Thomas & Andrews's SECOND EDITION.

NOAH WEBSTER, JUN. ESQ.
THE
AMERICAN
Spelling Book:
CONTAINING AN EASY
STANDARD of PRONUNCIATION.
BEING THE
FIRST PART
OF A
GRAMMATICAL INSTITUTE
OF THE
ENGLISH LANGUAGE.

BY NOÀH WEBSTER, JUN. ESQUIRE.
Author of "Dissertations on the English Language;"
"Collection of Essays and Fugitive Writings," &c.

Thomas and Andrews's SECOND EDITION.
With additional lessons, corrected by the Author.

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MDCCXC.
ADVERTISEMENT.

The reception of our first Edition of the American Spelling Book, has been so favourable, and the reputation of the work has so greatly increased, by attention being paid to having it correct and well printed, as to render it almost certain that not only Webster’s Spelling Book, which is the First Part of his Grammatical Institute of the English Language, but his Grammar, and Selection of Lessons for Reading and Speaking, which compose the other Two Parts of his Institute, will supersede all other School Books of the kind, and come into general use throughout the United States. This very favourable reception has induced us to purchase the exclusive right of printing all the Three Parts of said Institute, in the States of Massachusetts, Newhampshire, and Rhode Island, for the term of Fifteen Years. A corrected edition of the Second and Third Parts will speedily be published, of the same size as this work, and Schoolmasters and others may always be supplied with all three Parts, by wholesale or retail; and care will be taken that all future Editions of Webster’s Institute, published by us, shall be correct, and page for page with each other, that they may be used together in a class.

THOMAS & ANDREWS.

DISTRICT of MASSACHUSETTS, to wit.

Be it remembered, That on the Seventh day of October, in the Fifteenth year of the Independence of the United States of America, ISAIAH THOMAS and EBENEZER T. ANDREWS, of said district, have deposited in this Office, the title of a Book, the right whereof, in Rhode Island, Massachusetts, and Newhampshire, they claim as Proprietors, in three Parts, in the words following, to wit, “The AMERICAN SPELLING BOOK, containing an Easy Standard of Pronunciation, being the First Part of a Grammatical Institute of the English Language.” And Part the Second, containing, “A plain and comprehensive GRAMMAR, grounded on the true principles and idioms of the Language.” And Part the Third, containing, “An AMERICAN SELECTION of LESSONS in READING and SPEAKING, calculated to improve the minds and refine the taste of Youth.” “By NOAH WEBSTER, junr. Esquire, Author of Differations on the English Language.” In conformity to the Act of Congress of the United States, entitled, “An Act for the encouragement of learning, by securing the copies of Maps, Charts, and Books, to the Authors and Proprietors of such copies, during the times therein mentioned.”

N. GOODALE, Clerk of the District Court of Massachusetts District.

Boston, Oct. 7th, 1790.
TO THE

REV. EZRA STILES, S. T. D.

President of Yale College,

and

Professor of Ecclesiastical History,

This FIRST PART of a

GRAMMATICAL INSTITUTE

OF THE

ENGLISH LANGUAGE,

Is,

With Permission,

Most humbly Inscribed,

As a testimony of my Veneration

For the superior talents, piety and patriotism,

Which enable him to preside over that

Seat of Literature,

With distinguished reputation,

Which render him an ornament to the

CHRISTIAN PROFESSION,

And give him an eminent rank among the illustrious Characters,

That adorn the REVOLUTION.

A 2
RECOMMENDATIONS.

HAVING examined the first part of the new Grammatical Institute of the English Language, published by Mr. Noah Webster, we are of opinion, that it is far preferable, in the plan and execution, to Dilworth's or any other Spelling Book, which has been introduced into our schools. In these, the entire omission of the rules of pronunciation is a capital defect, which every few of the parents, schoolmasters or mistresses, employed in teaching children the first rudiments, have sufficient knowledge to supply. The usual method of throwing together, in the same tables and without any marks of distinction, words in which the same letters are differently pronounced, and the received rules of dividing syllables, which are wholly arbitrary, and often unnatural, seem calculated to puzzle the learner, and mislead the instructor into a vicious pronunciation. These defects and mistakes are judiciously supplied in the present work, and the various additions are made with such propriety, that we judge this new Spelling Book will be extremely beneficial for the use of schools.

Subscribed by the following Gentlemen.

The Hon. Oliver Wolcott, Esq; Rev. Samuel Hopkins,
Lieut. Gov. of Connecticut, Col. Samuel Wyllys,
Rev. Ezra Stiles, S. T. D. Ralph Ponemore, Esq;
President of Yale College, John Trumbull, Esq;
Rev. Patrick Allison, D. D. Rev. Eliphalet Steele,
Hon. Seps. M. Mitchel, Esq; Rev. Nathan Strong,
Col. George Wyllys, Secretary of Rev. Nathan Perkins,
State, Rev. Joseph Buckminster,
Col. Thomas Seymour, Mayor of Mr. Andrew Law,
the City of Hartford, Daniel Lyman, Esq;
Gen. Samuel H. Parsons, Chauncey Goodrich, Esq;
Hon. John Treatwells, Esq; Joel Barlow, Esq.

Extract of a Letter from Dr. Joseph Willard, President of the University at Cambridge, to the Author, dated Feb. 2, 1784.

SIR,

I RECEIVED, some time ago, three copies of your Grammatical Institute of the English Language. I have perused it myself, and put it into the hands of several friends for their perusal. We all concur in the opinion, that it is much superior to Mr. Dilworth's New Guide, and that it may be very useful in schools.

I wish you success, Sir, in every endeavour to advance useful knowledge, and hope, in a particular manner, that your exertions to promote an accurate acquaintance with the English language among our youth, will be attended with the greatest advantage.

I am, Sir, your humble servant,

JOSEPH WILLARD.
RECOMMENDATIONS.

Copy of a Letter from Tapping Reeve, Esq; formerly one of the Mailers of the College at Princeton, to John Canfield, Esq; dated Litchfield, October 12, 1782.

S I R,

Mr. Webster has shown me a plan of a new English Spelling Book and Grammar; informing me that you wish to know my opinion respecting it. I have perused it sufficiently to form an opinion of the general plan; it appears to be well conceived and judiciously executed, and I apprehend would better answer the purposes of its design than any thing I have hitherto seen. I think it well deserves the attention of the public; for, what is of no little importance, the general use of it will go very far towards demolishing all the odious distinctions occasioned by provincial dialects.

Yours, &c.

TAPPING REEVE.

Extract of a Letter from Mr. Benjamin West, Fellow of the American Academy of Arts and Sciences at Boston, to the Author, dated Providence, September 11, 1784.

S I R,

With great pleasure and satisfaction I have perused your Grammatical Institute of the English Language, and think it the best plan for the instruction of youth of any that has yet been published. You may depend on it, Sir, I shall do all in my power to encourage the sale of it; and if you think my name will be of any weight, you are welcome to make use of it. I am, Sir, with the greatest sincerity, your most obedient, and humble servant,

B. E. N. J. AM. I. N. W E S T.

College at Providence, April 14, 1785.

Having examined Mr. Webster's Grammatical Institute, we embrace this opportunity to express our approbation of a work of so much use and merit. We think he deserves the thanks of all his countrymen, who wish to write or speak the English Language properly.

STEPHEN HOPKINS, Chancellor.
JAMES MANNING, President.
ASHUR ROBBINS, Tutor.

Perspicuity, correctness and precision, should, as much as possible, attend every branch of instruction: They are peculiarly necessary in its introductory elements.

On perusing this first part of the Grammatical Institute, it is with pleasure we find the powers of our alphabet judiciously ascertained; the spelling methodized more happily than is usual in books of this sort; the rules, concise, explicit, and exceedingly well adapted to their end.
RECOMMENDATIONS.

Any Spelling Book, we are sensible, may be used to advantage in the hands of a teacher, who is himself a good judge of pronunciation; but it is the peculiar excellence of this, that, wherever it is adopted, the teacher, however deficient at present in that necessary accomplishment, cannot remain so.

It may be observed, indeed, that in some instances the author, confiding in his own sense of propriety, has ventured to depart from that pronunciation which has been generally received. How far the public will approve of these deviations from former practice, we do not undertake to determine. However, they are but few, and in themselves not very considerable. In all events, we can safely recommend this little book as a performance of special merit.

S A M. M A G A W, Vice Provost of the University of Pennsylvania.

J O H N. A N D R E W S, Principal of the Academy of the Protestant Episcopal Church in Philadelphia.

July 20, 1787.

MR. Webster's Spelling Book, for the use of children in the rudiments of the English Language, is, in my opinion, the best that has yet been published.

Young Ladies Academy, in the City of Phila. July 21, 1787.

ANDREW BROWN.

Newyork, July 4, 1788.

The Committee of the Philological Society, appointed to examine the first part of Mr. Webster's Grammatical Institute of the English Language, beg leave to report to the Society, that they approve of the plan and execution of the work, and recommend it to the use of schools in the United States, as an accurate well digested system of principles and rules, calculated to destroy the various false dialects in pronunciation in the several States, an object very desirable in a federal republic.

In Society. Resolved, That the Society do accept the foregoing report.

Tea, Josiah O. Hoffman, President.

* In the author's Dissertations, the contrary is proved.
THE design of this Grammatical Institute is to furnish schools in this country with an easy, accurate and comprehensive system of rules and lessons for teaching the English language.

To frame a complete system upon such an extensive plan, it was judged requisite to compile a small cheap volume, for the use of beginners, containing words methodically arranged, sufficient to give the learner a just idea of spelling.*

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

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

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

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

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

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

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

The syllables of words are divided as they are pronounced, and for this obvious reason, that children learn the language by the ear. Rules are of no consequence, but to Printers and adults. In Spelling Books, they embarrass children, and double the labour of the teacher. The whole design of dividing words into syllables at all, is to lead the pupil to the true pronunciation; and the easiest method to effect this purpose will forever be the best. Reason might teach this truth; but experience places the matter beyond a controversy: The teachers who have used

* It appears to me a great misapplication of money, to put a large book, and especially a grammar, into the hands of children who are learning the letters.
the former editions of this work, have unanimously declared, that children learn to spell and pronounce with more ease and exactness, and give much less trouble to the master, than they did in the use of Dilworth's New Guide, or other Spelling Books framed on the same plan.

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

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

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

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

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

*Mr. Morse's Geography has supplied this defect.*
THE

AMERICAN SPELLING BOOK.

ANALYSIS of Sounds in the ENGLISH LANGUAGE.

In the English alphabet there are twenty-five single characters that stand as representatives of certain sounds.

A, b, c, d, e, f, g, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z. H is not a mark of sound, but it qualifies or gives form to a succeeding sound.

In order to understand these letters, or rather the sounds they represent, it is necessary to define the meaning of the words vowel, diphthong and consonant.

