

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.

Joab

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.

37

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 M'CAINE,
Rev. WM. KESLEY,
A. B. CLEVELAND,
JAMES S. GOULD,
D. E. REESE,
WM. MOODY,
JAMES STEERS,
D. M'INTIRE,
CHARLES KERNAN,

A. CLARKE,
JAMES W. STRATTON,
P. S. FENNER,
JOHN DECKER, *Professor of
Grammar in St. John's College,
Annapolis, Md.*
WM. BENNET, *Preceptor of the
Juvenile Academy, Annapolis,
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,
DAVID MOODY,
J. H. BROWN,
THOMAS T. SMILEY.

ARCHIBALD MITCHEL
WM. P. SMITH, *Preceptor of the
English department of the Epis-
copal 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

THE YOUTH'S INSTRUCTOR.

SECTION I.

THE ALPHABET.

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

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

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

ITALICS.

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

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

DOUBLE LETTERS.

fi ff fl fl æ œ

* Pronounced *zee*. † Pronounced *and*. It is not a letter, but a character, standing for *and*.

cheer-ful	should	for-get	down	o-cean	fruits
lit-tle	vex	dir-ty	your	dis-tant	ships
an-oth-er	tease	cor-ners	take	coun-tries	shall
ear-ly	wash	learn-ed	when	bet-ter	some
morn-ing	face	a-way	beasts	sub-jects	stars
stud-y	hands	care-ful-ly	birds	har-vest	made
les-son	walk	peo-ple	makes	sum-mer	moon
gar-den	comb	fish-es	grass	win-ter	must
flow-ers	rise	thirs-ty	who	up-on	your
grow	like	blow	these	au-tumn	true

He also makes the sun to warm the earth, and the plants and fruits to grow for the use of men. He makes the wind to blow to purify the air; and to carry ships over the ocean, to distant countries. This is all true. You are 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-wry	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	co-ac-tion
con-cise	col-lapse	di-vi-sor	di-ver-tive
con-vulse	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-ounce	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-ceive	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
be-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-ago
de-tract	dis-course	ex-ist-ence	at-trac-tive

Charles, do you see the lambs, how they play and jump about?

They never vex or hurt each other. They are always cheerful.

Little boys and girls, like the lamb, should be always cheerful.

They should never vex or tease one another, at any time, or in any way.

You should rise early in the morning, wash your hands and face, comb your hair, and then get your book, and study your lesson.

After that, you may take a walk in the garden, and see the flowers.

But do not walk upon the grass; and return soon to breakfast.

I will tell you one thing, which I hope you will not forget: You must take good care of your book: You must not dirty it; nor tear it; nor let the leaves, at the corners, turn down; and when you have learned your lesson, put it carefully away.

Jane, can you tell me, who made you? Yes: God made me and all people. He made all the beasts, birds, and fishes. He made the sun, the moon, and the stars. He makes the grass to grow in the fields, and the rain to fall, and wet the thirsty ground.

gawk	wrought	fought	wharf	dwarf	sought
ought	fault	fraud	storm	gauze	false
fawn	warn	laud	was	nought	pause
hawk	gorge	horn	yawn	broad	clause
swarm	bald	scorch	corpse	scrawl	squall
torch	stalk	scald	wasp	swamp	balk
quart	caul	warp	vault	drawl	want

The sound of o as in *move*, *bloom*.

boon	booth	brood	broom	whose	whom
do	doom	droop	groom	womb	tomb
swoon	bourn	tour	spool	boor	booth
smooth	soothe	tooth	through	group	groove
loom	loose	scoop	soup	brood	loop
lose	noose	choose	ooze	ouse	two
school	shoes	whoop	woof	proof	roof

The sound of o short, as in *not*, *hot*.

shock	wand	blotch	clock	fault	notch
lodge	bronze	thong	swash	knot	prompt
false	throng	swab	copse	mosque	solve
throb	knob	strong	knock	squash	tongs
watch	wrong	botch	podge	vault	wroth

The sound of u short, as in *tun*, *but*.

worth	spurn	churn	would	should	brook
plump	birch	could	took	wolf	young
good	wood	bomb	won	rhone	crook
come	some	kirk	worst	worse	clomb
wort	shirt	blood	work	girl	world
shove	worm	twirl	flirt	monk	girt
stir	her	whirl	blunt	spurt	tongue
month	thirl	dunce	slung	sponge	

ou and ow, oi and oy.

browse	brown	mouse	wound	scowl	grouse
drowse	down	plow	sound	howl	grout
plough	lounge	slough	void	flounce	hour
quoif	pounce	bounce	growl	flour	hoy
quit	ounce	gouge	poise	flout	loud
bough	vouch	slouch	crown	foist	proud
doubt	bound	point	scour	fount	mound

drought	shroud	joint	scout	gout	mount
proW	rouse	souse	south	vouch	prowl

Words chiefly selected from the following Lessons.

sweet-ly	birds	should	mak-ing	them	could
cru-el	sing	those	hast-ens	these	think
chil-dren	eggs	ought	un-less	time	thought
oth-ers	nests	noise	pre-vents	gain	hunt
al-ways	their	whipt	dis-turb	like	limb
per-sons	such	school	ea-sy	when	down
be-gun	things	does	for-get	good	taught
i-dle	kind	there	prop-er	loves	teach
loi-ters	heart	some	hap-py	turn	through
per-haps	help	keeps	teach-es	pains	flew
les-son	would	next	o-bey	wish	new
stud-y	speak	knows	man-ner	might	flight

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 lovè's 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

42

¹
de-cep-tion
dis-sen-tion
ex-pan-sion
ex-pres-sion
ex-cur-sion
com-mer-cial
ad-he-sion
con-fu-sion
ef-fu-sion
foun-da-tion
abra-sion
in-flic-tion
im-pres-sion
in-ac-tion
in-cur-sion
a-tro-cious
lo-ca-tion
lo-qua-cious

¹
pro-fes-sion
pro-tec-tion
per-fec-tion
per-cus-sion
pri-va-tion
re-duc-tion
re-ac-tion
re-strict-ion
re-sump-tion
sub-mis-sion
suc-ces-sion
sub-scrip-tion
sub-ver-sion
tra-jec-tion
vex-a-tious
vo-ra-cious
dis-cu-tient
sub-jec-tion

¹
sa-ga-cious
trans-ac-tion
tax-a-tion
vi-va-cious
sub-trac-tion
sup-pres-sion
sen-sa-tion
tri-sec-tion
temp-ta-tion
va-ca-tion
co-er-cion
sé-lec-tion
sus-pen-sion
stag-na-tion
se-qua-cious
te-na-cious
vex-a-tion
cre-a-tion

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-cious*, *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.

