THE

NORTH AMERICAN SPELLING-BOOK;

or

THE YOUTH'S INSTRUCTOR

IN THE

ART OF SPELLING AND READING:

METHODICALLY ARRANGED,

AND

CALCULATED TO LEAD TO A CORRECT PRONUNCIATION OF THE ENGLISH LANGUAGE.

AUTHOR OF A NEW AND IMPROVED SYSTEM OF PRACTICAL ARITHMETIC, &C.

Philadelphia:
TOWAR, J. & D. M. HOGAN—PITTSBURGH, HOGAN & CO.
C. SHERMAN & CO. PRINTERS.

1830.
RECOMMENDATIONS.

Baltimore, February, 1826.

We, the subscribers, teachers and instructors of youth, have examined the *North American Spelling Book*, compiled by the Rev. J. G. Cooper, and designed for the use of elementary schools. His plan and arrangement appear to be judicious. His spelling columns are copious; and in the division of words, he has observed the only general rule in the language, a correct pronunciation. His reading lessons are adapted to the progressive improvement of children, and are well calculated to interest and instruct them. On the whole; we consider the work well calculated to answer the purposes for which it was intended; and have no hesitation in recommending it to parents, and those who are engaged in the instruction of youth.

Rev. ALEXANDER McCaI NE, A. CLARKE,
Rev. WM. KESELEY, JAMES W. STRATTON,
A. B. CLEVELAND, P. S. FENNER,
JAMES S. GOULD, JOHN DECKER, Professor of
D. E. REESE, Grammar in St. John's College,
WM. MOODY, Annapolis, Md.
JAMES STEERS, WM. BENNET, Preceptor of the
D. M'INTIRE, Juvenile Academy, Annapolis,
CHARLES KERNAN, Md.

We, the subscribers, teachers and instructors of youth in the city of Philadelphia, having examined the *North American Spelling Book*, do fully and cordially unite in the above recommendation of it.

JOHN HOSKINS, ARCHIBALD MITCHEL
DAVID MOODY, WM. P. SMITH, Preceptor of the
J. H. BROWN, English department of the Episco-
THOMAS T. SMILEY, pal Academy.

TO TEACHERS OF ELEMENTARY SCHOOLS.

In presenting you with the *North American Spelling Book*, I feel a deference. This arises principally from a knowledge of the many books of the kind, now before the public.

That there will be a perfect agreement of opinion with respect to any particular book, as being the best elementary book, is hardly to be expected. And, perhaps, there is no one, that has not something to recommend it. But there are two particulars in which, I presume, there can be no difference of opinion: First, that every elementary book should consist principally of spelling columns; for spelling is the foundation of reading; and, without a good knowledge of the one, it would be in vain to attempt the other.

Secondly, that the reading lessons should, as far as possible, be adapted to the understanding and progressive improvement of children; that they should be such, as will tend to awaken inquiry, and at the same time, bring down instruction to the level of their capacities. In these respects, I am persuaded every parent and instructor will agree with me.

A conviction that the elementary books, now in use, are deficient to a considerable degree in one or both of these respects, led me to compile the present work—a work, I acknowledge, humble in itself. How well I have executed it, and supplied those deficiencies, I shall leave to you, and the public, to judge.

It is proper that I should give you some account of my plan and arrangement.

My spelling columns are more copious than those of any elementary book with which I am acquainted, and ar-
ranged, with a particular regard to the progressive improvement of the child, as will appear more fully by reference to them; and I have endeavoured to render the reading lessons interesting to children, by bringing them down to their understanding and capacity, and by conveying instruction in a familiar style and manner. A spelling book should be, emphatically, a child's book; and whatever is not within his capacity and ability to understand, is useless and manifestly improper. These principles I have endeavored to keep constantly in my view. It is the child I have endeavoured to instruct.

I did not deem it necessary to enter into an analysis of the sounds, our vowels and consonants. That belongs properly to the department of grammar. Nor have I distinguished the long and short vowels of the words in the columns by figures, or other marks, as some have done. This certainly could be of no use to the teacher, and it would only serve to perplex and confuse the child. For the same reason, I have not written every silent letter in italics. But in general, where the silent letter or letters might tend to embarrass the child, or lead to an incorrect pronunciation of the word, I have written them in that character.

In the division of words into syllables, I have followed the most approved pronunciation. This is the only general rule to be observed. I have adhered to it, in every instance, as far as practicable. There are a few words, which would be rendered more difficult by such a division. These are collected together in section 15.

It is a general rule in our language that g and c, when they end words and syllables, have their hard sound. But in many words, where they end syllables, they have their soft sound; that is, the sound of j and s. These words will be found in section 12th, where I have given my reasons for deviating from the common division. It is also a rule that g and c, before e, i and y, have their soft sound. But there are some words, in which g hath its hard sound; that is, its sound as in the word gone, even before those vowels. Most of these words are collected in section 9th. For further explanation, I refer to the several sections. It