A vowel is a simple articulate sound. A simple sound is formed by opening the mouth in a certain manner, without any contact of the parts of it. Whenever a sound can be begun and completed with the same position of the organs, it is a simple sound.

A diphthong is a union of two simple sounds, pronounced at one breath. To form a diphthong there are necessarily required two different positions of the organs of speech.

A consonant, or, as it was called by the ancients, a close letter, forms no distinct articulate sound of itself. In pronouncing most of the English consonants, there is required a contact of the parts of the mouth, and the union of a vowel; though some of the consonants form imperfect syllables of themselves.

According to these definitions, let us examine the letters of the English alphabet.

The letters a, e, o, are vowels. With the same position of the organs, with which we begin the sounds of
these letters, the sounds may be prolonged at pleasure; they are therefore simple sounds or vowels.

The letters i and y are either vowels, diphthongs or con-
sonants. They are both characters for the same sounds, in
different words and different situations. In the words
die, defy, they are the same diphthong; we begin the sound
with nearly the same position of the organs, as we do broad
e, though not quite the same; but not being able to con-
tinue that sound, we run into e, and there close the sound.
Two different positions of the organs are required; conse-
quently two different sounds are formed, which being close-
ly united in pronunciation, are denominated a diphthong.*

In the words fight, pit, glory, Egypt, i and y are vowels.
The sound of i in fight, would run into e, and so form a
diphthong, if it were not prevented by the following con-
sonant. But the short sound of i and y, as in pit, glory, is
always a simple sound.

In the words valiant, youth, i and y have a liquid sound,
which is formed by a contact of the tongue and upper
part of the mouth, and certainly deserves a place among
the consonants.

U is a vowel or a diphthong. Its short sound, as in the
word tun, is a vowel; its long sound in truth is a vowel;
itself sound when it closes a syllable, as in due, is a diph-
thong, composed of its simple sound in truth, and the sound
of oo. In a few words it answers the purpose of the con-
sonant y before u, as in union, unanimity, which are pro-
nounced yunion, y unanimity.

W is a vowel; its sound being nearly the same as oo short,
in root. Before another vowel it is used to form a diph-
thong; as in will, dwell, which are pronounced owill, o dwell.
Some authors contend that it is a consonant; but accord-
ing to the foregoing definitions, it is rather a vowel.†

As these characters have different powers, so there are
other vowels expressed by the same characters. The sound
of a in hall, which is called broad a, is a distinct vowel:

* This has been sometimes called a double vowel, which is in, strict
propriety, absurd; for if a vowel is a simple sound, then a double vowel
must be a double simple sound. Nor can we pronounce a simple
sound; for in all diphthongal sounds, we pronounce one simple
first, then the other, and each distinctly. The definition of a diphthong
given above appears to me accurate.

† I am not strenuous in this opinion; it approaches too near a con-
sonant that it can hardly be distinguished from one.
vowel; in *father*, *huzza*, it is another; *o* in *move*, is another; and the short *u* is also a distinct vowel. Several of the vowels have a short sound or quantity, and, what is very singular, the short and long sounds are in most instances represented by different characters. Thus,

\[
\begin{align*}
\text{Long} & \quad a \text{ in hall, makes short } a \text{ in father, makes short } a \text{ in fathom.} \\
& \quad o \text{ in holly, or } a \text{ in wallow.}
\end{align*}
\]

The short sounds of the four first, are almost always represented by other characters, as may be observed in the examples.

That *e* in *let* is the same vowel as *a* in *late*, is demonstrable by this consideration, that no more than one articulate sound can be formed by the same position of the organs of speech. The only difference in the sound that can be made by the same configuration of the parts of the mouth, is to prolong or shorten the same sound. According to this principle we observe, that *late* and *let*, being pronounced with the same aperture of the mouth, and with the same disposition of the organs, as nearly as the consonant *t* will permit, must contain the same vowel. The same rule will apply to the other examples.

All the long and short simple sounds in English are found in the following words:

\[
\begin{align*}
\text{Long.} & \quad 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \\
& \quad a \ a \ a \ e \ i \ o \ o \ u \\
\text{Short.} & \quad 2 \ 1 \ 4 \ 9 \ 7 \ 3 \\
& \quad a \ e \ i \ u \ o \ u \ o \ u \ o \ u \ o \ a
\end{align*}
\]

late, ask, hall, here, fight, note, move, truth.

By these it appears that all the vowels, except the 5th, 6th, 8th, and 9th, have duplicates—that those vowels that are placed under the same figure, are only different qualities of the same sound—and that deducting the five duplicates, there remain nine distinct simple sounds or vowels.\(^*\)

\(^*\) They state vowels only when followed by consonants. The proper vowels are seven.
According to the foregoing theory of sounds, oi, oy, ou and oo, are diphthongs. The two former are different combinations for the same sound, which is always composed of broad a and long e. The two latter are also representatives of the same sound, which is composed of a sound peculiar to itself, and that of oo. Example of the former we have in the words, voice, jey; of the latter, in loud.

The other diphthongs in the language are attended with no difficulty, as a just pronunciation of them naturally results from the customary sounds of the letters that compose them.

The consonants are divided into mutes and semivowels.

The mutes are b, d, g, k, p, t. In pronouncing these syllables, eb, ed, eg, ek, ep, et, especially the three last, which are perfectly mute, the voice is wholly intercepted by the consonant. But in pronouncing the semivowels, f, l, m, n, r, s, v, z, in the syllables ef, el, em, en, er, ef, ev, ez, we may observe the voice is not wholly intercepted at once, but the sound of the consonant is prolonged. Besides these there are five consonants, which for want of single characters we express by double letters; fh in shall; th in think; th in thou; s in elusion, and ng in sing. These are all simple consonants and semivowels. It would be well if they were called by the names, efh, eth, ezh, ing.

H is not a mark of sound, but only of a strong aspiration or emission of breath.

C is totally superfluous; being always sounded like k or s.

Q is always followed by u, and is the same as k.

Y is a mark of the sounds of dzh.

X is always sounded like ks, gz, or z.

The consonants therefore will stand thus;

- Mutes: ch, ed, eg, ek, ep, et.
- Semivowels: ef, el, em, en, or es, ev, ez, eth, ezh, ezh, ing.

Note: l, m, n, r, are distinguished by the name of liquids.

The sounds of our vowels are so exceedingly capricious and irregular, particularly in monosyllables, that they are hardly reducible to rules; for which reason, the learner is referred to the tables for his knowledge of them. A few general rules respecting the consonants, will be advantageous.
OF PRONUNCIATION

B has one invariable sound, as in *bird*; before *t* and after *m* it is silent, as in *double, dumb*; as also in *subtle*.

C before *a, o, u* sounds like *k*; before *e, i, y*, like *s*.

Thus, *ce, ci, co, cu, cy*.

Its use less when followed by *k* in the same syllable, as in *fick*. It is always hard like *k* in the end of words, as in *public*, pronounced *public*. It sounds like *sc* in the terminations *ceous, cious, cial*; as in *cetaceous, gracious, social*, pronounced *cetashus, graishus, sohal*. It is sometimes silent, as in *indi*.

D has always the same sound, as in *rod*. It is sometimes silent, as in *handkerchief*.

F has always its own sound, as in *offer*; except in the word *of*, where it sounds like *v, ov*.

G has two sounds; one, as in *go*; the other like *j*, as in *gentle*. It has its *first* or hard sound before *a, o, u*; in general its second or soft sound before *e* and *y*; and is either hard or soft before *i*. See Table 35.

It is very frequently silent, *it*, before *m*, as in *phlegm*; *adly*, before *n*, as in *sign*; *edly*, before *h*, as in *fight*; except when *gh* sound like *f*, as in *laugh*.

H is a mark of strong breathing, but is silent in *heir, hour, honest, honour*, and their derivatives.

J is the mark of a compound sound, which is always the same, viz. that of *dz* or soft *g*, as in *joy*. It is never silent.

K has but one sound, as in *king*. When it precedes *n*, it is always silent, as in *know*; and when united with *r*, at the end of words, either *c* or *k* is superfluous, as in *fick*.

L has one sound only, as in *lame*, and it is sometimes silent, as in *salmon, walk*.

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

N is also uniform in its sound; but is always silent after *m* in the same syllable, as in *hymn*.

P has but one uniform sound, as in *pit*; and is silent between *m* and *t*, as in *contempt, sumptuary*.

Q has the power of *k*, and is always followed by *u*. In some words of French original it terminates the syllable, as in *pique, oblique, burlesque*, where *we* are not founded. It is never silent.

R has always the same found, as in *barrel*, and is never silent.
An Easy Standard

S has four sounds; that of soft c, as in fo; of z, as in rise; of sh, as in mission; of zh, as in offer, brazen. But these sounds can hardly be reduced to general rules. It is silent in isle, island. Its various sounds may be found in the 26th and 28th tables.

T has its own proper sound, as in turn, at the beginning of words and end of syllables. It has the sound of th in all terminations in tion and tid; as nation, nuptial; except when preceded by a t or x, when it sounds like ch, as in question, mixture.

V has always the same sound, as in voice, and is never silent.

X has two compound sounds, viz. those of ks and gz. When followed by an accented syllable beginning with a vowel, it has the sound of gz, as in exist, example. See table 39. In almost every other situation, it has the sound of ks, as in vex, exercise, exculpate.

In the beginning of some Greek names, it sounds like z, as Xerxes, Xenocrates, Xenophon.

Z has two sounds; its proper sound, as in zeal; and that of zh, as in azure. Its place is commonly usurped by s, as in wisdom, reason.

Simple Consonants marked with double letters.

Th has two sounds, aspirated and vocal. Aspirated in think, bath. Vocal in thou, that. For the different sounds of th, see the 12th and 22d tables, where the words are collected and the sounds distinguished.

Sh has but one sound, as in shall, and is never silent. But its sound is expressed by several other characters; by c, in social; by t, in motion; by s, in passion. The French sh has precisely the same sound as sh in English, as in machine, chevalier.

The sound of s in diffusion, occasion, &c., which is the French j, is best represented by zh. For the words in which this sound occurs, see table 28.

Ng form a simple sound, which at the end of words is always uniform, as in sing, strong. When the word ends in e, the g is soft like j, as in range. When a syllable is added, the sound of ng flows into the next syllable; as in hang, hanger. Except long, short, young, the derivatives of which are pronounced, strong-ger, young-ger. Besides these we have several combinations of consonants, but one
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of which is pronounced; these Mr. Sheridan calls digraphs, that is, double written.

Sc before a, o, u, and r, are pronounced like sk; as, scale, scoff, sculptor, scribble; before e, i, y, like simple s, or soft e; as, scene, science, sythe*.

Sc before the several vowels, are thus pronounced:

sea sce sce sce scy
ska sc sko sku sky

Ch in words originally English sound like tʃh, as in charm. In words derived from the Greek and Hebrew, and in technical terms, like k; as, chorus, Mekhisedeck.