¹
Pre-cious
spe-cial
vi-cious
vi-sion
¹
ad-di-tion
am-bi-tion
di-vi-sion
con-ci-sion
ca-pri-cious
de-fi-cient
ef-fi-cient
mu-ni-tion

¹
mi-li-tia
of-fi-cious
tra-di-tion
re-ci-sion
phy-si-cian
sus-pi-cious
con-di-tion
ju-di-cial
pe-ti-tion
de-ci-sion
pre-ci-sion
com-i-tial
de-li-cious

¹
es-pe-cial
lo-gi-cian
mu-si-cian
pa-tri-cian
sus-pi-cion
per-di-tion
po-si-tion
trans-i-tion
de-li-cious
pro-pi-tious
col-li-sion
de-ri-sion
pro-vi-sion

¹
cog-ni-tion
dis-cre-tion
fla-gi-tious
ma-gi-cian
nu-tri-tion
par-ti-tion
in-ci-sion
per-ni-cious

¹
sol-sti-tial
den-ti-tion
ca-pri-cious
se-di-tious
ab-sci-sion
e-li-sion
aus-pi-cious
con-tri-tion

43

¹
e-di-tion
fru-i-tion
ma-li-cious
of-fi-cial
vo-li-tion
al-li-sion
pro-fi-cient
suf-fi-cient

In the following words *ti* has nearly the sound of *tsh*, as *bas-tion*, pronounced *bas-tshon*.

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*.

¹ Cour-tier	¹ ques-tion	¹ ad-mix-tion	¹ bes-ti-al
mix-tion	chris-tian	ce-les-tial	² 2 ¹ ²
bas-tion	fus-tian	com-bus-tion	bes-ti-al-i-ty

Words selected from the following lessons.

words	les-sons	thing	hap-py	those
from	mam-ma	who	fath-er	class
says	ver-y	foul	moth-er	week
years	go-ing	speak	med-al	wear
been	al-so	life	sil-ver	please
grow	sis-ters	long	ea-sy	round
write	broth-ers	would	thir-ty	neck
does	hap-pen	done	pow-er	home
when	wick-ed	wrong	cam-el	head
some	sor-ry	more	fit-ty	should
white	pa-per	mend	six-ty	yel-low

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.

1
 A-cre
 ab-sence
 ash-es
 break-er
 bur-row
 bap-tism
 ab-bey

1
 ad-verb
 as-pect
 bare-foot
 pas-try
 bash-ful
 bor-row
 black-bird

1
 au-tumⁿ
 cheap-en
 can-vass
 crys-tal
 cym-bal
 cool-ness
 dac-tyl

1 2
 ben-e-fit
 bra-ve-ry
 am-o-rous
 ad-e-quate
 al-ma-nac
 ad-jec-tive
 ag-gra-vate
 ag-o-nize
 arch-i-tect
 an-a-pest
 an-ec-dote

ar-gu-ment
 ab-di-cate
 an-ti-quate
 ar-ti-fice
 av-e-nue
 coun-ter-pane
 ded-i-cate
 de-mon-strate
 ep-i-logue
 feb-ri-fuge
 friy-o-lous

1
 char-coal
 cir-cuit
 bul-wark
 en-sign
 el-bow
 fash-ion
 fel-low
 faul-ter
 fright-en

1 2
 e-go-tism
 ep-i-cure
 dem-a-gogue
 el-e-phant

1 2
 col-lo-quy
 ac-tu-al
 ac-cu-rate
 an-o-dyne
 al-der-man
 blas-phe-my
 cat-e-chism
 cen-tu-ry
 civ-il-ize
 cheer-ful-ly
 co-gen-cy

cyl-in-der
 coun-ter-feit
 crit-i-cism
 cir-cum-stance
 cir-cum-spect
 bar-ba-rism
 bay-o-net
 dis-so-nant
 el-o-quence
 e-qui-nox
 ep-i-taph

1
 fla-grant
 bloom-ing
 cra-dle
 cap-tain
 chap-el
 coul-ter
 cen-ter
 cyg-net
 dea-con

1 2
 fea-si-ble
 fel-low-ship
 cat-a-logue
 com-ple-ment

1 2
 fur-be-low
 fin-i-cal
 cat-a-ract
 droll-e-ry
 en-ter-prise
 dec-a-logue
 des-per-ate
 eat-a-ble
 ex-i-gence
 fas-ci-nate
 cred-ù-lous

cu-ra-tive,
 chan-cel-lor
 bar-bar-ous
 dew-ber-ry
 en-vi-ous
 con-tem-plate
 di-a-logue
 des-po-tism
 cat-a-logue
 blun-der-buss
 dep-u-ty

1
 dis-tance
 con-duit
 dai-sy
 butch-er
 flas-ket
 fer-riage
 fath-om
 fal-low
 geor-gic*

1 2
 can-dle-stick
 crock-e-ry
 bev-er-age
 def-i-nite

* In this word the g has its soft sound, pronounced *Jor-jic*.

1	1	1	1
brag-ger	crag-gy	jag-ged	swag-ger
bog-gy	drug-get	gig-gle	trig-ger
crag-gy	crag-ged	dreg-gy	gher-kin
ar-chives	clog-gy	nog-gen	rag-ged
dag-ger	cho-rus	ech-o	leg-ged
dog-gish	ti-ger	gew-gaw	pig-gin
dig-ger	fog-gy	mea-ger	rug-ged
flag-gy	gid-dy	cha-os	knag-gy
gib-bous	an-chor	e-poch	rig-ger
gim-blet	jag-gy	o-cher	quag-gy
gir-dle	jog-ger	dis-tich	scrag-gy
tro-chee	chim-ist	mon-arch	gild-ing
pas-chal	schol-ar	christ-mas	flog-ging
stom-ach	chron-ic	wag-gish	tar-get
rig-gish	snag-ged	shug-gy	dig-ging
twig-gy	slug-gish	gid-dy	

1	2	1	2	1	2
brag-ge-ry		pa-tri-ar-chy		tech-ni-cal	
char-ac-ter		ol-i-gar-chy		an-ar-chy	
eu-cha-rist		ar-che-type		chrys-o-lite	
chron-i-cle		ar-chi-tect		cat-e-chism	
mech-an-ism		chim-i-cal		al-chi-my	
log-ger-head		ar-chi-tec-ture		chim-is-try	
pen-ta-teuch		sep-ul-cher		syn-chro-nism	
mel-an-chol-y		an-cho-ret		pa-tri-arch	
sac-char-ine		mach-in-ate		brach-i-al	
hi-e-rar-chy		chor-is-ter		syn-chro-nous	
1		1		1	2
chi-me-ra		ca-chex-y		chro-nol-o-gy	
se-pul-chral				chro-nom-e-ter	
scho-las-tic		1	2	chi-rog-ra-phy	
to-geth-er		cha-lyb-e-ate		syn-ec-do-che	
chro-matic		a-nach-ro-nism		chio-rog-ra-phy	
cha-ot-ic		mon-ar-chi-cal		pa-ro-chi-al	
		ich-nog-ra-phy			

Words chiefly selected from the following Lessons.

Morn-ing	spring	an-gry	lov-ed
break-fast	thought	a-round	dan-ger
hap-py	could	per-haps	ad-vice
in-stead	hunt	pick-ed	nev-er
pa-rents	leave	be-gan	im-pres-sion
wick-ed	there	mind-ing	for-got
go-ing	a-do	fath-er	with-out
with-out	a-way	mo-ther	al-ways
ask-ing	flew	cru-el	be-came
ea-si-ly	eyes	rob-bing	o-bey-ed
dan-ger	al-so	giv-ing	think
fall-ing	while	sor-row	fa-vor
ver-y	search	hang-ing	fla-vor
eat-en	young	see-ing	con-fide

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.

