THE

PESTALLOZZIAN PRIMER,

OR,

FIRST STEP

IN

TEACHING CHILDREN

THE

ART OF READING AND THINKING.

"Train up a child in the way he should go, and when he is old he will not depart from it."—*Solomon.*

Teach a child to *think*, and give him words by which he may retain and communicate his thoughts, and you will have more than half completed his intellectual education.

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HARRISBURG, PA.
PRINTED BY JOHN S. WIESTLING.
1827.

PREFACE.

This little book that is now presented to the public, is designed to be the first of a series of elementary school books, which the author intends to publish, should the present effort meet with suitable patronage. The work was begun under a conviction that something of the kind is much needed in our primary schools, in order to create a *habit of thinking and of understanding what is read.* It is called the *Pestallozzian Primer*, after Pestallozzi, a celebrated reformer in Education, who is still living in Switzerland. His mode of teaching pursues the natural order of our intellectual operations He begins by sensible objects, and conducts his course of instruction almost exclusively by *oral* explanations —A similar plan being adopted in this elementary work, was the reason why the epithet *Pestallozzian* was assumed.

The author is not disposed to dwell on the defects of other books used in acquiring the first rudiments of our language. They have all, no doubt, been useful in a certain way and to a certain extent. All that he would plead in favor of his adding one more to the number, is, that he considers them capable of much improvement; and this he has here attempted. In the composition of this primer he has found none of them of any use to him except *Murray's spelling book, and Neef's method of teaching.* To these works he is indebted for some useful hints; but it will be readily seen by the reader that this book is very different from either of those, and that it has at least *novelty of method* to recommend it. Whether this novelty will be identified with the idea of improvement, can only be determined by an examination of the work, after a careful perusal of the following

INTRODUCTION.

Mind is the subject upon which we operate in teaching a child. Some observations then, on the nature and operations of the human mind, seem to be an indispensable preliminary in a work composed for the purpose of teaching children to think, and to read their own language understandingly.—Our remarks shall be as concise, and as explicit as we are able to make them.

Education in general may be defined to be the developement and invigoration of all the useful susceptibilities or powers of a human being, whether bodily or mental.

Man, as to his susceptibilities of education, may be divided into the physiological functions, the moral feelings, and the intellectual powers

The education of each of those portions of the human constitution must be attended to, if we wish to prepare a child to be happy and useful. Our business at present, however, will be chiefly to attend to the nature of the intellectual faculties, and the best mode of bringing them into action for the benefit of the possessor.

When we examine the nature of our thoughts, we find that they consist of a recurrence to our minds of *what we have seen, heard, tasted, smelled, or felt, and mental combinations and judgments concerning those things* Of the truth of this position every one must be convinced, who has paid only a slight attention to the operations of his own mind.

An idea, then, is nothing more than a mental perception of an absent object, its qualities or actions; or it is the *mental* repetition of our sensations

If our ideas are derived from our sensations, the primary business of Intellectual Education should be the cultivation and strengthening of the senses, and perceptive power through them. This would lay a solid foundation for subsequent acquirements.

By the perceptive power, we mean the faculty by which the mind is conscious of the various sensations communicated through the organs of sense. By the faculty of attention we give direction to our perceptive power, and are capable of holding an object before our mind so as to examine it minutely. The faculty of attention becomes, from this circumstance, the medium of furnishing our memory, judgment and reasoning power with all the materials upon which they operate. If we are capable of fixing our attention vigorously, our memory and judgment will necessarily possess similar vigor. If, on the contrary, we possess but little power to direct and fix our attention, our memory and judgment will exhibit the same debility.—To acquire a habit, then, of fixing our attention steadily and undividedly on any object of thought, so

as to trace out all its attributes and relations, is a matter of the greatest moment in a good system of education.

The cultivation of our senses by a course of suitable exercises invigorates our power of attention. The senses that should be particularly exercised are those of *sight* and *touch* The reason why these two senses should receive the greatest cultivation, is that the sensations acquired by them, form the pivot upon which all the other sensations revolve. It is through *touch* that we receive our ideas of *space* and *location;* and these ideas of space and location, as they exist in the perceptive faculty, constitute the substratum on which all our sensations rest. They act the part of the frame and the canvass whereon our imagination paints all her pictures and her scenes. And it is in this way that space and location become the great foundation for memory; for, without the aid of those elementary ideas, it would be the next thing to impossible to improve, or even to retain our faculty of reminiscence.

But although our ideas of space and location are *originated* by the sense of *touch*, they are very soon *transferred* by association to the sense of *seeing*, in every human being, who has the use of his eyes. The infinite variety and *pleasing* appearance of colours may have a great influence in giving sight such a predominant superiority over the sense of touch. Whatever may be the cause, it is, however, an undoubted fact, that sight is the overwhelming sense, and that it bears off, on vigorous wings, all the other sensations of *taste, smell, hearing*, and even *touch* itself.

From what has been said we may venture the position, that *we think in pictures and scenes.* That this is true, is evident from the terms used in all languages to express our intellectual operations, as well as from the simple reflections of our own minds. Even our remembrance of sounds is associated with some visible scene; and we have no doubt that this fact may, as a principle, be applied to a useful purpose in acquiring a knowledge of music. To exemplify the correctness of our views with regard to the influence of ocular perception and location in arresting attention and securing mental retention, we need only refer to the art of *Mnemonics;* an art whose sole dependence is upon the visible imagery and symbols which it calls to its assistance. The surprising instances which Feinagle and other late teachers of Mnemonics, give us of persons remembering long and difficult series of events, &c. can all be explained on this principle.—In our every day experience in life, we may also see the astonishing tenaciousness of our memory, whenever we associate visible scenes or symbols, and places, with ideas of any kind.

The method of teaching the deaf and dumb may likewise be brought forward as evidence in proof of the effect of visual sensation and location on the memory. In teaching these persons, every thing must be pictorial, scenic and pantomimic; and this is the cause why they learn so fast, and remember so well.

The more we reduce all our knowledge to this form, the more perfectly will it be remembered. This truth should, therefore, be made a *leading principle* in the education of the intellectual faculties. So far as it has been applied it has displayed the most valuable results. Every teacher is acquainted with the importance of maps in teaching geography, and of charts on the plan of Priestly and Le Sage, in teaching history and biography. Historical paintings also, become the nuclei for concentrating and fixing thousands of ideas, which without their aid, would be as evanescent as a wasting cloud. For the truth of this we may appeal even to the little historical paintings on glass, and exhibited by a magic lantern, which have lately been brought into use. The explanatory lecture which accompanies these exhibitions is remembered most minutely by children who witness them. So likewise in natural philosophy and chemistry; lectures, apparatus and experiments form the scenery in which our scientific ideas permanently reside. Something similar may be said of all the natural sciences; and the view may be extended even to Ethics, and the most abstruse of what are called the *abstract* sciences. For we can have no idea of the terms *good, bad, honest, fraudulent, benevolent, &c.* without identifying these words with scenic actions exhibiting those attributes of moral character.

From all this we may draw an important inference, viz. that *precepts, axioms or abstract principles in any science, are of little or no use to the inexperienced.* An abstract principle can only be of service to him, who has been an experimenter, and has been in the habit of drawing inferences from what he has observed.

That this is true in morals, we have additional evidence in the difference in the conduct of our Saviour toward his disciples, and towards the mass of the *unitiated* people. To his *experienced* disciples he gave precepts; but to the people he spoke in parables or scenic representations of moral principles; that, thus having the moral actions before their minds, they might deduce their proper practical conclusions from them.

Hence we see, that both nature and revelation furnish us with proofs of the correctness of the method of teaching by induction from facts and scenes; the only true and speedy method of acquiring knowledge, and which, when it comes into general use, will change the face of the intellectual world.

Following out these views in a course of practical education, we ought to make *all nature a tablet of Mnemonic symbols*, with which we might *naturally* associate appropriate ideas. All the scenic ideas thus located would form a world of experimental facts to supply us with funds in our generalization of principles; or in other words, in the construction of our systems of science.

There are two intellectual operations which should be continually kept in exercise in a course of practical education. These are generalization and analysis. By generalization we mean the classification of objects by some resemblance in some of their parts or attributes. By analysis is meant the examination of an individu-

al object, for the purpose of separating it into its different parts, and noticing its various properties and actions. Correct and minute analysis becomes the source of accurate generalization; and generalization is the origin of all the sciences. These two operations may be compared to the reciprocal actions of the lever of a balance. They constitute, in the hands of a skilful teacher, a most important engine for exercising the pupil's mind, and increasing his store of knowledge. The analysis of objects into their parts and attributes cultivates the faculty of attention, and renders the memory tenacious. Generalization has a similar effect on our powers of recollection, by connecting to one point or principle, a vast variety of useful facts existing in different subjects.

In conducting a series of analyses and classifications with a scholar, we shall derive much advantage from questions. Interrogatories fix the attention and by that means strengthen it. It is in this way that the interrogatory system of teaching, lately introduced into England, Holland and this country, has produced such valuable results. This is properly the method of the ancients revived. Their most efficient instructors taught on this plan; and the categories of Aristotle can be considered useful in no other light, than as they are the means of investigating a subject by a course of interrogatories; and in this way arresting attention and securing knowledge.

As language is the medium through which knowledge is communicated, it may be proper to examine the office of words with reference to the theory we have given of the thinking process.

Words stand either for whole objects or for parts; for whole scenes or for some portion or action in a scene Thus the word *body* represents a whole consisting of many parts, as the *head, trunk, extremities;* and the term *head* includes in it the ideas represented by *face, forehead, eyes, ears, nose, mouth,* &c. But since language would be imperfect if we had only words standing for the names of objects, it was found necessary to be more minute; and hence we have terms expressing every species of action and quality.

Words then being used not only as signs for whole objects, and their parts, but likewise for their qualities, actions and uses, they become, as Condillac observes, our most useful instruments of analysis. They are, from the same circumstance, equally the instruments of generalization. The minute appropriation of terms concentrates attention by limiting the range of *mental vision,* and thus insures accuracy of observation.

When we look at words in this light as the means by which we communicate our thoughts to one another, we may compare them to the painter's pencil. Each word traces out in the imagination of the hearer, either the whole of an object, or some part, or quality, or action. All the elementary images, and scenic actions exist in a latent state, in the mind of the hearer; and the speaker, by a successive analysis of his pictures, and scenes by words, raises the same in the mind of the hearer.

If the hearer or reader can readily realize or embody the scenery presented by words, he is said to understand the speaker or author, and so vice versa.

If these observations are true, it will lead us to see the evil consequences of learning to look at our *printed words or visible language without thinking.* This is unfortunately the common practice of learning words; and our spelling books look no further than to give the child the mere congeries of letters, that stand for our oral words. It is this that produces the prevailing habit of reading without understanding. In reference to which habit, it would be scarcely too much to say that spelling books, as they are usually constructed and used, have, for more than a century past, been the greatest barrier to intellectual improvement.

The definitions in spelling books and dictionaries by no means answer the intention of their authors: because they consist too much in *general terms;* and we have proven, we believe, that our thoughts, in order to be realized and remembered, must be connected with *particulars,* whether these be objects or scenes. They can therefore communicate very little knowledge to the pupil, unless his teacher accompanies his definition lessons by a course of practical phrases on every word, or induces the pupil to do it as far as he can. This we have found the only plan of enabling a child to comprehend the true meaning of words.

For the purpose of acquiring language with correctness and facility, we may adopt three very useful practical divisions, viz. Ideology, Etymology, and Phraseology.

The term Ideology we wish to use with relation to the connection of ideas with words. As all our ideas of quality, action and relation reside in or are intimately associated with objects and scenes; so it must follow that the words expressing objects must be the principal words in all languages. These words we shall take the liberty of calling ideological radicals or roots, and they should be the subjects of the analytical lessons we have spoken of. The terms that represent qualities, actions, and relations will, of course, become the subjects of generalization.

Etymology is that division which shows us the origin of words from one another, so as to form large families retaining the orthographical features of the primitive word, as well as the idea. It is properly only a branch of ideology, but so valuable as to merit separate attention

By Phraseology we mean an analytical exhibition in words, of some scene. Here, it may be stated that we think in *whole phrases* as well as in *single words,* just as we think in *whole scenes* as well as in *individual pictures,* and parts of a scene This is a fact so important in the acquisition of languages, that we may venture the

assertion that a language can never be taught speedily without making it a primary point in the series of exercises.*

All elementary school books should be composed with an eye to this division of language. The present work does not keep strictly to this arrangement; but it follows this course as much perhaps as existing prejudices will admit of; and should this first experiment be approved of, the subsequent editions shall assume a shaping in conformity to what we consider the best method.

We will now mark out what we believe to be a judicious mode of conducting the developement of the intellectual faculties, from infancy on to that stage in which the child is capable of comprehending metaphysical terms.

Children should at first be taught *to think*, and to express their thoughts *orally*. In teaching to think, analysis and generalization should be continually called to our assistance. This *oral* course ought to be conducted by parents at home, and might occupy the two first years after a child begins to talk. Specimens of the plan to be pursued may be seen interspersed among the alphabetic and syllabic lessons of this book. Pestallozzi, it is said, has published a book exclusively devoted to the unfolding of the infant faculties. This he has called the mother's book, and though we have never seen it, we have no doubt it contains a simple and efficient series of exercises. A work of this kind is very much needed in this country, to assist parents who have leasure and inclination to carry his plan into effect, so as to prepare their children for learning successfully at school. As many parents, however, have not time, and some are deficient in other prerequisites, schools have lately been established for training children, in the way in which they should go. These children are taught to observe and to examine, by exercising their senses on the subject of their lessons, which consist of real objects and pictures, with oral histories respecting them. The success that has attended the labors of Wilson and Wilderspin, in London, is such as to place these institutions very high on the scale of public usefulness. When schools of this kind become universal, a complete revolution will be brought about in the intellectual world.

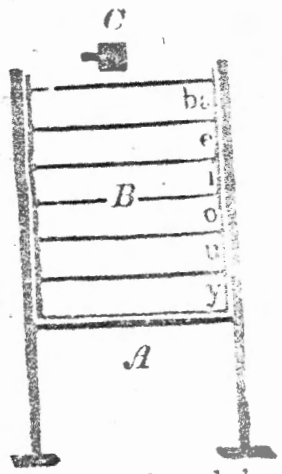
After a child has been about two years exercised in a thinking and oral course, he may be taught reading. And here he should not be taught his letters at first; but *whole words* should be presented to his eyes, after the same manner that some teachers of the deaf and dumb commence the reading business with their pupils. This is the surest method of making them learn to read understandingly. The most familiar words should be given him, such as *hat, head, eye, mouth, pen, book, candle, table, chicken, &c.* It is

* The author is making an experiment on the Latin Language, by taking these principles as a guide. The result of this ideological method of teaching that language, he hopes, at no very distant period, to be able to make public.

better not to give him words of more than two syllables. These lessons should be read as if they were Chinese *symbols*, without paying any attention to the letters, but special regard to the meaning. When the child can read whole words with facility, then, and not till then, let him be taught his alphabet, and syllabic spelling. If this method were adopted we should soon get rid of the stupid and uninteresting mode now prevalent. Both teacher and scholar would experience a pleasure, which is in vain to be looked for on the other plan.

The reason why we have not followed this course in the present work is, that the public is not yet ready for *receiving* such views with a favorable eye, much less for acting on them. Ten or fifteen years hence may be the time for publishing a work modelled on these principles.

To obviate the inconvenience arising from the child's seeing so much at once, as is usual in our common school books, we have invented an apparatus which we have called an *Anagnostic Kaleidoscope*, which may be used with singular advantage in the early stages of education. It consists of a wooden frame, *A*, with a sliding frame, *B*, divided into any number of divisions to receive the letter blocks represented by *C*. These blocks have large letters pasted on the end. Of these there may be fifteen or twenty sets or alphabets, retained in a case or letter box arranged in alphabetic order.



In making lessons with these letters, we take the blocks and place them in the frame, forming whatever combinations we desire. After making a number of reading lessons of whole words, the series of alphabetic and syllabic exercises of this book may be transferred to the machine. The lessons become more pleasant in this way than on the book, because the child may be put to setting his own lessons. This will bring his Physiological functions into action, along with his mind, and thus interest his attention much more than it otherwise could be.

The sense lessons might also be put on the machine first, and afterwards gone over in the book, in the way that is there recommended. But here *every word must be explained*, or all the labor is useless. It is indeed not enough that the individual words should be understood, but the whole scene represented by a phrase, must be realized by the pupil. A very simple and effectual way

of leading him to do this, is to ask him how he would draw a picture of what he has read, on his slate. He will instantly catch the clue, and give you the full sense of the sentence. This exercise we have made use of with such singular success, that we dare not refrain from impressing its utility on the mind of every one engaged in the instruction of youth. It will, more than any thing else, create a love for reading: For, when the child finds that he can form mental scenes, from his printed words, he will be discontented without a knowledge of the meaning of every word in his phrase. And this solicitude once fixed as a habit, will secure his future education.

In reading his sentences he should be told to *read* them just as if he were *talking*; and then let him tell, first, the long or emphatic words, and next the short ones. This method will soon bring him into a natural and musical manner of reading his lessons. After this he will easily notice the proper tones, looks, and gestures which should accompany the phrases he reads The sing-song and monotony so common, will by these means be entirely obviated.

Lest these remarks might be considered as merely speculative and extravagant, we would notify the reader that we have *tested* them so well, that we can *attest* them.

We will now bring our introduction to a close, although we have only given hints where we might have written pages. We were obliged to limit ourselves, lest our introduction should be larger than our book. It seemed necessary to say what we have, in order to afford those who may think this little performance worthy of a perusal, an opportunity of examining the reasons which have led us to compose a primer on this plan. The novelty of our notions, if they should not afford them edification, may, perhaps, yield them some amusement.

NOTE.

uld this work be well received, we intend to publish a part, under the title of "The Sequel to the Pestallozzian " as soon as circumstances will permit.