In words derived of the French, generally f, as in chivalry, pronounced sʃaɪvərI. See 33d and 34th tables.

Ch found like f, as in laugh; or are silent, as in light. This rule admits of no exception.

Pf have invariably the sound of j, unless in Stephen, where the sound is that of v.

N. B. The sounds of the vowels digraphs, such as ea, ei, &c. can hardly be reduced to general rules; and it is rather unnecessary in this work, as most words where they occur are collected into the proper tables, where their sounds are distinguished.

RULES.

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

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

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

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

Nouns.  Verbs.

A or an abstract To abstract
accent accent
affix affix
 cement cement

* More accurately spelled stile.

B. 2.
### Nouns.

- A or an
- conduct
- concert
- confine
- comfort
- contest
- contract
- convert
- converse
- convict
- collect
- convey
- compound
- desert
- descant
- discount
- digest
- export
- extract
- essay
- ferment
- frequent
- import
- incense
- infest
- object
- outwork
- present
- produce
- project
- rebel
- record
- refuse
- subject
- survey
- torment
- transfer
- transport
- unique

### Verbs.

- To conduct
- concert
- confine
- comfort
- contest
- contract
- convert
- converse
- convict
- collect
- convey
- compound
- desert
- descant
- discount
- digest
- export
- extract
- essay
- ferment
- frequent
- import
- incense
- infest
- object
- outwork
- present
- produce
- project
- rebel
- record
- refuse
- subject
- survey
- torment
- transfer
- transport
- unite
OF PRONUNCIATION.

POLYSYLLABLES.

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

TERMINATIONS.

Words ending in ed, ing, ful, less, nefs, est, is't, bly, by, are generally derived, and have the accent of their primitives; as have most words in ble.

Words ending in five, fion, tion, always have the accent on the last syllable but one.

Words ending in cal, fy, (except defy) my, ty, and fy, generally have the accent on the last syllable but two.

In ic.

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

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

In ed.

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

In ance.

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

Exception 1.

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

Exception 2.

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

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

In ence.

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

Exception—ist. Words derived, retain the accent of their primitives; as, adherence, from adhere.
2. When two consonants precede ence, the accent is on the first; as, effulgence; except concupiscence.

When ence is preceded by ci, they are changed into the sound of fi, and have the accent; as, deficiency, pronounced deficienc.

In cle.

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

In dle, jle, gle, kle, ple, tle.

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

In ure.

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

In ate.

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

In ive.

This termination in words of more syllables than one is always founded in; as motive pronounced moti

In iue.

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

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

In ial.

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

I cannot agree with Mr. Sheridan in accounting ial a syllable in all cases. It appears to me that in continent,
OF PRONUNCIATION

ministerial, &c. ial, cannot be pronounced in one syllable without a violent exertion of the organs, and after our utmost efforts, we are obliged to make a great distinction of syllables, and if ial be considered as forming two syllables, unless preceded by cor t, the accent falls on the last but two. The words denial, decrion, have the accent on the i.

In ian.

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

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

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

In en.

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

In ian.

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

In sion.

This termination is always pronounced zhun; except another consonant precedes it, when it sounds like fhun. See table 26th and 28th.

In tion.

This termination is invariably pronounced shun; as, nation; except when preceded by s or x, when it is pronounced chun; as, digestion, commination.

In eer and ier.

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

In er.

Words ending in er, being for the most part derived, follow their primitives in their accents; as, polier from polite.

*It is said that diain is pronounced in the same manner; as, com-dian, pronounced comeian. If so, how shall we pronounce eseg-dian?
In polysyllables not derived, the accent is generally on the last syllable but two; as, astronomer. But this rule has exceptions.

In or.

When or is preceded by the vowel i, they form a syllable, which is pronounced yur; as, senior. See table 31st.

In ous.

This termination is always founded on. When preceded by ce, ci, or ti, it forms the syllable fius; as, sagacious, cetacious, sententious; pronounced sagafius, cetafius, sentenfius.

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

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

In ant.

Polysyllables in ant, have the accent on the last syllable but two; as, extravagant; except when two consonants meet in the middle; as, triumphant. But protestant is accentuated on the first; condvant, complaissant, have the accent on the last; as also, Levant, a gallant, and compound verbs of two syllables; as, recant.

In ent.

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

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

When ent is preceded by ti and ei, it forms with them the syllable fent; ancient, consentient, pronounced anfent, conenfent.

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

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

In "ay.

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

In "cy.

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

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

Polyyllables in "gy.

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

In "ny.

Trisyllables ending in "ny are accented on the first; as, calumny. Polyyllables on the first; as, matrimony; except anony, hexagon, cosmogony, monoton, &c. which have the accent on the letter immediately preceding on.

In "ry.

Trisyllables in "ry have the accent on the last but two; as, diary; polyyllables on the last but three; as, epistolary. But caravansary, dispensary, anniversary, testamentary, parliamentary, are accented on the last but two. Adversary, commentary, momentary, voluntary, on the first.

In words of four syllables, with the half accent on the last but one, the termination "ry is founded "err; thus momentary is pronounced momenterry.

In "ry.

These have generally the accent on the last syllable but two; except deletory, monastery, baptistry, where it is on the first. Erry is always founded erry.

Terminations of the plural number, and of verbs. In "es.

When "es form a distinct syllable, as is always the case after fi, ch, x, s, c, g, and z, it is pronounced iz; as, brushes, churches, boxes, houses, places, slaves, freezes; pronounced brushiz, churchiz, boxiz, housiz, plaiz, jages, jaziz, freeziz. But if "es follows other letters, e is silent, and " sounds like c or z.

" sounds like e after the following letters:

f, as in fluffs.  t, as in shuts.
k, as in packs.  t, as in truths.
p, as in hopes.  th, as in truths.
And if e precedes s, it alters not the sound of s; as, hopes, where e is silent.

s sounds like z, after the following letters:

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

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

ay, as in delays, pronounced delaze.
oe, as in foes, foze.
uo, as in glues, gloze.
ow, as in glows, vowz.
cw, as in screws, scruze.
aw, as in laws, lawz.
ey, as in preys, praize.
oy, as in boys, boyz.

The termination is unaccented is invariably pronounced ez; thus glories, vanities, variés, are pronounced gloriz, vanitiz, variz.

If the termination is accented, or if it is a monosyllable, it is pronounced ez, the accent falling on i; thus denizes, compliesz, dies, are pronounced denize, complize, dize.

Half Accent.

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

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

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

<table>
<thead>
<tr>
<th>Long.</th>
<th>Oo proper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 name,</td>
<td>1 six</td>
</tr>
<tr>
<td>a late,</td>
<td>6 move,</td>
</tr>
<tr>
<td>e or ee here,</td>
<td>0 or oo</td>
</tr>
<tr>
<td>i time,</td>
<td>6 room.</td>
</tr>
<tr>
<td>o note,</td>
<td></td>
</tr>
<tr>
<td>u or ew tune,</td>
<td>oo book,</td>
</tr>
<tr>
<td>y dry,</td>
<td>u bush,</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Short.

<table>
<thead>
<tr>
<th>Short.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 man,</td>
</tr>
<tr>
<td>2 hat.</td>
</tr>
<tr>
<td>e men,</td>
</tr>
<tr>
<td>i let.</td>
</tr>
<tr>
<td>i pit,</td>
</tr>
<tr>
<td>u tun,</td>
</tr>
<tr>
<td>y glory,</td>
</tr>
</tbody>
</table>

### Broad a or aw.

<table>
<thead>
<tr>
<th>Broad a or aw.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 bald,</td>
</tr>
<tr>
<td>3 tall.</td>
</tr>
<tr>
<td>o cost,</td>
</tr>
<tr>
<td>0 fought.</td>
</tr>
</tbody>
</table>

### Flat a.

<table>
<thead>
<tr>
<th>Flat a.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 ask,</td>
</tr>
<tr>
<td>4 part.</td>
</tr>
</tbody>
</table>

### Short aw.

<table>
<thead>
<tr>
<th>Short aw.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 what,</td>
</tr>
<tr>
<td>5 was.</td>
</tr>
<tr>
<td>0 not,</td>
</tr>
<tr>
<td>0 from.</td>
</tr>
</tbody>
</table>

### Explanation of the above Index.

A figure stands as the invariable representative of a certain sound. The figure 1 represents the long sound of the letters a, e, i, o, u or ew, and y; number 2, the short sound of the same characters; number 3, marks the sound of broad a, as in hald; number 4, represents the sound of a, in father; number 5 represents the short sound of broad a, as in nat, what; number 6 represents the sound of o in move, commonly expressed by oo; number 7, represents the short sound of oo in root, bush; number 9, represents the sound of u short, made by e, i, and o, as in her, bird, come, pronounced hur, bird, cum; number 10, represents the short sound of a made by e, as in their, vein, pronounced thare, vein, pronounced, pronounced...
The sounds of the diphthongs oi and ou are not represented by figures; they have one invariable sound, and are placed before the words where they occur in the tables.

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

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

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

Ch have the English sound, as in charm; except in the 33d and 34th tables.

The sounds of th in this and thou, are all distinguished in the 12th and 32d tables; except in numeral adjectives, see the 50th table.

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

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

SYLLABLES.

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

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

GENERAL RULE.

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

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

Disyllables are words of two syllables.

Trisyllables are words of three syllables.

Polyssyllables are words of many syllables.

Accent is the force or stress of voice that is laid upon any letter of a word; as, de-liv'er, where the accent is on the letter 'v' of the second syllable.

Emphasis is a stronger force or percussion of the voice laid upon some significant words in a sentence.

Accent regards some particular syllable or letter of a word; emphasis regards some particular words of a sentence.

Cadence is a lower or weaker expression of the voice at the close of a sentence.

Quantity is the time of pronouncing a syllable.

The unaccented syllables of words are pronounced in half the time of the long accent.

When the accent falls on a vowel, it is long, as in glo-ry, ho-ly.

When the accent falls on a consonant, the vowel of that syllable is short, as in cred-it, clus-ter.

All the vowels in the unaccented syllables are short, as in fu-tu-ri-ty, where all the vowels, except 'u' in the second syllable, are short. 'U' in the first syllable has indeed its first sound, but is short and weak.

P. S. The author is very sensible that the preceding rules, &c. are not within the capacities of young beginners. Children of eight or ten years of age may undoubtedly be taught to understand and use them with advantage. But they are rather designed for the master than for the scholar; for if all instructors pronounced words with correctness and uniformity, there would be little danger that their pupils would acquire vicious habits of pronunciation.

