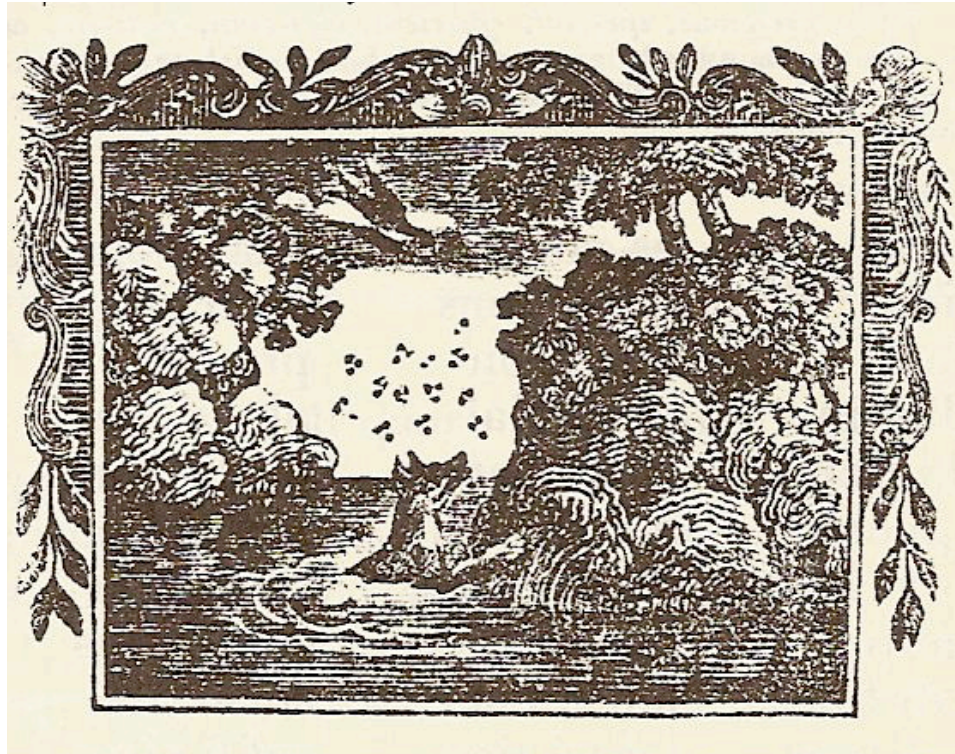
TABLE 34.

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

¹ Gre cian	tran sient	ex pa tiate
gra cious	lus cious	fa ce tious
pa tient	³ cau tious	fal la cious
quo tient	⁴ par tial	fe ro cious
spa cious	⁵ con science	in gra tiate
spe cious	con scious	lo qua cious
spe cies*	¹ ap pre ci ate	ne go ciate
so cial	as so ciate	pro ca cious
sa tiate	au da cious	ra pa cious
² an cient	ca pa cious	sag a cious
cap tious	con so ciate	se qua cious
fac tious	dis so ciate	ten a cious
fic tious	e ma ciate	vex a tious
nup tial	ex cru ciate	vi va cious
vo ra cious	pro vin cial	² cir cum stan tial
² an nun ciate	pru den tial	con sci en tious
con ten tious	sen ten tious	con se quen tial
cre den tials	sub stan tiate	con fi den tial
en un ciate	² com mer cial	pen i ten tial
es sen tial	con tu ma cious [†]	pes ti len tial
in fec tious	ef fi ca cious	prov i den tial
li cen tiate	os ten ta tious	rev e ren tial
om nis cience	per spi ca cious	res i den tia ry
po ten tial	per ti na cious	⁵ e qui noc tial

*Pronounced *speshiz*.

[†]The words of four syllables have the half accent on the first.
The compounds and derivatives follow the same rule.



FABLE III.

The FOX and the SWALLOW.

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

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

TABLE 35.

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

² Pre ci ous	ef fi cient	per di tion
spe ci al	es pe cial	per ni ci ous
vi ci ous	fla gi tious	pe ti tion
vi ti ate	fru i tion	pro fi cient
² ad di tion	ju di cial	phy si cian
am bi tion	lo gi cian	po si tion
aus pi cious	ma gi cian	pro pi tious
ca pri cious	ma li cious	se di tion
com mi tial	mi li tia	se di tious
con di tion	mu si cian	sol sti tial
cog ni tion	un tri tion	suf fi cient
con tri tion	no vi ciate	sus pi cious
de fi cient	of fi ciate	trans i tion
de li cious	of fi cial	vo li tion
dis cre tion	of fi cious	² ab o li tion*
dis cu tient	pa tri cian	ac qui si tion
e di tion	par ti tion	ad mo ni tion
ad ven ti tious	perj u di cial	co a li tion
am mu ni tion	pol i ti cian	com pe ti tion
ap pa ri tion	prop o si tion	com po si tion
ar ti fi cial	prep o si tion	def i ni tion
ad sci ti tious	pro hi bi tion	dem o li tion
ap po si tion	rhet o ri cian	dep o si tion
eb ul li tion	su per fi cial	dis po si tion
er u di tion	su per sti tion	² prac ti tion er
ex hi bi tion	sup po si tion	² a rith me ti cian
ex po si tion	sur rep ti tious	ac a de mi cian
im po si tion	av a ri cious	sup pos i ti tious
op po si tion	ben e fi cial	math e ma ti cian

The compound and derivatives follow the same rule

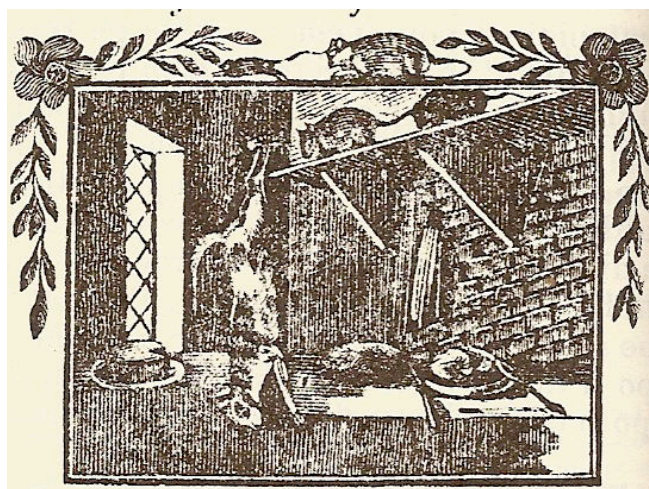
In the following words, the consonant *q* terminates a syllable; but perhaps the ease of the learner may render a different division more eligible.