Though we give several alphabets here, in their entire and successive order, we would advise the teacher by no means to use them; but to take the simple mode of acquiring them *individually*, which is exemplified in the lessons beginning at Section I. We have had these lessons placed here, merely to accommodate the work to the prejudices of such persons as prefer the old method of *learning the whole alphabet at one lesson*; a plan which will be forever abandoned by any teacher who tries the new method.

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

Double Letters.

fi ff ffi

A b a d a b d a e p b a d i e a p b a e b d o
i p i a d o b e d i m u b i d a b o p u d a t y
m e p u t y b o d i m a b e t o p u b y d a t
i s o z e d a t y b u m s e p y z a m o w z o
s y t a d u s i z o p u b w y z i m u s e w h
a zu ha so pu y w om es ha pe you must
his zu mo pow ad has hop home doze
hose lad plate slate slope hod pot plum
zone one sow ran nor store trot strap
stare bare purr slur snow tun spun for
flour stuff flax ruff loaf have loaves
dive wives strive hive rove lave make
snake rake broke stroke spoke duke
shoves bag flag stove stag rag snag
zig zag big bug bog dog flax drove tax
ox box fix vex mix dig dick back rack
slack stack pack mock dock jane jove
jeer jest joke journey

In exercising the child on this collection of letters, it will be observed that they are successively introduced according to the order in which he learns them in his lessons. The teacher then will do well, in every succeeding lesson, to require the preceding letters which have been learned, to be said again with the new letter. For example, if *e* is the subject of the lesson, let all that have been learned before be named whenever they occur; and so on with *z*, *h*, *w*, and *c*.

PESTALLOZZIAN PRIMER.

First series of elementary lessons, consisting of the twenty-six alphabetic lessons.

Lesson I.

a A

Here let the child be taught to name the letter, and when his mind is sufficiently impressed with its shape and name, let him be put to the opposite page of Alphabetic Exercises, to find all the *a*'s he can. This will amuse him, and tend to strengthen his attention, and render the remembrance of the letter permanent. The same should be done with every letter, at the beginning of each succeeding lesson.

For a lesson to unfold his thinking powers, we shall here set down the three words,

Apple, peach, dog.

He should be asked as many questions as possible on each of these words: as, where does an apple grow? Name the parts of an apple. What are the different kinds of apples? How may an apple *look?* How may it *taste?* How may it *smell?* How may it *feel?* What can it do? What can be done to it? What can be made out of apples?—The same course with a peach. The dog.—Name the parts of a dog. What can he do with his ears? his eyes? his teeth? his mouth? &c. Of what use is a dog?

Lesson 2.

b B

ba Ba ab Ab

Let the child find this letter, as before, in his exercises; and also, name the *a's* he meets with. Then let him begin to spell b-a, B-a, a-b, A-br As soon as that is done several times, make him sound ba, Ba, ab, Ab, *at sight*, without naming a letter. When this has been done often enough to fix the reading of it in his mind, he may spell it off the book. The teacher will be so good as to try this plan thoroughly, and not go to the next letter until his pupil is perfect in all these exercises. Before going to the next letter, he may give him a dianoetic or thinking lesson on these words—

Leather, cloth, cat, butter;

or any other words that he may think proper to bring into action the thinking powers of his scholar.

—

Lesson 3.

e E

be Be eb Eb ba be ab eb

Course of Exercises.

1st. Examine as before.
2d. Spell on book many times, until it is well known.
3d. Read or sound, at sight, four or five times, at least.
4th. Spell off the book.

Learning to read, at this early stage, is a matter of great moment to a child, as it tends to quicken his attention, and enable him to sound the combinations of letters at a glance. This habit, well fixed by such a series of lessons as are given in this book, will make reading a simple and easy business to him.

Before going to the next letter, give another entertaining oral lesson on some familiar objects.

Horse, grass, paper, boards.

Pursue the same method as was recommended in the first dianoetic lesson. These lessons will create an interest, of which the teacher can have no conception until he tries the plan. And we feel assured that any parent or instructor, who will assiduously follow this course for four weeks, will be satisfied of its utility.

—

Lesson 4.

i I

bi	Bi	ib	Ib
ab	eb	ba	be

1st. Seek the letter as before.
2d. Spell on the book.
3d. Read or sound at sight.
4th. Spell off the book.
5th. Dianoetic lesson, which may be

Wood, stones, cotton, salt.

Here a variation might be added to his reading exercises. Let him be asked to show what combination sounds *ab*; what *ib*; what *ba*; what *eb*, *bi* *be*; and let this be continued through the succeeding lessons.

—

Lesson 5.

o O

bo		bO			ob		oB
ba	be	bi	bo	ab	eb	ib	ob

Exercises the same as before.

Dianoetic Lesson.

Feathers, glass, wool, comb.

Questions as before.

Lesson 6.

u U

bu Bu ub Ub
ba be bi bo bu ab eb ib ob ub

Proceed as before.

Thinking Lesson.

Cow, sheep, fire, water—*Uses, &c. of these.*

—

Lesson 7.

y Y

ba be bi bo bu by
ab eb ib ob ub
Ba Be Bi Bo Bu By
Ab Eb Ib Ob Ub

Proceed as before.

Thinking Lesson.

Tree, fish, oil, fruit—*Parts, kinds, uses, &c.*

—

Lesson 8

p P

The reason why we have taken the letters in this novel order, is, that they appear the most suitable to the easy action of the organs of speech: vowels and labials first, dental and lingual letters next, &c.

Pa pe pi po pu py
ab eb ib ob ub by
ap ep ip op up Py

See 1st and 2d lessons.

Thinking Lesson.

Muslin, silk, coffee, tea—*How and where produced.*

—

Lesson 9.

m M

Ma Me mi mo mu my
am em im om um
ap ip op up me

I am up. Am I up? Up by me.

Thinking Lesson.

Calico, lead, table, candle.

—

Lesson 10.

d D

Da de di do du dy
Ad ed id od ud my
Am em im om um By
ap ep ip op up me

Thinking Lesson by generalization.

Tell all the things that are or may be *white, black, red, green, &c.*

—

Lesson 11.

t T

Ta te ti to tu ty
at et it ot ut
am em im om um me
ad ed id od ud

Up by it. Up by me. I am up by it.

Generalizing Lesson.

What things are *cold, hot, hard, soft?*

These lessons may appear trifling, and even silly, to some persons: but if they will only give themselves the trouble to make a fair experiment, they will find them useful even to themselves, as well as to the children who are instructed by them. They will often be agreeably entertained by the ingenuity and artless simplicity of their little logicians.

—

Lesson 12.

s S

Sa	se	si	so	su	sy
As	es	is	os	us	it
At	et	it	ot	ut	

By it. By us. So it is. It is so.
It is up. So am I. It is up by us.
I am up by it.

Dianoetic Lesson.

Iron, copper, linen, potatoes—*Manufacture, uses, &c.*

—

Lesson 13.

z * Z

Za	ze	zi	zo	zu	zy
az	ez	iz	oz	uz	so
as	es	is	os	us	
at	et	it	ot	ut	
ad	ed	id	od	ud	

* z should be called *ze*, and not *zed.*

Lesson in generalizing

Smooth, rough, sour, sweet—*What things are so?*

Lesson 14.

w * W

Wa	We	Wi	Wo	Wu
wa	we	wi	wo	wu
az	ez	iz	oz	uz
as	es	is	os	us

It is I. It is we. It is at us. It is by us.

* w should be called *we*, and not *double you.*

Dianoetic Lesson.

Shad, cherry-tree, hand, foot—*parts, uses, actions, &c.*

—

Lesson 15.

h * H

Ha	He	Hi	Ho	Hu	Hy
ha	he	hi	ho	hu	hy
za	sa	ze	se	zi	si
wa	we	wi	wo	wu	
az	ez	iz	oz	uz	

It is so. It is he. Up to me.

* h should be pronounced *he*, and not *aitch*

Lesson in generalizing.

Bitter, brown, blue, bright—*Tell the objects possessing these qualities.*

—

Lesson 16.

l L

la	le	li	lo	lu	Ly
al	el	il	ol	ul	

Lesson 16—Continued.

ha	he	hi	ho	hu	hy
at	ta	et	te	it	ti
ot	to	ut	tu	ty	
wa	we	wi	wo	wu	

Dianoetic Lesson

Shoe, tub, coat—*parts, uses, of what made.*

—

Lesson 17.

	r	R			
ra	re	ri	ro	ru	ry
ar	er	ir	or	ur	
al	el	il	ol	ul	
Ra	Re	Ri	Ro	Ru	Ry
Ar	Er	Ir	Or	Ur	

I am he. He or I. It or me.

Thinking Lesson

House, wagon, boat, ship—*parts, uses, &c.*

—

Lesson 18.

	n	N			
na	ne	ni	no	nu	ny
an	en	in	on	un	
Na	Ne	Ni	No	Nu	Ny
Al	El	Il	Ol	Ul	

It is on me. It is on us. In it, or by it.
On it, or at it.

Thinking Les-on.

Goose, pump, barrel, bucket—*as before.*

Lesson 19.

	f	F			
fa	fe	fi	fo	fu	fy
af	ef	if	of	uf	
Fa	Fe	Fi	Fo	Fu	Fy
an	en	in	on	un	

If it is he. If it is we. If it is on it.
If it is by me.

Lesson in generalizing.

What things can *walk, fly, creep, swim, feel?* Make a list of them.

These lessons will very much relieve the fatigue of the mere spelling and reading business.

—

Lesson 20.

	v	V			
va	ve	vi	vo	vu	vy
av	ev	iv	ov	uv	
Va	Ve	Vi	Vo	Vu	Vy
af	ef	if	of	uf	
an	ar	en	er	in	on

we or he. he or I. If he is.
If it is so. Is it so? no.

Dianoetic Lesson.

Tea-kettle, watch, boot, cart.

Lesson 21.

k K

ka	ke	ki	ko	ku	ky
ak	ek	ik	ok	uk	
Ka	Ke	Ki	Ko	Ku	Ky
av	ev	iv	ov	uv	
no	on	if	to	it	in
am	my	at	up	or	us

Is it on us? no; it is on me.

Dianoetic Lesson.

Bee, chicken, egg, stove.

Lesson 22.

g G

ga	Ga	go	Go	gu	Gu
ag	eg	ig	og	ug	
ak	ek	ik	ok	uk	
va	av	ve	ev	vi	iv

go up. go on. go in. go by it.

If he go. If I go to it. If we go to it.

Lesson in generalization

What things can—burn? melt? roll? cut? bite?

Lesson 23.

, x X

ax	ex	ix	ox	ux
Ax	Ex	Ix	Ox	Ux
ag	eg	ig	og	ug
ak	ek	ik	ok	uk

An ax. An ox. It is an ox. Go to it.

If we go to it. Is it an ox? no; it is an ax. Is an ax on it? no.

Dianoetic Lesson.

ox, ax, bellows, foot,—*parts, uses, &c.*

Lesson 24.

c C

ca	Ca	co	Co	cu	Cu
ac	ec	ic	oc	uc	
ax	ex	ix	ox	ux	
ag	eg	ig	og	ug	

I am on an ox. He is by an ox.

It is my ox. It is my ax.

Dianoetic Lesson.

walnut-tree, door, lime.

Lesson 25.

y a consonant.

ya	ye	yi	yo	yu	
*ce	Ce	ci	Ci	cy	
†ge	Ge	gi	Gi	gy	
ga	go	gi	gi	gu	gy
ca	ce	ci	co	cu	cy

* c like s. † g like j.

we or ye. Is he up? no.

Lesson in generalization.

What things are solid? fluid? tough? brittle?

Lesson 26.

j J

ja	je	ji	jo	ju	jy
Ja	Je	Ji	Jo	Ju	Jy
ca	ce	ci	co	cu	cy
ga	ge	gi	go	gu	gy
ya	ye	yi	yo	yu	
ac	cc	ic	oc	uc	

Lesson in generalization.

What things can shine? grow? die? break

The letter q Q is omitted, because it requires two other letters to exemplify its sound. It will be taken up in our lessons of three letters.

If the teacher has carefully gone through the alphabet with his pupil, according to the foregoing course, he will see the superiority of this mode to the one in common use His pupil will have become acquainted with his letters in one fourth the usual time, and will also have acquired the first rudiments of *thinking*, *spelling*, and *reading*.

We shall now proceed to syllables of three letters; the lessons in which shall also be interspersed with dianoetic exercises. We would request any person using this book, to divest himself as much as possible of old prejudices, and condescend to the simplicity of childhood, and the elementary operations of the human mind.

SECTION II.

Elementary Lessons of three letters;

Forming initial and terminating syllables of other words; to be read after spelling them.

Lesson 1.

bla	ble	bli	blo	blu	bly
alb	elb	ilb	olb	ulb	
ja	ga	je	ge	ji	gi
jo	go	ju	gu	jy	gy
ca	ka	co	ko	cu	ku

we go to an ox. Is it an ox?

Differences and resemblances.—Dianoetic lesson.

What is the difference between a *horse* and an *ox*? Between an *apple* and a *peach*? Between a *cherry* and a *currant*?

These will form valuable exercises for bringing into action the judging powers of a child. The questions may be conducted in the following manner: What has a horse that an ox has *not*? What has an ox that a horse has *not*? What can an ox do that a horse *cannot*? What are they alike in?

Lesson 2.

Pla	ple	Pli	plo	plu	ply
Alp	Elp	ilp	Olp	ulp	
alp	elp	Ilp	olp	Ulp	
alb	elb	ilb	olb	ulb	
ax	ux	ix	ex	ox	
ac	ec	ic	oc	uc	

an ax is on it. an ox is by it.

an ax is by me. an ax is at it.

Dianoetic Lesson.

Tell the differences and resemblances between a *dog* and a *cat;* between a *sheep* and a *cow;* between a *chicken* and a *crow;* and between a *mouse* and a *bat* Examine all the differences and resemblances that can be thought of. The tendency of these examinations to strengthen the powers of attention, memory and judgment, can only be appreciated by the person who has given the plan an unprejudiced trial.

—

Lesson 8.

Fla	fle	fli	Flo	flu	fly
alf	elf	ilf	olf	ulf	
the	she	thy	shy	art	try

The fly is dry. A fly is on the ox.
The fly is shy. The fly is on an ox.
Fly! Try to fly on the ox.

Dianoetic Lesson.

What are the differences and resemblances between a *chicken* and a *bat?* between an *eel* and a *snake?* between a *chestnut* and a *hazlenut?* between *tallow* and *lard?*

—

Lesson 9.

Bra	bre	bri	bro	bru	bry
arb	erb	irb	orb	urb	
ash	she	esh	sho	ush	shy
tha	alf	the	elf	thi	olf

The ox is by the ash. The ax is my ax.
Is a fly an elf? No.

Dianoetic Lesson.

What are the differences and resemblances between a *fish* and a *quadruped?* between an *eel* and a *shad?* between a *rabbit* and *cat?*

Lesson 10.

pra	pre	pri	pro	pru	pry
arp	erp	irp	orp	urp	
arb	bre	erb	bri	orb	bro

He is to try to fly. Is the ox to try to fly? No.
I am to go to the ash. He is to go to the ax.

Dianoetic Lesson.

Comparisons between *iron* and *lead;* between *cider* and *wine;* between *milk* and *beer;* between *wool* and *cotton;* between *flax* and *cotton.*

—

Lesson 11.

spa	spe	spi	spo	spu	spy
asp	asp	isp	osp	usp	
arp	pri	erp	pro	irp	pru

Try to spy it. She is to dry it.
I am to try it. I spy the fly on the ox.
We spy the ox by the ash. The asp is by the ax or the ash.

Dianoetic Lesson.

What is the difference between *ice* and *glass?* between *muslin* and *linen?* between a *plum tree* and a *pear tree?* between *stone coal* and *charcoal?*

—

Lesson 12.

Sta	ste	Sti	sto	Stu	sty
ast	est	ist	ost	ust	
asp	spi	esp	spe	isp	spo

The ax is by the sty. Am I or he to try it?
Is she or I to spy the ox? If he or she is to try the art. Thy ax is by my sty.
Try to spy it.

Dianoetic Lesson.

What is the difference between a *flint stone* and a *brick?* between *brass* and *copper?* between a *plow* and a *harrow?* between a *gig* and a *wagon?*

—

Lesson 13.

Cla	Cle	Cli	Clo	clu	cly
Alk	elk	ilk	olk	ulk	
ast	est	sto	ist	sty	stu
ca	co	cu	ce	ci	cy

It is an ox or an elk. The elk is up at the ash. The ox is up by the sty. Try to go the elk.

Dianoetic Lesson.

What is the difference between *air* and *water?* between *rosin* and *wax?* between *molasses* and *honey?* between *salt* and *chalk?*

—

Lesson 14.

Cra	cre	cri	cro	cru	cry
ark	erk	irk	ork	urk	
alt	est	ilk	ost	ulk	us
go	ga	gu	ge	gi	gy

I spy an ark. Try to go to the ark. I spy an ox or elk in the ark. If I cry is he to cry? no.

Dianoetic Lesson.

What is the difference between *Indian corn* and *wheat?* between a *bag* and a *basket?* between *calico* and *silk?* between the *sun* and *moon?*

Lesson 15.

q Q

Qua	Que	Qui	Quo	Quy
qua	que	qui	quo	quy
ce	ci	cy	ge	ge

we go to spy the ark. Is the elk in the ark? No. Is the ox by the ash? No. Is the ax by the sty? No.

Dianoetic Lesson.

What is the difference between a *bee* and an *ant?* between a *butterfly* and a *spider?* between an *eagle* and a *squirrel?* between a *rabbit* and an *eel?*

—

Lesson 16.

Ang	eng	ing	ong	ung
ank	enk	ink	onk	unk
qua	que	qui	quo	quy
ark	cra	erk	cry	ork

We spy the ark. The fly is in the ink. The ink is by me. The ark is by the ash. My ox is in thy ark. Thy ax is in my ark. My ax is in the sty.