1	2	1	2	1	2
sanc-tu-a-ry		du-bi-ta-ble		sub-lu-na-ry	
sec-re-ta-ry		spec-u-la-tive		sta-tion-a-ry	
sal-a-man-der		sin-gu-lar-ly		sed-en-ta-ry	
sem-i-na-ry		sem-i-cir-cle		sec-on-da-ry	
sor-row-ful-ly		sub-se-quent-ly		suf-fer-a-ble	
sup-ple-to-ry		sal-u-ta-ry		ter-ri-to-ry	
trib-u-ta-ry		tem-po-ra-ry		tab-er-na-cle	
tol-er-a-bly		tur-bu-len-cy		tem-per-a-ture	
vig-or-ous-ly		vol-un-ta-ry		un-du-la-ted	
ut-ter-a-ble		vul-ner-a-ble		vir-u-lent-ly	
va-ri-ous-ly		vir-tu-al-ly		whim-si-cal-ly	

Words chiefly selected from the following Lessons.

na-tur-ed	tem-per	mean-ing	ev-er
com-pa-ny	na-ture	teach-er	a-way
vil-lage	lit-tle	i-dly	call-ed
peo-ple	mere-ly	re-turn	whips
hous-es	wish-ed	im-prov-ed	here
ev-e-ry	nev-er	oth-ers	there
be-cause	wick-ed	wrong	they
hear-ti-ly	ad-vice	went	came
com-mon-ly	les-sons	cross	this

hap-pens	with-out	up-on	must
them-selves	length	an-gry	made
re-mem-ber	could	least	way
an-oth-er	think	found	curse
un-der-stand	whose	a-like	your
sur-ly	swear	snake	ours
ver-y	would	piece	theirs
ti-ger	ex-plain	which	hers
show-ing	know-ing		

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

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 of four syllables, the full accent upon the second, the half accent upon the last, syllable.

1	2	1	2	1	2
A-rith-me-tic		am-bas-sa-dor		co-ag-u-late	
as-tron-o-mer		ap-pel-a-tive		con-grat-u-late	
a-pol-o-gy		as-ton-ish-ment		con-sid-er-ate	
an-ni-hi-late		bar-bar-i-ty		com-mod-i-ty	
al-le-vi-ate		be-at-i-tude		com-pul-so-ry	
ar-mo-ri-al		be-nev-o-lent		com-mu-ni-cate	
af-fin-i-ty		con-temp-ti-ble		com-pas-sion-ate	
a-vid-i-ty		co-in-ci-dent		con-nu-bi-al	

na-ture	gen-tle	fight	what
pas-sions	fa-vor	oth-er	sweet
an-gry	through	hand	grew
lit-tle	fath-er	child	words
nev-er	li-ons	those	mild
love-ly	growl		

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-times." 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 dogs delight to bark and bite,
For God hath made them so;

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.

2	1	2	1	2	1
An-i-mal-cule		mal-e-fac-tor		dis-con-tin-ue	
ac-qui-es-cence		pyr-o-tech-nics		e-van-gel-ic	
ad-van-tage-ous		op-por-tune-ly		en-ter-tain-ment	
ap-pre-hen-sive		o-ver-whelm-ing		fun-da-men-tal	
ar-o-mat-ic		pred-e-ces-sor		in-ter-ces-sor	
cir-cum-ja-cent		su-per-car-go		in-con-sist-ent	
con-va-les-cence		su-per-vi-sor		in-ci-dent-al	
com-men-ta-tor		un-der-val-ue		in-ter-mit-ting	
dis-con-tent-ed		u-ni-ver-sal		med-i-a-tor	
dis-in-her-it		un-ad-vi-sed		man-u-fac-ture	
e-co-nom-ic		when-so-ev-er		mod-e-ra-tor	
dis-a-gree-ment		am-a-ran-thine		op-e-ra-tor	
in-co-he-rent		al-ge-bra-ic		reg-u-la-tor	
in-ter-med-dle		ad-a-man-tine		sac-ri-le-gious	
in-ad-ver-tence		al-le-gor-ic		sci-en-tif-ic	
in-stru-men-tal		at-mos-pher-ic		sys-tem-at-ic	
in-u-en-do		be-a-tif-ic		syc-o-phan-tic	
man-i-fes-to		det-ri-men-tal		un-di-vid-ed	

2 1
 un-der-stand-ing
 un-der-ta-ker
 ar-o-mat-ic
 al-li-ga-tor
 an-a-bap-list
 al-to-geth-er
 ben-e-fac-tor
 bas-ti-na-do
 cal-a-man-co
 dis-ad-van-tage

2 1
 an-ti-bac-chus
 o-ri-en-tal
 o-ver-bur-den
 par-a-lyt-ic
 su-do-rif-ic
 sac-ra-men-tal
 un-re-sist-ed
 un-ac-quaint-ed
 un-be-com-ing
 un-de-fil-ed

2 1
 ev-a-nes-cent
 en-er-get-ic
 in-de-pend-ent
 in-ter-mix-ture
 in-of-fen-sive
 in-ter-ces-sor
 in-co-he-rent
 met-a-phys-ics
 cat-e-chu-men
 or-na-men-tal

ev-er-last-ing
 ef-fer-ves-cence
 hor-i-zon-tal
 in-tro-duc-tive
 in-ter-lard-ed
 in-ter-reg-num
 in-ter-mit-tent
 mis-de-mean-or
 mem-o-ran-dum

ac-a-dem-ic
 ap-pa-ra-tus
 ac-ci-dent-al
 an-te-ce-dent
 bar-ri-ca-do
 cor-res-pond-ent
 dis-af-fect-ed
 dis-com-po-sure
 ep-i-dem-ic

pan-e-gyr-ic
 re-con-sid-er
 sper-ma-ce-ti
 sym-pa-thet-ic
 su-per-struc-ture
 un-re-mit-ting
 vir-tu-o-so
 un-pre-par-ed
 un-pro-vid-ed

Words selected from the following Lessons.

mod-es-ty
 be-com-ing
 con-sid-er-ed
 man-ners
 speak-ing
 dis-turb
 re-fuse
 al-ways
 break-fast
 ap-pe-tite
 an-swer
 high-ly

lus-ter
 doub-les
 pre-sage
 pres-ence
 cheer-ful
 prop-er
 love-ly
 pout-ing
 morn-ing
 loud-er
 de-port-ment
 pleas-ant-ly

pos-si-ble
 a-mus-ing
 dis-pleas-ed
 oc-ca-sion
 re-mem-ber
 cul-ti-vate
 dis-po-si-tion
 a-mi-a-ble
 ill-na-tur-ed
 spo-ken
 her-self

Modesty is highly becoming in youth. It covers many faults, and doubles the luster of every virtue. It has always been considered a presage of rising merit. A little

girl should always be modest in her deportment, and manners.

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 any thing, 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.

SECTION 11.

Words in which *ti*, *si*, and *ci*, have the sound of *sh*, as:
ad-mi-ra-tion, pronounced *ad-mi-ra-shon*.

The full accent is upon the third syllable; the half accent is upon the first syllable.

The figure 1 denotes the full accent; the figure 2 denotes the half accent.