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

SELECT SENTENCES

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

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



FABLE IV.

The CAT and the RAT.

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

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

TABLE 36.

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

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

* Pronounced sol-ger

[†]Pronounced ank-shus.



FABLE V.

The FOX and the BRAMBLE.

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

Table 37.

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

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

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

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

¹ ei ther	² ra th er	hit her	weath er
nei ther	fath om	leath er	with er
hea then	feat her	fur ther	wheth er
cloth ier	gath er	breth ren	neth er
weth er	whith er	⁸ broth er	be queath
prith ee	⁴ fa ther	wor thy	⁸ an oth er
bur then	far thing	moth er	² to geth er
south ern	far ther	smoth er	⁵ log a rithms
teth er	⁵ poth er	oth er	² nev er the ² less
thit er	broth el	¹ be neath	

The derivatives follow the same rule.



FABLE VI.

The BEAR and the TWO FRIENDS.

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

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

TABLE 38.

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

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



FABLE VII.

TWO DOGS.

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

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

TABLE 39.

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

¹ Chaise	fa tigue	mag a zine
² cham ois*	in trigue	bomb a sin
chan cre	ma rine	man da rin
¹ cha made	der nier	brig a dier
cham paign	po lice	bom bard ier
fra cheur	ma chine ry	buc can ier
chi cane	² chev er il	can non ier
¹⁰ pique	chev is ance	cap a pie
shire	chiv al ry	car bin ier
ma chine	¹ deb au chee	cav a lier
cash ier	¹⁰ chev a lier	cor de lier
an tique	chan de lier	gren a dier
	cap u chin	fin an cier

* Pronounced shammy.

SELECTED SENTENCES.

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

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

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

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

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



Fable VIII.

The Partial Judge.

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

TABLE 40.

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

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

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

² Fin ger	lin ger	young er	long est
an ger	lin go	young est ⁵	strong er ⁸
hun ger	lin quist	long er	mong er

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

TABLE 41 .

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

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

OBSERVATIONS

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

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

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

TABLE 42.

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

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

* g soft

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

The compounds and derivatives follow the same rule.

TABLE 43.

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

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

The compounds and derivatives follow the same rule.

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

¹ Whore	whole	⁶ who	whom	whoop	whose
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TABLE 44.

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

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

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

TABLE 45.

The History of the Creation of the WORLD.

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

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

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

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

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

TABLE 46.

Examples of the formation of derivatives and compound words.

Example 1.

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

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

Example 2.

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

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

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

Example 3.

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

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

Example 4.

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

mer-cy,	mer-ci-ful	de-ceit,	de-ciet-ful
mourn,	mourn-ful	re-spect,	re-spect-ful
hope,	hope-ful	dis-grace,	dis-grace-ful
wish,	wish-ful	de-light,	de-light-ful
youth,	youth-ful	re-venge,	re-venge-ful
awe,	aw-ful	dis-trust,	dis-trust-ful
care,	care-ful	du-ty,	du-ti-ful

Example 5.

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

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

Example 6.

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

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

Example 7.

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

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

Example 8.

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

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

Example 9.

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

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

Example 10.

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

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

Example 11.

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

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

Example 12.

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

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

Example 13.

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

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

Example 14.

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

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

Example 15.

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

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

Example 16.

Names formed from qualities by changing terminations.

Long,	length	deep,	depth	dry,	drought
strong,	strength	high,	height	wide,	width

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

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

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

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

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

Press, press-ure, im-press, im-press-ion, im-press-ive, im-press-ivie-ly,
com-press, com-press-sure, com-press-ion, com-press-i-ble, com-press-i-bil-i-ty,
in-com-press-i-ble, in-com-press-i-bil-i-ty, de-press, de-press-ion, sup-press,
sup-press-ion.

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

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

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

Compound Words.

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

OBSERVATIONS.

He seldom lives frugally, who live by chance

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

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

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

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

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

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

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

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

Table 47.

Irregular words, not comprised in the foregoing tables.

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

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

The compounds and derivatives follow the same rules.

OBSERVATIONS.

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

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

TABLE 48.

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

TABLE 49.

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

In America

TABLE 50.

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

TABLE 51.

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

TABLE 52.

Of Numbers.

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

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

TABLE 53.

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

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

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

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

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

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

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

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

TABLE 54.
Of Abbreviations

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

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

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

EXPLANATION

Of the Pauses and other Characters used in Writing.

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

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

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

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

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

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

my

as, *this is ^ book.*

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

Λ The index points to some remarkable passage.

¶ The paragraphs begins a new subject

§ The section is used to divided chapters

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

OF CAPITAL LETTERS.

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

ADDITIONAL LESSONS
DOMESTIC ECONOMY

Or, the History of Thrifty and Unthrifty.

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

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

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

Very different is the management of UNTHRIFTY: He lies in bed till a late hour in the morning—then rises, and goes to the bottle for a dram, or to the tavern for a glass of bitters—Thus he spends six cents before breakfast, for a dram that makes him dull and heavy all day. He gets his breakfast late, when he ought to be at work—When he supposes he is ready to begin the work of the day, he finds he has not the necessary tools, or some of them are out of order,—the plow-share is to be sent half a mile to a blacksmith to be mended; a tooth or two in a rake, or the handle of a hoe is broke; or a scythe or an ax is to be ground.—Now, he is in a great hurry, he bustles about to make preparation for work—and what is done in a hurry is ill done—he loses a part of the day in getting ready—and perhaps the time of workmen. At ten or eleven o'clock, he is ready to go to work—then comes a boy and tells him, the sheep have escaped from the pasture—or the cows have;

got among his corn—or the hogs into the garden. He frets and storms, and runs, to drive them out—a half hour or more time is lost in driving the cattle from mischief, and repairing; a poor broken fence; a fence that answers no purpose but to lull him into security, and teach his horses and cattle to be unruly. After all this bustle, the fatigue of which is worse than common labor, *Unthrifty* is ready to begin a day's work at twelve o'clock. – Thus half his time is lost in supplying the defects, which proceeded from want of foresight and good management. His small crops are damaged or destroyed by unruly cattle – His barn is open and leaky, and what little he gathers, is injured by the rain and snow. – His house is in a like condition – the shingles and clapboards fall off and let in the weather, which causes the timber, floors and furniture to decay—and exposed to inclemencies of weather, his wife and children fall sick – their time is lost, and the mischief closes with a ruinous train of expenses for medicines and physicians. – After dragging out some years of disappointment, misery, and poverty, the lawyer and the sheriff sweep away the scanty remains of his estate. Thus is the history of UNTHRIFTY – his principal is spent – he has no interest.