Dianoetic Lesson.

Tell the differences between *silver* and *gold;* between *coffee* and *tea; snow* and *rain; water* and *steam; oil* and *water; flint stone* and *lime-stone; flint-stone* and *marble.*

A special lesson of irregular words of two and three letters, intended to aid in forming phrases, because they are of very frequent occurrence.

as	is	do
of	has	his
yes	not	and
was	our	you
see	who	may
can	but	are
one	two	with
off		

Has he to go? yes.
Is it his ax? no.
It was our ax.
Who can it be?
It is not I.
One or two are in the ark.
He and I are by the ark.
May I go to the elk?
May I not see the asp?
I do not see who it is.
I see one fly on the ox.
Do you see the fly in the ink? yes.
Is it dry?
No, it is not dry.
Can you dry it?
Yes, I can dry it.

Many of our reading lessons may appear too void of meaning to answer the purpose. But it must be remembered that they are made up out of the limited range of words included in the previous lessons. Not a single word is anticipated. If this is kept in view it will be a sufficient apology for their baldness.

Elementary lessons, consisting of the endings of words.

Syllabic *terminations* are the most difficult portion of words. These, of course, ought to be well attended to; and especially the change in sound that a final e makes on a syllable ending in a consonant.

Lesson 1.

Ab abe eb ebe ib ibe ob obe ub ube
ap ape ep epe ip ipe op ope up upe

I do see a fly. Do you see an ape? no; do you? I see an ox at the ash. Do you see a fly in the sky? no.

This series of lessons should be very carefully gone over by the child, so that it may be able, instantly, to give the change in the sound, occasioned by the addition of the final *e*. These terminations are met with in so extensive a range of words in our language, that we have made them the guide in the arrangement of our spelling lessons throughout the monosyllabic part of the book.

Lesson in generalization.

Generalize by the parts of objects.—What animals have feet; what have not. What have wings; what have not. In this exercise it is better to give the particular name of the object, than the general term under which it is included. As, for instance, rather say an *eagle* has wings; a *wren* has wings; a *cow* has no wings, &c. than to say *birds* have wings, and *quadrupeds* and *fishes* have not. The reason for preferring this mode will be evident to every one who understands the operations of the human mind.

Lesson 2.

Ad ade ed ede id ide od ode ud ude
At ate et ete it ite ot ote ut ute

The ape ate a fly. The fly was on the ape. The ape was on the ash. The ape was in the ark, and the ox was at the ash.

Generalization.

What animals have fins?—what have feathers?—what have fins?—what have hair?

—

Lesson 3.

Am ame em eme im ime om ome um ume
An ane en ene in ine on one un une

Go to the ox in the ark. The fly may go to the ape. The ox may go to the ash. I see a fly try to fly on the ox. Our ox can see. My ape can see. Can a fly see? yes.

Generalization.

What trees bear nuts? What trees bear pulpy fruits with seeds?—what bear pulpy fruits with stones?

—

Lesson 4.

Af afe ef efe if ife of ofe uf ufe
Av ave ev eve iv ive ov ove uv uve

Has he an ox? no, he has no ox. Our ox is dry. His ax is not our ax. My ox is not his ox. I see you and the ax.

Generalization.

What trees lose their leaves in the fall? What trees keep their leaves all the winter? What trees grow wild in our woods? What are only found in our orchards, yards, &c. Here the teacher may apply the appropriate terms, *deciduous, evergreen; indigenous, exotic,* &c.

—

Lesson 5.

Al ale el ele il ile ol ole ul ule
Ar are er ere ir ire or ore ur ure

Was the fly in the ink? no, it was on the ox.
Was the ox in the ark? no, he was by the elk.

Thinking Lesson.

What animals have horns?—what have not? What animals eat grass?—what do not?—what eat flesh? Here apply the terms *carnivorous, graminivorous,* &c.

—

Lesson 6.

As ase es ese is ise os ose us use
Az aze ez eze iz ize oz oze uz uze

Do you see the elk? yes. He may see an ox and not see an ape. I may see an ape and not see a fly. May I try to see the fly? yes. An ox is of use to us, but a fly is of no use to us.

Thinking Lesson.

What animals chew their cud?—what do not? Do any animals that eat flesh chew their cud? What graminivorous animals do not chew their cud?

—

Lesson 7.

Ak ake ek eke ik ike ok oke uk uke
Ag age eg ege ig ige og oge ug uge

I can see the fly. The fly can see me. The ox can see you, and you can see the ox. The

5th. If an artificial object, tell what it is made of, and what are its uses

6th. If a natural one, what can be made of it, and what are its uses.

7th, Tell what it can do, as a whole, and with its different parts

8th. If the word is an adjective, require the scholar to repeat as many nouns as he can, possessing the same quality.

9th. If it is a verb, name some objects that can perform that action.

10th. If the word is the name of a *part* of some object, let the pupil make out a list of objects which possess the part named.

11th. If the word is a general term, as bird, fish, &c. repeat the kinds included under the term.

12th. Give, *orally*, the derivatives that are formed from the words in the spelling lesson. This will form an excellent preparation for his lessons of two or more syllables, when he comes to them.

When all the words in the lesson have been gone through, then, and not till then, let the pupil or the class recite.

1st. Spell on the book.

2d. Read or sound the words at sight.

3d. Spell off the book.

4th. Read the accompanying reading lesson.

This may appear like a formidable series of exercises to be pursued by the teacher and scholar: but if the plan receives an impartial trial, both teacher and scholar will soon be too well pleased with it ever to give it up. *Both* will find their minds daily expanding. The scholar will be prepared by this course to compose short essays as soon as he is able to write with ease on his slate.

Regular Reading and Spelling Lessons.

ay			ai	
day	hay	jay	ail	tail
lay	play	may	pail	aid
pay	say	stay	maid	paid
tray	way			

The ox is at the hay.
Stay by me Tray.
May I lay it in the way? No.
It is day, and I see a jay on the hay.
Say, do you see the jay on the hay? Yes.
You may pay me to-day.
Can you pay me to-day?
Yes, I can pay you to-day.
Tray has a tail, and the ox has a tail.
Our maid paid you to-day for the pail.
Do you stay and play in the way? No.

—

oy		oi
boy	way	oil
joy	stray	toil
toy	pray	soil
coy		boil

I see a boy play in the way.
The boy has a toy.
The boy's toy is in the oil.
I see the soil on the way.
I see a boy toil, and try to fly.
Can a boy fly? No, a boy cannot fly.
Did you see a stray ox to-day? No.
I see the oil boil.

ee		ea		
bee	see	pea	eat	sea
tree	eel	heat	tea	meat
feel	heel	ear	beat	hear
reel		seat		

A bee can fly, and a boy can eat.
I see a bee on the ash-tree.
I see an eel at his heel.
Can you hear a bee fly? Yes.
An eel has a *tail*, but no *heel*.
Has a *bee* an *ear*? Yes; and so has an *eel*.
Heat the *tea*, but do not boil it.
I have two *ears*, and I can *hear*.
Do you *eat tea*? No; I *eat meat*.

—

ow		ou	
bow	maid	out	Tray
how	play	our	say
cow	hear	sour	pea
mow		pout	
now			

May a boy *pout*? No.
Can you *bow*? Yes, I can *bow*.
How do you do now Tray?
I see the cow eat hay. The hay is *out* of the *mow*.
Can a pea be *sour*?
I hear the maid say, do not play on the way.

—

aw		au	
law	maw	haul	meat
paw	now	saul	stay
saw	day	maul	rail
raw	boil		

I see Tray's *paw* and his tail.
Do you eat meat *raw*? No; but we boil it.
I saw Tray eat meat raw. Now it is in his *maw*.
Can you *maul* a rail? No; but our *Saul* can *maul* a rail.
Say, Saul; can you stay to-day, and maul rails?
Has Saul a maul? Yes, Saul says he has a maul.

—

ie				
die	dry	mail	cow	sow
tie	my	try	eel	feel
pie	fly	heel	eat	bee
lie	pail			

May a cow or an ox *die*? Yes.
I saw the eel *lie* at my heel.
I can eat a *pie*; and so can Tray eat a pie.
Can an eel fly? No; but a bee can fly.
I feel Tray's paw at my heel.
I see the boy *tie* the cow.
I saw the maid, and she has a pail by the cow.

—

oo				
too	ool	bee	play	hear
oot	fool	feel	hay	tree
boot	tool	heel	maul	
root	cool			

I see the bee fly, and I hear it *too*.
I see my *boot* lie at the *root* of the ash-tree.
The heel of my *boot* is not my heel.
My ear can hear Tray play on the hay.
An ax is a *tool*, and a maul is a *tool*.
I feel *cool* to-day: do you? No.

—

ab		abe
dab	slab	babe
stab	crab	

ap		ape	
cap	gap	cape	nape
lap	map	tape	clay
nap	pap	shape	pail
sap	trap	scrape	sour
strap	saw	grape	tree

The *babe* has *tape* on its *cape.*
I see the boy sit on the *slab.*
I saw a boy tie a *crab* with a *tape.*
You may eat the sour *grape.*
The *babe* has a *cap* and a *cape.*
The *babe* may eat the *pap* on my *lap.*
The *ape* has a *scab* on its *nape.*
Can you see the *sap* in a tree?
Do you see the fly on the *map?*
I do not see the *strap* by the *trap.*
I see a *gap* in the *slab.*
Scrape the clay out of the pail.

—

ep	eb		eep	
step	neb	saul	sleep	deep
pail	web	seat	keep	peep
play	eap	shape	steep	weep
	leap		sweep	sheep
heap	reap	crab		tape

A *sheep* can *leap.*
The pail is *deep.*
She has a *web* of tape.
If you *sleep* you cannot *peep.*
I can go up a *steep step.*
Tray can *sleep* and *leap.*
Can you *reap?* no; but Saul can *reap.*
Sweep the seat and do not play.
Keep thy seat and do not *weep.*
The shape of a crab is not my shape.
I say a *heap* of crabs and a *heap* of grapes.

ib			ibe	
bib	fib	too	bribe	babe
crib	squib	saw	scribe	cow
rib	jay	hear	tribe	

The babe has a *bib* on it.
May I say you *fib?* No.
I can feel my *rib.*
Do you see the jay at the *crib?* Yes.
Did you hear the *squib?* Yes; and saw it too.
I am not a *scribe,* but I may be by and by.
I saw a stray cow and ox at the *crib.*

—

ip			ipe	
dip	lip	nip	pipe	ripe
rip	skip	slip	snipe	wipe
tip	chip	ship	tripe	sail
trip	strip	pap	stripe	oil
whip	sour	grapes		

May I *dip* the *tip* of my *whip* in the oil?
I saw a *ship* sail in the bay.
I can eat *ripe* grapes.
How do you *rip* the *slip* so?
I can *skip,* if I do not *slip* or *trip.*
He has eat *tripe* and a *snipe.*
He may now *wipe* his *lips.*
His *lips* are on the *pipe.*
I saw a *chip* in the oil.

—

ob			ope	
bob	cob	sob	hope	cow
mob	rob	nob	slope	eat
	op		trope	saw
fop	hop	mop	rope	boy
top	stop	slop	soap	tree
swop	shop	drop	strap	ship

I saw a cow eat a *cob.*
I *hope* you can see the *rope* on the tree.
Can a boy *hop?* yes, and he can *sob* too.
Do you see the *mob* on the ship? No, but I see the *mop.*
Can a cow eat *soap?* No; but she can eat hay.
The strap is on the cow, and the *rope* is in the pail.
Stop and see my *top* go. No, I can not.
Has the cow *slop* in the pail? Yes.
I saw a *fop swop* a *rope* in the *shop* for some *hops.*

—

ub		ube	oop
cub	pail	cube	coop
rub	pap	tube	loop
dub	tea		hoop
tub	rope	up	stoop
grub	pipe	cup	troop
scrub	Saul	sup	
shrub	Tray		

I see a *cup* on your lap.
The pail and the rope are in the *tub.*
A pipe is a *tube* but a *tub* is not.
I see you *scrub* and *rub* the *tub.*
Do we *sup* on pap? No, we *sup* on tea.
I saw a *hoop* on the *tub* and a *loop* in the rope.
May Saul *grub up* the *shrub?* No.
The *tub* is on the *coop*, and Tray is in the *coop.*
Stoop and go to Tray in the *coop.*

—

ad		ade		aid
bad	had	fade	lade	maid
lad	mad	blade	made	paid
sad	ripe	spade	shade	tree
shad	scrape	wade	grapes	stripe
brad				

You are a *bad lad.*
Tray is *mad* and I am *sad.*
I see the *maid* scrape the *shad* with a *spade* in the *shade* of the tree
He *made* a *bad blade* for me.
Can a stripe *fade?* Yes.
I *paid* the *lad* for the ripe grapes.
Can you *wade?* Yes; I can *wade.*

—

at			ate	
bat	cat	fat	date	fate
hat	mat	rat	gate	hate
sat	flat	that	late	mate
chat	wait	plate	grate	slate

I saw the *cat* eat a *bat.*
The *cat* had a *fat rat.*
I *sat* on *that mat* with my *slate.*
I *hate* to eat sour grapes.
I see a shad on the *plate.*
My *hat* is on the tree: I see it.
Do you see *that rat* in the trap.
Wait and you can go in at the *gate.*
I had a top in my *hat*, and you had a *bat* in the trap.

—

ed		ead	eed	
bed	red	bead	feed	weed
led	sled	lead	heed	need
shed	hay	read	speed	seed
fed	strap	plead	cow	

Go to *bed* my boy and sleep.
I *fed* the *red* cow with hay.
Can you *read?* Yes, I can.
He *led* the ox with a *red* strap.
I saw the cow in the *shed*, by the *red sled.*
Do you *need* grape *seed?* No.
Can you *feed* a cow on *weeds?* Yes.

et		eet	eat	
bet	get	beet	beat	meat
let	met	meet	neat	heat
net	pet	feet	seat	bleat
set	wet	fleet	teat	cheat
yet	hear	sheet	wheat	sweet
		street		

The red cat had a rat on that *neat* bed.
That boy has a red *beet*.
The *net* is *wet yet*, *let* me dry it.
Can you hear a sheep *bleat?* Yes.
I *met* that red ox in the *street*.
I can *eat* a *sweet beet*. My *feet* feel the *heat*.
Set the plate of *meat* on the *seat*.
Can a bad boy *cheat?* Yes.

—

id		ide		
bid	did	hide	ride	pride
hid	lid	side	wide	leap
kid	slid	tide	slide	lead
street	gate			

I *bid* you set the pail in the tub.
I *hid* my top in the *side* of the shed.
I *did hide* my trap by the *side* of that *wide* gate.
I saw a *kid* leap and skip, and a boy slip and *slide*.
I *did ride* in the street, but I *did* not *pride* in it.
I can lead a *kid* by a strap.
I see a sweet red beet in the *wide* street.
That strap is made of an ox *hide*.

—

it		ite	
bit	fit	bite	spite
hit	nit	mite	white
pit	spit	quite	strap
sit	slit	kite	heel
quit			

The red cat *bit* the rat.
I did *hit* the rat with my strap.
That cat did *spit* at Tray.
I saw Tray *bite* the *white* cow in the heel.
I see the *kite* fly.
My *kite* is *quite* wet; *quit* and let me dry *it*.
I saw a cat *sit* in a deep *pit*.
He *hit* the *white* cat with the *spit*.

—

od		ode——oad	
GOD	nod	rode	load
sod	pod	mode	road
rod	trod	gate	toad
feel	white	hate	late

Did you see that *toad* in the *road?* yes.
I saw you *nod*. Did you sleep? No.
I *trod* on a *toad* on the *sod* by the gate.
I see a pea in that *pod*.
I hate to feel the *rod*.
I *rode* up to the white gate.
It is late, get my hat that I may go with my load.

—

ot		ote	
cot	got	note	vote
hot	lot	oat	boat
blot	not	coat	float
pot	rot	bloat	goat
spot	trot	throat	jay
snipe	street	sheet	white

If you heat the *pot*, you may say it is *hot*.
I saw a *boat float* by the ship.
Has *not* my *coat got* a *spot* on it? no.
I see a *goat* in the *lot*, and a cow at the gate.
He *shot* a snipe, and I *got* a jay.
He has a *hot* pea in his *throat*.
I did *trot* in the *road* and the street.
Do *not blot* that white sheet with ink.

He has a *band* on his hat.
I saw a boy *stand* on his *hands.*
He stood on the *bank* and saw a *plank* float.
He *drank* the oil, and yet he is *lank.*
Let the boots *stand* in a *rank.*
There is red *paint* on that *hank.*
I see white *sand* in that *land.*
That good man is a *saint.*
I did not *faint.*
I did not plant the red beet in the *sand.*

—

em	eem	eam	
stem	seem	beam	ream
hemp	deem	seam	dream
sleep		team	steam
		stream	cream

A grape or a fig has a *stem.*
That rope is made of *hemp.*
You *seem* to be sad.
Our maid made that *seam* in my coat.
Can you see a *beam?* Yes.
I see a *team* in the street.
The *steam* of that pot is quite hot.
The *steam* of that *stream* is quite cold.
You *seem* to *deem* me a vain boy.
If you sleep in the day you may *dream.*
In my *dream* a *team* did *seem* to me to wade a wide *stream.*
I saw a fly float in the *cream.*

—

en	ean	ent	end
den	bean	bent	bend
fen	lean	dent	fend
hen	mean	lent	lend
men	wean	sent	mend
pen	clean	tent	rend

en	een	ent	end
ten	seen	spent	send
wen		went	tend
when		rent	spend
then		vent	vend

The *men* had *seen ten hens* in that *pen* or coop.
May I *mend* my bad *pen?* Yes
When did you see Tray in the deep *den?* To-day.
I *bent* the cane, and *then* I *went* to the *fen.*
A *lean* cow was *seen* in that wet *fen.*
Do you *mean* to *wean* the babe? Yes.
Lend me that *bean* in your hand.
You *sent* that cup with a *dent* in it to me.
I saw you on a seat in the *tent.*
Your hands are not *clean.*

—

	im	ime
dim	him	dime
rim	brim	lime
prim	trim	slime
skim	swim	time
whim		prime

It is so *dim* I can not see it.
The *brim* of the cup and the *rim* of my hat are not wide.
You are so *prim* and *trim* that you can not *swim.*
Did the maid *skim* the cream? Yes, she did.
There is *slime* on that shad; clean it off.
The *lime* on that tub is white.
I had not *time* to *prime* it.
Can a fly *swim?* No, but it can float.