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 every body 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 every body, 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 *magic*, &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.

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, in 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.

<p>1 Cham-ade in-trigue ob-lique an-tique cha-grin chaun-paign cou-ri-er ma-chine fron-tier ag-grieve</p>	<p>1 fa-tigue ca-price fra-cheur de-nier ma-rine cash-ier chi-cane der-nier po-lice fa-cine</p>	<p>1 chi-ca-ne-ry ma-chin-e-ry in-trigu-er ma-chin-ist ob-lique-ly an-tique-ness fa-tigu-ing in-trigu-ing ob-lique-ness fa-tigu-ed</p>
<p>2 1 chev-a-lier bom-ba-sin cav-a-lier gab-ar-dine cap-a-pie bom-bar-dier deb-au-chee</p>	<p>2 1 brig-a-dier cav-a-lier-ly gren-a-dier in-va-lid chan-de-lier buc-an-nier sub-ma-rine</p>	<p>2 1 fi-nan-cier man-da-rin quar-an-tine cap-u-chin car-bi-nier fu-si-lier can-non-ier</p>
<p>1 chan-cre chev-is-ance chaise</p>	<p>1 chan-crous chiv-al-ry pique</p>	<p>1 chev-er-il char-le-tan ra-pi-er</p>

mo-ment
re-turns
peo-ple

wheth-er
this-tle

be-neath
log-a-rithms

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 lost his book when he was young, spent his time in footballs, 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 cannot 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 returns; the moment that is lost, is lost for ever." If you see any boys or girls idle away their time, when they 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	
con-tin-u-al-ly	
dis-hon-or-a-ble	
e-pis-co-pa-cy	
ex-tem-po-ra-ry	
in-sep-a-ra-ble	
in-com-par-a-ble	
in-suf-fer-a-ble	
con-sid-er-a-ble	
dis-pen-sa-to-ry	
de-clam-a-to-ry	

1	2
e-lec-tu-a-ry	
he-red-i-ta-ry	
ir-reg-u-lar-ly	
in-nu-mer-a-ble	
in-cor-ri-gi-ble	
in-vul-ner-a-ble	
com-men-da-to-ry	
de-gen-er-a-cy	
de-fam-a-to-ry	
e-pis-to-la-ry	
in-cen-di-a-ry	

re-cip-ro-cal-ly
re-spon-si-ble
sa-ti-e-ty

ste-nog-ra-phy
sub-ser-vi-ent
ven-tril-o-quist

Words chiefly selected from the following Lessons.

Dil-i-gent
no-bod-y
pit-i-ed
re-ceiv-ed
beau-ti-ful
de-light-ful
cre-a-tion
whole-some
com-pa-ny
some-times
them-selves

wel-come
charm-ing
be-hold
du-ties
in-jure
wick-ed
in-dus-try
un-cer-tain
ad-mit-ted
ca-lum-ni-ate
par-tic-u-lar

li-bra-ry
tem-po-ral
col-le-ges
a-bun-dant
a-bound-ing
ac-quire
real-ish
break-fast
pre-par-ed
man-ner
hur-ry

rec-es-sa-ry
be-di-ent
com-mu-ni-ty
re-ca-ri-ous
a-bo-ri-ous
gen-er-al-ly
Will-iam
earn-ed
re-cause
ned-al
e-ward
up-proach

pleas-ed
sleep-ing
morn-ing
wast-ing
gar-den
sweet-ly
pleas-ant
ear-ly
na-ture
be-gins
be-came
mar-bles

dis-turb-ed
be-long-ed
stud-ies
bet-ter
les-sons
tak-ing
splen-did
wor-ship-ing
res-i-due
in-ju-ri-ous
sa-lu-bri-ous

Charles, I am going to tell you about a very good boy the name of William Diligent. You have just read about Careless; what a bad boy he was; and how he grew up, and could not read or write: and nobody pitied him, because he might have learned when he was young; but he chose to play, and idle his time away. Now William did no such thing. He loved his book and his school; and he loved his teacher too, and his teacher loved him,

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 any body. 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.

2 1
Al-pha-bet-i-cal
ac-a-dem-i-cal
ar-gu-men-ta-tive
an-i-mos-i-ty
as-tro-nom-i-cal
as-si-du-i-ty
an-a-lyt-i-cal
con-tu-me-li-ous
com-pre-hen-si-ble
cat-e-gor-i-cal
con-ti-nu-i-ty
dic-ta-to-ri-al
dis-a-gree-a-ble
e-van-gel-i-cal
ep-i-dem-i-cal
e-qui-lib-ri-um
em-ble-mat-i-cal
gen-e-al-o-gy
gen-er-os-i-ty,

2 1
im-per-cep-ti-ble
in-tre-pid-i-ty
in-ter-rog-a-tive
in-ter-me-di-ate
in-ex-cus-a-ble
lib-er-al-i-ty
mat-ri-mo-ni-al
mon-o-syl-la-ble
mag-na-nim-i-ty
phi-lo-soph-i-cal
per-pen-dic-u-lar
pri-mo-ge-ni-al
a-rith-met-i-cal
an-ni-ver-sa-ry
af-fa-bil-i-ty
an-a-tom-i-cal
a-pos-tol-i-cal
a-the-is-ti-cal
a-ris-toc-ra-cy

2 1
cer-e-mo-ni-ous
con-tra-dic-to-ry
cu-ri-os-i-ty
con-san-guin-i-ty
di-a-met-ri-cal
dis-o-be-di-ence
in-ex-pres-i-ble
hyp-o-crit-i-cal
im-ma-te-ri-al
im-pro-pri-e-ty
e-qui-lat-er-al
e-qua-nim-i-ty

ep-i-cu-re-an
fal-li-bi-li-ty
ge-o-met-ri-cal
im-por-tu-ni-ty
in-tel-lec-tu-al
ir-re-sist-i-ble
hos-pi-tal-ity
in-sig-nif-i-cant
in-fi-del-i-ty
in-e-qual-i-ty
in-ge-nu-i-ty
in-con-so-la-ble

in-dis-pen-sa-ble
mer-i-to-ri-ous
man-u-fac-to-ry
met-a-phor-i-cal
mu-ta-bil-i-ty
op-por-tu-ni-ty
pop-u-lar-i-ty
pres-by-te-ri-an
a-pos-tol-i-cal
am-bi-gu-i-ty
a-er-ol-o-gy
as-tro-log-i-cal

2 1
ac-ri-mo-ni-ous
cer-e-mo-ni-al
chro-no-log-i-cal
cor-di-al-i-ty
cred-i-bil-i-ty
con-sen-ta-ne-ous
cir-cum-am-bi-ent
di-a-bol-i-cal
ex-com-mu-ni-cate
el-e-men-ta-ry
e-co-nom-i-cal
et-y-mol-o-gy

ge-o-graph-i-cal
gen-er-al-i-ty
il-le-git-i-mate
in-tro-duc-to-ry
in-dis-solv-a-ble
jus-ti-fi-a-ble
in-fi-del-i-ty
im-mo-ral-i-ty
in-ci-vil-i-ty
in-con-sid-er-ate
ir-re-claim-a-ble
lex-i-cog-ra-pher

min-is-te-ri-al
mis-cel-la-ne-ous
math-e-mat-i-cal
med-i-oc-ri-ty
prob-a-bil-i-ty
no-to-ri-e-ty
per-spi-cu-i-ty
pu-sil-lan-i-mous
prin-ci-pal-i-ty
phys-i-og-no-my
par-si-mo-ni-ous
rep-re-sent-a-tive

p-proach-ing	re-mem-ber	min-is-ter
p-pre-hend	dan-ger-ous	grat-i-fy
apt-ed	so-ci-e-ty	his-to-ry