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**THE YOUTH'S INSTRUCTOR.**

**SECTION I.**

**THE ALPHABET.**

```
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
mo l p n k j f g i d h c b a w
 e z q t s r x v u y
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**ITALICS.**

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
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**DOUBLE LETTERS.**

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f offenders
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* Pronounced zee.  
† Pronounced and. It is not a letter, but a character, standing for and.
A fine girl; and when you can read better, you shall have some lessons upon these subjects.

SECTION 8.

Words of two and three syllables, accented upon the second.

1 1 1 1
af-fair ar-raign a-chiev-ment ad-ven-ture
a-breast ac-quaint al-read-y a-bridg-ment
af-fright as-sign ac-cou-ter ath-let-ic
ar-range ap-proach ac-knowl-edge ap-prais-er
a-vry ab-stract ap-pren-tice ac-cept-ance
af-front as-suage af-fran-chise au-then-tic
as-tray at-tack arch-bish-op at-tor-ney
a-mongst be-siege a-cros-tic at-tem-per
be-head be-cause as-sur-ance ca-the-dral
be-queath cam-paign me-chan-ic ca-cion
con-cise col-lapse di-vi-sor di-ver-tive
cor-vulce de-ceive cor-ro-sive di-op-trics

a-broad e-nough dis-pir-it dis-junc-tive
e-clipse e-quip de-port-ment ex-er-cent
an-nounce a-venge es-cutch-eon el-lip-sis
be-reave be-friend ex-ot-ic as-trin-gent
con-dign ca-tarrh ex-ile-ment at-ten-tive
ca-lash com-plaint ex-tin-guish blas-phe-mer
de-ceit de-vise ad-ja-cent cat-op-trics
dis-patch de-bauch a-tone-ment dog-mat-ic
ex-ude em-broil ca-chex-y dis-tin-guish
de-lieve ex-ist con-cord-ance dis-cern-er
be-twixt ag-grieve co-ac-tive ex-ces-sive
con-strain be-sought di-ves-ture ex-em-plar
con-demn car-touch dis-tur-ber ex-cul-pate
de-fraud de-crease en-light-en ar-rear-age
de-fact de-cur-ous ex-ist-ence at-trac-tive
Charles, do you hear how sweetly the birds sing in the trees?
You must not take their eggs, nor hurt their nests.
They are cruel, and bad boys, who do such things.
God loves those children, who have a good and kind heart.

Help those, who want help, and be kind to all.
Do to others, as you like they would do to you.
You should use no bad words, and always speak the truth.
In this way, you will gain the love of all good persons.

The idle boy does not get to school till it has begun.
He loiters his time by the way, and perhaps does not say his lesson.
He does not keep his seat, and study his book, as he ought to do.
He is all the time making a noise, and he must be whipt.

A good boy hastens to school. He does not stop by the way.
He is always there, when it begins, unless something
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>de-cep-tion</td>
<td>pro-fes-si-on</td>
<td>sa-ga-ci-ous</td>
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<tr>
<td>dis-se-ni-tion</td>
<td>pro-tec-tion</td>
<td>trans-ac-tion</td>
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<tr>
<td>ex-pand-sion</td>
<td>per-fec-tion</td>
<td>tax-a-tion</td>
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<tr>
<td>ex-pan-sion</td>
<td>per-cus-sion</td>
<td>vi-va-ci-ous</td>
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<td>pri-va-tion</td>
<td>sub-trac-tion</td>
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<td>re-duc-tion</td>
<td>sup-pres-sion</td>
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<td>re-ac-tion</td>
<td>sen-sa-tion</td>
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<td>re-stric-tion</td>
<td>tri-sec-tion</td>
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<td>re-sump-tion</td>
<td>temp-ta-tion</td>
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<td>sub-mis-sion</td>
<td>va-ca-tion</td>
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<td>sub-scrip-tion</td>
<td>co-er-c10n</td>
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<td>sus-crip-tion</td>
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<td>sub-ver-sion</td>
<td>vex-a-tious</td>
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<td>te-na-ci-ous</td>
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<tr>
<td>ex-pan-sion</td>
<td>vex-a-tious</td>
<td>vex-a-tion</td>
</tr>
</tbody>
</table>

In the following words ti, si, and ci have the sound of sh as above. The vowel of the accented syllable is short, which causes it to be quickly joined to the succeeding one in pronunciation. Thus: ad-di-tion, pre-ci-ous, di-vi-sion, are pronounced ad-dish-on, presh-us, di-vish-on. The words of two syllables are accented on the first syllable, those of three on the second.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
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<tr>
<td>Pre-ci-ous</td>
<td>mi-li-tia</td>
<td>es-pe-cial</td>
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<tr>
<td>spe-cial</td>
<td>of-fi-ci-ous</td>
<td>lo-gi-cian</td>
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<tr>
<td>vi-ci-ous</td>
<td>tra-di-tion</td>
<td>mu-si-cian</td>
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<tr>
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<td>re-ci-sion</td>
<td>pa-tri-cian</td>
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<td>sus-pi-cious</td>
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<td>per-di-tion</td>
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<td>am-bi-tion</td>
<td>phy-si-cian</td>
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<tr>
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<td>sus-pi-cious</td>
<td>pro-pi-tious</td>
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<td>con-di-tion</td>
<td>col-li-sion</td>
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<td>pe-ti-tion</td>
<td>de-ri-sion</td>
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<td>ca-pri-ci-ous</td>
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<td>pro-pi-tious</td>
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<tr>
<td>de-fi-ci-ent</td>
<td>pre-ci-sion</td>
<td>col-li-sion</td>
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<td>effi-ci-ent</td>
<td>com-i-tial</td>
<td>de-ri-sion</td>
</tr>
<tr>
<td>mu-ni-tion</td>
<td>de-li-ci-ous</td>
<td>pro-vi-sion</td>
</tr>
</tbody>
</table>

In the following words ti has nearly the sound of tsh, as bas-tion, pronounced bas-tishon. The accent as above. But bes-ti-al has the full accent upon the first syllable, and the secondary accent upon the third; and bes-ti-al-i-ty has the full accent upon the third syllable, and the secondary accent upon the first and sixth. In these words, ti has the sound of tshe.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
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<tr>
<td>Cour-tier</td>
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<tr>
<td>mix-tion</td>
<td>chris-tian</td>
<td>ce-les-tial</td>
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<tr>
<td>bas-tion</td>
<td>fus-tian</td>
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Words selected from the following lessons.

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
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</thead>
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<tr>
<td>les-sons</td>
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<td>hap-py</td>
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<tr>
<td>from</td>
<td>mam-ma</td>
<td>who</td>
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<tr>
<td>says</td>
<td>ver-y</td>
<td>foul</td>
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<td>years</td>
<td>go-ing</td>
<td>speak</td>
</tr>
<tr>
<td>been</td>
<td>al-so</td>
<td>life</td>
</tr>
<tr>
<td>grow</td>
<td>sis-ters</td>
<td>long</td>
</tr>