—

in	ine	ind*	ink
din	dine	bind	mink
fin	fine	find	pink

* *ind* long.

in	ine	ind*	ink
gin	line	kind	sink
chin	mine	mind	wink
kin	nine	rind	brink
skin	pine	wind	drink
pin	spine	int	stink
spin	wine	pint	think
tin	twine		
win	shine		
shin	thine		

* *ind* long.

That shad has *fins*. My *skin* is quite *thin*.
I *think* that *tin* cup has *thin ink in* it.
Be so *kind* as to *mind* my jay.
A shad can swim with his *fins* and his tail.
I did see the *gin* but did not *drink* it.
He did not *drink* a *pint* of *wine*.
He is on the *brink* or bank of the stream.
I see your lips and *chin*.

—

om	ome	oam
Tom	tome	roam
	home	

We have a fine grape vine at *home*.
My name is not *Tom*.
Saul had the skin of a mink.
You may not *roam* in the woods.
I have three red *tomes* at *home*.

—

on	one	
yon	bone	cone
con	hone	pone
pond	stone	

Yon *bone* is white.
You can bind a man and not have a *bond*.
A beet has the shape of a *cone*.
Is a *hone* a *stone*? Yes, it is a *stone* made of wood.
Let me have the *loan* of that sling for a day.
Can you eat pone? Yes, I can.
That *flute* has no good *tones*.
I saw three *drone* bees.

—

um		ume	oom
hum	plum	fume	boom
rum	thrum	plume	doom
lump	pump		room
hump	mumps		broom
bump	thump		loom

Did you hear the bees *hum*?
I ate three ripe *plums*.
The *fume* of that wood is bad.
Saul can drink *rum*.
That man has a red *plume* on his hat.
Hand me a *thrum* to tie up that fig by the stem.
I can *pump* that *pump*.
May I *thump* that *lump* of clay on the wood? No.
I had the *mumps* on my throat.
Has a cat a *bump* or *hump*? No.

un			oon	
bun	dun	gun	boon	moon
nun	pun	spun	loon	
sun	tun	stun	soon	une
hunt	blunt	sunk	noon	tune
drunk	spunk	trunk		

The man ate
We

One *tun* of hay is a good load.
You did *stun* the cat with that thump.
That man was *drunk* on rum.
She *spun* some twine. Did you see the *loon* fly?
Is the *sun* up? Yes; get up and read.
That ax is so *blunt* that he can not cut the wood.
Send me my *trunk* by *sun* up.
Can you play a *tune* on the flute? No.
That was a fine *boon*.
My *trunk* did not float, but *sunk* in the stream.
The *moon* may shine at *noon*.
I can *soon* eat it with a *spoon*.

—

al	ale		ail	
shall	bale	male	bail	pail
mall	pale	sale	fail	rail
alp	dale	tale	nail	hail
scalp	gale	stale	trail	mail
	hale	vale	quail	tail
			snail	flail

The skin on his hand was quite *pale*.
Tom had a *flail* and a *pail* in his hand.
Did you see the *hail* hit that *nail*? Yes.
I saw a *snail* creep on the tub.
A cow has a *tail* and split feet.
Lay a *rail* in that mud, that we may go clean.
A *dale* and a *vale* are not quite the same.
It did rain and *hail* on that *bale* of goods.
That ship *sails* with a fine *gale*.
A ship may go by steam, and then she needs no *sails*.
That boy cut off the *tail* of that *quail*.

—

el		eal		eel
ell	well	deal	seal	feel
bell	swell	heal	steal	heel
dell	spell	meal	veal	peel
cell	tell	peal	zeal	reel
fell				steel

Can you *spell bell*? Yes, I can, b-e-ll.
You *tell* me he *fell* by the *well*.
I saw a boy *peel* a thin tree.
I saw him use his *steel seal*.
Veal is good meat and so is an *eel*.
My *heel* did *swell* when I *fell* and hit it on the wheel.
I can stop the *wheel* and the *reel* with my hand.
A *seal* has fins and a wide tail.
I cut that *seal* skin with my *steel* blade.

—

el		elp	elm
shell	melt	help	helm
smell	smelt	whelp	
belt	welt	kelp	eld
felt	pelt	yelp	held

That nut has a white *shell* and a good *smell*.
I can see and *smell* and *feel* the hay.
She made the *eel* white with *meal*.
I saw an *elk* by an *elm* tree.
Can a ship sail *well* and not have a *helm*? No.
The cat *smelt* the *eel*, and did try to *steal* it.
That *whelp* did *yelp* and cry when I *held* him.
He did *pelt* me with plums and did not *help* me.

—

ill		ile	ild	ilt
ill	spill	bile	mild	hilt
bill	rill	file	child	milt
fill	till	mile	wild	spilt
gill	still	smile		
hill	will	pile	ilm	ilk
mill	swill	spile	film	milk
pill		vile		silk
		tile		

Ann is quite *ill*; let her have a *pill.*
Fill my cup with *milk.*
I *spill* a *gill* of *milk* on that red *silk.*
Did you see the *mill* on a *rill* by the *hill?* Yes.
I *will* not go *till* I *drink* my *milk.*
He went a *mile* to get a steel *file.*
Do you *smile* to see a cow drink *swill?*
I see three red *tiles* on the *pile* of wood.
Has the snipe a wide *bill?* No.

—

ol	ole	oal
oll	hole	coal
doll	mole	foal
	pole	soal.
	stole	
	sole	

Irregular words.

olt	old	
colt	fold	sold
bolt	bold	told
	gold	roll
	hold	droll

Ann where is my *doll?*
I saw the *mole* run to its *hole.*
That bad boy *stole* a *pole* to *pole* his boat.
My foot has a *sole* and a heel.
My hands are too *cold* to *hold* that *pole.*
A *foal* means a *colt.*
Bolt the gate and keep in the *colt.*
I *told* him that I had *sold* the *coal* for *gold.*
Roll this keg to the boat, Tom.
He *sold* the *sole* of his boot to that *droll* boy.
That *old* man did *fold* up that web.

ull	ule	ool	
dull	mule	fool	cool
gull	rule	tool	stool
hull		spool	pool

This axe is too *dull* to cut wood.
A *gull* can not see well.
A nut has a *hull* and a ship has a *hull.*
I saw the sails and the *hull* of the ship.
The *mule* has feet, and the mole has feet.
A boy may be *dull* and not be a *fool.*
An axe is a *tool* and a plane is a *tool.*
Hand me that *stool* that I may sit on it.
I set the *spool* on the *stool.*
Cool the tea and then drink it.

—

oy	oi	oin	ay	ain
boy	oil	join	pray	paint
joy	boil	coin	lay	faint
toy	toil	loin	may	saint
	soil	point	way	
		joint		

The boy told me to *boil* the *oil.*
You may *join* the *point* of that tube to this tub.
I have seen gold *coin.*
He sold me a *loin* of veal.
You may *paint* a ship with white *paint.*
Paul was a good *saint.*
The *soil* of that lot is good.
Pray let me have that *toy.*
I saw a *boy faint* when a pole hit him on the *joint.*

—

aw		au	
daw	raw	caul	Saul
jaw	straw	maul	fault
law	saw	haul	daub
paw	thaw	Paul	

ar		are	
far	card	scare	snare
tar	hard	fare	stare
star	lard	hare	ware
		mare	

Put down that *bar*, Tom, and let the cow out.
Your feet are *bare*: are you not cold? No.
I saw a *scar* on the mouth of that *mare*.
Can you tell how *far* it is to that *star*? No.
The *tar* in that *jar* is quite *hard*.
You may *scare* the child if you *stare* at him.
There is a *hare* in your *snare*.
That cold *lard* is white and *hard*.
Is it not hard to *card* that? No.
You *stare* to see me *pare* a plum.
I *dare* not ride that wild *mare*, for she will *scare*.
Milk is well kept in stone *ware*.

—

ark		air	art	
bark	shark	fair	cart	arm
dark	marl	chair	part	harm
hark	snarl	stairs	tart	farm
lark	carp	pair	start	barn
mark	harp	shave	chart	yarn
park	sharp			darn
spark	spare			

Spare me my *share* of the milk.
Go up *stairs*, and hand down a *pair* of *chairs*.
Hark! do you not hear a *lark*? Yes.
Tray will *bark*, and *snarl*, and growl in the *dark*.
You may see a *shark* at sea, but not a *lark*.
I see a *lark* fly in the *air*.
I saw a *cart start* from the *barn*.
You may hold the hank of *yarn* on your *arm*.
Jane, *darn* this hole with white *yarn*.

A *carp* has scales, fins, and a tail.
Go to the barn, and get the bay *mare*.
You may hear a *sharp* sound from a *harp*.
The *sharp* axe made a *mark* in a *hard* tree.
This *part* of the plum *tart* is too sour.

—

er	eer		ear	
err	beer	sneer	dear	sear
pert	deer	veer	fear	tear
ere	seer	steer	gear	year
here	peer	cheer	hear	beard
mere			near	

That *pert* boy did not care for it.
To *err* is to go out of the way.
Jane did *hear* that sad tale, and did not shed a *tear*.
I *hear* sounds with my *ears*.
Will a *steer* or a *deer* drink beer? Yes.
I *fear* you will *steer* the boat too *near* the bank:
A hot coal did *sear* the scar in my hand.
Let bad boys *jeer* and *sneer*, but do not *fear* them
Do not call a chair a *cheer*.
Dry your *tears*, and *cheer* up my *dear*.
I saw three hares and ten *deer* in the park.
Can you *steer* a ship? No; not this *year*, I *fear*.

—

ir	ir	ire
fir	dirk	dire
sir	smirk	fire
stir	chirp	hire
bird	girl	mire
gird	whirl	sire
girth	flirt	tire
dirt		wire
		quire

Do not go in the *dirt* and *mire.*
Did you hear the *birds chirp* on that *fir* tree.
A *fir* tree is green all the year; but an ash tree is not.
That proud fop has a *dirk.*
Jane you must not *flirt* and *smirk.*
If you go too near the *fire* you will feel too hot.
Are ten sheets a *quire?* No.
I will *hire* you if you do not *tire* too soon.
I saw a *girl whirl* that white ball.
Did you hear him *sir?* No *sir,* I did not.
If you do not get wood our *fire* will go out.

—

or		ore	
for	corn	bore	store
nor	born	core	shore
cord	horn	fore	yore
Lord	morn	gore	
fork	corpse	more	oar
stork	horse	lore	boar
short	north	pore	soar
form		sore	board
		tore	hoard

A *stork* is a white bird.
A *cord* of wood is a good load.
Has a plum a *core?* No, but it has a stone.
I did not *bore* a hole in that *board.*
I put an ear of *corn* on a *fork,* and set it to the fire.
You may see a lark *soar* in the air in the *morn.*
She *tore* her gown at that nail.
Has a *horse horns?* No, but a cow has.
Must a boat have *more* than one *oar?* Yes.
Steer near the *shore,* and then he can go on *board.*
Go to the *store* and get me a *cord.*
A wild *boar* has not *short* ears.
A cow can *gore* with her *horns.*

ur	ur	ure	oor
burr	scurf	urn	cure	boor
purr	Turk	burn	lure	moor
cur	burnt	spur	pure	poor
slur	spur	turn	sure	
surf	hurt	chur		
turf	burst			

Has a hen *spurs?* No.
Did you *cure* that *poor* man?
That *cur* dog will snarl and growl.
Turf will burn and heat the room.
I hear the cat *purr* at the *turf* fire.
I *burnt* my ear of corn at the fire.
Do not *turn* the *churn* or you will *hurt* me.
Turn that board, and put salt on it for my horse.
Has that *burr* nuts in it? Yes.
Is gold coin made of *pure* gold? No.
A proud fop *spurns* a poor man.
You must not *spurn* at him.
I saw the white *surf* at the sea shore.
Can you *cure* a *burn?* Yes.
I *hurt* my foot on that sharp *burr.*
Ann, can you *churn* the cream? Yes.

—

aff		aft	ave	
aff	chaff	haft	lave	save
gaff		raft	slave	stave
staff	afe	graft	rave	wave
graff	safe	waft	grave	shave
quaff		shaft	brave	

Did he put a *gaff* on the hen? No.
He went by us on a *raft.*
Did you see that *slave* dig a *grave?* Yes.
Save me ten plums and do not eat them all.
I have a *staff* but you have a *stave.*
The wind can *waft* a straw on a *wave.*

Did he *shave* his beard? Yes, he did.
You may *graft* that plum-tree if you can.
I saw him *quaff* wine and beer.
A cow or a horse will eat *chaff*.
The *haft* of that fork is horn and not bone.
I see the *shaft* of a large wheel near the mill.
A *brave* man need not *rave*.
Are our *staves* on the *raft safe?* Yes.

—

ef	eef	eave	
eft	beef	eaves	sheaves
weft	reef	heave	weave
heft	eaf	leave	eeve
cleft	leaf	cleave	beeves
left	sheaf	leaves	sleeves

I see a red *leaf* on that tree.
You have *leave* to eat *beef* now.
There are nine fat *leaves* in the lot.
The *leaves* of that tree are quite green yet.
Tie my *sleave* and I will tie the *sheaf*.
I see bits of ice on the *eaves*.
Two of our *beaves* got at the wheat *sheaves*.
Eve can you *weave* a web on that *loom?*
You may *leave* the *beef* where you *left* the veal.
That boy can not *heave* that stone up the hill.

—

if		ife		ive
iff	rift	life	dive	strive
stiff	swift	rife	five	wives
cliff	shift	strife	hive	lives
sift	whiff	wife	rive	thrive
lift				

Can you *dive* and swim? No not yet.
I see *five* men *strive* to *rive* the trunk of a tree.
If you *rive* a tree you split it.

I see the bees at the *hive*.
Has a cat nine *lives*? no.
Lift this up and then *sift* it.
Can you see a *swift whiff* of wind?
That cat is quite *stiff*, she has no *life* in her.
Corn will *thrive* well on that ground.
His *wife* told me that *five* men lost their *lives*.
I was on the top of that *cliff* and saw a wide stream.

—

of	oaf	ove	
off	loaf	cove	strove
oft		rove	wove
soft		stove	shoves
loft		grove	

I had a *loaf* but they had five *loaaes*.
This red plum is quite *soft*.
Is there wood in that *stove*? yes.
I see a heap of hemp *shoves*.
Jane *wove* tape on the tape loom.
James has *oft strove* to cut the *loaf*.
We have hard and *soft* soap at home.
I see a *grove* of pine trees by the *Cove*.
He went *off* to day to see the pine *grove*.
There is a sheaf of wheat on the hay *loft*.

—

uf—uff		oof	oove
buff	puff	hoof	groove
huff	stuff	roof	*Irregular.*
cuff	tuft	proof	move
muff	snuff	woof	prove

Has a cow five *hoofs?* No.
Ann, put your hands in this *muff*.
That *puff* of wind did lift the *roof*.
He made a wide *groove* with his plane.
This is not good *stuff* for my coat.
May a bird *have* a *tuft?* yes.

Do you *snuff* that fine *snuff*? yes.
A goat has split *hoofs* and so has a cow.
You may meet with *buffs* and *cuffs* if you *huff* so soon.
I have *proof* that you did *huff* and *cuff* him.

—

ash		esh	ish	ush
dash	rash	mesh	dish	hush
gash	sash	thresh	fish	gush
mash	trash		wish	rush
lash	splash			mush

Tom is a *rash* boy.
I saw him *dash* the *fish* on the ground.
I *wish* you to see how deep this *gash* in my foot is.
If you tramp on that plum you will *mash* it.
Our horse did *splash* the mud in the road.
Do not eat that green *trash* or you will not be well.
Do not hit the *sash* with that cane.
Will you tie this *lash* for me? yes.
You may *thresh* wheat in a barn or on the ground.
Hush and eat your *mush* and *milk*.
I saw a small stream *gush* out of a cleft in a cliff.

—

ack		ake	
back	pack	bake	brake
back	quack	cake	take
lack	rack	lake	stake
black	track	slake	wake
slack	crack	make	shake
nack	tack	spake	snake
smack	stack	rake	

He came *back* in the *hack* the same day.
I hit a *black snake* with my *rake*.
Jane did *bake* me three *cakes*.
Tray bit our *black* cat in the *back*.
If you wet lime you will *slack* or *slake* it.

I found a *black* burnt *stake* at the hay *stack*.
Take the *rake* and *shake* up the damp hay.
If you *shake* that boy you may *wake* him.
Did you see the ships on the *lake?* Yes.
I heard a squib *crack* in the street.
Get hay from the *stack* and put it in the *rack* for the cow.
You may see a *quack* as well as hear a fowl *quack*.
I wish him to *make* me a hemp *brake*.
I saw a *pack* of hounds on the *track* of a deer.

—

eck		eak		eek	
Leck	speck	beak	squeak	leek	sleek
deck	cheek	leak	streak	meek	reek
peck	neck	peak	weak	cheek	week
		speak			

He saw ten men on the *deck* of that ship.
You need not *speak* loud if you *beck* to him.
The cat bit a rat in the *neck* and made it *squeak*.
Did you see the red *streak* in the sky?
I see black *specks* on that white bib.
The beer will *leak* out of the cracks of that old tub.
I sold him five *pecks* of fine white wheat.
The *peak* of the hill is quite steep.
You may *seek* for that tack a *week* and not find it.
The *beak* of that bird is black and sharp.
I wish you to feel this lump in my *cheek*.
That man is too *weak* to see the end of the *week*.
Can you eat a *leek?* No, I am not fond of *leeks*.
I cannot see the nape of my *neck*.