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

In the time of recreation, he would play with great spirit and earnestness. He often used to repeat the old saying: "All work and no play will make Jack a dull boy." And perhaps this was the reason of his enjoying his exercise so much, and being so brisk at play. Very few of his school fellows could outdo him in any of his exercises. And if any one outdid him, he was always pleasant and good humored: he took it in good part, and was never angry or displeased in the least degree: for why should I be displeased, said he, at being outdone? That would be a mark of a little, and an ungenerous mind. So when he outdid any one, he was sure to be treated with good humor and kindness; for nobody envied him: for he would not quarrel with ill natured, and quarrelsome boys.

He loved his little brothers and sisters, and always spoke kindly to them. He never had any dispute or quarrel 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 other, whenever they come near. He took care of them when they were at school, and it gave him pleasure to teach them their lessons. He often told them, they must be good children, and learn their lessons well, and then all good people would love them.

He never behaved rudely to any person: he never called names or made a mock of any one; but always treated every body with kindness and civility. When he was spoken to, he did not hang down his head, or look another way; but answered in a modest and proper manner; and always 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 every body! So every body spoke 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 syllable, the half accent upon the second and sixth.

2	1	2
Ex-tem-po-ra-ne-ous		
med-i-a-to-ri-al		
im-mu-ta-bil-i-ty		
his-to-ri-og-ra-pher		
re-fran-gi-bil-i-ty		
im-pos-si-bil-i-ty		
im-prob-a-bil-i-ty		
ver-i-si-mil-i-tude		
ex-pan-si-bil-i-ty		
in-fe-ri-or-i-ty		
en-cy-clo-pe-di-a		
in-stru-men-tal-i-ty		
u-ni-ver-sal-i-ty		
ex-per-i-men-tal-ly		
sem-i-di-am-e-ter		

2	1	2
in-sen-si-bil-i-ty		
in-cor-po-ral-i-ty		
in-con-tro-vert-i-ble		
ex-per-i-men-tal-ly		
ir-rep-re-hen-si-ble		
het-e-ro-ge-ne-ous		
a-ris-to-crat-i-cal		
re-flex-i-bil-i-ty		
in-fal-li-bil-i-ty		
ir-reg-u-lar-i-ty		
in-cor-po-re-i-ty		
in-cred-i-bil-i-ty		
ex-ten-si-bil-i-ty		
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
In-cor-rup-ti-bil-i-ty	
com-pre-hen-si-bil-i-ty	
con-sub-stan-ti-a-tion	
ex-com-mu-ni-ca-tion	
nat-ur-al-i-za-tion	
an-ti-trin-i-ta-ri-an	
im-ma-te-ri-al-i-ty	

2	1
co-es-sen-ti-al-i-ty	
rec-on-cil-i-a-tion	
per-son-i-fi-ca-tion	
ex-em-pli-fi-ca-tion	
com-mu-ni-ca-bil-i-ty	
vol-a-til-i-za-tion	
im-nrac-ti-ca-bil-i-ty	

2 1 2
 par-li-a-men-ta-ry
 or-tho-graph-i-cal
 in-sig-nif-i-cant-ly
 in-ex-tin-guish-a-ble
 in-dis-crim-in-ate-ly
 in-ar-tic-u-late-ly
 ster-e-om-e-try
 sim-i-cir-cu-lar
 rev-o-lu-tion-a-ry
 rec-ti-lin-e-ous
 quer-i-mo-ne-ous
 prob-le-mat-i-cal
 par-al-lel-o-gram

2 1
 su-per-a-bund-ant-ly
 su-per-va-ca-ne-ous
 so-ci-a-bil-i-ty
 re-ger-mi-na-tion
 re-fran-gi-bil-i-ty
 re-af-fir-ma-tion
 py-thag-o-re-an
 pred-i-ca-bil-i-ty
 sub-stan-ti-al-i-ty
 spir-it-u-al-i-ty
 sol-em-ni-za-tion
 pu-ri-fi-ca-to-ry
 pre-fig-u-ra-tion
 pre-des-ti-na-ri-an
 par-a-dox-ol-o-gy
 men-su-ra-bil-i-ty
 in-com-pre-hen-si-ble
 in-au-gu-ra-tion
 san-gui-fi-ca-tion
 re-viv-i-fac-tion
 re-sis-ti-bil-i-ty
 mu-nic-i-pal-i-ty*

2 1 2
 mul-ti-fa-ri-ous-ness
 mer-i-to-ri-ous-ness
 in-ex-pe-di-en-cy
 il-le-git-i-ma-cy
 hy-dro-stat-i-cal
 hip-po-po-ta-mus
 con-tu-me-li-ous-ly
 hyp-o-chon-dri-ac
 hy-dro-pho-bi-a
 im-me-thod-i-cal
 hyp-o-crit-i-cal-ly
 glan-du-los-i-ty

2 1
 met-e-or-ol-o-gy
 mel-li-fi-ca-tion
 scar-i-fi-ca-tion
 re-or-di-na-tion
 re-cep-ti-bil-i-ty
 par-ti-cu-lar-i-ty
 o-ri-en-tal-ism
 met-em-psy-cho-sis
 ir-reg-u-lar-i-ty
 het-er-o-ge-ne-al
 im-pec-ca-bil-i-ty
 hi-e-ro-glyph-i-cal
 ex-tra-ju-di-cial
 dis-sim-i-lar-i-ty
 con-trac-ti-bil-i-ty
 ma-te-ri-al-i-ty
 in-tox-i-ca-tion
 ex-pan-si-bi-li-ty
 ho-mo-ge-ne-i-ty
 het-er-o-ge-ne-ous
 his-to-ri-og-ra-pher
 fal-si-fi-ca-tion

* The c in this word has its soft sound.

2 1
 ex-ten-si-bil-i-ty

1 2 1
 me-te-o-ro-log-i-cal
 in-su-per-a-bil-i-ty
 me-rid-i-o-nal-i-ty
 het-er-o-ge-ne-i-ty
 in-di-vis-i-bil-i-ty

2 1
 hyp-o-chon-dri-a-cal

1 2 1
 mis-rep-re-sen-ta-tion
 re-viv-i-fi-ca-tion
 con-tra-reg-u-lar-i-ty
 in-con-trac-ti-bil-i-ty

Words selected from the following Lessons.