Note. The name of the letter 'r', that is, ar, has led the common people to pronounce mercy, ser-vice, &c. mar-cy, far-vice. To prevent this, it is named in this work er.
### The Alphabet

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

* &* Double Letters

\[\text{At, As, Mi, M, Fi, Fs, Ak, Dh, Hi, Fb, Fl, Fl, H.}\]

*This is not a letter, but a character standing for and. Children should therefore be taught to call it and’s not and per se.*
## Table I

<table>
<thead>
<tr>
<th>Lesson I</th>
<th>Lesson IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>ba be bi bo bu by</td>
<td>ag eg ig og ug</td>
</tr>
<tr>
<td>ca ce ci co cu cy</td>
<td>am em im om um</td>
</tr>
<tr>
<td>da de di do du dy</td>
<td>an en in on un</td>
</tr>
<tr>
<td>fa fe fi fo fu fy</td>
<td>ap ep ip op up</td>
</tr>
<tr>
<td>ka ke ki ko ku ky</td>
<td>as es is os us</td>
</tr>
<tr>
<td></td>
<td>av ev iv ov uv</td>
</tr>
<tr>
<td></td>
<td>ax ex ix ox ux</td>
</tr>
</tbody>
</table>

### Lesson II

<table>
<thead>
<tr>
<th>ga ge gi go gu gy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ha he hi ho hu hy</td>
</tr>
<tr>
<td>ma me mi momumuy</td>
</tr>
<tr>
<td>na ne ni no nu ny</td>
</tr>
<tr>
<td>ra re ri ro ru ry</td>
</tr>
<tr>
<td>ta te ti to tu ty</td>
</tr>
<tr>
<td>wa we wi wou wy</td>
</tr>
</tbody>
</table>

### Lesson V

<table>
<thead>
<tr>
<th>bla ble bli blo blu</th>
</tr>
</thead>
<tbody>
<tr>
<td>cla cle cli clo clu</td>
</tr>
<tr>
<td>pla ple pli plo plu</td>
</tr>
<tr>
<td>fla fle fli flo flu</td>
</tr>
<tr>
<td>sha the thi sho shu</td>
</tr>
</tbody>
</table>

### Lesson III

<table>
<thead>
<tr>
<th>ab eb ib ob ub</th>
</tr>
</thead>
<tbody>
<tr>
<td>ac ec ic oc uc</td>
</tr>
<tr>
<td>ad ed id od ud</td>
</tr>
<tr>
<td>af ef if of uf</td>
</tr>
<tr>
<td>al el il ol ul</td>
</tr>
</tbody>
</table>

### Lesson VI

<table>
<thead>
<tr>
<th>bra bre bri bro bru</th>
</tr>
</thead>
<tbody>
<tr>
<td>cra cre cri cro cru</td>
</tr>
<tr>
<td>pra pre pri pro pru</td>
</tr>
<tr>
<td>gra gre gri gro gru</td>
</tr>
<tr>
<td>pha phe phi pho phu</td>
</tr>
</tbody>
</table>

* A child should be taught to pronounce ce, ci, cy like je, fi, fy.

---

## Table II

**Words of Three and Four Letters.**

N. B. The following columns are to be read downwards or across the page, at the discretion of the instructor.

A figure placed over the first word, marks the sound of the vowel in all that follow in that column.

### Lesson I

<table>
<thead>
<tr>
<th>Bag</th>
<th>big</th>
<th>bog</th>
<th>bug</th>
<th>den</th>
<th>cap</th>
<th>bit</th>
<th>dot</th>
</tr>
</thead>
<tbody>
<tr>
<td>fag</td>
<td>dig</td>
<td>dog</td>
<td>dug</td>
<td>hen</td>
<td>gap</td>
<td>cit</td>
<td>got</td>
</tr>
</tbody>
</table>

C. 2
Lesson II.

\(2^2 5^2 2^5 2^2 2^5\)
Man nob bad bed bid fop bet but
Can job had fed did hop get cut
Pan mob lad led lid lop let hut
Ran rob mad red hid mop met nut
Van nob lad wed rid top yet put

Lesson III.

\(2^2 2^2 2^2 2^5 2^5 2^2\)
Belt gilt band bled brag cloid brad
Melt hilt hand bred drag plod clad
Felt milt land shef flag shod glad
Pelt jilt sand she'd flag trod had

Lesson IV.

\(2^5 2^2 2^2 2^2 2^2\)
Clog glut blab chub damp bump hend
Flog shut drab club camp jump lend
Frog smut crab drub lamp lump mend
Grog slut scab grub ramp pump fend

Lesson V.

\(1^1 3^2 2^2 2^2 2^2\)
Bind bold call bill bent best brim
Find hold fall fill dent left* grim
Mind fold gall hill lent nest skim
Kind fold hall kill sent jest swim
Wind gold fall mill went pelt trim

* Not left.
OF PRONUNCIATION. 31

LESSON VI.

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

LESSON VII.

Gale cape pipe cope dire date drive
pale rape ripe hope hire hate five
fale tape wipe rope fire fate hive
yale ape type pope wire grate rive

LESSON VIII.

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

TABLE III.

LESSON I.

Blank blush fleet brace price brine
flank flush sheet chase slice shine
frank plush street grace spice swine
prank crush greet space twice twine

LESSON II.

Band bless crime broke blade blame
grand dress chime choke spade flame
stand press prime cloke trade shame
strand stress slime smoke shade frame
Lesson III.

Brake biare brave hence mince bleed
drake glare crave fence since breed
flake share grave pence prince speed
spake snare slave sense rinse steed

Lesson IV.

And ill age his rich less duke life
act ink arm has held mess mule wife
apt fact aid haft gift kiss rule safe
ell fan ice hath dull miss time bade
ebb left ale add till tush tune save
egg self ace elf will huth mute here
derd else ape pen well desk maze robe

Table IV.

Easy Words of Two Syllables, accented on the First.

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

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

al is pronounced ul rural ruul
et it fillet fillit

This is the general rule in the language; originating doubtless from this cause, that short i and u are pronounced with a less aperture or opening of the mouth, with less exertion of the organs, and consequently with more ease, than the other vowels in these terminating syllables; for in order to pronounce them rightly, nothing more is requisite than to lay a proper stress of the voice on the accented syllable, and pronounce the unaccented syllables with more ease and rapidity. When any of these terminations are accented, as some of them are, the vowel retains its own sound; as, compel, lament, depress, &c.

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

Baker ci-der cri-er dan-ger
bri-er cra-zy cru-el di-al
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
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<td>pa-gan</td>
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<td>pa-pist</td>
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<td>qui-et</td>
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<td>ra-ker</td>
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<td>ri-der</td>
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<td>ru-ler</td>
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<td>hu-man*</td>
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<td>tra-der</td>
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<td>tid-ings</td>
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<td>to-ry</td>
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<td>ne-gro†</td>
<td>to-tal</td>
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<td>tri-al</td>
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<td>chil-dren</td>
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<td>fag-got</td>
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<td>fan-cy</td>
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<td>am-ber</td>
<td>fan-ton</td>
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<td>flan-nel</td>
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<td>fun-nel</td>
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<td>blun-der</td>
<td>gal-lap</td>
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<tr>
<td>buf-fet</td>
<td>gam-mon</td>
</tr>
<tr>
<td>gar-rot</td>
<td>gan-der</td>
</tr>
</tbody>
</table>

* Not yuman. † Not Negur.
gen-try man-na rub-bish tan-ner
gib-ber man-ner sad-dler tat-ler
gip-fy mat-ron sal-lad tem-per
glim-mer mem-ber sand-y ten-der
glit-ter mer-ry sat-in ten-dril
gul-let mil-ler scan-dal ten-dril
gun-ner mit-ten scat-ter ten-der
gul-set mur-der fel-dom trench-er
gut-ter mud-ty self-sht trum-pet
ham-let mur-mur fen-tence tum-bler
han-fel mut-ter that-ter tur-key
hap-py num-ber shep-berd vel-lum
hin-der nut-meg sh l-ling vel-vet
hun-dred on-ly fig-nal vel-fel
hun-ter pam-per fil-ver vic-tim
in-fect pan-nel fin-ner vul-gar
in-itep pan-trry flat-tern ug-ly
in-to pat-tern flen-der ul-fer
jeft-er pat-rn flum-ber un-der
ken-nel pen-cil smug-gler up-per
kin-dred pen-ny spin-net ut-most
king-dom pep-per spir-it ut-ter
kin/man pil-lar splen-did wed-ding
lad-der pil-fer splen-dor wil-ful
lan-tern pil-grim splin-ter will-ing
lap-pet plum-met ftam-mer wij-dom
lat-ter pup-py sub-ject 4 art-less
bet-ter ram-mer fud-dea art-tift
lim-ber ran-som suf-fer af-ter
lim-ner rec-tor ful-len
lit-ter rem-nant ful-try
lucky ren-der sum-mon chop-per
mam-mon ren-net tal-ly com-ment
**OF PRONUNCIATION.**

| com-mon | dol-lar | of-fer | ker-nel |
| con-duct | fod-der | of-lice | mer-cy* |
| con-cord | fol-ly | pot-ter | per-fect* |
| con-gress | top-pish | rob-ber | per-son |
| con-quest | hor-rid | fot-tish | fer-mon |
| con-sul | joc-ky | fer-pent |
| con-vert | jol-ly | cler-ry |
| doc-tor | mot-to | er-rand |
| droff-y | on-set | her-mit |

*Not marcy, perfect, &c.*

---

**TABLE V.**

**Easy Words of Two Syllables, accented on the Second.**

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

---

| A-Base | com-pute | de-pute | en-tice |
| a-bide | com-plete | de-rive | en-tire |
| a-dore | con-fine | dis-like | e-vade |
| a-like | con-jure | dis-place | for- sworn |
| al-lude | con-fume | dis-robe | fore- seen |
| a-lone | cre-ate | dis-taste | im-brue |
| a-maze | de-cide | di-vine | im-pale |
| af-pire | de-clare | e-lope | in-cite |
| a-tone | de-duce | en-dure | in-flame |
| at-tire | de-fy | en-force | in-trude |
| be-for | de-fine | en-gage | in-fure |
| be-have | de-grade | en-rage | in-vite |
| be-hold | de-range | en-rol | mis-name |
| com-pley | de-note | en-fue | mis-place |

*But if a vowel unaccented ends the word, it has its second sound, as in ci-ty.*
mis-rule
mis-take
mo-rose
par-take
per-spire
po-lite
pre-pare
pro-mote
re-bate
re-buke
re-cite
re-cline
re-duce
re-late
re-ly
re-mind
re-plete
re-vere
fe-duce
sub-lime
fu-pine
fu-preme
fur-vive
tra-duce
trans-late
un-bind
un-told
un-fold
un-glue
un-kind
un-lace
un-ripe
un-safe
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
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<td>de-part</td>
<td>un-arm</td>
<td>2 re-f</td>
<td>fer</td>
</tr>
<tr>
<td>dif-arm</td>
<td>un-bar</td>
<td>con-cert</td>
<td>fer</td>
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<td>dif-card</td>
<td>ab-hor</td>
<td>con-fer</td>
<td>fer</td>
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<tr>
<td>em-balm</td>
<td>re-volve</td>
<td>de-fer</td>
<td>fer</td>
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<td>in-ver-se</td>
<td>de-ter</td>
<td>fer</td>
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<td>fer</td>
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<td>en-large</td>
<td>def-pond</td>
<td>in-ver</td>
<td>fer</td>
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<tr>
<td>huz-za</td>
<td>un-lock</td>
<td>per-ver</td>
<td>fer</td>
</tr>
</tbody>
</table>