—

ick		ike	
lick	tick	like	meek
nick	stick	pike	peak
rick	wick	spike	cheek
brick	pick	strike	sleek
sick	thick		

I *like* to see a *pike* swim in the stream.
A meek or mild man will not *strike* soon.
I see Tray *lick* the lard off that *stick*.
Take the *stick* and *strike* that *pike*.
Pick up that *brick* and lay it on the heap.
A *sick* man will be weak.
That *stick* of wood is *thick* and hard.
Tray has a *tick* on his back.
May the *wick* of a good lamp burn for a week? Yes.
A bird *picks* up grains of wheat with its beak or bill.
That sleek fat horse *licks* salt out of my hand.

—

ock		oke	
dock	frock	poke	cloke
lock	stock	spoke	broke
block	shock	stroke	
flock	mock	smoke	oak
clock	sock	yoke	cloak
rock		choke	soak

I saw three ships in the *dock*.
Drive out that *flock* of sheep and *lock* the gate.
I tore my *frock* when I was on the *rock*.
No one but a bad boy will *mock* or make fun of you.
The *smoke* is so thick in the room that it will *choke* us.
Hand me my cloak; it is there by the *clock*.
I did hear the *clock* strike ten strokes.
That ox *broke* the *yoke* near that *oak* tree.
If you *soak* the leaves of the *oak* they will turn black.
That loud sound did *shock* me.
I cut off that stick at one *stroke* on the *block*.
It is cold to day, let me have my *socks*.
I saw a man stand in the cleft of a *rock*, and fish for *rock*-fish.

—

uck				uke	
buck	luck	pluck	stuck	duke	fluke
duck	muck	tuck	struck	Luke	puke

Irregular words.

ook *long*	ook *short*	
nook	book	hook
rook	took	shook
brook	look	cook

We had ten *bucks* in our park.
We had no *luck* with our *ducks*.
Pluck that *duck*, and then *cook* it.
Luke struck the kid and broke its back.
The ox *stuck* fast in the mud of that *brook*.
Jane has ten *tucks* in her frock.
I *took* my *book* and sat on a rock by the *brook*.
You did not *look* at him when he *took* a fish off his *hook*.
The wind *shook* the barn and *took* off the roof.
The *fluke* of our plow *struck* that stump.
You may see *ducks* here but no *dukes*.
A *duck* has two feet and so has a *duke*.
May a quack hear a *duck* quack? Yes.

—

ax	ex	ix	ue	ew	
lax	vex	fix	due	dew	blew
flax	sex	mix	flue	few	stew
wax	next	six	blue	hew	slew
tax	text	ox	rue	mew	chew
		box	hue	new	grew
		fox		flew	strew

You may *mix* oil and *wax* if you melt them.
I have a red *fox* in a small *box* at home.
The wick of that lamp is made of *flax*.
Our *tax* is more than ten crowns a year.
A boy is of the male *sex*, but a girl is not.
Fix that block so that it can stand.
The *rue* is of a green *hue*, and wet with *dew*.
I hear the cat *mew* in our room.
You may *strew* the leaves on the ground.

Did he *hew* that *new* block with a broad *axe?*
A *few* black birds *flew* to that oak tree.
Stew me a *few* clams if you can.
I have *six* nuts in my hand.
The wind *blew* off my *blue* cloak.
I saw him *chew* a green weed that *grew* in the road.

—

ag		eg	ig
bag	brag	beg	big
cag	nag	peg	dig
lag	snag	keg	fig
flag	stag	leg	gig
rag	wag	egg	brig

There are not five pecks of meal in that *bag.*
I saw a small *cag* roll down the hill.
You may *gig* a fish and not see a man ride in a *gig.*
That boy went to the store to *beg* three *figs.*
Did you feed the *big pig* to-day? No.
I saw the red stripes of a *flag* on that fine *brig.*
Save your *rags* and put them in a *bag.*
A *stag* has *big* horns but a *pig* has not.
Take care or that *keg* will roll on your *leg.*
I hear that small boy *brag* and say that he is *big.*
Take the spade and *dig* up that stone.
Take ten *eggs* to the maid and tell her to cook them.

—

og		ug		
bog	log	bug	plug	rug
dog	flog	dug	mug	tug
fog	frog	hug	snug	shrug
hog		lug	pug	

I saw a big *hog* stick in a *bog.*
A *dog* will eat flesh and so will a *hog.*
The *fog* is so thick that I cannot see our barn.
Stick the *plug* in the keg or the wine will leak out.

I hear the *frogs* croak in that *bog* or pond.
Do not *flog* that *dog* with so thick a stick.
I saw the *dog lug* a *hog* by the ears.
We have a fine thick *rug* by our fire.
That is a *snug* coat and fits you well.
Jane did *hug* that sweet babe.
Pug put his paws in the *mug* of hot milk.
Do not *shrug* as if you were cold.
If you pick and *tug* at that *rug* you will spoil it.

—

as			ase		acc
ass	ask	asp	base	lace	trace
lass	bask	hasp	case	place	grace
mass	mask	gasp	chase	mace	face
glass	task	rasp		race	
pass	flask	grasp			

You may call a mean man a *base* man.
The *base* of that block is on a flat stone.
I saw the dog *chase* a hog from the barn to the mill *race.*
You may *grasp* the *rasp* in your hand and *rasp* that stick.
File that *hasp* but do not *rasp* it.
That *base* top has a dirk in a *case.*
I saw three hens *bask* in the sun at the side of the house.
The *lace* on her cap hides her *face.*
Place that *glass* on the stand.
I will *ask* him for a short *task.*
Did you *pass* by the *glass*-house when you were in that *place?*
They say an *asp* is like a snake.
Has an *asp* split feet?
Go to the store and *ask* for the *mace* that he sold me.
If two boys run a *race* on foot you may call it a foot *race.*

ast		aste	
cast	vast	baste	chaste
fast	home	haste	track
mast	flask	paste	black
last	asp	taste	back
past	clasp	waste	

I was in *haste* to get back to my home.
Taste this sweet wine, but do not *waste* it.
The babe did *clasp* Jane's neck with its arms.
Hold the rope *fast*, or the boat will float off.
May a boat have a *mast?* Yes, it may have a small one.
Last year was soon *past*; and so will the next be.
Ann can bake that *paste* and make cakes of it.
That *vast* wave did lave the ship's *masts* and sails.
If you will not eat you will have to *fast*.
I hear Ann say that she will not *baste* his frock.
He *cast* that stone in the way of the horse.
Do you keep wine in your *flask?*

—

est		eese	ease	eece
best	rest	geese	lease	fleece
jest	vest		grease	
lest	west	es	crease	east
nest	pest	yes		least

That bird's *nest* has six eggs in it.
I saw three *geese* swim in the lake.
It will be *best* for him to *rest* here a while, *lest* he faint.
That sheep has a fine thick *fleece* on it.
You will have to look to the *west* if you wish to see the sun set.
I saw the *least* of the three fowls out of the coop.
Can you tell when the sun is in the *east?* Yes.
Put on your white *vest* and your blue coat.
Lay that book on the *desk*, and read no more for this time.
The *crease* of that gown has a spot of *grease* in it.

ess	is—iss	ist	isk	ice
less	this	fist	disk	mice
bless	hiss	list	risk	nice
mess	kiss	wist	brisk	rice
press	miss	mist	frisk	trice
dress	bliss	twist		twice
chess				

Clouds are made of *mist* or steam.
Your *fist* is *less* than my *fist*.
Did you hear the geese *hiss?* Yes.
Will the LORD *bless* us if we pray to Him? Yes.
The *disk* of the sun or moon is round.
I see a *brisk* boy jump and *frisk* in the yard.
Is a vest a part of your *dress?* Yes.
Miss Jane did *kiss* the red cheeks of the babe.
You may *press* wine out of grapes in a *press*.
Twist this twine round that stick for him.
You will *miss* your *mess* of nuts if you are not *brisk*.
This is a *list* of our boys' names.
I will not *risk* it, for I may *miss* it.

—

oss *short.*	oss *long.*	ost	ose	oast
ross	loss	tost	dose	roast
dross	toss	cost	oce	toast
	cross	lost	groce	
		frost	burst	

He gave me a bad *dose* of wine and bark.
I saw Jane *roast* or broil the beef and brown the *toast*.
Our *cross* cow did *toss* Tray in the air with her horns.
You may *cross* that stream if you wade it.
What did your blue coat *cost?*
I *lost* all my beans by the *frost*.
That ore leaves a black *dross* when you melt it.
It is no *loss* to oak bark to take off the *ross*.
Go to the store and get me a *groce* of pins.
Roast that egg on the fire, but take care or it may burst.

us—ust		uce	oose
thus	rust	truce	goose
bust	must	spruce	loose
gust	trust	use	moose
dust	crust		

Do you like the taste of *spruce* beer?
Frost will not kill the leaves of the *spruce* tree.
The *rust* on that spade looks like ore.
Give that hard *crust* to Tray.
The *goose* broke her cord and is *loose* in the yard.
Has the *moose*-deer big horns? Yes.
You *must* not *trust* a bad man.
I see the dark black clouds of that *gust*.
I will have that fine white *bust* in this room.
There is *dust* and *rust* on that brass wire.

—

aze		eeze	oze
raze	blaze	breeze	doze
craze	gaze	freeze	gloze
graze	glaze	sneeze	froze
		squeeze	

That *breeze* is quite cool.
If it *freeze* we may get ice.
How thick has the ice *froze*?
Can you *raze* a house down to the ground? Yes.
Can an ox *graze* if he has no grass? No.
Can you *glaze* a sash if you have no glass? No.
You must not *gaze* at that *blaze*.
Did you hear me *sneeze* when I saw the sun shine on the snow? Yes, I did.
Do not *squeeze* my hand so hard or you will hurt me.

ath	athe	eeth	ooth	oth
bath	bathe	teeth	booth	cloth
hath	lathe	teethe	tooth	
lath	aith	eathe	soothe	othe
path	faith	breathe		clothe

You may *bathe* in that cold *bath*.
Did you turn that cane on the *lathe*? Yes.
I saw a thick *lath* lie in the *path*.
Do we bite with our fore *teeth*? Yes.
To *teethe* means to get *teeth* as a child.
Get me six yards of blue *cloth* for a cloak.
A fore *tooth* is sharp and thin.
Can you turn a top on the *lathe*? Yes.
You may *clothe* him with five yards of *cloth*.
If you have *faith* in God when you pray, He will grant you what you ask.
We must try to *soothe* the sad minds of the sick.
We slept in a *booth* or tent on the sea shore.

—

age		ang		ange
cage	stage	bang	pang	range
page		fang	rang	change
rage	uge	gang	sang	strange
sage	huge	hang		
stage				

I had three red birds in that wire *cage*.
My tooth had three roots or *fangs*.
He did read a *page* in that book.
A man may eat *sage* and not be a *sage*.
James *rang* the bell: did you hear it?
She *sang* too loud: I did not like to hear her.
Make all your tea cups *range*.
Do you *change* your coat twice a day?
It is *strange* that you cannot tell what the plant *sage* is.
The *stage* went off and left him; and that put him in a *rage*.

Hang up your hat on that nail.
If you feel a sharp pain you may call it a *pang*.

eng		ing		inge
length*	king	ring	sing	dinge
strength*	cling	string	wing	hinge
	sling	bring	swing	singe
	fling	spring	thing	tinge
				twinge

* *ength* sounds like *enkth*.

My *sling* is a yard in *length*.
Has a horse more *strength* than an ox?
He told that man that there is no *king* in our states.
There is a *hinge* loose on that gate.
The sap of that oak tree grew black on the ax and did *tinge* my shirt sleeve.
Take heed of the *string* and *ring* the bell.
A *spring* of that gig was broke last *spring*.
A black bird has two *wings*, but a bee has more.
I held a bee by the *wing*, and it did not *sting* me.
You must not *fling* that brass *ring* at the pane of glass.
I see a green *thing* in the room; it is a bug: How it *clings* to that flax *string*.
I will sit in the *swing*, and then *swing* me.
In the fall our birds fly south and in the *spring* they fly north.
My red bird went too near the fire and did *singe* its *wings*.

ong		ung		unge	
long	strong	bung	stung	spunge	east
song	strange	hung	strung	grew	wes
thong	length	sung	flung	chew	
throng	squeeze	rung	slung	north	
			lungs	south	

Do not take the *bung* out of that cask.
She *sung* a good song to make the babe sleep.
Tom *flung* or *slung* a stone at the goose, and hit it.

He *rung* the bell and then *hung* up his hat.
I have had a bad cold on my *lungs*.
A bee *stung* me on my bare foot.
I *strung* all the red beads on a blue *string*.
The *thong* or lash of your whip is *long* and *strong*.
He told me that this *spunge* grew on a rock on the sea shore
Squeeze that wet *spunge* and then wipe out this glass jar.
There was a crowd or *throng* of men in the street.

anch	inch	ance	ence	ince
branch	pinch	dance	hence	mince
ench	flinch	lance	pence	wince
bench	unch	glance	fence	unce
tench	bunch	prance	thence	dunce
stench	hunch	trance	whence	
French		France		
		chance		

Can a horse *dance*? No, but he can *prance*.
A *lance* is a long spear.
This fine *French* wine came from *France*.
I gave ten *pence* for a *bunch* of grapes.
That strong *fence* will keep in my wild horse.
A *tench* is a small fish.
You *mince* too long when you eat.
I saw a *dunce* sit on a *bench*.
He did not see us when he was in a *trance*.
The *stench* from that heap of wet straw is too bad; haul it out of the yard.
He will *flinch* if you *pinch* him.
Take a *pinch* of snuff and then you will sneeze.
He cut off a thick *branch* of an oak tree with the ax.

atch	itch		otch	uch
batch	witch	hitch	botch	much
catch	ditch	stitch	notch	such
hatch	pitch	flitch	blotch	

atch	itch	ich	utch
latch	switch	rich	crutch
scratch	twitch	which	Dutch
etch		otch	
fetch		crotch	

A hen will *hatch* her eggs in three weeks.
Lift the *latch* of the gate and then you can go out.
Did you bake all the loaves at one *batch?*
That dog can not *catch* the hog.
Fetch me a glass of good wine.
A hain is not so fat as a *flitch.*
A pin did *scratch* the hand of our babe.
Such a strong gust will do *much* harm to our grain.
That lame boy has to go on a *crutch.*
He shot a bird in the *crotch* of that tree.
I made a *notch* on this *switch.*
Hitch the horse in the gig, and then we will ride.
Which of them saw the *witch?* Not Jane.
That bad boy put a lump of *pitch* on my white *switch.*
That *rich* man has a mill with a deep race or *ditch.*

adge	edge	idge	udge	
badge	hedge	midge	grudge	hunch
odge	ledge	ridge	drudge	whence
lodge	sledge	bridge	stitch	thence
	wedge		botch	chance

That man wore a *badge* on his hat.
Our horse can jump a fence or *hedge.*
Bring me the big *sledge* and a *wedge.*
A man may ride on a *sledge* & not hold a *sledge* in his hand.
That stout man broke a stone with a big *sledge.*
We drove a *sledge* or sled on the ice that cold day.
Can you tell what beast has a hunch on his back?
We can *lodge* in that house near the *bridge.*
I saw nine cows graze on the *ridge* to-day.
You must not keep a *grudge* at him.
I had a *stitch* in my side when I was sick.
I saw a goat run on a steep cliff or *ledge* of rocks.

SECTION IV.

If the teacher has pursued our course thus far, his pupil is able by this time to think, to generalize, and to analyze with facility, as well as to embody the scenes contained in the phrases of the reading lessons. This realising of the scenes contained in his lessons, is too important a matter to be omitted, as it is the test of his understanding what he reads.

We hope the business of giving *orally* the derivatives to each word has not been neglected. If this, and the general series of exercises has been well attended to, the pupil will be qualified to take some elementary lessons on the parts of speech, in connexion with his spelling and reading exercises.

The teacher may easily give his scholar correct notions of the nature of nouns, adjectives, verbs, adverbs and prepositions, which are the principal parts of speech. Thus a word that means an *object* or *thing*, is a noun; here let him make a list of nouns immediately. The word that tells *how* a noun *looks, tastes, smells, feels,* is an *adjective*—here let him also make a list. The word that tells *what* a noun *does,* is a *verb.* The word that tells *how* an action is *done,* is an *adverb.* The word that notices the *position* of objects, is a *preposition* By making lists or generalizing words under their different parts of speech, he will soon have an accurate idea of the first principles of Grammar.

Lessons in two Syllables.

Ba ker	bat ter	set ter
ra ker	hat ter	let ter
ma ker	mat ter	bit ter
sha ker	tat ter	tit ter
pa per	pat ter	lit ter
ta per	chat ter	frit ter

ca per	bet ter	split ter
scra per	fet ter	

A *baker* is a man that bakes loaves and cakes.
If you make hay with a rake, you are a *raker*.
If a man makes a box for you, he is the *maker* of it.
James shook plums off that tree; then I may call him a *shaker*.
Paper is made out of rags at a paper-mill.
That wax *taper* burnt out too soon for us.
You must not cut *capers* in the street.
Scrape the mud off your boots on that *scraper*.
If your *batter* is sour, you had *better* not bake *fritters* out of it.
That *hatter* has a hat that is all in *tatters*; but he thinks it no *matter*.
I saw the maid *spatter* the *batter* on the bricks.
If you lay hay or straw for a cow or hog to lie on, you may call it *litter*.
You must not *chatter* and *titter* when you have a book in your hand.
A *setter* is a dog that sets or points out birds.
I ate three *bitter* plums, which grew on that plum tree.
If you split wood with an ax or a maul, you are a *splitter*.