Cheer-ful-ly
 false-hood
 oc-ca-sions
 be-liev-ed
 ac-count
 dis-pleas-ed
 con-ven-i-ent-ly
 ac-quaint-ance
 pre-par-ed
 dis-pleas-ed
 dis-tin-guish-ed
 re-turn-ed
 crea-tures
 en-joy-ment
 re-col-lect
 ge-og-ra-phy
 dif-fer-ent
 so-ci-e-ty

con-fess
 con-ceal
 wish-ed
 him-self
 pleas-ed
 sor-row
 prop-er
 scorch-ing
 bro-ken
 some-thing
 use-ful
 learn-ed
 some-times
 news-pa-pers
 his-to-ry
 a-bout
 coun-tries
 dan-ger-ous

pla-ces
 pleas-ure
 be-came
 mem-ber
 search-ing
 care-less
 sto-ry
 climb-ing
 e-qual
 be-side
 look-ing
 cy-pher
 want-ed
 de-ni-ed
 ev-e-ry
 tell-ing
 fear-ful
 hand-some.

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 any thing 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 any thing, 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 every body 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.

<i>Written.</i>	<i>Pronounced.</i>	<i>Written.</i>	<i>Pronounced.</i>
Aisle	Ile	yacht	yot
a-ny	en-ny	ache	ake
beau	bo	could	cood
bat-teau	bat-to	would	wood
beaux	boze	schism	sism
draught	draft	ewe	yu
bu-reau	bu-ro	wom-en	wim-min
bu-ry	ber-ry	vis-count	vi-count
bus-y	biz-zy	phthis-ic	tiz-ic
busi-ness	biz-ness	seven-night	sen-nit
one	won	anx-ious	anx-shus
once	wonce	sol-dier	sol-ger
colo-nel	cur-nel	a-against	a-genst
laugh	laf	co-quette	co-ket
cough	cof	subt-le	sut-tle
trough	trof	ra-gout	ra-goo
eye	I	cat-sup	catch-up
does	duz	ca-viarc	ca-veer
says	sez	y-clept	e-klept
said	sed	rih-teous	ri-chus
choir	quire	vign-ette	vin-yet
isle	ile	hick-cough	hic-cup
isl-and	il-and	masque	mask
haut-boy	ho-boy	isth-mus	ist-mus
e-clat	e-claw	beau-ty	bu-ty
mea-sles	me-zels	feoff-ment	feef-ment
o-cean	o-shun	should	shood
sous	soo	dough	do
su-gar	shug-ar	neigh	na

<i>Written.</i>	<i>Pronounced.</i>	<i>Written.</i>	<i>Pronounced.</i>
sligh	sla	pi-quant	pik-kant
slough	slou	grand-eur	grand-yur
weigh	way	vict-uals	vit-tlez
gauge	gage	flam-beau	flam-bo
is-sue	ish-ue	in-veigh	in-vay
rough	ruf	asth-ma	ast-ma
phlegm	flem	plaid	plad
cham-ois	sham-oy	bru-nette	bru-net
de-voir	de-vwor.		

<i>Written.</i>	<i>Pronounced.</i>
Cho-ris-ter	quir-i-ster
co-quet-ry	co-ket-ry
et-i-quette	et-e-ket
con-nois-seur	con-nes-sure
pneu-mat-ics	nu-mat-iks
rheu-mat-ic	ru-mat-ik
carte-blanche	cart-blanch
pi-quant-cy	pik-kant-sy
ma-nœu-vre	ma-nu-ver
har-le-quin	har-le-kin
ren-dez-vous	ren-de-voo
roq-ue-laur	rok-e-lo
schis-mat-ic	siz-mat-ic
port-man-teau	port-man-to
comp-trol-ler	con-trol-ler
en-ten-dre	on-taun-der
lieu-ten-ant	lu-ten-ant
hal-cy-on	hal-she-on
mis-tle-toe	mis-el-to
belles-let-tres	bel-la-ter
chev-aux-de-frise	shev-o-de-freze
e-clair-cisse-ment	e-clare-siz-ment
res-er-voir	rez-er-vwor
a-voir-du-pois	av-ur-du-poiz
sol-dier-y	sol-ger-e
quelque-chose	kek-shoze
seign-ior	seen-yor
se-ragl-io	se-ral-yo

rheu-ma-tism	ru-ma-tizm
a-pro-pos	ap-ro-po

Words chiefly selected from the following Lessons.

Pre-sent-ed	a-muse	suf-fer
play-mates	thought	ver-ses
prom-is-ed	pleas-ed	in-form
beau-ti-ful	pres-ent	a-bout
sweet-ly	grav-el	down-y
of-ten-er	noth-ing	perch-ed
some-times	morn-ing	gen-teel
con-tent-ed	eve-ning	for-ev-er
play-ful	sweet-ly	gau-dy
plu-mage	be-came	spright-ly
a-muse-ment	pris-on	pass-ed
to-geth-er	chil-dren	ef-fec-tu-al
suit-a-ble	lib-er-ty	ev-e-ry
them-selves	pro-vide	cru-el-ty
some-bod-y	cru-el	ex-press
ex-treme-ly	won-der	pris-on-er
un-feel-ing	starv-ed	mu-si-cal
tran-sient	lit-tle	sub-stan-ces
va-ri-e-ty	ap-proach	pur-pose
ab-so-lute	prin-ci-pal	du-pli-cate

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 genteel, my plumage gay,
My strains forever new.

But gaudy plumage, sprightly strain,
And form genteel, were all in vain,
And of a transient date;
For caught, and cag'd, and stary'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.

SECTION 20.

Proper Names of Men and Women.

The figure 1 denotes the full accent; the figure 2 the half accent.

1 Clark	1 Love	1 Jes-se	1 Em-ma
John	Ja-cob	God-frey	Alice
Paul	Jus-tus	E-noch	Nor-man
Grace	Hor-ace	Ed-mund	Ru-fus
George	Ez-ra	Ber-nard	Eg-bert
Jo-nas	Eg-bert	Al-bert	Si-las
I-saac	Ca-leb	An-drew	Wal-ter
Gil-ber-t	A-bram	A-sa	Han-nah
E-li	Am-brose	Ash-er	Lu-cy
Den-nis	Aus-tin	Jo-ab	Phe-be
Aa-ron	James	Mar-tin	Su-san
Al-len	Miles	A-my	Rho-da
Ar-nold	Ann	Dor-cas	Ash-ley
Giles	Ruth	Fran-ces	Lu-cius
Jude	Jef-frey	Na-than	Mor-gan
Ralph	Ja-red	Rog-er	An-nis
Jane	Hen-ry	Clem-ent	Est-her
Ja-bez	E-phraim	Ste-phen	Ag-nes
Jo-seph	Ed-gar	How-ard	Pe-ter
Fran-cis	Brad-ford	No-ah	Sam-son
El-dad	Ad-am	Jen-net	Vir-gil
Da-vid	A-mos	Pa-tience	Thom-as
A-bel	A-saph	Sal-ly	Will-iam
Al-fred	Job	Chlo-e	Hel-en
Ar-thur	Mark	Ab-ner	Ma-ry
Hugh	Faith	Lew-is	Phil-lis
Luke	Rose	Mat-thew	Ra-chel
Seth	Jo-el	An-na	Bei-lah

2	1	2	1
Can-e	de-ra-go	Pas-sa	ma-quod-dy
Mich-il	li-mak-i-nac*	Al-a	ta-ma-ha
Sag-a	da-hoc	2	2 1
Con-a	jo-har-ry	Win-ni	pis-e-o-geet
Con-stan	ti-no-ple		

These are compound names.