<tr>
<td>write</td>
<td>broth-ers</td>
<td>would</td>
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<tr>
<td>does</td>
<td>hap-pen</td>
<td>done</td>
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<tr>
<td>when</td>
<td>wick ed</td>
<td>wrong</td>
</tr>
<tr>
<td>some</td>
<td>sor-ry</td>
<td>more</td>
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<tr>
<td>white</td>
<td>pa-per</td>
<td>mend</td>
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</table>

Charles, can you tell me how old you are? Yes, sir: my mamma says, I am six years old. You are a very good boy, to read so well. How long have you been going to school?
You must keep your seat, and try to learn.
That will do you good, when you grow a man.
You must also learn to write, as well as read.
Does your sister go to school? Yes; and my brother too.
When you go from school, you must not stop by the way.
If you do, some bad thing may happen to you.
You may meet with some wicked boys,
Who may hurt you, or learn you to speak bad words.
A bad life will make a bad end.
He must live well, who would die happy.
You must love your father and mother;
Your brothers and sisters, and all your play mates.
If you have done wrong at any time, do so no more.
Try to mend, and do well in time to come.
Those boys, who hate the school, and do not wish to learn,
Will be sorry for it, when they grow to be men.
Jane is a good girl: she is at the head of her class this week.
She must have the medal, and wear it home.
O how it will please her father and mother!
Take it, my dear, and put it round your neck. It is all silver.

SECTION 7.
The words of two syllables have the accent upon the first. The words of three syllables have the full accent upon the first, and the secondary accent upon the third. The figure 1 denotes the full accent, the figure 2 denotes the secondary or half accent.

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<td>ac-cu-rate</td>
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<td>al-der-man</td>
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<td>cra-dle</td>
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<td>cap-tain</td>
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<td>dea-con</td>
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<tr>
<td>el-e-phant</td>
<td>com-ple-ment</td>
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</tbody>
</table>

* In this word the g has its soft sound, pronounced Jor-jic.
When Jack got up one morning in the spring, and had eaten his breakfast, he thought he should be happy, if he could get to the woods, and hunt bird's eggs all the day, instead of going to school, as his parents wished him to do.

So without asking leave, he went to the woods. But, when he came there, he could find no nests, that he could easily get. At last, he saw one on the top of a tree, and with much ado, and with great danger of falling, he got up to it.

He took away the eggs: but this made the old birds very angry; and they flew at him in his face, and around his head; and, perhaps, would soon have picked out his eyes. On his way down the tree, a limb found a hole in his coat, and held him fast.

He now began to think how bad a boy he had been, in not minding his father and mother, and in not going to school, as they bid him. He also thought how cruel he had been in robbing the poor birds of their eggs, and giving them so much sorrow.
Tiger could not help showing his temper, and surly nature. So he fell upon all the little dogs he met with, and hurt them very much.

This made the people of the village angry, and they ran out of their houses, with whips, and beat poor Tray very much, that had not done the least harm, merely because he was in company with a very bad and surly dog; and he heartily wished, he had never seen Tiger, or been in his company.

Now it happens just so with little boys, who are good themselves; if they are found in company with bad boys. People will not know that they are good boys. They will think them to be as bad as those boys, in whose company they are, and treat them both alike.

James, you must remember not to be in company with bad boys, who curse, lie, swear, and hurt one another; for people will think you as bad as they are. You must shun them, as you would a snake, that you know would bite you.

I would give you another piece of advice, which is: "Do not pass over your lessons without knowing them well." If you do not know the meaning of a word, ask your teacher to explain it to you. In this way, you will learn fast, and understand what you read.

Do not spend your time idly in school, for this is very wrong. Time, once lost, never returns. If it is not improved, it is lost for ever.

*Words chiefly selected from the following Lessons.*

<table>
<thead>
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<th>1</th>
<th>2</th>
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<th>1</th>
<th>2</th>
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<td>came</td>
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<td>les-sons</td>
<td>cross</td>
<td>this</td>
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<td>vir-u-lent-ly</td>
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Words of four syllables, the full accent upon the second, the half accent upon the last, syllable.

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We are told that a good natured dog, by the name of Tray, fell in company with a very cross and surly dog, by the name of Tiger; and they went on their way for some time very well; at length they came to a village. Here
A good child will strive to do well; and will read good books that he may become wise. He will go to church, and will attend to what the preacher says. Good children need not fear in the dark; nothing will hurt them: for God takes care of them.

The eye of the Lord is over all persons. Those, who fear him and put their trust in him, shall be safe. He will bless them that fear him, and obey his word. He will love them, and do them good.

Solomon, the wise king of Israel, said: "He, that spareth the rod, hateth his child; but he, that loveth him, correcteth him be-etimes." The meaning is this: That those children, who disobey their parents and teachers, and do wicked actions, should be corrected, that they may amend their ways.

Charles, I wish you to remember that, if your teacher corrects you at any time, he does it for your good. He wishes you to learn, to become a good scholar, and to have the good will of all, who know you. For this you should rather respect, and love him. You should not be displeased with him. It is the fault alone, which he corrects.

Here are some fine verses for you to read. You must learn them all, one at a time; and when you can repeat them without looking upon the book, you must have a present.

Let bears and lions growl and fight,
For it is their nature too.

But, children, you should never let
Such angry passions rise;
Your little hands were never made,
To tear each other's eyes.

Let love through all your actions run,
And all your words be mild;
Live like God's well beloved son,
That sweet and lovely child.

His soul was gentle as a lamb,
And as in age he grew;
He grew in favor both with man,
And God his Father too.

Words of four syllables; the half accent upon the first, the full accent upon the third, syllable.
I understand to undertake aromatic alligation, an analysis: a frill after. Benefactor bastinado calculation disadvantage evanescent energetic independent intermixture of frozen ilterscor incoherent metaphysics content everlasting eventful academic panegyric effervescence apt position concurrent correspondent unaliend vertical accidental spermatic introductiv interregnum correspondent unremitting interminable illaffected virtuoso miscellaneous nature unprovided word selected from the following Lessons:

modesty becoming considered ed maners speaking disturbing refuse all ways break fast appearance answear high ly

luster doubles pleasing half accent: the figure 1 denotes the full accent; the figure 2 denotes the half accent.

She should be still when she is in the presence of old persons, unless she is spoken to; and then she should answer pleasantly, not speaking louder, nor saying more than is proper. When she is amusing herself, she should make as little noise as possible, that she may not disturb any body in the house. She should always be cheerful, and never look displeased at any body, upon any occasion.

If her parents think proper to refuse her anything, which she may want, she should be content; and remember that they are older than she is, and know what is best for her. In this way, she will gain the love of all who know her. Now is the proper time to begin to cultivate a good disposition, and to render herself amiable and lovely. Jane, you should remember, that no person can like a cross, pouting, and ill-natured girl.

There is one thing more you should remember, and that is, to love your book and school; and strive to learn, that you may be able to read the Bible, and other good books. You should rise early in the morning, and study your lesson before breakfast. When you have gotten your lesson, you may take a walk in the garden to see the flowers. This will give you a good appetite, and make you cheerful all the day.

Words in which ti, si, and ci, have the sound of sh, as: ad-mira-tion, pronounced ad-mira-shun.

The full accent is upon the third syllable; the half accent is upon the first syllable.
There was a little boy whose name was Charles. He loved his book, and his school; and sometimes he was at the head of his class. He never took pleasure in hurting or teasing those boys who were less than himself; or in doing harm to any of his school-mates. This made all of them love him, and he loved all of them.

He always obeyed his teacher. He never spoke bad words, or played with bad boys, or loitered away his time, when he should be at school. When his parents sent him to do any thing, he went willingly, and returned as soon as he had done it. He took no pleasure in hurting dumb animals, as many boys do, or in destroying birds' nests, or in killing young birds. He used to say, "I will let them alone. They will do me no harm, and it is cruel to hurt or injure them in any way. God made them as well as little boys, and takes care of them; and why should I hurt them?"

So everybody loved him. No wonder then that his father and mother loved him dearly; and used to say to each other, When Charles grows to be a man, what a good man he will be! One day when he was at school his mother made a large cake, and sent it to him by the maid. When he got it, he said to his playmates, I have a cake; come let us eat it. And they came about him, and he gave a piece to one, and a piece to another, till he gave almost all of it away.

What was left he put away for the next day; so they all eat their cake, and thanked Charles very kindly; and went again to their play. Presently there came into the yard an old blind man, and sat down upon a stone. He said, my pretty lads, shall I play a tune for you? And they all said, yes; and came around him to hear him play. And as he played, Charles observed the tears to run down his cheeks. And he said, old man, why do you cry? And the old man said, because I am very hungry. I have no body to give me any dinners or suppers, and I cannot work, because I cannot see. If I could work, I would. Then Charles went, without saying a word, and brought the rest of his cake, which he had intended to eat the next day, and gave it to the old man. And the old man was very glad, and thanked him for his kindness, and prayed the Lord to bless him. And Charles was better pleased, than if he had eaten ten cakes; for he was tender hearted, and wished to help everybody, who was in need, as far as he could.

SECTION 12.

It is a general rule in our language to divide words as they are pronounced. This renders both the spelling and pronunciation easy. The following words are generally divided in a different manner, for the reason that g and c, when they end words, have their hard sound uniformly; and the same rule is thought to apply to them, when they end syllables. Hence, in the words, where they have their soft sound, they are generally connected with the following syllable. Thus, instead of writing mag-ic, it is written ma-gic, &c. I have followed the natural division of the words, being convinced from experience that children acquire a knowledge of spelling, with more facility, when words are divided as they are pronounced, than when otherwise divided. In a short time, and with a little instruction, they will be able to distinguish the hard sound of these consonants from their soft sound.

In general, when c or g comes between two vowels, if the preceding vowel be short, it is to be joined to that vowel, and have its soft sound, as in the above example: but, if the preceding vowel be long, it is to be connected with the following vowel, as in the word lo-gi-ci-an: in which the vowel of the first syllable is long. And if the accent be upon the syllable in which g or c has its soft sound, the vowel of that syllable is short. In the following words, c or g, when it ends a syllable, has its soft sound; c sounds as s, and g as j. Full accent upon the first syllable; the half accent upon the third.
THE YOUTH'S INSTRUCTOR.

There was a boy by the name of Jack Careless. He loved not his book, and school. His only pleasure was to spend his time with boys like himself, in playing marbles, pinning his top, or rolling the hoop. In the spring of the year, he used to spend whole days in hunting bird's nests, and robbing them of their eggs; and in the winter season, sliding upon the ice, and in rolling snow-balls.

His parents used to talk to him, to tell him how bad a boy he was, and how much they wished him to go to school, and learn to read, write, and cypher, as other boys did, so that when he grew up, he might be able to take care of himself in the world, and be respected among men. But he cared little about that. He thought that if he could get food to eat, and clothes to wear, he should do well enough: he should want nothing more.

One morning in the spring, instead of going to school as his parents told him, he went to the woods in search of birds' nests. He found several, and robbed them of their eggs; but in getting to them he tore his clothes, and scratched himself very much, so that the blood was seen upon his hands and face. Before he returned home, he saw a nest on a very high tree, and in a dangerous place; but he thought, he would try to get up to it. He never reflected that if he should fall, he might break his leg or his arm, or bruise himself very much. He only thought of the eggs. But, while he was climbing the tree, a limb gave way, and he fell to the ground. Here he lay for some time; for he was very much hurt; and it was with much difficulty, he made his way home, leaving his eggs behind him.

Now his father and mother talked to him very tenderly and kindly. They thought he was so much hurt by his fall, that they would not correct him; and he promised to be a better boy, and mind what they said to him. They really thought he would now amend his ways. So they bought him a new book, and sent him to a kind teacher in

hope that he would at this time, begin to like his book, and learn to spell and read. But Jack soon forgot his fall in the woods, and the advice of his parents, and his own promises to become a better boy, and he was soon as idle as ever.