—

)t ter	sput ter	bit ten
ot ter	shut ter	fat ten
it ter	ad der	rot ten
ter	lad der	fil let
ter	blad der	mil let
ter	mad der	gul let
ter	kit ten	mul let
ter	mit ten	sul len

aw an *otter* run to its hole in the ground.
ter makes pots and jars and jugs and mugs for
nd *butter* and milk and batter.
r hand *hotter* than a stone or ice? Yes.
ll or a house *totters*, it may fall.

That *kitten* ran up the *ladder* with my *mitten*.
If you are in such a *sputter* you may fall in the gutter.
That *shutter* is long and wide.
That boy did *mutter* when he was *bitten* by the *kitten*.
A *mullet* has a *gullet* and an air *bladder*.
You may *fatten* a fowl or a pig on *millet*.
That blue plum is *rotten* and *bitter:* I can not eat it.
Our maid made that *fillet* red with madder.
Will it hurt a man to be *bitten* by an *adder* or a snake?
Yes.

—

But ter	o ther	tan ner
cut ler	mos sy	sharp en
sut ler	glos sy	fi ner
wa fer	dros sy	mi ner
fol ly	hap py	ham mer
hol ly	ban ner	ram mer
jol ly	man ner	stam mer

A *butler* takes care of the wine and *other* drinks.
A *cutler* makes edge tools and *sharpens* them.
Hand me a *wafer* to seal my *letter*.
Get a *hammer* and pound this *drossy* ore.
A *sutler* sells cakes and beer in a booth or tent.
The leaves of the *holly* tree have thorns on them, and are green all the year.
A man may be *jolly* and not be *happy*.
It is a *folly* for a boy to play as much as you do.
That flag or *banner* has stars on it.
I saw a *tanner* tan six thick ox hides.
My boots are quite black and *glossy*.
I am *happy* to hear that your babe is well.
You must not halt and *stammer* when you read or speak
This flour is *finer* than that meal.
They use a *rammer* when they
stones

Ban ter	lend er	win ter
can ter	bin der	splin ter
mal let	tin der	un der
pal let	cin der	thun der
fend er	mem ber	blun der
tend er	lim ber	sum mer
rend er	tim ber	

I saw a boy *banter* James to run a race.
A horse can run and pace and trot and *canter.*
Tinder is the *cinder* of burnt rags.
Do not *hinder* me; but let me mend the *fender.*
That stick of *timber* is too *limber* to make a good prop.
My hand is quite *tender* where I burnt it with the *fender.*
You may slide on ice in the *winter* but not in the *summer.*
If you stay too much in the house it will *render* you *tender.*
Are a *mallet* and a hammer the same thing? Not quite.
You hear more *thunder* in the *summer* than in the *winter.*
I saw a sutler *under* the roof of the shed.
You may call a hand or a foot a *member* of you.
If you lend a *mallet* or a *hammer* you are a *lender.*
Do not lay that *pallet* with the paints on the *fender.*

—

Number	win ner	damp er
lum ber	glim mer	stamp er
pa ver	sim mer	red ish
wa ver	swim mer	whi tish
tin ner	trim mer	blu ish
sin ner	di ver	green ish
spin ner	dri ver	

Five is a *number* and nine is a *number.*
I saw a raft of *lumber* and timber float down the stream.
That *paver* must use a rammer to pave the streets.
If you change your plans soon, we may say that you *waver.*

If you sin you are a *sinner,* and if you work in tin you are a *tinner.*
If you spin you are a *spinner,* and if you swim you are a *swimmer*
If you win you are the *winner,* and if you trim you are a *trimmer.*
When a boy drives he is a *driver,* and when he dives he is a *diver.*
Shut the *damper* of that stove; it draws too fast.
That *stamper* will stamp and mash your corn.
I see *reddish, blueish, whitish* and *greenish* stripes in that web.
I saw a star *glimmer* when there was mist in the sky.
If you boil meat with a slow fire it will *simmer.*

—

Fe ver	giv er	tod dy
le ver	ber ry	vi per
beav er	fer ry	tar ry
weav er	mer ry	car ry
liv er	cher ry	mar ry
riv er	sod dy	Har ry
shiv er	clod dy	

Harry told me he saw a *beaver* on the bank of the *river.*
Harry the *weaver* did *shiver* with cold, and then he got a *fever.*
You may use a long stick or bar for a *lever.*
As the bridge was broke we had to cross the *river* at the *ferry.*
A *berry* or a *cherry* may be red or black or green.
He drank *toddy,* which made him too *merry.*
I see a *viper* creep and run in that *soddy* lot.
The ground is so *cloddy* that my horse can not step well.
Carry this red *berry* and that *cherry* to *Harry.*
A man may be a good *liver* and yet eat no *liver.*
If you give me a *beaver* hat, you are the *giver.*
We had to *tarry* five days at the *ferry.*
Did you hear that our Saul will *marry* Jane? No

A ble	cra dle	sli der
ca ble	i dle	po ker
ta ble	bri dle	o ver
sta ble	hunt er	dro ver
ma ple	blunt er	clo ver
sta ple	ri der	nine ty
la dle	wi der	

That *table* is made of *maple* wood.
Are you *able* to drive that *staple* with this hammer? Yes.
A *cable* can hold a ship, and a *bridle* can hold a horse.
Rock the *cradle* till the babe sleeps.
Do not be *idle;* but take the *ladle* and skim that milk.
A *river* is *wider* than a brook.
That *drover* drove *ninety* hogs *over* the river.
If you are a *rider* you must hold the *bridle* well.
Take the *poker* and stir the coals in the grate.
A horse or a cow will eat *clover.*
I saw a *hunter* canter his horse and leap *over* a fence.
The edge of this ax is much *blunter* than that.

—

When *t* or *d* comes before *ed* the *whole* syllable ed is sounded.

Ha ted	bait ed	sift ed
ra ted	fa ded	card ed
ma ted	ja ded	last ed
da ted	wa ded	load ed
pla ted	aid ed	roast ed
sta ted	sha ded	toast ed
wait ed	mend ed	

I *waited* till he had *sifted* the meal.
I *waded* in the brook where it was *shaded* by an oak tree.
He *baited* my hook with a fish and *mended* my line.
We *rated* the *plated* bit of that bridle at a dear rate.
He *hated* to be *mated* with so big a dunce.
I *aided* him when he *carded* our wool at the mill.
This silk gown has *lasted* long; but it is much *faded.*
He *stated* that he had *dated* his letter on the last day of the month.

The cart was *loaded* so much that our horse was quite *jaded.*
Our fire *lasted* till we had *roasted* the beef and *toasted* the cake.

—

When any other letter than *t* or *d* comes before *ed,* the *e* is not sounded.

The following words are sounded as *one* syllable.

Smell ed	pray ed	seal ed
swell ed	rub bed	heal ed
kill ed	scrub bed	sav ed
fill ed	form ed	pav ed
crown ed	storm ed	shav ed
drown ed	tir ed*	lav ed
frown ed	fir ed*	

I *smelled* a red rose which *filled* our room with its smell.
He *prayed* to GOD and was *healed.*
They *rubbed* the man that was *drowned* in the river; but it did no good.
The face of the *drowned* man was much *swelled* when they *shaved* him.
If you see a town *stormed* you may see men *killed.*
He saw the king *crowned,* and guns were *fired* all day.
I was so *tired* that I did not fill my letter, but *sealed* it.
A wave *laved* my bare feet when I stood on the shore of the sea.
You *frowned* at me when I took hold of you and *saved* you from the teeth of that cross dog.

* Sounded *ti urd, fi urd.*

—

The following words have the *d* in the syllable *ed* sounded like *t,* because it follows hard and sharp letters. Thus *asked* is sounded *askt, hatched hatcht, missed misst,* &c.

Hatch ed	press ed	drop ped
thatch ed	stretch ed	hop ped
scratch ed	fetch ed	fix ed
patch ed	wish ed	mix ed
miss ed	fish ed	ask ed

kiss ed	reach ed	whip ped
dress ed	preach ed	

The eggs of a hen can be *hatched* in three weeks.
He *thatched* the roof of our barn with long straw.
He *patched* my coat and *fetched* it home.
The cat *scratched* him when he *whipped* her.
She *dressed* the babe and *kissed* it six times.
I *mixed* the corn meal with the wheat flour and *pressed* it down.
He *asked* me if I *dropped* my book in the room.
He *fished* on that rock and *wished* to catch rock-fish.
He *reached* out his hand, but *stretched* too far for the nuts.
The good man *preached* here to-day.

—

Ring ing	wait ing	dry ing
sing ing	mend ing	ly ing
fling ing	send ing	jump ing
bring ing	bend ing	thump ing
whet ting	stoop ing	ran ning
set ting	fly ing	spin ning
ha ting	fry ing	

She was *spinning* flax and *singing*.
You were *ringing* the bell and I was *bringing* the wine.
She is *mending* my coat and I am *waiting* for it.
He is *flinging* a stone at a bird *flying* in the air.
He is *setting* the box on the ground and I am *drying* the flax.
The sun is up and you are *lying* in bed yet!
I saw a man *running* and *jumping* in our yard.
She was *frying* the fish in the *frying* pan.
You are *bending* your back and *stooping* too much.

—

igh sounds like *i* long.

Nigh	might	slight	light en
high	right	night	bright en
sigh	tight	fright	light en
sight	fight	blight	bright ness
light	bright	fright en	tight ness

That *high* tree is quite *nigh* to your house.
She gave a deep *sigh* at that sad *sight*.
The sun gives *light* in the day and the moon at *night*.
A stone is not so *light* as wood, and the moon is not so *bright* as the sun.
If you scour tin ware with fine sand you will *brighten* it.
My coat is too *tight*; it was not made *right*.
If you give me a *fright* you *frighten* me.
If you make a thing *tight* you *tighten* it.
You *might lighten* his load for him.
It is not *right* to *slight* a boy, or *fight* with him.
The *brightness* of the sun is too strong for my *sight*.
The *tightness* of that cask makes it hold the wine.

—

Dab ble	cat tle	brit tle	ci der
rab ble	rat tle	whit tle	ad dle
ap ple	tat tle	bot tle	pad dle
buck et	set tle	throt tle	sad dle
bat tle	ket tle	win dow	bask et

You must not *dabble* in that *bucket*.
I filled my *basket* with *apples* and came home.
If you tell things that you are not to tell, you *tattle*.
I see the *cattle* in the lane and I hear the bell.
You may *rattle* a ball in a *basket* or a *kettle*.
If two dogs fight, they have a *battle*, and one will *throttle* the other.
We had a *bucket* and a *basket* and a *kettle* and a *saddle* and *cider* and *apples* in our boat.
If you have small oars to a boat, you may call them *paddles*.
If an egg can not be hatched, we say it is *addle*.
If a stick of wood is *brittle*, you can not *whittle* it.
A mob of bad men you may call the *rabble*.
Let that *cider settle* and then you may *bottle* it.

—

Han dle	tram ple	dan gle	bull
dan dle	moun tain	lit tle	pull
an gle	foun tain	am ple	full

move	blow	flow	slow
mow	crow	snow	
low	throw	grow	
sam ple	prove	sow	

If you have an apple in your hand you *handle* it.
I saw you *dandle* our *little* babe
The *bull* has two horns; he can *pull* a big load.
I saw a *fountain* or spring *flow* out of a *mountain.*
A boy may stand in the *angle* of a room and not have an *angle* in his hand.
If things hang loose you may say they *dangle.*
We have *ample* room in the house for you all.
I saw the wind *blow* the *snow* on the *mountain.*
I hear the cock *crow* in that *low* coop.
I can not *move* this tub; it is too *full.*
You say you can *prove* that wheat may *grow* under the *snow.*
In the spring we *sow* our oats and in summer we *mow* our grass.
Throw the stones out of the yard, and do not be so *slow.*
I will give you a *sample* of good wheat.
You must not *trample* those plants under your feet.

—

Vo cal	be ny	flut ter
lo cal	po ny	bran dy
rub ber	cro ny	can dy
grub ber	bith er	dan dy
blub ber	with er	san dy
sup per	gar ment	han dy
crup per	gar ter	

I saw a *grubber* drink so much *brandy* that he was not able to work at his grubbing.
sound from your mouth is called a *vocal* sound.
id you see a man make a *supper* on whale *blubber?*
he *crupper* of that saddle is too long for this *pony.*
u sold us a *bony* bit of beef, and it was quite *sandy* too.

A man that can use his hands well is *handy.*
You must not make a *crony* of that *dandy.*
I can make a *rubber* of that black cloth.
He came *hither* in the fall and saw the leaves of the trees *wither.*
The clothes that you have on you are your *garments.*
If you stay in a place and do not go about, we say that you are *local.*

—

ould like *ood.*

Bow er	late ly	mor tar
show er	state ly	would
tow er	home ly	could
flow er	or der	should
pa rent	bor der	toe
grate ful	cor ner	doe
hate ful	morn ing	

I saw a *doe* lying on the grass under a *stately* tree.
The *flowers* in that *bower* were wet by the *shower.*
My *parents lately* went with me to see a shot *tower.*
You *should* mix sand and lime to make good *mortar.*
I saw a *hateful* snake at the *border* of the woods.
I saw a *doe* this *morning* eating grass in the corner of our lot.
That boy is not so *homely* as you are.
He *would* not go to town, and I *could* not, for my *toe* was too sore.
We should be *grateful* to our *parents* for their kindness to us.

—

o like *u* short.

Love	from	shov el
dove	front	
shove		

work	mo ney	work man
worm	ov en	wor ship
world	slov en	

We should *love* what is *lovely*.
We must *love* and *worship* GOD, and not be *worldly* minded.
It would be better to have less *words* and more *work*.
That man's *son* is a good *workman*.
From the *front* of the house to the back is ten yards.
Shove the *snow* off the way with that *shovel*.
Bees make *honey* and men make *money*.
A baker should not be a *sloven*, but clean his *oven*.
You may see a *dovetail* in a box and not see a *dove*.
A *dove* has two wings and a tail, but a *worm* has not.
There are woods and mountains, and rocks and fountains in this *world*.

—

b and *k* silent.

Worth	lamb	silk worm
worse	knee	tur bot
worst	knead	pist on
eye	knife	pist ol
buy	know	piv ot
thumb	wor thy	king dom
crumb	worm wood	par don
		gar den

You can see with one *eye* or with two.
Could you catch a *turbot* in a river?
This is bad, but that is *worse*, and the other is *worst*.
You may *buy* six cents *worth* of cakes from the baker.
You may see a *worthy* man that is not *worth* a dollar.
The *piston* in that pump has a box and valve.
Cut my *thumb* with my sharp *knife*.
A baker *kneads* with his hands or his feet.
When you *kneel* you must bend your *knees*.
Save the *crumbs* from that loaf to the *doves*.

James took a *pistol* and shot a rabbit.
That wheel turns on a *pivot*.
I saw the *wormwood* in your garden.
The *silkworms* and spiders make or spin silk.
If you wish to see a king you must go to a *kingdom*.
I saw two *lambs* skip and play on the hill.

—

ea short like *e* in *bed*.

Dead	thread	health	dead ly
read	death	wealth	dread ful
dread	breath	earl	death ly
tread	earn	pearl	breath less
bread	learn	search	earn ing
breadth	sweat	breast	learn ing
spread	threat	meant	wealth y

A *dead* pig is *breathless* and can not feel nor see, nor hear.
I *read* a little book called the way to *wealth*.
Health, *learning* and *wealth* are three good things.
I *dread* to *tread* in that path.
Spread the cloth on the table and bring in the *bread*.
Death can not take place while you have *breath*.
The *breadth* of that board is just the length of this *thread*.
You may *earn* money if you work so hard as to *sweat*.
I do not mind the *threat* of that bad boy.
Go and *search* for the *pearl* till you find it.
You think it is *dreadful* to look at a *breathless* corpse.
I *meant* to tell you that I saw a *wealthy earl*.
He has a pain in his *breast* and a *deathly* paleness in his face.

—

ie like *ee*.

Brief	field	peach
chief	yield	

bier	teach	speech	cheese cake
piece	bleach	screech	speech less
niece	cheese	jamb	dumb

If a man is *brief* in his *speech* he speaks *briefly.*
That rich *field* will *yield* fine wheat and corn.
Each big *boy* may *teach* a little boy what he knows well.
I saw them carry a corpse on a *bier.*
The death of the *chief* caused much *grief.*
My *niece* gave a poor man a *piece* of bread and cheese.
I saw a *dumb* or *speechless* boy *teaching* a little lad to read.
I wish you would *teach* me how to *bleach* wax.
You may hear a little owl *screech* in the woods.
Each peach has a stone in it.
You may hear a man *preach* and *teach* you what to do.
I saw a *leech* creep and crawl in the glass jar.
If you will *reach* me your plate I will hand you a *piece* of *cheese-cake.*

—

ough like *aw.*

Herse	ought	aught	gam mon
verse	fought	taught	gal lop
dense	nought	caught	clar et
sense	bought	cause	sol id
coach	thought	alk-auk	cof fin
roach	brought	talk	cot ton
broach	torch	stalk	gos ling
		chalk	or ange
		walk	

I saw a *coffin* in a *herse* in the street.
A *stone* is more *dense* than wood.
I *thought* that you *bought* a *coach* last year.
Cotton grows in a pod on a tree with a small *stalk.*
There is no *sense* in that *verse.*
He *ought* not to have *fought* for so slight a *cause.*
You *taught* me to put down a *nought* on the slate.

I saw a horse *gallop* in the road and *caught* him by the bridle.
I *caught* a *roach* in the river by the light of a *torch.*
We took a *walk* and had a long *talk.*
He made a cane of a corn *stalk.*
Chalk is white and solid, and claret is red and sour.
That fat hog will make two fat *gammons.*
Would a *gosling* eat an *orange?* I do not know.