New Hamp-shire	New Brit-ain
New Jer-sey	North Wales
New York	Cape Hen-lo-pen
New Eng-land	St. Law-rence
East In-di-es	St. Christ-o-phers
Por-to Bel-lo	St. Sal-va-dor
Cape May	St. Johns
North Riv-er	St. An-tho-ny
Cape Cod	North Cape
San-ta Cruz	Ba-ton Rouge
St. Mar-tins†	Pa-cif-ic O-cean
St. Vin-cent	Cas-pi-an Sea
St. Clair	Mount E-li-as
St. An-to-ni-o	White Sea
Yale Col-lege	Long Isl-and
Cape Fear	New Bruns-wick
Cape Ann	New Or-le-ans
At-lan-tic O-cean	West In-di-es
Bal-tic Sea	Por-to Ri-co
Black Sea	Mount Ver-non
Rhode Isl-and	New Hol-land
Nova Sco-ti-a	Stat-en Isl-and
New Haven	St. Lu-ci-a
New Castle	St. Thom-as
West Point	St. Ja-go

* Pronounced *Mish-il-li-mak-i-naw*. This word is sometimes written simply *Mak-i-naw*, and so pronounced.

† This word is accented upon the fifth syllable. It has also a half accent upon the first and third.

‡ The *St.* is contracted for the word *Saint*.

St. Goth-ard	In-di-an O-cean
St. Croix*	Mus cle Shoals
Cape Horn	Mount Blanc
Cape Fare-well	Slave Lake
Vera Cruz	

Words selected from the following Lessons.

Re-col-lect	loos-ing	wretch
per-suade	watch-ed	hap-pi-ly
plea-sant	flut-ter	good-ness
de-light	free-dom	watch-ful
car-ri-ed	sum-mer	at-ten-tion
suf-fi-cient-ly	be-neath	for-mer
in-ten-tion	warb-ling	per-haps
sor-row-ful	vers-es	wa-ter
ex-press-ing	ha-bit-u-al	cru-el
af-flic-tion	re-la-tion	pa-rents
per-ceiv-ed	la-bor-er	prop-er-ty
un-fledg-ed	heart-ed	con-di-tion
dis-tress-ed	ten-der	mis-chief
e-lec-tion	tor-ture	main-tain
hap-pi-ness	naugh-ty	ap-prove
an-cient-ly	ob-tain	au-tumz
as-sem-bly	lis-ten	sev-er-al
false-hood	wick-ed	sim-ple
ac-count	be-tide	grate-ful-ly
crea-ture	to-geth-er	par-tic-u-lar
hatch-ed	yon-der	in-ci-dent
some-thing	re-pair	mag-is-trate.
dis-tress	gen-tle	

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 them 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 'scape no more.

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

What note of sorrow strikes my ear?
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.
af-fect', to imitate, move.

effect, 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 liquor.
air, the atmosphere.

pre-sent', to give, to exhibit to view.	re-form', to amend; grow better.
pro'ject, scheme, contrivance.	re'form, to form again, make anew.
pro-ject,' to design, delineate, contrive.	sub'ject, one who lives under the dominion of another.
read, to pronounce printed words.	sub-ject', to put under another, to be under another,
read, indef. of the verb read.	tears, water from the eyes.
rec'ord, a register.	tears', he tears, rends.
re-cord', to register.	wind, the air in motion.
re'fuse, to reject, not to accept.	wind, to turn around.
ref'use, what remains when the rest is taken.	tor'ment, pain, punishment.
re'pent, creeping, crawling.	tor-ment', to afflict with pain.
re-pent', to express sorrow for sin.	es'say, an attempt, trial.
rec'ol-lect, to call to mind.	es-say', to attempt, try.
re-col-lect', to collect again.	con-cert', to contrive, adjust.
	con'cert, communication of design, harmony.

Words selected from the following Lessons.

In-of-fen-sive	ap-par-ent-ly	good-ness
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-i-cate	sav-ior
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-ests
de-struc-tive	a-round	ex-pir-ing
prin-ci-pal	re-turn	mem-o-ry
con-sti-tute	some-times	tem-pest
in-hab-i-tants	be-hav-ing	sus-tain
hus-band-man	scrip-ture	ca-ress-es

fond-ness	pat-tern	ex-am-ple
cheer-ful	in-form-ed	ex-cel-lent
pleas-ant	char-ac-ter	com-mon-ly
re-quite	en-deav-or	ru-in-ing
du-ti-ful	im-i-tate	at-tend-ed
kind-ness	feel-ings	af-fec-tions
chill-ing	res-cue	ex-pos-ed
for-tune	re-sign-ed	shiv-er-ed
to-ward		

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 fondness 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 benevolence. 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 shrunk 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.

SECTION 23.

Abbreviations, with their Explanations.

A. A. S. Fellow of the American academy.	C. P. S. Keeper of the privy seal.
C. A. S. Fellow of the Connecticut academy.	Cts. Cents.
A. B. Bachelor of arts.	D. D. Doctor of divinity.
A. M. Master of arts.	Dr. Doctor, or debtor.
Acct. Account.	Do. Ditto, the same.
Abp. Arch bishop.	Dea. Deacon.
A. D. In the year of our Lord.	Dec. The month, December.
A. M. Before noon.	Del. Delaware.
A. M. In the year of the world.	Dept. Deputy.
Ap. April.	Deut. Deuteronomy.
Atty. Attorney.	E. G. For example.
Aug. The month, August.	Eng. England.
	Ex. Example, Exodus.
	E. East.
Bart. Baronet.	Eccl. Ecclesiastes.
B. D. Bachelor of divinity.	Ed. Editor.
B. V. The Blessed Virgin.	Ep. Epistle.
C. Cent, a hundred.	Esq. Esquire.
Capt. Captain.	Exr. Executor.
Chap. Chapter.	Feb. The month, February.
Cant. Canticles.	Fr. France, French.
Col. Colonel.	Fr. Frances, Francis.
Co. Company.	F. R. S. Fellow of the royal society.
Com. Commissioner, commodore.	Gent. Gentleman.
Cr. Credit.	Gal. Galatians.
Cwt. Hundred weight.	Gen. General.
Chron. Chronicles.	Geo. George, Georgia.
Conn. } Connecticut.	Gov. Governor.
Ct. }	G. R. George, the king.
C. S. Keeper of the seal.	H. S. S. Fellow of the historical society.