*Not divart, &c.*

**TABLE VI.**

*Easy Words of Three Syllables; the full Accent on the First, and a weak Accent on the Third.*

<table>
<thead>
<tr>
<th>Word</th>
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<th>Word</th>
<th>Pronunciation</th>
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<td>ba-rif-ter</td>
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<td>cru-ty</td>
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<td>det-riment</td>
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<td>ru-dim-ent</td>
<td>ben-e-fit</td>
<td>dif-fi-dent</td>
</tr>
<tr>
<td>da-dem</td>
<td>fe-cre-ty</td>
<td>big-a-my</td>
<td>dif-fer-ent</td>
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<td>da-mond</td>
<td>scruti-ny</td>
<td>big-ot-ry</td>
<td>dif-fi-cult</td>
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<td>da-lect</td>
<td>fi-mo-ny</td>
<td>but-ter-fy</td>
<td>dig-ni-ty</td>
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<td>dra-ry</td>
<td>flu-pi-fy</td>
<td>cal-i-co</td>
<td>dil-i-gent</td>
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<td>droll-ry</td>
<td>tu-te-lar</td>
<td>cal-en-dar</td>
<td>div-i-dend</td>
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<td>ty-ran-ny</td>
<td>cab-i-net</td>
<td>dul-ci-met</td>
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<tr>
<td>flu-en-cy</td>
<td>va-can-cy</td>
<td>can-i-fer</td>
<td>ec-fla-cy</td>
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<td>va-gran-cy</td>
<td>can-i-bal</td>
<td>ed-i-tor</td>
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<td>cap-i-tal</td>
<td>el-e-ment</td>
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ep-i-gram
lit-a-ny
qual-i-ty
vic-to-ry
ef-cu-ent
lit-e ral
quan-ti-ty
vil-la-ny
ev-e-ry
lit-ur-gy
rad-ic al
vin-e-gar
fac-ul-ty
lux-u-ry
rar-i-ty
ur-gen-cy
fac-to-ry
man-i-feet
reg-u-lar
wag-gon-er
fam-i-ly
man-i-fold
rem-e-dy
wil-der-ness
fel-o-ny
man-ner-ly
rib-al-dry
har-bin-ger
fic-ti-val
mar-i-ner
rev-er-end
har-mo-ny
fin-ic-al
med-i-cal
rit-u-al
earp-fi-chord
fis-h-e-ry
mel-o-dy
riv-u-let
harp fi-chord
gal-lant-ry
mem-o-ry
fac-ra-ment
cod-i-cil
gal-ley-ry
mef-sen-ger
fal-a-ry
col-o-ny
gar-ri-fon
mil-le-ner
fat-if-ty
com-e-dy
gen-e-ral
min-e-ral
sec-u-lar
com-ic-al
gun-ne-ry
min-if-ter
fed-i-ment
con-ju-gal
hap-pi-nefs
mu-fu-lar
fen-a-tor
con-ti-nent
her-al-dry
myl-te-ry
fen-ti-ment
con-tra-band
im-ple-ment
nat-ur-al
con-tra-ry
im-pu-dent
pan-o-ply
ev-e-ral
crop-fi-cal
in-cre-ment
par-a-dox
tem-po-ral
doc-um-ent
in-di-go
par-a-gon
tem-i-lar
crop-fi-cal
in-dul-try
par-al-lax
fin-gu-lar
glob-u-lar
in-fan-cy
par-al-lel
fin-if-ter
glof-fa-ry
in-fan-try
par-a-pet
flip-pe-ry
hof-pi-tal
in-fi-del
par-i-ty
sub-fi-dy
lot-te-ry
in-flu-ru-ment
pat-ti-ot
fum-ma-ry
mon-u-ment
in-te-ger
ped-ant-ry
fup-ple-ment
nom-i-nal
in-tel-lect
ped-i-gree
fym-me-try
oc-u-lar
in-ter-est
pen-al-ty
tam-a-rind
oc-cu-py
in-ter-val
pen-u-ry
tap-ef-try
of-fi-fer
jul-ti-fy
pefi-ti-ent
tem-po-ral
or-a-tor
jeg-a-cy
pie-lo-ry
ten-den-cy
or-i-ger
len-i-ty
prac-tic-al
ten-e-ment
or-na-ment
lep-ro-sy
 prin-ci-pal
ter-ri-fy
or-re-ry
lev-i-ty
pub-lic-an
tef-ta-ment
ot-to-man
lib-e-ral
punc-tu-al
tit-u-lar
pol-i-ty
lib-er-ty
pune-gen-cy
typ-i-cal
pol-i-tic
lig-a-ment
pyr-a-mid
vag-a-bond
pop-u-lar
lin-e-al
quad-ru-ped
van-i-ty
pov-er-ty
of PRONUNCIATION. 39
prob-i-ty  prop-er-ty  ter-mi-ty
prod-i-gal  prof-o-dy  cer-ti-ty  cer-ti-ty
prod-i-gy  prot-es-tant  mer-cu-ry  mer-cu-ry
prom-i-nent  qua-da-ry  per-fi-dy  per-fi-dy
* Not fortify, marcury, &c.

T A B L E VII.
Easy Words of Three Syllables, accented on the
Second.

A-
Base-ment  oc-ta-vor
a-gree-ment  op-po-nent
al-li-ance  po-ma-tum
al-lure-ment  pri-me-val
ap-pa-rent  re-ci-tal
ar-ri-val  re-li-ance
a-maze-ment  re-qui-tal
a-tone-ment  re-viv-al
co-equal  spec-ta-tor
con-fine-ment  sub-scrib-er
de-ci-pher  sur-viv-or
de-co-rum  tel-ta-tor
de-ni-al  tel-ta-trix
de-crit-al  trans-la-tor
de-port-ment  trans-pa-rent
de-po-nent  tri-bu-nal
di-cat-or  ver-ba-tim
di-plo-ma  vul-ca-no
en-rol-ment  un-equal
en-tice-ment  un-mind-ful
e-qua-tor
he-ro-ic  a-ban-don
il-le-gal  ac-cus-tom
im-pru-dent  af-feet-ed

ag-gref-for
a-mend-ment
ap-par-el
ap-pen-dix
as-cess-ant
as-fal-fin
as-fem-bly
at-tach-ment
at-tend-ant
be-gin-ning
be-wil-der
co-hab-it
co-left-or
con-fid-er
con-tin-gent
con-trac-tor
de-cant-er
de-lin-quent
de-liv-er
de-mer-it
de-tach-ment
di-lem-ma
di-min-ish
dif-fent-er
### TABLE VIII.

**Easy Words of Three Syllables, accented on the First and Third.**

<table>
<thead>
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<th>AL-a-mode</th>
<th>in-com-mode</th>
<th>rec-on-cile</th>
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<td>in-ter-cede</td>
<td>ref-u-gee</td>
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<td>in-tro-duce</td>
<td>fu-per-lice</td>
</tr>
<tr>
<td>dom-i-neer</td>
<td>mis-ap-ply</td>
<td>fu-per-scribe</td>
</tr>
<tr>
<td>im-ma-ture</td>
<td>mis-be-have</td>
<td>vol-un-teer</td>
</tr>
<tr>
<td>im-por-tune</td>
<td>o-ver-take</td>
<td>un-der-mine</td>
</tr>
</tbody>
</table>
OF PRONUNCIATION.

2
ap-pre-hend
con-de-scend
con-tra-dict
dif-pos-sef
in-di-recf

in-cor-recf
in-ter-mix
o-ver-run
o-ver-turn
rec-ol-left
rec-om-mend

rep-re-hend
fu-per-add
un-der-stand
un-der-sell

T A B L E IX.

Easy Words of Four Syllables; the full Accent on the First, and the half Accent on the Third.

L

Lu-mi-na-ry
mome-nt-a-ry
nu-ga-to-ry
ac-cu-ra-cy
ac-ri-mo-ny
ad-mi-ral-ty
ad-ver-sa-ry
al-i-mo-ny
al-le-go-ry
bre-vi-a-ry
cer-e-mo-ny
cus-tom-a-ry
del-i-ca-cy
dif-fi-cul-ty
dil-a-to-ry
ep-i-lep-ty

cm-is-fa-ry
ig-no-min-y
in-ti-ma-cy
in-tri-ca-cy
in-ven-t-o-ry
man-da-to-ry
mat-ri-mo-ny
mis-ce-lan-y
mil-i-ta-ry
pat-ri-mo-ny
plan-et-a-ry
preb-end-a-ry
pref-a-to-ry
pur-ga-to-ry
fal-u-ta-ry
fanc-tu-a-ry
sec-re-ta-ry

fed-en-ta-ry
flat-u-ary
fump-tu-ary
ter-ri-to-ry
tef-ti-mo-ny
trib-u-ta-iy
com-ment-a-ry
com-mis-fa-ry
con-tro-ver-ly
mon-xl-te-ry
ob-xl-na-cy
pro-mis-to-ry
vol-una-ta-ry
mer-ce-na-ry

The words het-e-ro-do-x, lin-e-a-ment, pat-rí-o-fm, sep-tu-a-gint, have the full accent on the first syllable, and the half accent on the last.
### Table X

**Easy Words of Four Syllables, accented on the Second.**

<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
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<td>ab-lurd-i-ty</td>
<td>de-lin-quen-cy</td>
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<tr>
<td>an-nu-i-ty</td>
<td>ac-tiv-i-ty</td>
<td>de-prav-i-ty</td>
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<td>ar-mo-ri-al</td>
<td>ac-celf-a-ry</td>
<td>di-am-e-ter</td>
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<td>ac-celf-o-ry</td>
<td>dif-par-i-ty</td>
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<td>col-le-gi-al</td>
<td>ad-min-i-fer</td>
<td>di-vin-i-ty</td>
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<td>ad-ver-si-ty</td>
<td>ef-fec-tu-al</td>
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<td>e-pil-co-pal</td>
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<td>e-pit-o-me</td>
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<td>an-tag-o-nist</td>
<td>e-quiv-a-lent</td>
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<td>hof-ti-l-i-ty</td>
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<td>hu-man-i-ty</td>
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<td>com-pul-so-ry</td>
<td>hu-mil-i-ty</td>
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<td>con-jec-tu-ral</td>
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<td>de-cliv-i-ty</td>
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<td>de-moc-ra-cy</td>
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<td>de-spound-en-cy</td>
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<td>sec-ur-ril-i-ty</td>
<td>e-con-o-my</td>
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<td>fe-ver-i-ty</td>
<td>ge-om-e-try</td>
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<td>fig-nif-i-cant</td>
<td>hy-poc-ri-ly</td>
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<td>ma-jor-i-ty</td>
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<td>fin-cer-i-ty</td>
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<td>mi-nor-i-ty</td>
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<td>mo-nop-o-ly</td>
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<td>pre-dom-i-nat</td>
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<td>om-nip-o tents</td>
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<td>pri-or-i-ty</td>
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<td>fub-ser-vi-ent</td>
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<td>ra-pid-i-ty</td>
<td>bi-og-ra-phy</td>
<td>2 Not a-dvartity</td>
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<tr>
<td>re-cip-ro-cal</td>
<td>com-mod-i-ty</td>
<td>* Not a-dvartity</td>
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</tbody>
</table>