—

AN IRREGULAR LESSON,

Containing words useful in the subsequent reading exercises.

a like *aw.*

Fath er	war	in sect	through
rath er	wart	no ble	*ph* & *gh* like *f*
moth er	warm	bo dy	phrase
broth er	swarm	come	phys ic
mel low	quart	some	cough
yel low	quar ter	some thing	laugh
fel low	wa ter	whole	tough
fi nest	ev er	whole some	rough
ci der	nev er	juice	large
pop py	a ny	jui cy	barge
bee tle	ma ny	tomb	charge
trum pet	farm er	tomb stone	

The *water* in that fountain is very clear and *wholesome.*
You may make the *finest cider* out of *juicy* apples.
That *mellow* apple is *yellow* and has not much juice in it.
Did you *ever* see a *yellow beetle* on a *poppy* flower? No, *never*
I bought a *quart* of cherries and a *quarter* of veal.
May a man blow a *trumpet* and not go to *war?* Yes.
My *brother* helped my *father* to hive a *swarm* of bees.
My *mother* would *rather* not let me be a *farmer.*
Have you *many* nuts in your hand? No, I have not *any.*
That little *fellow* has six *warts* on his hand.

We went *through* the field, but did not find the *whole* flock.
Could you make a *phrase* on *tomb* and *tombstone?* Yes, I could: a *tomb* is a place where a dead *body* lies in the ground, and a *tombstone* is a stone which covers the *tomb.*
Come here and I will show you *something.*
I have *some* apples and one *large* peach in my little basket.
I saw five men row a *large barge* over the river.
You *charge* me too much for that dose of *physic.*
Can you *cough* and *laugh* at the same time?
An orange may be *tough* and *yellow,* and an apple may be *rough* and *mellow.*

—

Words of three Syllables, accented on the first.

Al pha bet	fu mi gate	ex cel lent
ap pe tite	lu cu brate	quick sil ver
can dle stick	gar den er	nec ta rine
can is ter	grass hop per	hand ker chief
car pen ter	gen tle man	vi o let
fish er man	gin ger bread	vi o lent
fo li o	cin na mon	vi o lin

I could spell and read when I did not know all my *alphabet.*
I have no *appetite* for *gingerbread.*
I bought a *canister* and a *candlestick* when I was in town.
May a *carpenter* or a *gardener* be a *gentleman?* Yes.
That *fisherman* caught ninety shad in a day with his net.
I ate an *excellent nectarine;* it tastes like a peach.
When you fold a sheet of paper one time, it makes a *folio* size.
Would *cinnamon* taste well in *gingerbread?*
Could you hold *quicksilver* in a *handkerchief?* No.
If you read much by the light of a lamp or candle, we may say you *lucubrate.*
To *fumigate* means to make a smoke.

That *excellent nectarine* grew on a tree like a peach tree.
A *violent* wind blew all the apples off that tree.
The *gardener* showed me a bed of blue *violets* in our garden.
Might you hear a *fisherman* play on a *violin?* Yes.

—

But ter fly	rasp ber ry	an i mal
ev er green	ju ni per	af flu ent
po e try	a pri cot	an gu lar
pi e ty	cal i co	cal o mel
fu si ble	dim i ty	mon i tor
mul ber ry	in di go	oc u list
goose ber ry	ob sti nate	oc cu py

I saw a *butterfly* sit on a *gooseberry* stalk.
The pine tree is an *evergreen,* and so is a juniper.
If you can melt lead or tin you may call them *fusible.*
Calico and *dimity* are made of cotton.
I saw white and black *mulberries* in that lane.
The violent wind shook off all our *apricots.*
Indigo is blue and *calomel* is white.
May a man of *piety* read *poetry?* Yes.
You must not be *obstinate,* but do what your parents bid you.
A horse is an *animal,* and so is a *butterfly.*
I went to an *oculist* to cure my weak eyes.
An *affluent* man may *occupy* a fine house.
May you call a pane of glass *angular?* Yes, for it has angles.
A *monitor* may teach other little boys.

—

Ad jec tive	gran a ry	en e my
an nu al	grand fath er	ev e ry
bach e lor	grand moth er	gen er al
car ri er	man ner ly	med i cine
fac to ry	mar vel lous	pen du lum
fam i ly	won der ful	sed i me n
fath er less	wag on er	skel e ton

An *adjective* is a word that tells how a noun looks, or tastes, or smells, or feels. White, black, green, blue, red, hard, soft, hot, cold, &c. are *adjectives.*
If a thing takes place every year, you may call it *annual*
It is *wonderful* how much cotton and wool they can spin and weave at a *factory.*
That *wagoner* took a load of wheat out of our *granary.*
That old *bachelor* told us a *marvellous* tale.
My *grandfather* and *grandmother* have ten *fatherless* boys in their *family.*
The *general* led his men out to the field of battle to meet the *enemy.*
I took some *medicine* when I was sick; it was a *calomel* pill.
Throw the *sediment* of that cider out of the cup.
That clock has a long *pendulum.*
A *skeleton* is the bones of an animal.
Is the *skeleton* of a mouse less than the *skeleton* of a horse?

E ven ing	mi cro scope	trum pet er
el e gant	ac ci dent	gov ern or
tel es cope	ven i son	pas tur age
ep i taph	o pi um	straw ber ry
yes ter day	vin e gar	war ri or
ev er age	ho ney comb	book sel ler
es sen ger	hur ri cane	moun tain ous
er ri ble	hus band man	coun te nance

On some clear *evening* we will take the *telescope* and look at the stars.
terrible accident took place *yesterday.*
hunter hunts deer in *mountainous* places and brings home *venison.*
brother has an *elegant microscope.* I saw a flea through it, and it was as large as a big *beetle.*
vinegar is made of good strong cider.
k a pill of calomel and opium *yesterday evening.*
husbandman sold some

That *bookseller* bought a basket of *strawberries* from a little girl.
Beer or cider is an excellent *beverage.*
I read an *elegant epitaph* on the tombstone of that noble *warrior.*
The eyes are the finest part of the *countenance.*
Opium is the juice of the poppy stalk.

PROMISCUOUS READING LESSONS,

In which the scenery forms a connected and successive series. They are extracted from Murray's excellent Reading Lessons in his spelling book. The Spelling Lesson that precedes each Reading Lesson consists only of such words as are to be found in the lesson. The most difficult are selected to be spelled and read preparatory to the Reading Exercise.

BREAKFAST.

Charles	bread	waste
wash	spoon	wants
comb	right	warm
piece	floor	dead

The sun shines.
It is time to get up.
Jane, come and dress Charles.
Wash his face and neck, and make him quite clean.
Comb his hair. Tie his frock.
Now, Charles, we will go down stairs.
Fetch that stool. Sit down.
Here is some milk; and here is a piece of bread.
Do not spill the milk.
Hold the spoon in the right hand
This is the right h
Th

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

Put the fly on the floor, where the sun shines.
Then it will be dry and warm.
Poor fly! I am glad it was not dead.
I hope it will soon be well.

—

DINNER.

Clock	forks	noise	mouth
where	plates	bread	George
knives	broth	knife	break
some	smack	should	doors

The clock strikes. It is time to go in, and dine.
Is the cloth laid?
Where are the knives, and forks, and plates?
Call Ann.
Are your hands clean?
Sit down.
Do not take the broth yet; it is too hot; wait till it is cool.
Will you have some lamb and some peas?
Do not smack your lips, or make a noise when you eat.
Take some bread. Break the bread; do not bite it.
I do not put the knife in my mouth, for fear I should hurt my lips. Knives are sharp; they are to cut with, and not to put in one's mouth, or to play with.
Jane must shake the cloth out of doors.
The birds will pick up the crumbs.
Now let us go and play with George.

—

READING.

Charles	whole	full	give
page	come	what	leaf

Come to me, Charles. Come and read.
Here is a new book.

Take care not to tear it.
Good boys do not spoil their books.
Speak plain.
Take pains, and try to read well.
Stand still.
Do not read so fast.
Mind the stops.
What stop is that?
It is a full stop.
Charles has read a whole page now.
This is a page. This is a leaf.
A page is one side of a leaf.
Shut the book. Put it by.
Now give me a kiss.

—

THE LAMB.

Moth er	weath er	heav y
cry ing	pleas ant	show er
shep herd	mer ry	lamb
can not	fur ther	bleats

It is very cold. And how high the wind is! There is a tree blown down.
What has that man in his arm?
It is a young lamb.
Poor thing! how it bleats! It wants its mother. It is crying for her. I wish she could hear it: but she cannot hear; she is dead.
Pray, shepherd, take good care of the little lamb, and give it nice new milk to drink, and keep it warm; and when it can take care of itself, and the weather is pleasant, let it sport and frisk about in the fields, and be very merry.
We must not go any further now. The sky looks very black. I think there will be a heavy shower soon.

—

SHEEP SHEARING.

Blan kets	card ed	hus band
car pets	wo ven	in to
flan nel	spin ning	rea dy

ma ny	chil dren	dy ed
wheel	wool	great

What is that man doing to the sheep?

He is cutting off their soft, thick wool. He is shearing them. The large scissors that he has in his hand are called shears. It does not hurt the sheep to have their wool cut off. They do not need it now, the weather is so warm.

And what will be done with the wool?

It will be made into cloth and other things. Charles' coat is made of wool. Blankets are made of wool; and so are carpets, and flannel, and a great many things. But the wool must be carded first, and spun, and woven, and dyed.

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

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

HAYMAKING.

Mow er	flow ers	spread	stacks
whet ting	sithe	ma king	hors es
go ing	num ber	mat ter	win ter
pret ty	wo men	white	sheep

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

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

O it is very hot!

No matter; we must make hay while the sun shines. How sweet the hay smells! When the hay is quite dry, it must be made into stacks.

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

THUNDER AND LIGHTNING.

While	us ed	else	o ther
ground	scorch ed	move	light ning
brown	wa ter	through	thun der
does	flow ers	large	ve ry

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

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

Lightning comes from the clouds.

Now it lightens another time.

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

That is thunder. How loud the thunder is!

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

THE PARTRIDGE.

Blood y	go ing	feath ers	great
far ther	par tridge	pheas ant	fetch
bro ken	pret ty	lar ger	does
flut ters	pur ple	com ing	drop ped

Hark! there is a gun let off; and a bird has dropped down, just at our feet. Ah! it is bloody. Its wing is broken. It cannot fly any further. Poor thing! how it flutters! It is going to die. Now it does not stir. It is quite dead.

What bird is it? It is a partridge. There is a man with a gun in his hand. He is coming to fetch the

partridge. Now he has let off his gun another time. He has shot a very pretty bird. It has red, and green, and purple feathers. What a fine tail it has! This bird is a great deal larger than a partridge. It is a pheasant.

—

THE ORCHARD.

Orch ard	brauch es	broth ers	want
ap ples	lad der	sist ers	high
ga ther	stand ing	bask et	ground
lit tle	gar dens	kind ly	girls
fath ers	moth ers		

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

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

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

—

THE SUN.

·eau ti ful	al ways	ri pen
e ry	hous es	noon day
ri ous	spark ling	bright ness
zles	ti ger	li on
cing	hol low	ea gle
ture		

e sun rises in the east; and when he rises, it is

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

Sometimes he takes off his crown of bright rays, and wraps up his head in thin silver clouds, and then we may look at him; but when there are no clouds, and he shines with all his brightness at noon-day, we cannot look at him, for he would dazzle our eyes and make us blind. Only the eagle can look at him then: the eagle with his srong piercing eye can gaze upon him always.

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

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

—

THE MOON.

Beau ti ful	glow worm	ti red
di a mond	trou ble	mid dle
night in gale	bet ter	sleep ing
scorch es	si lent	sweet ly
cur tains	gen tle	
spark ling	through	

The moon shines to give us light in the night, when the sun is set. She is very beautiful, and silver. We may look at her bright as to da us

brighter than the stars, and looks like a large pearl in the middle of a great many sparkling diamonds.

When you are sleeping, she shines through your curtains with her gentle beams, and seems to say, sleep on, poor little boys, I will not trouble you. The nightingale sings to her, and sings better than all the birds of the air. She sits upon a thorn, and sings sweetly all the night long, while the dew lies upon the grass, and every thing is still and silent.

Before proceeding to the next section it might perhaps be well for the scholar to go back and review the book from the commencement of the sense lessons; more especially if the teacher have not been able to bring him fully into the habit of reading with proper tones, emphasis and harmony of enunciation. It is of course understood that the system of exercises, recommended in the introduction and through the work, have been attended to. If the child still finds a difficulty in reading with a free enunciation, nothing will have a better tendency to correct it, than for him to be required to name every word *singly* in succession, and likewise find any word named by the teacher, before he attempts to read the words in *harmonic* connection. This we have found so useful in our own practice, that we feel assured it will be equally serviceble to those who may adopt it.

We hope that the teacher has not been in a hurry to get his pupil through the book, but has obliged him to realize the scenes or pictures in all the phrases and reading lessons where it was possible to be done. This, more than any thing else, will direct the infant mind to the *design* of reading.

SECTION V.

Words of two and three Syllables, accented on the second.

We would here advise another exercise in addition to those already given. This should consist of an examination of what is necessarily understood as connected with the meaning of any word. Thus the word *abstain* necessarily supposes some *person* who abstains, *something* from which he abstains, some *cause* why he abstains, as well as the *universal* circumstances of a *time when*, and a *place where* this abstinence happened. So the word door or any other that means a part of an object or scene, necessarily supposes the *whole* of which it is a part. This praxis carried out to its full extent, will produce most beneficial effects on the judging and reasoning powers.

In this section we shall allow ourselves to introduce into the reading lessons, some words that are not found in the spelling lessons; but they are such only as can easily be read by the child, on account of their analogy to words which they have gone over. Thus a child can pronounce derivatives without difficulty, after knowing the primitives, and having been accustomed to read primitives and derivatives of the same kind.

Ab stain	dis play	main tain
dis dain	con vey	per suade
re main	sur vey	sur vive
mis lay	re late	per fume
be tray	di late	re main der
de fray	en grave	be tray er
a way	mis take	sur vey or

If you do not eat meat for a day or two, we may say you *abstain*.

That which *remains* is called the *remainder*.

Ten dollars will not *défray* the expense of that work.

To *disdain* means the same as to scorn.

When you put your books *away* you must not *mislay* them.

If a man *surveys* he is a *surveyor*, and if he *betrays* he is a *betrayer*.

I saw an *engraver engrave* a map on a plate of copper.

If you *survive* your friends, you live after they are dead.

I can not *persuade* him to *relate* that tale.

You will make a *mistake*, if you *convey* those goods to his store.

You may *display* a thing, and not *dilate* it.

That kind man *maintains* six poor men.

That barber *perfumes* many a head.

—

At tend	ex pense	ex pect
ex tend	of fend	ne glect
in tend	of fence	ex cel
de fend	in vent	com pel
ex pend	con sent	de fend er
pre vent	con tent	of fend er
re sent		in vent er

If you will *attend* that sick man I will defray the *expense*.

If you stretch out your hand, you *extend* it.

If you *offend* any one, you are an *offender*; and you must not *defend* your *offence*.

I can *prevent* him from resenting that *offence*.

He did not *intend* to *resent* that offence.

I *expect* my father and mother home to-day.

You *expend* more than you make, and you *neglect* your work.

We should try to *excel* others in learning.

You cannot *compel* him to be the *defender* of that man.

I am *content* to be the *inventer* of a useful plan.

—

Sub scribe	a bate	sub scri ber
in quire	ad mire	in qui rer
sup port	a dore	a bi der
in duce	ad vise	in duce ment
a bide	ad vice	trans la tor
a bode	trans late	a bate ment
	par take	par ta ker

If you *subscribe* your name, you are a *subscriber*.

When you *inquire* for something, you are an *inquirer*.

We should love and *adore* God, for he has made us, and is good and kind to us.

If you *abide* in a place, that is your *abode*, and you are an *abider*.

Did you not *admire* those fine flowers in that neat bower? Yes.

I would *advise* you not to take that bad *advice*.

If you take a part or share with some one, you *partake* with him, and are a *partaker*.

I will not *abate* the price of the wheat, if you will make no *abatement* on your cloth.

If you *translate* a book from the French, you are the *translator*.

You may persuade or *induce* James to go with you, if you offer him a strong *inducement*.

—

De part	ab sence	de part ment
di rect	pre serve	re pent ance
de pend	de stroy	in dul gent
re pent	ex act	as sist ance
re turn	re fresh	ob serv er
in dulge	re gard	re fresh ment
ad just	cre ate	cre a tor

When you go away from a place, you *depart* from it.

If you *direct* me the road to town, I will call you my director.

Good parents will not *indulge* their children too much.

If you *assist* me, I will thank you for your *assistance*.

When we *repent* of our sins, our *repentance* should be true.

God has *created* all things: He is our *Creator*.

Let us *refresh* those poor men with some *refreshment*.

It is God who can *create*, *preserve* and *destroy*.

You may *depend* on my *assistance* in that *department*.

Our *Creator* is very indulgent to all who *regard* his laws and *observe* them.

GOD *observes* all we say and do; and none of us can shun the sight of such an *observer*.

Di vide	di lute	con clude
be side	a cute	ex clude
re side	sa lute	pe ruse
ca nine	re spond	a buse
cal cine	ab scond	a cute ly
di vine	con sume	con su mer
sa line	re sume.	re spond ent

If you *divide* an apple into three parts, each part is a third.

If you *reside beside* a river, you may get sick of a fever.

The *canine* teeth have *acute* or sharp points.

If you burn or *calcine* limestone it will make lime.

Fire will *consume* any kind of wood or coal.

Did you taste that *saline* body? Yes.

If you *respond*, you are a *respondent*.

If you put water with wine, you *dilute* it.

You must not *salute* that gentleman when you meet him.

Do not *abuse* your books, but *peruse* them.

Do not *abscond*, but *resume* your place and work.

If you shut a person out of the room, you *exclude* him.