(To be continued.)

SECTION 14.

Words in which i has the sound of e, as in mete, and ch the sound of sh. The figure 1 denotes the full accent, the figure 2, the half accent.

1 Cham-adé
in-trigue
ob-lique
an-tique
cha-grin
cham-paign
cou-rir
ma-chine
fron-tier
ag-grieve

1 fa-tigue
caprice
fra-cheur
denier
ma-rine
cashier
chi-cane
der-nier
po-lie
fu-cine

2 chev-a-lier.
boh-ba-sin
cav-a-lie
gab-ar-dine
cap-a-pie
bom-bar-dier
deb-a-uche

2 brig-a-dier
cav-a-lie-ry
gren-a-dier
in-va-lid
chan-de-lie
buc-an-nier
sub-marine

1 chan-cree
chey-isse-ance
chaise

1 chan-crous
chiv-al-ry
pique

1 chev-er-ij
char-le-tan
ra-pi-er.
When Jack was on his way to school, he would loiter with any idle boys he met, and would seldom get there till it was nearly half done. In this way, he lost his lesson: but this was what he wanted to do; for he did not like his book. And, when in school, he would not sit still, but was all the time teasing those who sat next to him; and striving to make them as bad as himself. One day his teacher said to him: Jack, why do you not attend better to your book, and learn as other boys do. I am sorry you are so idle, and do not learn. Your parents wish you to learn to spell and read; and it will please them very much, when you shall be able to read to them the Bible, and other good books; and it will be a great advantage to you, when you grow up to be a man. But all this had no effect upon him. He did not wish to oblige his parents, or give them any pleasure.

One day in the winter, when the ponds were frozen, instead of going to school, Jack thought he would go a skating upon the ice. He had not been there long, before he fell and hurt himself very much; but he did not mind that; and so he kept on skating. At length he came to a part of the ice, which could not bear him, and he fell thro' it into the water; and perhaps would have drowned, if it had not been for the assistance of some persons, who were near, and saw him, when he fell. They ran to him and helped him out; and they advised him never to go again on the ice, when he should go to school.

When he came home, his parents were very much surprised to see him in that condition, when they expected he was at school; and they thanked the people, who helped him out of the ice, and so saved his life. And they said, it is not worth our trouble to buy books, and send him again to school; for he will not learn. So he grew up without knowing how to read or write, and people used to say: Jack Careless! he cannot read or write, because he kept his book when he was young, spent his time in frolics, and did not regard the advice of his teacher, parents. And then he was very sorry that he had behaved so ill; and he would give any thing in the world, if he could read and write, as other people do. There are many, who grow up to be men and women, that can read or write. Some never had an opportunity to go to school; if they had had they would have improved. Good people are sorry for them, and pity them. There are others, like Jack Careless, whom no body pities.

Charles, now is your time to be diligent: you must prove it well; and then you will not repent it, when you grow to be a man. Remember, “time once past is never lost,” when you should be at school, tell them the story of Jack Careless.

SECTION 16.

Words of four and five syllables; the full accent upon the second syllable, the half accent upon the fourth

1 2
A-poth-e-ca-ry
cos-tin-u-al-ly
dis-hon-or-a-ble
e-pis-co-pa-cy
in-sep-a-ra-ble
in-com-pa- ra-ble
in-fal-i-bly
in-cor-rect

1 2
e-lec-tu-a-ry
he-red-i-ty
ir-reg-u-lar
in-cor-rect
in-com-pa- ra-ble
in-cen-di-a-ry
in-fal-i-bly
in-cor-rect

1 2
de-clam-a-ry
de-la-ma-ry
e-pis-to-la-ry
in-cen-di-a-ry
because he was a good boy, and learned his lessons well; and was often at the head of his class. Then he received the medal, the reward of merit, and wore it home; which greatly pleased his father and mother; for they loved him very much.

William would rise early in the morning, wash his hands and face, and comb his hair; and then get his book, and learn his task or his lesson: and he would do all this, while many other boys were sleeping in bed, and wasting away their time. One morning, while he was taking a walk in the garden, he said: Papa, how beautiful the sun rises among the trees, and how sweetly the birds sing, as if to welcome his approach! Yes, William, this is a very pleasant morning, and we have a charming walk. A great many little boys like you never see the sun rise, nor hear the birds sing in the morning. They are idle boys, and sleep away the most delightful part of the day. By rising early, you see nature in all its beauty; you behold the charms that are spread over creation; you breathe a pure and wholesome air; you acquire a relish for your breakfast, and are better prepared for doing the duties of the day. Yes, papa: I think I can learn my lesson better, when I get up early in the morning; and I am sure, I feel better all the day for it.

When he was on his way to school, he would never loiter, or stop to amuse himself in any manner. One day, some boys said to him: Come, will you play marbles with us a little while? What makes you always in such a hurry? And William said, I cannot play with you. My parents tell me it is very bad to play, and idle away my time, when I am going to school: and my teacher tells me so too, and that I must always be at school when it begins, and be ready to say my lesson in my turn. Beside, I might fall in company sometimes with very wicked boys, who might learn me to be as idle, and as wicked as themselves.

When he was at school, he never gave his teacher any
trouble. He kept his seat, and left it only when it was proper or necessary. He never disturbed those that sat next to him, nor did he ever take or injure any thing, that belonged to his school-mates. He was kind and pleasant to them all. And, although he would spell and read better than they, and be at the head of his class, they did not envy him for that. They said, William is a good boy; he studies diligently, and we are glad that he wears the reward of merit. So they all loved him, because he was a good boy, and learned his book well, and did no harm to anybody. In the next lessons, I shall tell you more about William Diligent.

SECTION 17.

Words of five syllables; the full accent upon the third syllable, the half accent upon the first.

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<td>mer-i-to-ri-ous</td>
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| ep-i-dem-i-cal | af-fa-bil-i-ty | me-ta-phor-i-cal | mer-i-to-ri-ous |
| e-qui-lib-rum | an-a-to-mi-cal | mu-ta-bil-i-ty | man-u-fac-to-ry |
| em-ble-mat-i-cal | a-pos-tol-i-cal | op-por-tu-ni-ty | met-a-phor-i-cal |
| gen-e-al-o-gy | a-pos-tol-i-cal | pop-u-lar-i-ty | me-ta-phor-i-cal |
| gen-er-os-i-ty | a-the-is-ti-cal | prin-ci-pal-i-ty | re-pre-sent-a-tive |

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Charles, I promised to tell you more about William
diligent, and I hope you will profit by it, and follow his
carriage. This is the principal object you should have in
keeping in all your reading. I told you he was attentive, and
apt to eat during school-hours; and never talked or dis­
tracted any that were near him.

In the time of recreation, he would play with great spi­
ted earnestness. He often used to repeat the old say­
g: "All work and no play will make Jack a dull boy.”

He always did this was the reason of his enjoying his exer­
cise so much, and being so brisk at play. Very few of his
fellows could outdo him in any of his exercises. If any one outdid him, he was always pleasant and
did not humored: he took it in good part, and was never