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.
11.	XI. Eleven.	500.	D. Five 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.	DCCCC. Nine hundred.
16.	XVI. Sixteen.	1000.	M. One thousand.
17.	XVII. Seventeen.	1830.	MDCCCXXX. One thousand eight hundred and thirty.
18.	XVIII. Eighteen.		
19.	XIX. Nineteen.		
20.	XX. Twenty.		
30.	XXX. 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.*

Ad referendum, for further consideration, *L.*

Ad valorem, according to value, *L.*

Alma mater, a cherishing mother, an epithet of a university, *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.*

Chief d'œuvre, 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.*

Venditioni 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.*

Ipsé dixit, he said, a mere assertion, *L.*

- Tempora mutantur**, the times are changed, *L.*
Ipsa facto, in the fact itself, in very deed, *L.*
Jet d'eau, a water spout, *F.*
Jeu d'esprit, a play of wit, *F.*
Literatim, letter for letter, *L.*
Punctuatim, point for point, *L.*
Verbatim, word for word, *L.*
Locum tenens, holding the place, a substitute, *L.*
Magna charta, the great charter, *L.*
Minimum, the least, smallest, *L.*
Maximum, the greatest, *L.*
Plus, more, implying addition, *L.*
Minus, less, implying subtraction, *L.*
Multum in parvo, much in a little, *L.*
Nem. con. for, *nemine contra dicente*, no one speaking against, unanimously, *L.*
Nem. dis. for, *nemine dissentiente*, no one dissenting, unanimously, *L.*
Gratis, for nothing, *L.*
Jure divino, by divine right, *L.*
Ne plus ultra, no farther, the full extent, *L.*
In cognito, disguised, unknown, *L.*
Non compos mentis, not of a sound mind, *L.*
Pater patriæ, the father of his country, *L.*
Per annum, yearly, by the year, *L.*
Per diem, daily, by the day, *L.*
Post meridiem, afternoon, *L.*
Per cent. by the hundred, *L.*
Prima facie, at first sight, *L.*
Primum mobile, the first principle, or cause of motion, *L.*
Pro bono publico, for the public good, *L.*
Pro patria, for his country, *L.*
Pro et con. for and against, *L.*
Promenade, a walk, place for walking, *F.*
Pro tempore, for the time, *L.*
Ex tempore, without premeditation, *L.*
Pro re nata, for the present occasion, *L.*
Fortiter in re, steadily in purpose, *L.*
Suaviter in modo, pleasantly in manner, *L.*
Passim, every where, *L.*
Quantum, as much as, *L.*
Per se, by itself, alone, *L.*
Quantum sufficit, as much as sufficient, *L.*
Quantum libet, as much as he pleases, *L.*
Cornu copiæ, the horn of plenty, *L.*

- Copia verborum**, a plenty of words, *L.*
Quid nunc, a news monger, *L.*
Reinfecta, the business being unfinished, *L.*
Vulgò, commonly, every where, *L.*
Sanctum Sanctorum, the holy of holies, *L.*
Sang froid, in cold blood, indifference, *F.*
Sans souci, without restraint, *F.*
Secundum artem, according to art, *L.*
Sic transit gloria mundi, so the glory of the world passes away, *L.*
Sine die, without day, indefinitely, *L.*
Sine qua non, an indispensable condition, *L.*
Soi disant, self-styled, *F.*
Sub judice, under consideration, *L.*
Sub rosa, privately, *L.*
Summum bonum, the greatest good, *L.*
Toties quoties, as often as, *L.*
Utile cum dulci, the useful with the pleasant, *L.*
Versus, against, *L.*
Vice versa, the conditions, or terms being changed, *L.*
Via, by the way, *L.*
Viva voce, audibly, with the voice, *L.*
Cæteris paribus, other things being equal, *L.*
A priori, by a former reason, *L.*
A posteriori, by a latter reason, *L.*
Arcana, secrets, *L.*
Arcanum, a secret, something hidden or unknown, *L.*
Belles lettres, polite literature, *F.*
A fortiori, by a stronger or better reason, *L.*
Alias, otherwise, *L.*
Bon ton, fashion, *F.*
Corps, a body of troops, *F.*
Coup de grace, a finishing stroke, *F.*
Coup d'œil, a view or glance, *F.*
Datum, a thing given, a point settled, *L.*
Data, points or things settled, *L.*
Dei gratiâ, by the grace of God, *L.*
Savant, a learned man.

Words chiefly selected from the following lessons.

Ex-pla-na-tion	char-ac-ters	writ-ing,
sem-i-co-lon	four-times	pe-ri-od

the numerical figures also refer to the margin, or bottom of the page.

SECTION 24.

Words selected from the following Lessons.

Cir-cum-stances	sim-i-lar	ex-er-cise
con-sti-tutes	prin-ci-ple	cul-ti-vate
be-nev-o-lence	to-ward	di-min-ish
par-tic-u-lar	peace-ful	be-com-ing
dis-grace-ful	man-ner	de-crease
a-bun-dance	in-crease	res-pect
dis-sim-u-la-tion	great-est	grate-ful
fore-run-ner	tempt-ed	vir-tu-ous
de-prav-i-ty	al-ways	at-ten-tion
ap-pear-ance	per-fi-dy	ac-quire
com-par-i-son	be-tray-ed	knowl-edge
mul-ti-tude	beau-ties	pos-sess-or
ex-pe-ri-ence	worth-less	el-e-va-tion
ob-scu-ri-ty	i-dle-ness	de-serv-ing
in-do-lence	con-tempt	neg-lect
frus-tra-ted	in-de-cent	pov-er-ty
pe-cul-iar-ly	peace-a-bly	lan-guage
con-di-tion		

To do unto all men, as we wish they, in similar circumstances, should do unto us, constitutes the great principle of virtue.

To be of a pure mind, to exercise benevolence towards others, and to cultivate piety towards God, are the sure means of becoming peaceful and happy.

In the path of life, are many thorns as well as flowers. Our parents and teachers are the persons, whom, in a particular manner, we ought to respect.

In vain our flocks and fields increase our store,
When our abundance makes us wish for more,
Accept these grateful tears; for thee they flow;
For thee, who ever feel'st another's wo.

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, whom 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 amaz'd 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	skil-ful-ly	des-pi-ca-ble
shin-ing	health-ful	Au-re-li-us
mis-chief	i-dle-ness	sat-is-fac-tion
ac-count	a-bil-i-ties	un-der-stood
su-preme	dis-grace	li-cen-tious
ac-tion	em-pe-rors	in-struc-tion
nat-u-ral	vic-to-ries	dis-ci-pline
learn-ed	con-quer-ed	foun-da-tion
coun-tries	lan-guage	hap-pi-ness
gen-u-ine	av-e-nue	tem-per-ate
through-out	mourn-ing	pre-serv-ing
feast-ing	pu-pil	su-per-in-tend-ing
pur-su-ed	con-stant	ad-mon-ish
pi-e-ty	drink-ing	al-le-go-ry
ex-er-cise	pre-serve	in-ju-ri-ous

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.

Action keeps the mind and body in health, but idleness is the bane of both. A boy of good natural abilities may, by sloth and idleness, become mean and despicable; a disgrace to his friends, and a burden to himself.

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	mead-ows	con-grat-u-late
de-sir-ed	young-ster	pun-ish-ed
plain-ly	im-prop-er-ly	se-vere-ly
has-ten	un-civ-il	ed-u-ca-tion
par-don	in-de-cent	o-ver-joy-ed
laugh-ing	per-suad-ed	ad-ver-si-ty
pre-tend	ac-knowl-edge	in-cli-na-tion
re-call-ed	pros-per-i-ty	a-bil-i-ties
lan-guage	prin-ci-ples	com-pla-cen-cy
treat-ed	friend-ship	rec-re-a-tion
of-fence	ha-bit-u-al	hec-es-sa-ry
mild-ly	sol-i-tude	op-por-tu-ni-ties
hum-bly	a-muse-ment	im-prove-ment
ground-ed	in-no-cent	hap-pi-ness
suit-a-ble	di-vert-ing	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.