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

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

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

LESSONS ON FAMILIAR SUBJECTS

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

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

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

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

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

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

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

A MORAL CATECHISM

Question: WHAT is moral virtue?

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

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

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

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

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

OF HUMILITY.

Q. What is humility?

A. A lowly temper of mind.

Q. What are the advantages of humility.

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

Q. What is pride?

A. A lofty high-minded disposition.

Q. Is pride commendable?

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

Q. What effect has humility upon our own mind?

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

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

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

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

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

OF MERCY.

Q. What is mercy?

A. It is tenderness of heart.

Q. What are the advantages of this virtue ?

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

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

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

Q. How does cruelty show its effects?

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

Q. What does Christ say of the merciful man?

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

OF PEACE-MAKERS.

Q. Who are peace-makers?

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

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

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

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

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

OF PURITY OF HEART.

Q. What is purity of heart?

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

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

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

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

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

OF ANGER.

Q. Is it right ever to be angry?

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

Q. By what rule should anger be governed?

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

OF REVENGE

Q. What is revenge?

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

Q. Is this justifiable?

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

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

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

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

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

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

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

OF JUSTICE.

Q. What is justice?

A. It is giving to every man his due.

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

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

Q. What are the ill effects of injustice?

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

OF GENEROSITY.

Q. What is generosity?

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

Q. Is this a virtue?

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

Q. What has Christ said respecting generosity?

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

Q. Are we to perform this literally?

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

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

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

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

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

OF GRATITUDE.

Q. What is gratitude?

A. A thankfulness of heart for favors received.

Q. Is a duty to be thankful for favors?

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

Q. What is the effect of true gratitude?

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

OF TRUTH.

Q. What is truth?

A. It is speaking and acting agreeably to fact.

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

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

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

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

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

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

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

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

OF CHARITY AND GIVING ALMS.

Q. What is charity?

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

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

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

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

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

Q. Who are the proper objects of charity?

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

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

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

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

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

OF AVARICE.

Q. *What is avarice?*

A. An excessive desire of gaining wealth.

Q. *Is this commendable?*

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

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

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

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

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

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

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

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

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

OF FRUGALITY AND ECONOMY.

Q. What is the distinction between frugality and avarice?

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

Q. What is economy?

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

Q. How far does economy extend?

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

Q. What is wastefulness?

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

Q. Is not waste occasioned often by mere negligence?

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

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

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

OF INDUSTRY.

Q. What is industry?

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

Q. Is labor a curse or a blessing?

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

Q. Why then do people complain of it?

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

Q. What are the other good effects of industry?

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

OF CHEERFULNESS.

Q. Is cheerfulness a virtue?

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

Q. Can we be cheerful when we please?

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

Q. What are the effects of cheerfulness on ourselves?

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

Q. What are the effects of cheerfulness on others?

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

Q. What effect has melancholy on the heart?

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

Q. What shall one do when overwhelmed with grief?

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

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

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

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

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

Q. What has Christ said concerning gloomy Christians?

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

Notes from Internet Publisher: Donald L. Potter

October 7, 2006

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

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

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

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

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

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

Most recent additions and corrections: 6/20/14.

WHY NOAH WEBSTER'S WAY WAS THE RIGHT WAY

By Geraldine E. Rodgers

June 10, 2004

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

From the Author

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

Comments from the Internet Publisher
Donald Potter
6/11/04

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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PREFACE.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

R U L E S,

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

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

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

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

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

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

POLYSYLLABLES.

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

TERMINATIONS.

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

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

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

In *ic*.

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

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

In *ed*.

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

In *ance*.

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

Exception 1.

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

Exception 2.

When *ance* is preceded by two consonants, the accent lies on the first of them; as, *discordance*.

When *i* precedes *ance*, it is sometimes taken into the last syllable, and pronounced like *y*; as *valiance*, pronounced *valyance*. But in nouns formed of verbs of verbs ending in *y* accented, *y* is changed into *i*, which retains the accent, and forms a distinct syllable; as *compliance*, from *comply*.

In *ence*.

Polysyllables in *ence* have the accent on the last syllable but two; as *benevolence*.

Exception--1st. Words derived retain the accent of their primitives; as *adherence*, from *adhere*.

2 When two consonants precede *ence*, the accent is on the first; as *effulgence*; except *concupisence*.

When *ence* is preceded by *ci*, they are changed into the sound of *sh*, and have the accent; as *deficiense*, pronounced *defishence*.

In *cle*.

Trisyllables in *cle* have the accent on the first; as *miracle*, *oracle*. Words of more than three syllables, have the accent farthest back: as *tabernacle*; but *receptacle*, and perhaps *conventicle*, should be accented on the second syllable.

In *dle*, *fle*, *gle*, *kle*, *ple*, *tle*.

Most words that have these terminations are dissyllables, and have the accent on the letter immediately preceding the termination; as *cradle*, *ruffle*, *eagle*, *buckle*, *turtle*, &c. Other words have the accent on the first syllable; as *principle*, *participle*, &c.

In *ure*.

These either follow their primitives; as *intermixture*, from *intermix*; or are accented as far back as the third or fourth syllable; as *literature*, *judicature*. But *legislature* is accented on the first and third.

In *ate*.

The accent in these words is for the most part on the last syllable but two; as *felicitate*, *hesitate*. But when two consonants precede the last syllable, the accent is on the first of them; as *consummate*.

In *ive*.

This termination in words of more syllables than one, is always sounded *iv*; as *motive*, pronounced *motiv*.

In *tive*.

Words ending in *tive* have the accent on the last syllable but two, or farther back; as *positive*, *communicative*.

But when two consonants precede *ive*, the first has the accent; as, *attentive*; except a substantive, which is accented on the first syllable.

In *ial*.

This termination is commonly pronounced in one syllable. When preceded by *c* or *t* its sound is the same as *shal*; as *judicial*, pronounced *judishal*. The accent of such words is on the last syllable but one.