unhappy or displeased in the least degree: for why should I
be displeased, said he, at being outdone? That would be
mark of a little, and an ungenerous mind. So when he
fell any one, he was sure to be treated with good humor
as kindness; for nobody envied him: for he would not
be like any natured, and quarrelsome boys.

He loved his little brothers and sisters, and always
ooked kindly to them. He never had any dispute or quar­
rel with them, as many boys have with their brothers and
sisters: for he knew that would be very wicked; it would
be doing like cats and dogs, that bite and scratch each
her, whenever they come near. He took care of them
for they were at school, and it gave him pleasure to
ach them their lessons. He often told them, they must
be good children, and learn their lessons well, and then all
people would love them.

He never behaved rudely to any person: he never call­
led names or made a mock of any one; but always treat­
every boy with kindness and civility. When he was
oken to, he did not hang down his head, or look another
ay; but answered in a modest and proper manner; and
ways spoke loud enough to be distinctly heard. And

Persons used to say, what a good boy William is! How
kind and civil he is to everybody! So everybody spake
well of him; and this pleased his parents very much, for
they loved him dearly.

(To be continued.)

SECTION 18.

Words of six syllables; the full accent upon the fourth sylla­
ble, the half accent upon the second and sixth.

2 1 2 1 2

Ex-te-m-po-ra-ne-ous in-sen-si-bil-i-ty
med-i-a-to-ri-al in-cor-po-ral-i-ty
im-mu-ta-bil-i-ty in-con-tr-o-ver-si-ble
his-to-ri-o-g-ra-pher ex-per-i-men-tal-tal-ly
re-fran-gi-bil-i-ty in-re-pre-hen-si-ble
im-pos-si-bil-i-ty he-te-ro-go-ne-ous
im-pro-b-a-bil-i-ty a-ris-to-crat-i-cal
ver-i-si-mil-i-ty re-flex-i-bil-i-ty
ex-pan-si-bil-i-ty ex-em-pli-fi-ca-tion
im-fe-ri-or-i-ty in-fa-l-i-bil-i-ty
en-cy-clo-pe-di-a in-reg-u-lar-i-ty
in-stru-men-tal-i-ty in-con-tro-ver-si-ble
uni-ver-sal-i-ty ex-trem-i-bil-i-ty
ex-per-i-men-tal-ly in-cor-po-ral-i-ty
sem-i-di-am-e-ter vis-i-ta-to-ri-al

Words of six and seven syllables; the full accent upon the
fifth syllable, the half accent upon the third.

2 1 2 1

In-cor-rup-ti-bil-i-ty co-es-sen-ti-al-i-ty
com-pre-hen-si-bil-i-ty rec-on-cil-i-a-tion
con-sub-stan-ti-a-tion per-son-i-fi-ca-tion
ex-plo-ca-tion ex-em-pli-fi-ca-tion
nat-u-ra-liza-tion com-mu-ni-ca-tion
an-ti-tri-ni-ta-ry vol-a-til-i-za-tion
im-mu-ta-bil-i-ty ex-trem-i-bil-i-ty
If William did a fault at any time, he would cheerfully confess it, and would be sorry for it. He would never try to conceal it by telling falsehoods, as many boys do, for he knew that would make the matter worse. On all occasions, he spoke the truth. And when he said anything was so, or not, every body believed him, for they knew he would not tell a falsehood on any account. If his parents denied him any thing which he wanted, he never looked
displeased, for he knew they would not refuse him anything, if they thought it proper for him, and if they could do it conveniently.

One day he wished to go to some place, with some boys of his acquaintance. But his parents told him, it was not proper for him; he might meet with some wicked boys by the way, who would lead him into some evil. They wished him to go to school, and learn to read, write and cypher. That was the best for him. So he prepared for school, without saying a word, or looking displeased. Here he distinguished himself so well that he got to the head of his class; and when he returned home, he told his parents that he was glad he went to school, for he was at the head of his class; and it pleased them very much.

One day in the spring, some boys said to him: let us go and hunt for bird’s eggs? And he said, I can not go. My parents do not wish me to go in search of bird’s eggs; and I must do as they think proper; for they know what is the best for me. Beside, it is cruel to rob the poor birds of their eggs, after they have taken so much pains to make their nests. It will give them pain and sorrow to take them away. And I do not wish to hurt, or give pain or sorrow to any of the creatures of God. Birds are the work of God as well as we are, and they have an equal right to life, and enjoyment. And, beside, it is very dangerous to be climbing trees. I recollect the story of Jack Careless, who fell from a tree, when he was searching for eggs, and hurt himself very much, and he might have broken his arm or his leg. I choose to go to school, and learn something that may be useful to me.

So the boys went their way; and William went to school. In a short time he learned to read and write: he would read to his father and mother the Bible and other good books; and sometimes he would read the newspapers, history and geography; and tell them about different places, and countries. It gave him much pleasure to be able to do so, and you may be sure it pleased his parents and all his friends. He grew up, and everybody spoke well of him; and he became a good member of society, and a useful man.

SECTION 19.

Words in which the pronunciation differs from the spelling.

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There was a little girl, whose father bought a bird in a cage, and presented it to her. He thought it would please and amuse her, when she had no play-mates; and she was much pleased with the present, and promised to take good care of it, and give it water and gravel, and let nothing hurt it; for it was a beautiful bird, and sang sweetly.

For a good while she took care of it, and fed it in the morning and evening, and sometimes oftener; and the little bird seemed contented and happy; for it would sing sweetly, and be very playful.

After a time, she became tired of waiting upon her bird. Sometimes she would not give it any thing to eat for the whole day, nor any water to drink: or ever come near the
cage to look at it. She was no longer pleased with its beautiful plumage, and its sweet music. She wanted some other amusement; and after a time, she would not think of the cage for two or three days together.

At length the little bird pined away, and died in its prison: and she cared nothing about it. Children, if you have any birds in a cage, take good care of them, and give them suitable food, and water and gravel; if you grow tired of them, you must let them go at liberty, and then they will provide for themselves; or else give them to somebody, who will take care of them. For it is extremely cruel, and wicked to keep them in prison, and let them suffer, and starve, and die, as this little girl did her bird. It is very cruel, and shows a very hard and unfeeling heart. You will wonder that her father or mother did not make her take care of the little bird, and not suffer it to die, or else feed it themselves. But here are some verses, which will inform you more about it.

Time was, when I was free as air,  
The thistle's downy seed my fare,  
My drink the morning dew:  
I perch'd at will on every spray,  
My form gentle, my plumage gay,  
My strains forever new.

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

Thanks little Miss, for all my woes,  
And thanks for this effectual close  
And cure of every ill;  
More cruelty could none express,  
And I, if you had shown me less,  
Had been your prisoner still.
These are compound names.

New Hampshire
New Jersey
New York
New England
East Indies
Porto Bel-lo
Cape May
North River
Cape Cod
San-ta Cruz
St. Mar-tins†
St. Vic-tor
St. Clair
St. An-to-ni-o
Yale Col-lege
Cape Fear
Cape Ann
At-lan-tic O-cean
Bal-tic Sea
Black Sea
Rhode Island
No-vus Sco-ti-a
New Haven
New Castle
West Point

St. Goth-ard
St. Croix*
Cape Horn
Cape Fare-well
Vera Cruz

Re-col-lect