**TABLE XI.**

_Easy Words of Four Syllables; the full Accent on the Third, and the half Accent on the First._

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
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<td>An-te-ce-dent</td>
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<td>ap-pa-ra-tus</td>
<td>ar-o-mat-ic</td>
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<tr>
<td>com-men-ta-tor</td>
<td>ca-li-man-co</td>
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<td>me-di-a-tor</td>
<td>det-ri-ment-al</td>
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<td>fa-cer-do-tal</td>
<td>en-er-get-ic</td>
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<tr>
<td>su-per-vi-for</td>
<td>fun-da-ment-al</td>
</tr>
</tbody>
</table>
Having proceeded through tables comprising easy words from one
to four syllables, let the learner begin the following tables, which con-
sist of more difficult words. In these the child will be much assisted
by a knowledge of the figures, and the use of the Italics.

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

**TABLE XII.**

**Difficult and irregular Monosyllables.**

I would recommend that this table be read across the page, to make chil-
dren attentive to the different ways of expressing the same sound, &c.

<table>
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<th>snail</th>
<th>plain</th>
<th>vague</th>
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<td>laird</td>
<td>sprain</td>
<td>bait</td>
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<td>jail</td>
<td>aid</td>
<td>flain</td>
<td>flate</td>
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<td>mail</td>
<td>maid</td>
<td>twain</td>
<td>great</td>
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<td>fail</td>
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<td>wain</td>
<td>wait</td>
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<td>wear</td>
<td>paint</td>
<td>plait</td>
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<td>bear</td>
<td>quaint</td>
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<td>grain</td>
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<td>bail</td>
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<td>rain</td>
<td>gauge</td>
<td>shave</td>
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<td>flay</td>
<td>flail</td>
<td>main</td>
<td>plague</td>
<td>brave</td>
</tr>
</tbody>
</table>
knavé  reel  bier  knead  priest
break  seal  tier  reed  east
fleak  fleal  year  bleed  reef
be  veal  cheer  breed  grief
pea  weal  heard  plead  brief
tea  zeal  bleed  deem  chief
tea  peal  ear  seem  deaf
flea  beal  fear  cream  leaf
key  cell  smear  dream  sheaf
spray  eel  spear  stream  fief
flay  flaid  lain  beam  lief
fray  laid  pain  trait  neif
fray  paid  strain  haste  plea
gay  braid  gain  paste  flee
defay  air  blain  wait  bee
play  chair  drain  chaste  deep
beard  fair  fain  taste  keep
dale  hair  faint  trample  weep
fail  pair  faint  strange  sleep
leap  squeal  tear  blaze  creep
neap  beer  queer  cream  sheep
reap  peer  deed  seam  fleece
cheap  deer  feed  gleam  peace
heap  fear  need  scream  fleece
steel  dear  weed  dream  grease
kneel  hear  bead ream  create
teal  near  lead  team  meet
feel  rear  read  east  niece
keel  veer  read  least  piece
deal  drear  feed  east  grease
heal  clear  creed  feast  create
meal  shear  heed  yeast  meet
peel  fleer  mead  beast  bleat
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<td>reach</td>
<td>high</td>
<td>guise</td>
<td>shoal</td>
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</tbody>
</table>
OCTOBER 47

bowl  joak  chose  few  rude
prowl  oak  coach  new  prude
itroll  croak  poach  pew  threwd
roll  cloak  roach  lieu  crude
brogue  foak  broach  view  feud
rogue  tone  folks  flew  rheum
vogue  own  coax  grew  muse
moft  known  foam  crew  bruise
post  groan  roam  brew  use
host  blown  comb  blew  cruise
ghost  flown  loam  drew  fpruce
boast  mown  thorn  knew  ule
raost  fown  sworn  crew  juice
coast  moan  morn  hew  cruišt
more  shown  course  shew  fruit
four  old  hoarse  blue  suit
pour  told  source  rue  mew

door  cold  coarfe  rue
floor  mould  board  shrew  2
roar  port  hoard  spew  jamb
boar  fort  gourd  stew  lamb
hoar  sport  fword  tew  plaíd
oar  court  holme  ycw  limb
four  goad  oaf  chew  gaunt
oat  load  loaf  clew  dente
boat  toad  due  ewe  hence
doat  woad  true  flue  pence
goat  soap  you  mew  fence
moat  froze  glue  cure  lapse
loat  close  fine  pure  flat
float  profe  dew  your  gnât

* A voyage.  † A small cup.
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* Perhaps o and a, in the words eft, born, warm, &c. may be considered as coming more properly under figure 5: But the liquids that follow them have such an effect in lengthening the syllable, that it appears more natural to place them under figure 3. A similar remark applies to a in bar.

† These words, when unemphatic, are necessarily short.
hark arm  flaunt gape clock
mark harm haunt carn shock
lark charm jaunt darn knock
park farm taunt farn drop
spark art vaunt yarn crop
ark cart cast bar shop
shark dart past far swap
stark hart last scar wan
asp mart vaast fswan
clap part blast fdone
hasp tart fast fwash
rasp start gast fwas
gasp smart maff fcar
grasp chart mafs fwaft
harb heart maff tar
bard staff lass czar
card chaff brass car
lard half glass char
guard calf glass jar
pard laugh grass mar
yard craft arch par
branch shaft march barb
launch waft parch
flaunch raft farce
haunch draught harsh
black aft charge
braunch haft large
carp pant barge
harp grant farce
sharp flant parfe
scarf ant calve
scarve aunt halve
starve daunt salve
mock
blot
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* To cry out, but more commonly spelt whoop.
† Of a cark.
‡ Under this figure, in the words skirt, firm; see I has the sound of second s.
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* Pronounced wun. † Pronounced wunce.
‡ Pronounced drought. § The fashionable pronunciation is wound; but I choose to follow analogy.
**MONOSYLLABLES in TH.**

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

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</table>

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

1. those
2. wreath
3. the
4. they
5. Thy
6. tithe
7. writhe
8. them
9. there
10. bathe
11. these
12. seethe
13. thence
14. their
15. laethe
16. though
17. breathe
18. than
19. swathe
20. thee
21. clothe
22. hithe
23. this
24. booth
25. thou
26. loathe
27. lithse
28. that
29. smooth
30. mouth
31. meethe
32. blithe
33. then
34. fools
35. teeth*
36. thine
37. thus

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

The words mouth, moth, cloth, oath, path, swath, bath, lash, have the first sound of tb in the singular number, and the second in the plural.

N. B. Foreigners are very apt to pronounce tb like d; as, dis, dat, for this, that. A little care will break this habit both in children and adults.

<table>
<thead>
<tr>
<th>TABLE XIII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons of easy Words, to teach Children to read, and to know their Duty.</td>
</tr>
<tr>
<td>LESSON I.</td>
</tr>
</tbody>
</table>

No man may put off the law of God:

My joy is in his law all the day.

O may I not go in the way of sin!
Let me not go in the way of ill men.

II.

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

III.

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

IV.

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

V.

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

VI.

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

VII.

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

VIII.

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

IX.

No man can say that he has done no ill.
For all men have gone out of the way.
There is none that doth good; no not one.
If I have done harm, I must do it no more.
Sin will lead us to pain and woe.
Love that which is good, and shun vice.
Hate no man, but love both friends and foes.
A bad man can take no rest, day nor night.

XI.

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

XII.

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

XIII.

A good child will not lie, swear nor steal. He will be good at home, and ask to read his book; when he gets up, he will wash his hands and face clean; he will comb his hair, and make haste to school; he will not play by the way, as bad boys do.
When good boys and girls are at school, they will mind their books, and try to learn to spell and read well, and not play in time of school.

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

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

### TABLE XIV.

**Words of Two Syllables, accented on the First.**

<table>
<thead>
<tr>
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<td>eve-ning</td>
<td>knave-ry</td>
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<td>fa-vor</td>
<td>knight-head</td>
<td>parent</td>
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<td>fla-vor</td>
<td>li-vre</td>
<td>pro-logue</td>
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<td>bu-mor</td>
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<td>stee-ples</td>
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bolster cen-sure dud-geon heif-er
coul-ter chap-el dun-geon heav-y
slave-ry chaft-en drunk-ard hin-drance
should-der cher-ish dust-y hus-band
tai-lor chim-ney ec-logue hum-ble
trait-ter car-ry en-gine husk-y
trea-ty car-riage en-sign im-age
wea-ry cif-tern en-trails in-stance
wo-ful cit-y er-ror in-ward
wri-ter clam-our fash-ion istb-mus
wain-scot clean-ly fam-ish jeal-ous
z cred-it faw-cet jour-nal
ab-fence crev-ice fat-ten judge-ment
ab-bey crick-et fes-ter knuc-kle
am-ple cruft-y fer-riage knap-sac
asb-ma chrys-tal fid-dle lan-guage
an-cle cup-board flag-on lan-guor
balance cuft-tom freck-kle land-lord
bel-fry crib-bage frul-trate lev-el
bash-ful cul-ture fur-lough lim-it
bosh-op couf-in gef-ture luf-ter
blem-ish cut-las gante-lope lunch-con
bluf-ter dam-age gin-gle mad-am
brim-stone dam-alk glif-ten mal-ice
brick-kiln dam-sel grand-eur man-gle
blud-geon dam-son grav-el mas-tiff
bel-lows dan-druff grum-ble mel-on
bis-cuit dac-tyl guin-ea mer-it
brit-tle debt-or gud-geon min-gle
buck-ram dim-ple hand-ful mis-tress
buf-tle dis-tance hab-it mis-chief
cam-el dou-ble hal-loc mus-kin
cap taiin driv-en hav-oc mus-lin
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| com-rade | prof-pect | ver-juice | dough-ty |
| con-quer' | prof-per | vir-tue | drow-ťy |
| cock-fwin | stop-page | ker-nel | moun-
| con-duit | spon-dee |  | tain |
| cop-y | wan-der | con-jure | show-er |
| con-trite | wan-ton | cov-er | flow-er |
| cof-fin | war-rant | cir-cuit | bow-er |
| doc-trine | squan-der | fir-kin | pow-er |
|  |  |  | oy |
|  |  |  | voy-ťage |
TABLE XV.