I wish you would *conclude* your long and tiresome story.

pur sue	con struct	de stroy
pur suit	de duct	em ploy
se cure	ap point	a void
pro cure	a noint	pur su er
ma ture	dis joint	dis gust ing
dis gust	en joy	ap point ment
ro bust	an noy	en joy ment

If you *pursue* a rabbit, you are in *pursuit* of it, and may be called a *pursuer*.

Can you *procure* me some ripe or *mature* fruit?

That *robust* fellow will *disgust* you with his *disgusting* manners.

You will not be *secure* from pain, if you do not *avoid* the cause.

If a man makes a bridge or a table, you may say he *constructs* it.

Flies *annoy* us very much in summer.

If you *deduct* five from ten, five will be left.

If you *anoint* your painful joint it may make it easy.

When you *enjoy* health, you should be thankful for that *enjoyment*.

If you *appoint* a time to meet any one, you must attend to your *appointment*.

You may carve and *disjoint* that roasted goose if you please.

We should always *employ* ourselves in a useful manner.

Sin will *destroy* the health of both the body and the mind.

Un kind	un kind ly	en tan gle
un tie	be gin ning	ap pa rel
un ripe	be gin ner	um brel la
de serve	be long ing	mo las ses
di vert	to bac co	un hap py
be gin	in hab it	an o ther
be long	mis man age	to geth er

If you *begin* any thing, you are the *beginner*, and you make a *beginning*.

You should not eat *unripe* apples, for they may make you sick.

A bad man is *unkind*, and acts *unkindly* to others.

Molasses is the juice of one plant, and *tobacco* is the leaf of *another*.

I found something *belonging* to a man that *inhabits* that small house.
I bought an *umbrella*, a pound of *tobacco*, and a quart of *molasses*, at that store.
The clothes that you wear may be called your *apparel*.
When little boys are *together* any where, they should *divert* one *another*, and not make each other *unhappy*.
Untie the strings that *entangle* that chicken's feet.
Do all those apples and peaches *belong* to you? Yes, all of them.

—

Po lite	po lite ness	po ta to
de light	de light ful	bal co ny
se vere	se vere ly	un ea sy
de ny	de ni al	dis ci ple
ap ply	a gree ment	un grate ful
a gree	con tri ver	po ma tum
con trive	con tri vance	pa na do

A *polite* man will never be unkind but *delight* in acts of *politeness*.
It is *delightful* to see children *agree* together and live in a state of *agreement*.
If you *deny* a thing, your act is a *denial*.
Any one that learns from another is called a *disciple*.
If you plan or *contrive* any thing, you are the *contriver*, and it is a *contrivance*.
That *severe* wound pained him very *severely*.
You may scrape some raw *potato*, and *apply* it to that burn.
You may see *potatoes*, tobacco and flax grow in one field.
You must not put so much *pomatum* on your hair, or it will look greasy.
The nurse gave that sick man some *panado*.
I felt quite *uneasy* and almost breathless, till I went out on our *balcony*, and breathed the fresh air.

Se cure	ma nure	ad ja cent
en sure	se cure ly	tor na do
as sure	as su rance	spec ta tor
im pure	re fu sal	Oc to ber
re fuse	ac cu ser	tor pe do
ex cuse	trans pa rent	un e ven
ac cuse	e qua tor	in de cent

I could not *securely* trust that man, as he is not *secure*.
If I *assure* you that he is at home, my *assurance* ought to be taken.
If you *refuse* to be that bad man's *accuser*, I can find no *excuse* for your *refusal*.
Most of the water found in wells is *impure*.
Water is *transparent* and so is glass.
We met with a violent *tornado* when we were near the *equator*.
If you put your hand on a *torpedo*, it will shock and numb you.
Many of our apples are taken off the trees in *October*.
You may be a *spectator* of our contrivances, if you will not tell them to others.
I stumbled and fell in walking over that *uneven* ground.
An *indecent* man will be an unhappy man.
I will *ensure* it that your goods will be *secure* in that house.

—

When ev er	as sem ble	di min ish
en deav or	per sim mon	im pris on
re mem ber	Sep tem ber	dis tin guish
re sem ble	No vem ber	ex tin guish
im mor tal	De cem ber	as trin gent
at ten tive	de ter mine	re lin quish
of fen sive	sur ren der	e nig ma

Whenever you wish to *remember* any thing, you should be very *attentive* to it.
Next September you will see the members of that meeting *assemble*.

If one thing is like another it *resembles* it.
Endeavor to avoid buying expensive apparel.
November is the next month before *December*: in *December* we mostly see ice and snow, in *November* sometimes.
That general did not *determine* to *surrender*.
The smell of some flowers is very *offensive*.
If you put a man in prison or jail you *imprison* him.
That full moon will soon *diminish* in size.
Can you *distinguish* a peach from an apple with your eyes shut? Yes.
You may call a riddle an *enigma*.
You may *relinquish* that plan, for it will not do well.
A green *persimmon* is very *astringent*.

---

o like *oo*.

A pos tle	ap prove	bar poon
e pis tle	re move	bar poon er
a bol ish	re prove	ap pro val
as ton ish	im prove	re mo val
mis con duct	ba boon	im prove ment
im mor al	bal loon	Al migh ty
dis hon est	ca noe	en light en

Paul the *apostle* sent many *epistles* to his friends.
The *misconduct* of that *dishonest* man need not *astonish* us.
You cannot *approve* of *immoral* conduct.
We should endeavor to *abolish* every bad custom.
We ought to *reprove misconduct* in others; but we should do it kindly.
If you *remove* any thing, the act is a *removal*; and if you *approve* it is an *approval*.
They sent a little *baboon* up with a *balloon*.
That *harpooner* took his *harpoon*, and went out in a large *canoe*.
The *Almighty* has given us many good things; we ought then to *improve* ourselves.
If we endeavor after *improvement* God will *enlighten* our minds.

Words of three syllables, accented on the last.

Un der stand	rep ri mand	rep re hend
mis be have	cor res pond	con tra dict
dis o bey	o ver flow	in ter mix
dis a gree	dis em bark	un der take
dis ap pear	mis in form	dis ap prove
dis o blige	com pre hend	af ter noon
ad ver tise	con de scend	dis ap point

I *understand* that you *misbehave* at meeting.
You should not *disobey* your parents or teachers.
Do not *disagree* with other little boys nor *disoblige* them.
That cloud will *disappear* before the *afternoon*.
You should *advertise* that stray horse, and then you may find his master.
To *reprimand* and to *reprehend* mean almost the same.
The rains that we have lately had, made the river *overflow* its banks.
I will *correspond* with you, if you will send me the first letter.
To *disembark* means to come out of a ship, and to *comprehend* means to *understand*.
You must not *undertake* to do a thing, and then *disappoint* me.
It is not polite to *contradict* those you talk to.
If you *misbehave* every good man will *disapprove* of your conduct.
You may *intermix* wine with water without spoiling it.

Ap per tain	pan ta loon	vol un teer
sub ma rine	im ma ture	in cor rect
su per scribe	in tro duce	vi o lin*
re col lect	su per fine	in ter dict
re as cend	in dis pose	man u mit
im po lite	in ter fere	o ver take
dis in ter	en ter tain	o ver took

* This word was incorrectly introduced into the lessons of words accented on the first syllable.

Whatever belongs to the house *appertains* to it.
I *recollect* seeing many *submarine* plants when I was at sea.
If you go up again you *reascend*.
To *superscribe* means to put a name on the outside, and to subscribe means to put it below.
I bought some *superfine* flour at five dollars per barrel.
You did *overtake* me before I *overtook* him.
It is *impolite* not to *entertain* your friends kindly.
If you *manumit* a slave you set him free.
That *volunteer* bought a pair of *pantaloons* at the store.
You should not meddle or *interfere* in the affairs of others.
If you eat too much, it will *indispose* you to learning.
That good man will *interdict* your playing on the *violin*.
He was not *incorrect* when he told you that *immature* fruit would make you sick.
If you inter a man, you put him in the ground; and if you *disinter* him, you take him out.

—

Words in which ci, ti, *and* si *are sounded like* sh.

Na tion	no tion	mis sion
pa tient	mo tion	man sion
pa tience	lo tion	suc tion
cau tion	po tion	unc tion
ac tion	fric tion	por tion
auc tion	func tion	so cial
an cient	men tion	spa cious

A *patient* should have *patience* in his sickness.
The French *nation* speak French.
We should act with due *caution* in all our *actions*.
I took a *potion* this morning, and then washed my face with a *lotion*.
By quick *motion* or *friction* of two sticks on one another you will make them hot.
I saw an *ancient* painting [illegible]

I heard you *mention* that five good men were sent on a *mission* last year.
He lives in a *spacious mansion*, and is very *social* in his manners.
The piston of a pump brings up water by the *suction* of the box or valve.
The word *unction* means the same as anointing.

—

Words in which i *sounds like* y, *(consonant.)*

On ion	gla zier	scrip ture
pin ion	clo thier	mix ture
mil lion	fil ial	frac ture
pil lion	sa viour	pic ture
fo li o	se nior	crea ture
al ien	u *like* yu, *or* tshu.	fea ture
u nion	pas ture	mois ture

Do you like to eat raw *onions?* Yes, sometimes.
The eagle soars in the air with his strong *pinions*.
A *pillion* is a kind of saddle; and a *million* is a large number.
A *glazier* mends windows, and a *clothier* makes clothes.
You may see many an *alien* among us.
I saw five oxen in that rich *pasture*.
If you join two pieces of wood you may call it a *union*.
If you mix milk with brandy you may call it a *mixture*.
If a bone is broken, we call it a *fracture*.
That painter paints many fine *pictures*.
The *features* of your face are not expressive.
There was so much *moisture* in my clothes that I caught cold.
To show *filial* love is the duty of every child
A *folio* is a sheet folded once.
We read of our [illegible]

Words of three syllables, having the same sound of ti, si, *&c. as the preceding.*

O ra tion	in struc tion	con clu sion
cre a tion	de struc tion	ex pres sion
foun da tion	com plex ion	at ten tion
du ra tion	com pan ion	ob jec tion
plan ta tion	o pin ion	con di tion
af flic tion	ca pa cious	con fu sion
de scrip tion	de li cious	suf fi cient

Did you hear that man deliver his *oration?* Yes.
What is your *opinion* of that *expression?*
The *creation* of the world took place a long time ago.
We have *afflictions* of many *descriptions* in this world.
The *foundation* of that house is strong.
The *complexion* of your *companion* is dark.
The fruit on that *plantation* is *delicious.*
If you wish to gain *instruction* you must pay *attention.*
There was great *confusion* at the *destruction* of the world by the flood.
I have no *objection* to you drawing such a *conclusion.*
I have *sufficient* proof that your child has a *capacious* mind.
The *description* of that affair took an hour.
The *duration* of our life it not many years.

PROMISCUOUS READING LESSONS,

From Murray's Spelling Book.

Lesson I.

THE SWAN.

Wa ter	cyg nets	per haps
pret ty	hatch ed	a long
grace ful	call ed	be tween
bo dy	web foot ed	a mongst
in sect	de fend	a way
arch ing		

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

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

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

The swan builds her nest amongst the reeds and rushes. The nest is made of sticks and long grass; and it is very large and high. The eggs which she lays are white, and very large, larger a great deal than a goose's egg; and she sits upon them for two months: then they are hatched, and the young ones come out. They are called cygnets. They are not white at first, but grayish.

If any body were to come near the swan, when she is in the nest, sitting upon her eggs, or when she has young

ones, she would fly at him; for she is very fierce to defend her young: and if he were to come to take them away, she would beat him down with her strong wings, and perhaps break his arm. The swan lives a very great while.

—

Lesson 2.

THE GOOD BOY.

Al ways	rudely	ev e ry
grum ble	a ny	no bod y
an gry	per sons	play fel low
prop er	fright en	straw ber ry
teach ers	car ries	per suade
some thing	learn ing	un less
ma ny	mis chief	be long
nev er	an i mal	con fess

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

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

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

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

He is kind even to dumb creatures: for he knows

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

He never takes any thing that does not belong to him, or meddles with it, without leave. When he walks in his father's garden, he does not pull flowers, or gather fruit, unless he is told that he may do so. The apples that are fallen on the ground, he picks up, and carries to his mother.

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

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

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

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Lesson 3.

The Boy and the Looking-glass.

Care less	look ed	be lieve
break ing	wish ed	a fraid
won der	look ing-glass	sup pose
chil dren	ac ci dent	ac count
un truth		con fes sed

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

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

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

When his parents came home, he went to his father, and said; "Father, I have broken the best looking-glass in the house! and I am very sorry for it." His father looked kindly at him, and said, "I would rather that all the looking-glasses in my house should be broken, than that one of my children should tell an untruth."

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

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LESSON 4.

The good Boy whose parents are rich.

Whose	poul try	pret ti ly
peo ple	rag ged	no bod y
mo ney	cot tage	be long ing
there fore	cot ta ges	ve ge ta bles
al most		

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

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

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

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

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

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LESSON 5.

The good Boy whose parents are poor.

Ear ly	la dies	hap pen
naugh ty	write	gen tle men
stock ings	knit	in deed
ba con	fight	em ploy ed
walk ing	swear	in dus tri ous
trou ble	know	

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

When he goes to school, he walks quickly, and does not lose time on the road. "My parents," says he, "are very good, to save some of their money, in order that I may learn to read and write; but they cannot give much, nor can they spare me long; therefore I must learn as fast as I can; if any body has time to lose, I am sure I have not. I should be very sorry, when I am a man, not to know how to read very well, in the Bible, and other good books; and when I leave my parents, not to be able to read their letters, and to write them word where I am, and how I do. And I must learn accounts, for when I grow up, I shall have many things to reckon about my work, and what I buy: I shall perhaps have bills to make out, as my father has; and perhaps I shall be employed in a shop."

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

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

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

LESSON 6.

The attentive and industrious little Girl.

Noi sy	pud dings	in struct
cit ies	learn ed	de light
coun tries	wrong	them selves
house wife*	ques tion	en deav or
kitch en	dan ger ous	at ten tion
rag man	pin cush ion	re mem ber
	dif fi cult	un der stand

* Pronounced *huz-zif.*

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

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

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

Whatever she does, she takes care to do it well; and when she is doing one thing, she tries not to think of another. If she has made a mistake, or done any thing wrong, she is sorry for it; and when she is told of a fault, she endeavors to avoid it another time.

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

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

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

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

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

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

If all little girls would be so attentive and industrious, how they would delight their parents, and their kind friends, and they would be much happier themselves, than when they are obstinate, or idle, or ill-humoured, and will not learn any thing properly, or mind what is said to them.

CONCLUSION.

In reviewing our little work we see much that might have been amended, both in matter and arrangement. As an apology can not mend it, we will only observe that should a second edition be called for, we will present it much improved. The production such as it is must now go forth, and be submitted to the ordeal of a public examination. That it will be useful wherever the method recommended in it, is fully adopted, we can have no doubt. But that all teachers who may even think well of the work, will feel disposed to bring into operation every part of the plan, we are not so sanguine as to expect. Some may think it too troublesome, others may perhaps not consider themselves fully qualified by previous scientific reading to carry out the views proposed.

To a teacher of the latter description, who feels a desire to adopt improvements as far as he is able, we would recommend a course of reading, which may render him capable of pursuing with effect a rational course of teaching.

If he can find leisure he might commence his course with some work on Physiology. Here Blumenbach and Richerand may answer very well. After this, Locke on the Human Understanding, and Condillac's Logic, will give him some of the best fundamental principles of Metaphysics. Reid, Stewart and Beattie may or may not be read, as he pleases. He will find in these three authors many excellent thoughts, stated in an agreeable, and, in Stewart, in a beautiful style; but he will also meet with much Quixotic warfare against fancied entities that will only tend to bewilder his imagina-

tion. Brown's philosophy of the human mind will afford him much useful and substantial knowledge, provided he can keep clear of the author's unfortunate and monstrous error respecting *cause* and *effect*. Hartley's exhibition of the doctrines of association may be read to great advantage, if he avoids his fatalism and materialism. It is no matter whether his theory of vibrations be admitted or not; his facts, and many of his deductions, are highly important.

Lord Bacon's Novum Organum ought next to be studied attentively. His treatise "De Augmentis Scientiarum," may also be examined, if it can be obtained. These two are scarce boks, either in the original or English; but may be found in large libraries.

After reading these works, accompanied by reflections on the operations of his own mind, a teacher will become a good practical metaphysician, and be able to conduct the studies of youth. His reading should now consist of works on the natural sciences, and natural and moral philosophy, with voyages, and travels, and civil history.

We will mention a few works on some of these subjects. The list he can extend as far as he sees proper. Paley's Natural Theology, Dick's Christian Philosophy, Smellie's Philosophy of Natural History, and Sturm's Reflections. The three first are works of the first order; and Sturm's piety will lead us to excuse some of his errors as a naturalist. There are many small works on mineralogy, chemistry, geology and natural history, which are easily procured, and the perusal of which will amply repay the expense of time and money. Should he, however, think that the catalogue is too long, we would advise him to get one work at least, which unites in one treatise the advantages of several of the books mentioned. This is "The book of Nature, by John Mason Good, M.D." This work, which has been lately published in Boston, concentrates in two octavo volumes, an immense mass of useful knowledge, delivered in a popular form and an agreeable style. We have rarely met with so able and interesting a view of the subjects of natural science.

We hope these remarks will excite the attention of a few of our teachers. Should one out of fifty be persuaded by us to take a more scientific course of reading and teaching, we shall feel ourselves happy in being the means of increasing the number of efficient instructers.

The reader will please to correct the following

ERRATA.

Page 14, 3d line of first paragraph, for *A-br* read *A-b*.
18, 3d line, for *rifling* read *trifling*.
38, 8th line, for *what have fins*, read *what have scales*.
63, first spelling lesson, under *urn*, for *spur* and *chur*, read *spurn* and *churn*.
64, in 3d line of 2d reading lesson, for *fat leaves*, read *fat beeves*.
5th line, for *sleave*, read *sleeve*.
7th line, for *beaves* read *beeves*.