per-suade
plea-sant
de-light
car-ri-ed
suf-fi-cient-ly
in-ten-tion
sor-row-ful
ex-press-ing
af-flic-tion
per-ceiv-ed
un-fledg-ed
dis-tress-ed
e-lec-tion
hap-pi-ness
an-cient-ly
as-sem-bly
false-hood
ac-count
crea-ture
batch-ed
some-thing
dis-tress

loos-ing
watch-ed
flut-ter
free-dom
sum-mer
be-neath
war-bling
vers-es
ha-bit-u-al
re-la-tion
la-bor-er
heart-ed
ten-der
tor-ture
hap-pi-ly
ru-ness
ob-tain
lis-ten
wick-ed
be-tide
to-geth-er
yon-der
re-pair

wretch
hap-pi-ly
good-ness
watch-ful
for-mer
per-haps
wa-ter
 cru-el
pa-rents
prop-er-ty
con-di-tion
mis-chief
main-tain
ap-prove
au-tumn
sev-er-al
sim-ple
 grated-ful-ly
par-tic-u-lar
mag-is-trate.

There was a little boy, whose name I do not recollect: but he was a very good boy; he was kind and tender hearted: he would not tell a falsehood on any account, nor speak any wicked words; and he wished to do no harm to any creature. He knew it was very wrong to torture, and kill flies, and even the worm that crawls upon the ground. And if he saw any of his brothers and sisters, or

† Pronounced Saint Croize
any other little boys or girls do it, he would tell them how cruel it was, and try to persuade them to do so no more.

One day he found a nest with some eggs in it. He thought with himself: I will not take the eggs, for that will be very naughty and cruel: it will give pain and sorrow to the birds, that have taken so much pains to build so nice a nest for them. I will stay till they are hatched, and grow large birds; and then I will take them home, and feed them, and take care of them; and perhaps their parents will come and feed them also: and it will be very pleasant to see them eat their food, and drink water. And oh! how it will delight me. I will not hurt them, nor will I let any body else do it. He went to the nest almost every day, and perhaps carried something to eat.

At last, when he thought the young birds were sufficiently grown, he went one day with the intention to bring them home: he took the nest in his hand, and was about to bring it away; which made the parents very sorrowful, and they flew about him, expressing great distress and affliction at losing their young ones: and as soon as the little boy perceived it, he put back the nest into its former place. But, Charles, here are some verses, which will tell you more about it. You must read them, and learn them by heart. You must learn one at a time, if you can learn no more.

Yes, little nest, I'll hold you fast,
And little birds, one, two, three, four:
I've watched you long, you are mine at last,
Poor little things, you will escape no more.

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

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

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

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

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

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

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

SECTION 22.

Words alike, or nearly alike, in pronunciation, but different in orthography, divided, accented and defined.

A-bel', a proper name.
a'ble, having power or ability.
ac-cept', to take.
ex-cept', to take out.
ac-count', a reckoning.
ac-compt', a reckoning
acts, deeds, actions.
ax, a utensil to cut with.
aff ect', to imitate, move.
eff ect', to produce, bring to pass.
ac-cede', to agree to a proposition.
ex-ceed', to pass over, surpass.
ail, to trouble, to be sick.
ale, a malt liquer.
air, the atmosphere.
Words selected from the following Lessons.

In-offen-sive  ap-par-ent-ly  good-ness  re-form', to amend; grow better.
en-deav-or  mer-ci-less  com-mand
o-be-di-ent  be-numb-ed  in-stance
af-fec-tion  in-no-cent  ig-no-rant
be-nev-o-lence  mor-al-ist  preach-ed
trans-gress-ed  del-ic-tate  savior
as-sist-ance  Em-i-ly  o-bey-ing
in-struct-ed  grat-i-tude  parch-ment
com-fort-ed  an-i-mals  fear-ful
cheer-ful-ness  per-haps  prop-er-ly
in-no-cence  play-ful  en-gag-es
ab-stain-ing  sport-ive  in-ter-est
de-struc-tive  a-round  ex-pir-ing
prin-ci-pal  re-turn  mem-ory
con-sti-tute  some-times  tem-pest
in-hab-i-tants  be-hav-ing  sus-tain
hus-band-man  scrip-ture  ca-ress-es

The Lamb perhaps is the most inoffensive of all animals. It is playful and sportive in the fields, and plays and jumps around its mother, and caresses her in return for her fond-ness and care. Good children are sometimes called lambs; because, like the lamb, they do no harm, are cheerful and pleasant, and endeavor to requite the care of their parents, by being dutiful and obedient to them; by loving their brothers and sisters, and behaving toward them with kindness and affection.

In the Scripture our Savior is called the lamb of God. He was a pattern of all goodness, kindness, and benevo-lence. While he was with his parents, he loved and obeyed them. We are informed of no instance, in which he transgressed their commands; and so good and so perfect was his character, that he grew up in favor with God and men. After that, he went about doing good to all persons who needed his assistance. He healed the sick: he cured the lame: he opened the eyes of the blind: he instructed the ignorant: he comforted the afflicted; and preached the gospel.

Children, you should endeavor to imitate the cheerfulness and innocence of the lamb; and strive to follow the example of our Savior in abstaining from evil, in obeying your parents, and in doing all the good to others, in your power; so that like him, you may grow up in the favor of God and man.

When the lamb is grown, it is then called a sheep, and is a very useful animal. Its flesh is excellent meat. Of its wool, clothes are made to keep us warm in the winter. Its skin is made into leather, with which books are com-
monly bound; and sometimes into parchment. The sheep is a timid animal, and very fearful of the dog; which is sometimes very destructive to them, killing great numbers, and often ruining whole flocks.

In many parts of the world, sheep constitute the principal wealth of some classes of the inhabitants; and if properly attended to, will richly repay the husbandman.

The innocence of the lamb engages our affections, and interests our feelings. As Emily passed along, she beheld a lamb exposed to the chilling blasts of winter, apparently expiring with cold. She took it up, and endeavoured to rescue it from death. Here, Jane, are some verses upon the subject. I wish you to commit them to memory:

A young feeble lamb, as Emily passed
In pity she turned to behold:
How it shiver'd, and shrank from the merciless blast,
Then fell all benumb'd with the cold.
She raised it; and touch'd with the innocent's fate,
Its soft form to her bosom she press'd;
But tender relief was afforded too late,
It bleated, and died on her breast.

The moralist then, as the corpse she resign'd,
And weeping, spring flowers o'er it laid,
Thus mus'd: So it fares with the delicate mind,
To the tempest of fortune betray'd:
Too tender like thee, the rude shock to sustain,
And denied the relief, which would save;
She is lost; and when pity and kindness are vain,
Thus we dress the poor sufferer's grave.
Figures and Numbers.

1. I. One. 40. XL. Forty.
2. II. Two. 50. L. Fifty.
3. III. Three. 60. LX. Sixty.
4. IV. Four. 70. LXX. Seventy.
5. V. Five. 80. LXXX. Eighty.
6. VI. Six. 90. XC. Ninety.
7. VII. Seven. 100. C. Hundred.
8. VIII. Eight. 200. CC. Two hundred.
9. IX. Nine. 300. CCC. Three hundred.
10. X. Ten. 400. CCCC. Four hundred.
12. XII. Twelve. 600. DC. Six hundred.
13. XIII. Thirteen. 700. DCC. Seven hundred.
14. XIV. Fourteen. 800. DCCC. Eight hundred.
15. XV. Fifteen. 900. DCCC. Nine hundred.
16. XVI. Sixteen. 1000. M. One thousand.
17. XVII. Seventeen. 1800. MDCCC. One thousand eight hundred.