Proverbs, Counsels, and Maxims, in Words of One Syllable.

I.

HOT love is soon cold.
Hope well and have well.
The best may mend.
Look ere you leap.
Soon hot soon cold.
All is well that ends well.
All cannot hit the mark.
Soft and fair goes far.
Hold fast when you have it.
Ill news will come too soon.
Give an inch and take an ell.
A good man is a wise man.

II.

A good cow may have a bad calf.
You tell a tale to a deaf man.
You have hit the nail on the head.
You must not buy a pig in a poke.
Help came when hope was gone.
Two eyes see more than one.
Time and tide will wait for no man.
He is a fool that will not give an egg for an ox.
You hold with the hare and run with the dogs.
One may as well sit still as rise up and fall.
As you brew so you must bake.
A man may buy gold too dear.
You cannot have more of the cat than her skin.
You can spy a mote in his eye, but cannot see a beam in your own.
He may well swim that is held up by the chin.
III.
A bird that can sing and will not sing, must be made to sing.
An ill life has an ill end.
When wine is in, wit is out.
As you make your bed so you must lie.
A cat may look on a king.
All work and no play makes Jack a dull boy.
Wit once bought is worth twice taught.
A wise head makes a close mouth.
Let not your tongue cut your throat.
He that lies down with dogs, must rise up with fleas.
If once a man fall, all will tread on him.
There are more ways to the wood than one.
A bird in the hand is worth two in the bush.
As the old cock crows the young one learns.
When the sky falls we shall catch larks.

IV.
The more haste the worse speed.
Love will creep where it dares not go.
Tread on a worm and it will turn.
You set the fox to guard the geese.
New lords new laws.
Fair words and foul play cheat both young and old.
Pride will have a fall.
He swims with the tide.
Out of fight out of mind.
Win gold and wear it.
Harm watch, harm catch.
Hope keeps the heart whole.
Rome was not built in one day.
OF PRONUNCIATION. 63

Fair words hurt not the mouth.
A burnt child dreads the fire.
Make hay while the sun shines.

V.

The tree is known by its fruit.
The new broom sweeps clean.
When the storm is past then comes a calm.
Look not a gift horse in the mouth.
Hear with both ears, and then judge.
Do not think to catch old birds with chaff.
Haste makes waste, and waste brings want.
It is a base bird that fouls its own nest.
A friend is not so soon got as lost.
He that will not work should not eat.
It is good to have two strings to one's bow.
It is hard to teach an old dog new tricks.
No sweat no sweet; no pains no gains; no cross no crown.
A man may love his house well, though he rides not on the ridge.

VI.

A wise man hath his tongue in his heart; but a fool hath his heart on his tongue.
Be more apt to hear than to speak, and to learn than to teach.
Youth, like the spring, will soon be past.
All is not gold that shines.
What is bred in the bone stays long in the flesh.
He that would thrive must rise at five.
Do all you can to be good, and you will be so.
Mark the man that doth well, and walk thou in his ways.
He that will not when he may,
When he would he shall have nay.
Let the time past put thee in mind of the ill
thou hast done, and do so no more.

VII.

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

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

He that strives for vex or hurt those that fit
next him, is a bad boy, and will meet with
foes, let him go where he will; but he that is
kind, and loves to live in peace, will make
friends of all that know him.

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

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

VIII.

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

He that does no harm shall gain the love of
the whole school; but he that strives to hurt
the rest shall meet with his match.

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

He is a fool that does not choose the best
boys when he goes to play; for bad boys will
of PRONUNCIATION. 65.

cheat, and lie, and swear, and strive to make him as bad as themselves.

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

IX.

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

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

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

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

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

Be kind to all men, and hurt not thyself.

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

X.

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

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

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

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

### TABLE XVI.

*Words of Two Syllables, accented on the Second.*

<table>
<thead>
<tr>
<th>Acquire</th>
<th>be-flow</th>
<th>dif-may</th>
<th>pur-suit</th>
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</thead>
<tbody>
<tr>
<td>a-bate</td>
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<td>dif-own</td>
<td>pro-rogue</td>
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<td>con-sign</td>
<td>dif-play</td>
<td>re-ceive</td>
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<td>com-plain</td>
<td>dif-pose</td>
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<td>ap-proach</td>
<td>con-cite</td>
<td>en-treat</td>
<td>re-priève</td>
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<td>ar-raign</td>
<td>con-seit</td>
<td>ex-cite</td>
<td>re-sfrain</td>
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<td>a-rise</td>
<td>con-sure</td>
<td>ex-pose</td>
<td>re-smume</td>
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<td>af-sign</td>
<td>con-train</td>
<td>in-create</td>
<td>re-tail</td>
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<td>af-tray</td>
<td>de-ceive</td>
<td>in-dict</td>
<td>re-sign</td>
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<td>a-vail</td>
<td>de-deit</td>
<td>im-pair</td>
<td>sup-pose</td>
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<td>a-wake</td>
<td>de-crease</td>
<td>in-fuse</td>
<td>tran-scribe</td>
</tr>
<tr>
<td>a-way</td>
<td>de-light</td>
<td>ia-scribe</td>
<td>tran-pose</td>
</tr>
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<td>al-ly</td>
<td>de-pose</td>
<td>ma-lign</td>
<td>un-close</td>
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<td>a-wry</td>
<td>de-scribe</td>
<td>ob-tain</td>
<td>un-tie</td>
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<td>be-leave</td>
<td>de-sign</td>
<td>o-paque</td>
<td>un-true</td>
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<td>be-lief</td>
<td>de-fire</td>
<td>per-tain</td>
<td>up-right</td>
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<td>be-nign</td>
<td>de-vise</td>
<td>pre-vail</td>
<td></td>
</tr>
<tr>
<td>be-siege</td>
<td>dif-claim</td>
<td>pre-scribe</td>
<td>ad-journ</td>
</tr>
<tr>
<td>be-blow</td>
<td>dif-course</td>
<td>pro-pose</td>
<td>a-byfs</td>
</tr>
</tbody>
</table>
at-tack  de-fraud  buf-foon  a-noint
at-tempt  de-bauch  ca-noe  a-void
a-venge  per-form  car-touch  em-broil
ad-pect  re-ward  dis-prove  en-joybe-head  sub-orn  a-do  de-stroy.
be-twixt  tran-form  a-loof  dc-coy
bur-lesque  e-clat  im-merge  pur-join
con-temp  ad-verse  im-merle  re-joice
con-tempt  a-far  af-firm  sub-join
co-quetter  a-larm  de-fert  dis-joint
e-nough  gui-tar  de-serve  ou
fi-nelle  in-graft  a-bove  a-mount
ga-zette  re-mark  a-bove  a-bout
gro-tesse  fur-pas  a-mong  comp-pound
ha-rangue  ca-tarrh  be-come  con-found
im-burse  re-gard  be-love  dis-count
qua-drille  ap-prove  con-vey  ac-count
fo-journ  a-mour  fur-vey  pro-nounce
a-dorn  bab-oon  in-veigh  pro-pound
abroad  bal-foon  oii  fur-mount.
be-cause  be-hoove  ap-point  al-low
be-bound

<table>
<thead>
<tr>
<th>TABLE XVII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words of Three Syllables, the full Accent on the First, and the half Accent on the Third.</td>
</tr>
</tbody>
</table>

Note. In half accented terminations, ets, ude, uere, ets, ets, ets, ets, uge, ets, the vowel has its first sound, generally, though not dwelt upon so long, or pronounced with so much force, as in the full accented syllables. But in the terminations ets, ets, ets, the vowel has generally its second sound, and the final e is superfluous, or only softens e ; as, notice, relative, juvenile, pronounced nouis, relati, juventil. In the former case, the final e is in Roman ; and in the latter case, in Italian.

Diaphragm di-a-logue  sa-vor-ite
di-pli-cate  e-go-tisin  for-ci-ble
frequent appy acters ndefinite
tive itude ectomy
fulsome indicate epilogue
glorious acurate eloquence
heroic equate elate
 jubile agribiz energeous
juvenile aginine enters prize
livelihood albra enterprise
lucrative anecdot envious
lucidious antiquate epercur
luminous aptrude effectuate
nightingale anodyne exelence
numerous bevage exultate
odious blunderbus exhaust
prevalent catalogue fabulous
pagination calulate fefruge
pleurisy climate fluctuate
quietude candlestick furbeelow
rhyme mausoleum celebrate
ruminant cerebrate genjine
scrupulous criticise generous
fearless courtesy generated
pious culivate geminate
suitable decalogue general
vaious decorate general
universal dedicate general
usury delineate refine
adjective derogate irregular
aggravate defolate inanimate
anpast defunct inanimate
animate defunct
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
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<tr>
<td>in-ti-mate</td>
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<td>jeal-ou-s-y</td>
<td>preφ-i dent</td>
</tr>
<tr>
<td>jeop-ard-y</td>
<td>priφ-on-er</td>
</tr>
<tr>
<td>jel-la-mine</td>
<td>priv-i-lege</td>
</tr>
<tr>
<td>laf-fi-tude</td>
<td>quer-u-lous</td>
</tr>
<tr>
<td>lat-i-tude</td>
<td>par-a-mour</td>
</tr>
<tr>
<td>lib-er-tine</td>
<td>rail-er-ry</td>
</tr>
<tr>
<td>lit-i-gate</td>
<td>ran-cor-ous</td>
</tr>
<tr>
<td>mack-er-el</td>
<td>rap-tur-ous</td>
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<tr>
<td>mag-ni-tude</td>
<td>ra-ven-ous</td>
</tr>
<tr>
<td>man-u-script</td>
<td>rec-ti-tude</td>
</tr>
<tr>
<td>maf-a-cre.</td>
<td>re-la-tive</td>
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<tr>
<td>med-i-cine</td>
<td>ren-o-vate</td>
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<td>med-i-tate</td>
<td>rep-ro-bate</td>
</tr>
<tr>
<td>mis-chiev-ous</td>
<td>reφ-i-deuce</td>
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<tr>
<td>met-a-phor</td>
<td>reφ-i-due</td>
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<tr>
<td>musk-mel-on</td>
<td>ret-i-nue</td>
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<td>nour-i-sh-ment</td>
<td>rev-e-nue</td>
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<td>ped-a-gogue</td>
<td>rev-er-ence</td>
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<td>pal-li-ate</td>
<td>rev-er-end</td>
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<td>pal-pa-ble</td>
<td>rhaps-fo-dy</td>
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<td>pal-pi-tate</td>
<td>rhes-o-ric</td>
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<td>par-a-ble</td>
<td>rid-i-cule</td>
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<td>par-a-dise</td>
<td>fac-ri-fice</td>
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<tr>
<td>par-a-digm</td>
<td>fac-ri-lege</td>
</tr>
<tr>
<td>par-a-phra-se</td>
<td>fal-iv-ate</td>
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<td>par-a-lit-e</td>
<td>fαφ-a-fras</td>
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<tr>
<td>par-ent-age</td>
<td>fat-ir-ize</td>
</tr>
<tr>
<td>par-oξ-i/m</td>
<td>scav-en-ger</td>
</tr>
<tr>
<td>par-ri-cide</td>
<td>trim-i-tar</td>
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<tr>
<td>pen-te-coft</td>
<td>fen-ti-ble</td>
</tr>
<tr>
<td>phy-si-cal</td>
<td>sep-a-rate</td>
</tr>
<tr>
<td>plen-i-tude</td>
<td>fer-a-phim</td>
</tr>
<tr>
<td>stadt-hol-der</td>
<td>tim-u-late</td>
</tr>
<tr>
<td>flap-u-late</td>
<td>fren-u-ous</td>
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<tr>
<td>sub-ju-gate</td>
<td>sub-spe-quent</td>
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<tr>
<td>sub-fi-tute</td>
<td>syn-a-gogue</td>
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<td>sim-i-le</td>
<td>fsep-ti-ci/m</td>
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<td>syn-co-pe</td>
<td>sur-ro-gate</td>
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<td>sync-o-phant</td>
<td>lyl-o-gi/m</td>
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<td>tan-ta-lize</td>
<td>tan-ta-mount</td>
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<td>tel-e-scopes</td>
<td>ten-a-ble</td>
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<td>tim-o-rous</td>
<td>treach-e-rous</td>
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<tr>
<td>trip-li-cate</td>
<td>tur-pi-tude</td>
</tr>
<tr>
<td>vaf-fal-age</td>
<td>vin-di-cate</td>
</tr>
<tr>
<td>bil-let-doux</td>
<td>3 cor-di-al</td>
</tr>
<tr>
<td>cor-po-ral</td>
<td>for-seit-ure</td>
</tr>
<tr>
<td>for-tu-nate</td>
<td>for-ti-tude</td>
</tr>
<tr>
<td>fraud-u-lent</td>
<td>laud-a-ble</td>
</tr>
</tbody>
</table>
TABLE XVIII.