I cannot agree with Mr. Sheridan in accounting *ial* a syllable in all cases. It appears to me that in *connubial, ministerial, &c.* *ial* cannot be pronounced in one syllable without a violent exertion of the organs, and after our utmost efforts we are obliged to make a great distinction of syllables. And if *ial* be considered as forming two syllables unless preceded by *c* or *t*, the accent falls on the last but two. The words *denial, decrial* have the accent on *i*.

In *ian*.

This ending with *c* or *t* before it, is pronounced *shan*: as *magician, tertian*; except an *s* precedes *t*, when the last syllable is pronounced *chan*, as *christian, fustian*; and the accent is on the last syllable but one.

But the terminating syllable *gian* is pronounced ;*jan*; as, *collegian*.*

With other letters it forms two syllables, and the accent is on the last syllable but two; as *librarian*.

In *en*.

This termination is very often contracted, by omitting *e* and joining *n* to the former syllable; as *heav'n*. But *e* ought not to be apostrophised either in poetry or prose. The accent is usually on the first syllable.

In *ion*.

This termination is usually but one syllable, and pronounced *yun*; as *million, opinion*. See table 31. When this is the case, the accent is on the syllable immediately preceding *ion*. When two or more consonants precede *ion*, the first has the accent as *quaternion*.

In *sion*.

This termination is always pronounced *ahun*; except another consonant precedes it, when it sounds *shun*.

In *tion*.

This termination is invariably pronounced *shun*; as *notion*; except when preceded by *s* or *x*, when it is pronounced *chun*; as *dijestion, commixtion*.

* *It is said that dian is pronounced in the same manner as comedian, pronounced comejan. If so, how shall we pronounce trajedian?*

In *eer* and *ier*.

All polysyllables in *eer* have the accent on the last syllable and all in *ier*, pronounced in one syllable; as *domineer, cavalier, ier* being pronounced as *eer*.

In *er*.

Words ending in *er*, being for the most part derived, follow their primitives in their accents; as *politer* for *polite*. In polysyllables not derived, the accent is generally on the last syllable but two; as *astronomer*. But this rule has exceptions.

In *or*.

When *or* is preceded by the vowel *i*, they form a syllable, which is pronounced *yur*; as *senior*.

In *ous*.

This termination is always sounded *us*. When preceded by *ce, ci* or *ti*, it forms the syllable *shus*; as *segacious, cetatious, sententious*, pronounced *segashus, cetashus, sentenshus*.

When the vowel *i*, and a consonant precede the terminations *eous* and *ious*, the accent is on the letter immediately preceding the consonant that is taken into the last syllable; as *tenacious*.

But when *ous* is preceded by other letters, the accent is on the last syllable but two; as *voluminous*; except two consonants precede the last syllable, when the accent falls on the first of them; as *tremendous*.

In *ant*.

Polysyllables in *ant* have the accent on the last syllable but two; as *extravagant*; except when two consonants meet in the middle; as *trumpant*. But *protestant* is accented on the first: *confidant*, *complaisant*, have the accent on the last; as also *Levant*, a *gallant*; and compound words of two syllables; as *recant*.

In *ent*.

Words terminating in *ent* preceded by any consonant except *m* have the accent on the last syllable but one; as *dependent*. But words ending in *ment*, being generally formed from verbs, retain the accent of their primitives; as *confinement* from *confine*.

When the vowel *i* precedes *ment*, the accent is on the last syllable but two; as *compliment*.

When *ent* is preceded by *ti*, and *ci*, it forms with them the syllable *shent*; *ancient*, *consentien*, pronounced *anshent*, *consenshent*.

Words in *lent* are accented on the last syllable but two, as *benevolent*; except when *l* is double; as *repellent*; and to this also *excellent* is an exception, being accented on the first.

All words in *ment* not derived, have the accent on the last syllable but two; as *testament*.

In *ay*.

Compound words of two syllables have the accent on the last; as *delay*, *holiday*.

In *cy*.

Words in *cy* are usually nouns derived from verbs, nouns or adjectives, and retain the accent of their primitives; as *intimacy*, from *intimate*.

In words not derived, the accent is back on the third or fourth syllable; as *democracy*, *necromancy*.

Polysyllables in gy.

These are also accented on the last syllable but two; as *prodigy* *chronolgy*. In this termination *g* is soft unless preceded by another *g*; as *foggy*, when it is hard.

In *ny*.

Trisyllables ending in *ny* are accented on the first; as *calumny*. Polysyllables on the first; as *matrimony*; except *anemony*, *hexagony*, *cosmogony*, *monotony*, &c. which have the accent on the letter immediately preceding *on*.

In ry.

Trisyllables in ry have the accent on the last but two; as *diary*; polysyllables on the last but three: as *epistolary*. But *carravansary*, *dispensary*, *aniversary*, [*sic*] *testamentary*, *parliamentary*, are accented on the last but two. *Adversary*, *commentary*, *momentary*, *voluntary*, on the first.

In words of four syllables, with the half accent on the last but one, the termination *ary* is sounded *erry*; thus *monetary* is pronounced *momenterry*.

In ery.

These have generally the accent on the last syllable but two; except *deleterary*, *monastery*, *baptistery*, where it is on the first. *Ery* is always sounded *erry*.

Terminations of the plural number, and of Verbs. In es.

When *es* form a distinct syllable, as is always the case after *sh*, *ch*, *x*, *s*, *c*, *g* and *z*, it is pronounced *iz*; as *brushes*, *churches*, *boxes*, *houses*, *places*, *sages*, *freezes*; pronounced *brushiz*, *churchiz*, *boxiz*, *housiz*, *placiz*, *sagiz*, *freeziz*. But if *es* follow other letters *e* is silent, and *s* sounds like *c* or *z*.

S sounds like *c* after the following letters:

f, as in stuffs,	t, as in shuts.
k, as in packs.	l
p, as in hopes.	th, as in truths.

And if *e* precedes *s*, it alters not the sound of *s*; as *hopes*, where *e* is silent.

S sounds like *z*, after the following letters:

b, as in robs, pronounced robz	
d, as in beds	bedz
g, as in rags	ragz
l, as in seals	sealz
m, as in trims	trimz
n, as in wins	winz
r, as in wars	warz
v, as in leaves	leavez
th, as in tithes	tithz
ng, as in songs	songz.