18. XVIII. Eighteen. 2000. MDCCCLXXX. One thousand eight hundred and thirty.

Words and phrases, from foreign languages, frequently found in English books, translated and explained. Those from the Latin language are marked L. Those from the French language, F. Those from the Spanish, S.

Ad captandum vulgus, for captivating the populace, L.
Ad finem, to the end, L.
Ad hominem, to the man, L.
Ad libitum, at pleasure, L.
Ad infinitum, to infinity, L.

Anglice, in English, after the English manner, L.
Anno mundi, in the year of the world, L.
Anno Christi, in the year of Christ, L.
Ante meridiem, before noon, L.
Avalanche, a body of snow sliding down the side of a mountain, F.
Auto da fe, an act of faith, a sentence of the Inquisition for the punishment of heretics, S.
Beau monde, the gay world, fashionable people, F.
Bona fide, in good faith, L.
Bon mot, a good word, pleasant saying, F.
Entree, entrance, F.
Cap a pie, from head to foot, completely, F.
Debut, beginning, commencement, F.
Caput mortuum, dead matter, L.
Carte blanche, blank paper, unconditional terms, F.
Chef d'oeuvre, master-piece, F.
Coup de main, sudden attack, dextrous enterprise, F.
Dernier resort, last resort, F.
De jure, by right, L.
Ennui, lassitude, F.
E pluribus unum, a union of many, the motto of the United States, L.
Errata, errors or mistakes, L.
Ex officio, by office, by right of office, L.
Ex, out, out of, as, ex-president, a president out of office, L.
Ex parte, on one side only, L.
Ex post facto, after the fact or deed, L.
Fac simile, a perfect copy, L.
Fille de chambre, a chamber maid, F.
Finis, the end, L.
Gens d'armes, one of the national guards, F.

Habeas corpus, you may have the body, the title of a writ for delivering a person from prison, L.
Venditione exponas, you may expose to sale, a writ directing the sale of property of a debtor, L.
En masse, in a body, or mass, F.
Impromptu, without premeditation or study, L.
Ergo, therefore, L.
In statu quo, in the former state, L.
Status ante bellum, the state before the war, L.
In toto, in the whole, L.
Ipse dixit, he said, a mere assertion, L.
Words chiefly selected from the following lessons.

Ex-pla-na-tion
char-ac-ters
writing,
sem-i-co-lon
four-times
pe-ri-od
The greatest joy of a good parent is, to see his children virtuous, wise and happy.

When a person has nothing to engage his attention, he is always tempted to do wrong.

If you acquire knowledge, good manners and virtue, you will secure esteem.

Dissimulation in youth is the forerunner of perfidy in old age. Its first appearance is the fatal omen of growing depravity, and future shame.

Beauty of form has often betrayed its possessor. The flower is soon blasted. It is short lived at the best; and trifling in comparison with the higher, and more lasting beauties of the mind.

The true honor of man does not consist in the multitude of riches, or in the elevation of rank; for experience shows, that these may be possessed by the worthless, as well as by the deserving.

Thousands, whose indolence has sunk into obscurity and neglect, might have come forward in the world to usefulness and honor, if idleness had not frustrated the effects of all their powers.

The silent stranger stood amazed to see
Contempt of wealth, and wilful poverty.

Rude behaviour and indecent language are peculiarly disgraceful in youth. We should strive to live peaceably with all men.

Honor and shame from no condition rise;
Act well your part; there all the honor lies.

If you wish to enrich a person, study not to increase his stores, but to diminish his desires.
Words selected from the following Lessons.

Im-prove
shin-ing
mis-chief
ac-count
su-preme
ac-tion
nat-u-ral
learn-ed
cou-fi-tries
ge-n-uine
through-out
feast-ing
pur-su-ed
pi-e-ty
ex-e-cise

How does the little busy bee
Improve each shining hour,
And gather honey all the day,
From every opening flower!
How skilfully she builds her cell,
How neat she spreads the wax,
And labors hard to store it well,
With the sweet food she makes,
In works of labor or of skill
I would be busy too;
For Satan finds some mischief still
For idle hands to do.

In books or work or healthful play,
Let my first years be past,
That I may give for every day,
Some good account at last.

Improve
skil-ful-ly
health-ful
i-dle-ness
a-bil-i-tes
dis-grace
em-pe-rors
vic-to ries
co-nquer-ed
lan-guage
av-e-nue
mourn-ing
pu-pil
con-stant
drink-ing
pre-serve

des-pi-ca-ble
Au-re-li-us
sat-is-fac-tion
un-der-stood
li-cen-tious
in-struc-tion
dis-ci-pine
foun-da-tion
hap-pi-ness
tem-per-ate
pre-serv-ing
su-per-in-tend-ing
ad-mon-ish
al-le-go-ry
in-ju-ri-ous

Aurelius, one of the good emperors of Rome, often said, that he would not part with what he had learned for all the gold in the world; and that he had more satisfaction from what he had read and written, than from all his victories, and the countries, which he had conquered.

Genuine virtue has a language that speaks to every heart throughout the world. It is understood by all men.
The house of feasting too often becomes an avenue to the house of mourning. Short to the licentious is the interval between them.
The tutor, by instruction and discipline, lays the foundation of his pupil's future fame.
The path of virtue and piety, pursued with a firm and constant spirit, will surely lead to happiness.

To be temperate in eating and drinking, to use exercise in the open air, and to preserve the mind free and tranquil, are the best means of preserving health.
The sun, that rolls over our heads, the food that we receive, the rest that we enjoy, daily admonish us of a supreme, and superintending power.

Words selected from the following lessons.

Civ-il-ly
de-sir-ed
plain-ly
has-ten
par-don
laugh-ing
pre-tend
re-call-ed
lan-guage
treat-ed
of-fence
mild-ly
hum-bly
ground-ed
suit-a-ble

mead-ows
young-ster
un-pro-per-ly
un-civ-il
in-de-cent
per-suad-ed
ac-knowl-edge
pros-per-i-ty
prin-ci-ples
friend-ship
ha-bit-u-al
sol-i-tude
a-muse-ment
in-no-cent
di-ver-ting

con-grat-u-late
pun-ish-ed
severe-ly
ed-u-ca-tion
o-ver-joy-ed
ad-ver-si-ty
in-clu-sion
bil-li-ness
com-pla-cen-cy
rec-re-a-tion
hec-es-sary
op-por-tu-ni-ties
im-prove-ment
hap-pi-ness
at-ten-tion
An old man found a rude boy upon one of his apple trees, stealing apples, and he very civilly desired him to come down; but the boy told him plainly that he would not. Will you not come down, said the old man; then I will fetch you down. So he pulled up some tufts of grass and threw at him: but it only made the young chap laugh, to think that the old man should pretend to drive him from the tree with grass only.

Well, well, said the old man, if neither words nor grass will do, I must try what virtue there is in stones; so he took up some stones, and threw at him; which soon made the youngster hasten down from the tree, and beg the old man's pardon.

From this fable we learn that boys, who act improperly, or use uncivil and indecent language, for the first offence, are to be treated mildly, and persuaded to do so no more; but if they do so again, then they are to be punished more severely, until they humbly acknowledge their faults, and amend their ways.

Education grounded on good principles, teaches us not to be overjoyed at prosperity, nor too much cast down at adversity.

Charles, you have now finished the first part of the Youth's Instructor, and are very well prepared to begin the second part. It contains many interesting stories; some fine descriptions; some pieces of natural history; some extracts from the Bible; some beautiful hymns, and pieces of poetry for you to commit to memory; and some definitions. You must desire your parents to buy it for you; and when you get it, be careful not to abuse it. You must put a cover over it to keep it clean.

THE END.