And if *e* precedes *a*, it alters not the sound, as is observable in the word *leaves*, for *e* is silent.

ay, as in delays, pronounced delaze	
oe, as in foes	foze
ue, as in glues	gluze
ow, as in glows	gloze
ow, as in vows	vowze
ew, as in screws	scruze
aw, as in laws	lawz
ay, as in prays	praze
oy, as in boys	boyz

The termination *ies* unaccented is invariably pronounced *iz*; thus, *glories*, *vanities*, *varies*, are pronounced *gloriz*, *vanitiz*, *variz*.

If the termination is accented, or if it is a monosyllable, it is pronounced *ize*, the accent falling on *i*; thus, *denies*, *complies*, *dies*, are pronounced *denize*, *complize*, *dize*.

Half Accent

When the full accent is on the first syllable, there is generally a half accent on the third.

When the full accent is on the second, the half accent is on the fourth.

It is a general rule that every third syllable has some degree of accent, and in few or no words are there more than two succeeding syllables unaccented.

S Y L L A B L E S.

A syllable is one letter, or so many letters as can be pronounced at one impulse of the voice; as, *a*, *hand*.

Spelling is the art of dividing words into their proper syllables, in order to find their true pronunciation.

GENERAL RULES.

The best way of dividing words for children, is to divide them so as naturally to lead the learner into a right pronunciation.*

Monosyllables are words of *one* syllable.

Dissyllables are words of *two* syllables.

Trissyllables are words of *three* syllables.

Polysyllables are words of *many* syllables.

Accent is the force or stress of voice that is laid upon any letter

* *This is Dr. Lowth's idea of spelling, and the sentiments of several literary gentlemen in America, upon whose authority I have ventured to reject all particular rules, and to divide the syllables as nearly as possible as the words are pronounced.*

**A SHORT INTRODUCTION
TO
GRAMMAR:
BEING AN ABRIDGEMENT OF THE SECOND PART OF THE INSTITUTE.**

OF GRAMMAR.

Q. WHAT is Grammar?

A. Grammar is the art of expressing thoughts by words with propriety and dispatch.

Q. What are the elements of language?

A. Letters, which compose words.

Q. What does English Grammar teach?

A. The true principles and idioms of the English Language. (*Idioms are modes of speaking or writing, which are peculiar to a language.*)

OF WORDS.

Q. How may words be divided?

A. Into six classes or parts of speech: nouns, articles, pronouns, adjectives, verbs, abbreviations.

OF NOUNS.

Q. What is a noun?

A. The name of any person, place, or thing; as, John, Hartford, paper.

Q. How are nouns divided?

A. Into proper names, which are limited to particular persons, places, &c. as, Boston, Thomas, Potomak; and common names, which belong to sorts of things; as birds, books.

Q. How is the signification of common nouns restrained or limited?

A. By the two little words *a* and *the* called articles.

Q. Explain the use of each.

A. *A* confines the name to a single thing, but leaves it uncertain which is meant; as, a tree. *The* is used when the particular thing or things mentioned are supposed to be known; as, the twelve tribes.

Q. How many numbers are there?

A. Two, the singular and the plural. The singular speaks of one: as, book: the plural of more; as, books.

Q. How is the plural formed?

A. By adding *s* or *es* to the singular; as paper, papers, fox, foxes.

Q. What exceptions are there to this rule?

A. Some nouns, in which *f* is changed into *v* in the plural; as, life, wife; lives, wives. Some in which *y* is changed into *ies*; as, vanity, vanities; and some more irregular words; as; man men; foot, feet.

Q. What cases are there in English?

A. The **nominative**, which usually stands before a verb; as, the boy writes: the **possessive**, which takes an *s* with a comma, and denotes property; as,

John's hat: the **objective**, which follows a verb or preposition; as, he honours virtue, or, it is an honour to him.

Q. How many genders are there?

A. There are two genders, the masculine which comprehends all males; and the feminine which comprehends all females. Things without life have no gender.

Q. How are the different genders expressed?

A. Generally by the ending *ess*; as, actress, heiress: sometimes by *he* and *she*; as, a he goat, a she-goat: sometimes by *man* and *maid*; as, a man-servant, a maid-servant. Sometimes the feminine ends in *ix*; as *executrix*.

OF PRONOUNS.

Q. What is a pronoun?

A. A small word that stands for a noun; as, "This is a man of worth; treat him with respect." The pronoun *him* supplies the place of *man*.

Q. Which are called the personal pronouns?

A. I, thou, he, she; we, ye or you, they. 1st. The person speaking calls himself *I*. 2d. The person spoken to is called *thou*. 3d. The person spoken of is called *he* if a male, *she* if a female; when a thing is spoken of, it is called *it*. The plural of *I* is *we*; the plural of *thou* is *ye* or *you*--the plural of *he, she* or *it*, is *they*.

Q. What difference is there in the use of *ye* and *you*?

A. *Ye* is used in the solemn style--*you* in common discourse; *you* is also used, in familiar language, for *thou*, which is used principally in the addresses to the Deity.

Q. How do these pronouns vary in the cases?

A. Thus:

	Singular.		
<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>	
<i>I</i>	<i>mine</i>	<i>me</i>	
<i>thou</i>	<i>thine</i>	<i>thee</i>	
<i>he</i>	<i>his</i>	<i>him</i>	
<i>she</i>	<i>hers</i>	<i>her</i>	
<i>it</i>	<i>its</i>	<i>it</i>	
	Plural.		
<i>we</i>	<i>ours</i>	<i>us</i>	
<i>ye or you</i>	<i>yours</i>	<i>you</i>	
<i>they</i>	<i>theirs</i>	<i>them</i>	

Q. What other words are called pronouns?

A. *My, thy, her, our, your, their*, are all called pronominal pronouns; because they are joined with nouns. *This, that, other, any, some, one, none*, are called definitive pronouns, because they limit the significance of the noun to which they refer.

Q. Are any of these varied?

A. *This, that, and other, make, in the plural, these, those, and others.*

Q. What other pronouns are there in English?

A. Who, which, and what. These are called relatives, because they relate to some foregoing nouns: except when they ask questions; then they are called interrogative. What, has the sense of that, which; except in asking questions.

Q. Have the relatives any variations?

A. Who is thus varied in the cases--Nom. who--Poss. whose; Object. whom.

Q. What name is given to each, every, other?

A. That of distributives; because they denote a number of particulars, taken separately; as "There are five boys, each of whom is able to read."

Q. What is the use of own and self?

A. They are added to pronouns, to express an idea with force. Self makes selves in the plural.

OF ADJECTIVES.

Q. What is an adjective?

A. A word which expresses some quality or circumstances of a noun; as a wise man, a young woman, two men.

Q. Have adjectives any variations?

A. Adjectives, which express qualities, capable of being increased or diminished, are varied to express comparison, thus;--wise, wiser, wisest--cold, colder, coldest.

Q. What are the degrees of comparison called?

A. The positive, comparative, and superlative. The positive expresses the simple quality; as, wise, cold--the comparative expresses a quality in a greater or less degree; as, wiser, colder, less wise--the superlative expresses a quality in the greatest, or least possible degree; as, wisest, coldest, least wise.

Most adjectives may be compared by more and most, less and least; as, more generous, or less generous, &c.

OF VERBS.

Q. What is a verb?

A. A part of speech, signifying action or being.

Q. How many kinds of verbs are there?

A. Four; person, number, time, and mode.

Q. How many persons are used with verbs?

A. Three; as, in the singular number, I write, thou writest, he writes. In the plural, we write, ye or you write, they write.

Q. How many times or tenses are there?

A. Three--present past, and future. An action may be now doing; as, I write or am writing. The verb is then said to be in the present tense. An action may have been done some time ago; as I wrote, or have written. The verb is then in the past time. When the action is yet to come, the verb is in the future time; as I shall or will write.

Q. What is mode in grammar?

A. The manner of representing action or being.

Q. How do the English express time and mode?

A. Principally by the means of several words called auxiliaries or helpers; viz. do, be, have, shall, will, may, can, should, would, could, and must.

Q. What are the modes?

A. The Infinitive, the Indicative, the Imperative, and the Subjunctive.

Q. Explain them.

A. The Infinitive expresses action or being, without limitation of person or number; as, to write.

The Indicative shows or declares an action or being; as, I write, I am; or some circumstance of action or being; as, I can write; I must sleep; or asks a question; as do I write?

The Imperative commands exhorts, or prays; as, write; go; do thou grant.

The Subjunctive expresses action or being under some condition or uncertainty; and is commonly preceded by a conjunction, adverb, or some other word; as, if I write; though he slay me; I wish I were in the Elysian fields.

Q. What are participles?

A. They are words which are formed from verbs, and have the nature of verbs, nouns or adjectives.

Q. How do they end?

A. in d, t, n, or ing. Thus from the verbs, move, teach, write, go--are formed the participles, moved, taught, written, going.

Q. What is the use of do as a helping word?

A. It has four uses, 1st. to express emphasis or opposition; as, "Perdition catch my soul, but I do love thee."

2d. To save the repetition of another verb; as, He writes better than you do; That is better than you write.

3d. To ask a question; as, "Do they write?"

4th. It is elegantly used in negative sentences; as, "He does not walk."

In all other cases, it is obsolete or inelegant.

Q. What is the use of be and have?

A. As helpers, they are signs of time.

Q. What is the use of shall?

A. In the first person it foretells; as, "I shall go; we shall speak."

Q. What is the use of would?

A. In the first person it denotes a past or conditional promise, or mere inclination. It is often used in the present time, in declaratory phrases; as, "I would not choose any." In the second and third persons it expresses inclination, "he would not go; you would not answer."

Q. What is the use of should?

A. In the first person it commonly expresses event merely; as, I should write if I had an opportunity."

In the second and third persons it expresses duty or obligation; as, you should help the poor; he should go to school.

When an emphasis is laid on should or would, it varies their meaning.

The Helping Verbs are thus varied.

Present Time.

To do	To have	Can
I do	I have	I can
Thou doest or dost	Thou hast	Thou canst
He does or doth	He has or hath	He can
We do	We have	We can
Ye or you do	Ye or you have	Ye or you can
They do	They have	They can

Past time

I did	I had	I could
Thou didst	Thou hadst	Thou couldst
He did	He had	He could
We did	We had	We could
Ye or you did	Ye or you had	Ye or you could
They did	They had	They could

Present time

May	Shall	Will
I may	I shall	I will
Thou mayest	Thou shalt	Thou wilt
He may	He shall	He will
We may	We shall	We will
Ye or you may	Ye or you shall	Ye or you will
They may	They shall	They will

Past time.

I might	I should	I would
Thou mightest	Thou shouldst	Thou wouldst
He might	He should	He would
We might	We should	We would
Ye or you might	Ye or you should	Ye or you would
They might	They should	They would

Must has no variation.

INFINITIVE MOOD.

Present. To be *Past.* To have been

INDICATIVE MOOD.

I am	We are	
Thou art	Ye or you are	
He is	They are	
I may be, &c.	I would be, &c. }	
I can be, &c.	I should be, &c. }	are sometimes used
I must be, &c.	}	in this tense

Present Time.

Past time.

I was	We were
Thou wast	Ye or you were
He was	They were

Past time.

I have been, &c.	I must be, &c.
I had been, &c.	I could be, &c.
I might be, &c.	I would be, &c.
I should be, &c.	
I might have been, &c.	I would have been, &c.
I could have been, &c.	I should have been, &c.
I must have been, &c.	I may have been, &c.

Future Time.

I shall be, &c.	I shall have been, &c.
I will be, &c.	I will have been, &c.

IMPERATIVE MODE.

Be thou, or	Be ye or you
Do thou be	Do ye or you be

SUBJUNCTIVE MODE.

Present Time.

<i>If I am, &c.</i>	<i>If we are, &c.</i>
I were	We were
Thou wert	Ye or you were
He were	They were
If I may be, &c.	If I could be, &c.
I can be, &c.	I would be, &c.
I must be, &c.	I might be, &c.
The auxiliary is some times omitted, If I be, &c.	

Past Time.

If I was, &c.	If I could have been, &c.
I have been, &c.	I would have been, &c.
I had been, &c.	I should have been, &c.
I could be, &c.	I must have been, &c.
I might be, &c.	
I would be, &c.	

The old form of the time past, If I were, is obsolete.

Future Time.

If I shall be, &c.	If I should be, &c.
I will be, &c[.]	

The auxiliary is often omitted, If I be, &c.

Add a passive particle to the foregoing, and you have a combination of words, answering to the passive verb of the Greeks and Romans; "I am loved, I was loved."

PRINCIPAL VERBS.

INFINITIVE. To write. To love.

INDICATIVE.

Present Time.

I write--love	We write--love
Thou writest--lovest	Ye or you write--love
He writes--loves	They write--love
writeth--loveth	

Past time.

I wrote--loved	We	}
Thou wrotest--lovedst	Ye or you	} wrote, loved
He wrote--loved	They	}

Future Time.

I shall or will	}	write	We shall or will	}	write
Thou shalt or wilt	} or		Ye or you shall or will	} or	
He shall or will	}	love	They shall or will	}	love

IMPERATIVE MODE.

Write thou, or	Write ye or you
Write	Write
Love thou	Love ye or you
Love	Love

The foregoing inflections are all which it is necessary the learner should commit to memory, at least when he begins grammar.

PARTICLES and ABBREVIATIONS.

Q. What do grammarians call particles?

A. All those small words which connect nouns, verbs and sentences: as, and, for[,] from, with, &c.

Q. What are these words?

A. They are mostly abbreviations or corruptions of old nouns and verbs.

Q. What is their use?

A. Their great advantage is to enable us to express our thoughts with dispatch, by saving repetitions; or by conveying several ideas with one word.

Q. How may the abbreviations be distributed?

A. Into conjunctions, prepositions and adverbs.

Q. What is the particular use of conjunctions.

A. To connect words and sentences; as, four and three make seven. Thomas studies, but John does not.

Q. Which are the conjunctions?

A. Those most generally used are the following: And, if, not, either, since, unless, also, but, neither, therefore, though, else, or, yet, because, wherefore, whether.

Q. What is the use of prepositions?

A. They are commonly placed before nouns or other words, to express some relation.

Q. Which are the particles called prepositions?

A. These, which may stand alone and are called separable prepositions, viz.

A, for, till, above, before, from, until, about, behind, in, into, to, after, beneath, on, upon, towards, against, below, out, of, under, among, or amongst, between, over, with, at, betwixt, through, within, amidst, beyond, by, during, without.

The following are used with other words, and are therefore called inseparable prepositions:

A, be, con, dis, mis, per, pre, re, sub, un.

Q. What is the use of adverbs?

A. To express circumstances of time, place and degree, &c.

Q. Which are some of the most common adverbs?

A. Already, always, by and by, else, ever, enough, far, here, how, hither, thither, whither, indeed, much, do, not, never, now, often, perhaps, rather, seldom, then, thence, there, very, when, where, whilst, or while, yesterday.

Besides these, there are great numbers of others, and particularly those formed by ly, added to the adjectives--honest, honestly.

Q. What do we call such words as alas, oh, fie, pish, &c.

A. Interjections. These sounds do not constitute any part of language. They are merely expressions of passions which are sudden and irregular.

SENTENCES.

Q. What is a sentence?

A. A sentence is a number of words, ranged in proper order, and making complete sense.

Q. What does the formation of sentences depend on?

A. On agreement and government.

Q. What is agreement?

A. When one word stands connected with another word, in the same number, case, gender, and person.

Q. What is government?

A. It is when one word causes another to be in some case or mode.

R U L E. I.

A verb must agree with its nominative case, in number and person.

E X A M P L E S.

In the solemn style: Thou readest; he readeth; ye read.

In the familiar style: I go; he goes; we go; you go.

R U L E II.

Two or more nouns singular, connected by a copulative conjunction, must have verbs, pronouns and nouns, agreeing with them in the plural number.

E X A M P L E S.

1. Envy and vanity are detestable vices.
2. Brutush and Cassius were brothers: They were friends to Roman liberty.

R U L E III.

Nouns of multitude, though they are in the singular number may have a verb and pronoun, agreeing with them either in the singular or plural.

Examples. The assembly is or are very numerous; they are very much divided. "My people is or are foolish; they have not known me." The company was or were noisy.

Rule IV. An adjective must agree with its noun in number. Participles in the nature of adjectives, refer to some noun, but have no variation.

Examples. This man, that boy, these men, those boys, this kind.

Rule V. Relatives, and pronouns must agree with their antecedent in number, gender, and person.

Examples. 1. This is the boy who studies with diligence; he will make a scholar.

2. The girl who sits beside you is very modest; she will be a very amiable woman.

3. The pen which you gave me, is good; it writes very well.

Rule VI. If no nominative comes between the relative and the verb, the relative is the nominative.

Examples. This is the man who taught rhetoric. The estates of those who have taken arms against their country, ought to be confiscated. We have a constitution which secures our rights.

Rule VII. But if a nominative comes between the relative and the verb, the relative is governed by the following verb of some other word.

Examples. This is the man whom I esteem, whose virtues merit distinction, and whom I am happy to oblige.

Rule VIII. Two nouns signifying the same thing, must be put in the same case, and are said to be in apposition; as "Paul the apostle." "Alexander the conqueror."

But if they signify different things and imply property, the first is put in the possessive case, by adding *s*, separated from the word by an apostrophe.

Examples. This is John's paper. We admire a man's courage, and a lady's virtue.

Rule IX. Transitive verbs govern the objective case.

Examples. 1. I admire her. She saw him. The scripture directs us.

2. Religion honors its votaries. Shame follows vice.

R U L E X.

The answer must be in the same case as the question, it being always governed by the verb that asks the question, though the verb is not expressed.

E X A M P L E S.

Questions.	Answers.
Who wrote this book?	George.
Who is this?	he
Whom do you see?	them
Whom do you admire?	her

Rule XI. Prepositions govern the objective case.

Examples. I write for him. Give the book to her. Ye will ride with them or with us.

Rule XII. Conjunctions connect like cases and modes.

Examples. You and I are both present. He and she sit together. It was told to him and me. It is disagreeable to them and us.

Rule XIII The infinitive mode follows a verb, a noun or an adjective.

Examples. 1. It follows a verb, as, let us learn to practice virtue.

2. A noun; as you have a fine opportunity to learn.

3. An adjective; as, my friend is worthy to be trusted.

Rule XIV. A participle, with a preposition preceding it, answers to the Latin general, and may govern an objective case.

E X A M P L E S

By avoiding evil,		By shewing him
by doing good.		in observing them,
by seeking peace; and		for esteeming us,
by pursuing it.		by punishing them.

Rule XV. A nominative case, joined with a participle, often stands independent of the sentence. This is called the case absolute.

Examples. The sun being risen, it will be warm. They all consenting, the vote was passed. "Jesus conveyed himself away, a multitude being in that place."

Rule XVI. An adverb must always stand near the word which it is designed to affect or modify.

A FEDERAL CATECHISM
Containing a short EXPLANATION of the CONSTITUTION of the
UNITED STATES of AMERICA, and the Principles of
Government.

Q. WHAT is a constitution of Government?

A. A constitution of government, or a political constitution, consists in certain standing rules or ordinances, agreed upon by a nation or state, determining the manner in which the supreme powers shall be exercised over that nation or state, or rather how the legislative power shall be formed.

Q. How many kinds of constitutions are there; or in how many ways may the sovereign power be exercised over a people?

A. Constitutions are commonly divided into three kinds; *monarchy, aristocracy, and democracy.*

Q. Explain these sorts of governments?

A. When the sovereign power is exercised by *one person*, the constitution is a *monarchy*. When a few rich men or nobles, have the whole supreme power in their hands, the constitution is an *aristocracy*. When the supreme power is exercised by all the citizens in a general meeting or assembly, the constitution is a *democracy*.

Q. What are the faults of despotic governments?

A. In a despotic government, a whole nation is at the disposal of one person. If this person the prince, is of a cruel or tyrannical disposition, he may abuse his subjects, take away their lives, their property or their liberty.

Q. What objections are there to aristocracy?

A. In an aristocracy, where a few rich men govern, the poor may be oppressed, the nobles may make laws to suit themselves and ruin the common people. Besides, the nobles having equal power one with another, may quarrel and throw the state into confusion; in this case there is no person of superior power to settle the dispute.

Q. What are the defects of democracy?

A. In a democracy, where the people meet for the purpose of making laws, there are commonly tumults and disorders. A small city may sometimes be governed in this manner; but if the citizens are numerous, their assemblies make a crowd or mob, where the debates cannot be carried on with coolness or candour, nor can arguments be heard: Therefore a pure democracy is generally a very bad government. It is often the most tyrannical government on earth; for a multitude is often rash, and will not hear reason.

Q. Is there another and better form of government than any of these?

A. There is. A REPRESENTATIVE REPUBLIC, in which the people freely choose deputies to make laws for them, is much the best form of government hitherto invented.

Q. What are the peculiar advantages of representative governments?

A. When deputies or representatives are chosen to make laws, they will commonly consult the interest of the people who choose them; and if they do not, the people can choose others in their stead. Besides, the deputies coming from all parts of a state, bring together all the knowledge and information necessary to show the true interest of the whole state; at the

same time, being few in number, they can hear arguments and debate peaceable on a subject. But the great security of such governments is, that the men who make laws are to be governed by them; so that they are not apt to do wrong willfully. When men make laws for themselves, as well as for their neighbors, they are led by their own interest to make GOOD laws.

Q. Which of the former kinds of government is adopted by the American States?

A. The states are all governed by constitutions that fall under the name of representative republics. The people choose deputies to act for them in making laws; and in general, the deputies, when assembled, have as full power to make and repeal laws, as the whole body of freemen would have, if they were collected for the purpose.

Q. By what name may we call the United States in their political capacity?

A. A federal representative republic.

Q. How are the powers of government divided?

A. Into the legislative, judicial, and executive.

Q. What is meant by a legislative power?

A. By legislative is understood that body or assembly of men who have the power of making laws and regulations for governing state.

Q. Where does the power of making laws for the United States reside?

A. By the constitution of the United States, the power of making laws is given to the representatives of the people chosen by the people or their legislatures, and assembled in two distinct houses. This body of representatives so assembled, is called "the Congress of the United States."

Q. What are the two separate houses called?

A. One is called the Senate, the other the House of Representatives.

Q. How is the senate formed.

A. By two delegates from each state, chosen by the legislature of the state, for six years.

Q. Why are not senators chosen every year?

A. Because one branch of Congress is designed to be distinguished for firmness and knowledge of business.

Q. How is the house of representatives formed?

A. This branch of the national legislature is composed of delegates from the several states, chosen by the people, every second year.

Q. Can every an in the states vote for delegates to Congress?

A. By no mans. In almost every state some property is necessary to give a man a right to vote. In general, men who have no estate, pay no taxes, and who have no settled habitation, are not permitted to vote for rulers, because they have no interest to secure, they may be vagabonds or dishonest men, and may be bribed by the rich.

Q. Why is congress divided into two houses?

A. When the power of making laws is vested in a single assembly, bills may often pass without due deliberation. Whole assemblies of men may be rash, hasty, passionate, tumultuous, and whenever this happens it is safe to have some check to their proceedings, that they may not inure the public. One house the therefore may be a check upon the other.

Q. Why may Congress regulate the election of its own members or why is not this power left entirely to the states?

A. For this good reason; a few states might by neglect, delay or willfulness, prevent the meeting of a Congress, and destroy the federal government. It is necessary that Congress should have power to oblige the State to choose delegates, so that they may preserve their own existence.

Q. It is not unjust that all should be bound to obey a law, when all do not consent to it?

A. Every thing is JUST in government which is NECESSARY to the PUBLIC GOOD. It is impossible to bring all men to think alike on all subjects, so that if we wait for all opinions to be alike respecting laws, we shall have no laws at all.

Q. How are the members of Congress paid?

A. Out of the treasury of the United States, according to a law of Congress.

Q. Would it not be politic to refuse them a reward, and let them serve their country for the honor of it?

A. In such a case none but rich men could afford to serve as delegates; the government would then be wholly in the hands of the wealthy; whereas there are many men of little property, who are among the most able, wise and honest persons in a state.

Q. How far do the powers of Congress extend?

A. The powers of Congress extend to the regulation of all matters of a GENERAL NATURE, or such as concern ALL the United States.

Q. Will not this national government in time destroy the state governments?

A. It is not probable this will be the case; indeed the national government is the best security of the state governments; for each state has pledged itself to support every state government. If it were not for our union a powerful state might conquer its weaker neighbor, and with this addition of power, conquer the next state, and so on, till the whole would be subject to one ambitious state.

Student Progress Chart for Noah Webster's 1824 *American Spelling Book*

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Student _____ School _____ Teacher _____

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