Lesson 1.

My son, hear the counsel of thy father, and forswear not the law of thy mother.

If sinners entice thee to sin, consent thou not.
OF PRONUNCIATION. 71

Walk not in the way with them; refrain thy feet from their path: For their feet run to evil, and make haste to shed blood.

II.

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

III.

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

IV.

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

TABLE XIX.

Words of Three Syllables, accented on the Second.

ache-ment ar-rear-age blasph-phem-er
ac-quaint-ance al-le-gro con-ta-gion
ap-pray-er ab-do-men con-ta-gious
cor-ro-sive
cour-age-ous
de-ceit-ful
de-ci-five
dif-su-five
e-gre-gious
en-light-en
o-bei-sance
out-rage-ous
pro-ce-dure
po-ta-toe
fo-no-rous
mul-que-toe

a-bridge-ment
ac-knowl-edge
ad-ven-ture
ap-prentice
au-tum-nal
bis-fex-tile
com-pen-sate
com-pul-five
con-fis-cate
cur-mud-geon
con-jec-ture
con-temp-plate
con-vul-five
de-ben-ture
de-fec-tive
dif-cour-age
dif-par-age
dif-trem-ble
ef-ful-gent

en-tan-gle
ex-cul-pate
ef-sect-ive
em-bez-zle
en-deav-or
ex-cel-five
ex-pen-five
ex-pref-five
ex-tent-five
ex-cher-quer
ef-cut-cheon
ho-san-na
il-lus-trate
i-am-bus
in-cen-tive
in-cul-cate
in-den-ture
in-jus-tice
in-vec-tive
lieu-ten-ant
mo-men-tous
of-fen-five
op-pres-five
mif-prif-on
pneu-mat-ics
pre-jump-tive
pro-dic-tive
pro-gref-five
re-pul-five
re-ten-tive
re-venge-ful
rheu-mat-ic
sub-mif-five
ab-or-tive
en-dorse-ment
im-port-ance
im-moral
per-form-ance
re-cord-er
mif-for-tune
ad-van-tage
a-part-ment
de-part-ment
dif-ter
em-bar-go
a-po-ble
de-mon-strate
sub-al-tern
ac-cou-ter
ma-noe-vre
al-ter-nate
de-ter-mine
e-ner-vate
re-hearf-al
sub-ver-five
ha-ber-geon
ex-tir-pate
**TABLE XX.**

Words not exceeding Three Syllables, divided.

**LESSON I.**

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

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

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

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

II.

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

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

A pru-dent man fore-seeth the e-vil and hid-eth him-sell; but the thought-less pass on and are pun-ish-ed.

III.

Train up a child in the way he should go, and when he is old he will not de-part from it.
Where there is no wood, the fire goeth out; and where there is not tar-ler, the strife ceaseth.

A word fitly spok'en is like apples of gold in pictures of sil-ver.

He that cov-ereth his sins shall not prosper; but he that con-cealedareth and for sake-eth them shall find mer-cy.

IV.

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

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

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

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

V.

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

Where no coun-cil is, the peo-ple fall; but in the mul-ti-tude of coun-sel-lours there is safe-ty.

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

A wise man fear-eth and de-part-eth from e-vil; but the fool rag-eth and is con-fi-dent.

Be not haft-y in thy spir-it to be an-gry; for an-ger refl-eth in the bo-som of fools.


<table>
<thead>
<tr>
<th>Words of Four Syllables; the full Accent on the First, and the half Accent on the Fourth.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong>mi-ca-ble</td>
</tr>
<tr>
<td><strong>A</strong>p-pli-ca-ble</td>
</tr>
<tr>
<td><strong>C</strong>red-it-a-ble</td>
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<tr>
<td><strong>C</strong>red-it-a-ble</td>
</tr>
<tr>
<td><strong>E</strong>l-i-gi-bile</td>
</tr>
<tr>
<td><strong>E</strong>l-i-gi-bile</td>
</tr>
<tr>
<td><strong>E</strong>f-ti-ma-ble</td>
</tr>
<tr>
<td><strong>E</strong>f-ti-ma-ble</td>
</tr>
<tr>
<td><strong>B</strong>ex-pli-ca-tive</td>
</tr>
<tr>
<td><strong>B</strong>ex-pli-ca-tive</td>
</tr>
<tr>
<td><strong>F</strong>ig-u-ra-tive</td>
</tr>
<tr>
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<td><strong>M</strong>ar-riage-a-ble</td>
</tr>
<tr>
<td><strong>M</strong>ar-ri-age-a-ble</td>
</tr>
</tbody>
</table>

The following have the half Accent on the Third Syllable.

<table>
<thead>
<tr>
<th>Words of Four Syllables; the full Accent on the Second, and the half Accent on the Fourth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ag-ri-cul-ture</td>
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<td>2. Ag-ri-cul-ture</td>
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<td>2. Ag-ri-cul-ture</td>
</tr>
<tr>
<td>2. Ag-ri-cul-ture</td>
</tr>
</tbody>
</table>

**TABLE XXII.**

Words of Four Syllables; the full Accent on the Second, and the half Accent on the Fourth.

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

| AD-mi-ra-ble | cen-so-ri-ous | er-ro-ne-ous |  |
| AC-cu-mu-late | com-mo-di-ous | har-mo-ni-ous |  |
| AP-pro-pri-ate | com-mu-ni-cate | im-me-di-ate |  |
| AN-ni-hi-late | con-cu-pi-sance | im-pe-ri-ous |  |
| A-me-na-ble | com-par-a-ble | im-pla-ca-ble |  |
| AB-bre-vi-ate | de-plora-ble | in-tu-i-tive |  |
| AL-le-vi-ate | dif-put-a-ble | la-bo-ri-ous |  |
me-lo-di-ous
my-te-ri-ous
no-to-ri-ous
ob-fe-qui-ous
op-pro-bri-ous
pe-nu-ri-ous
pre-car-i-ous
fa-lu-bri-ous
fpon-ta-ne-ous
ter-ra-que-ous
vi-ca-ri-ous
vic-to-ri-ous
vo-lu-min-ous
ux-o-ri-ous
2
af-par-a-gus
ac-cel-e-rate
ad-mif-fi-ble
ad-ven-tur-ous
a-dul-te-rate
ac-cept-a-ble
am-big-u-ous
am-phib-i-ous
a-nal-y-fis
ar-tic-u-late
a-fa-fin ate
be-at-i-tude
cu-lum-ni-ate
cu-pit-u-late
ce-rif-i-cate
cu-taf-tro-phe
co-ag-u-late
com-bu-fi-ble
com-mem-o-rate
com-mif-e-rate
com-par-a-tive
com-pat-i-ble
con-pend-i-ous
con-grat-u-late
con-fic-u-ous
con-tem-pla-tive
con-tempt-i-ble
con-tig-u-ous
de-fin-i-tive
de-lib-e-rate
de-riv-a-tive
di-min-u-tive
e-phem-e-ris
e-piph-a-ny
fa-cil-i-tate
fa-nat-i-cism
il-luf-tri-ous
im-per-ous
in-duc-tri-ous
in-gen-u-ous
in-qui-si-tive
in-vi-d-i-ous
in-vinc-i-ble
in-vi-fi-ble
la-ment-a-ble
per-fid-i-ous
per-fic-u-ous
pre-dic-a-ment
pre-fer-a-ble
pro-mif-cu-eus
pa-rish-ion-er
re-cep-ta-cle
ri-dic-u-lous
si-mil-i-tude
suf-cept-i-ble
tem-pe-st-u-ous
tu-mult-u-ous
vi-cif-fi-tude
vo-cif-e-rous
vo-lup-tu-ous
u-nan-i-mous
con-form-i-ty
de-bauch-e-ry
de-form-i-ty
é-nor-mi-ty
fub-or-di-nate
a-bom-i-nate
ac-com-mo-date
a-non-y-mous
a-poc-a-logic
a-poc-rypha
a-pof-tro-phe
cor-ro-b-o-rate
de-nom-i-nate
de-mon-str-a-ble
de-pop-u-late
dif-con-so-late
pre-pof-ter-ous
pre-ro-g-a-tive
re-fonf-i-ble
2
af-firm-a-tive
con-ver-fi-ble
re-ver-fi-ble
fu-per-flu-ous
fu-per-la-tive
pre-serv-a-tive
ac-com-pa-ny
dif-co-ver-ry
em-broi-der-y
### TABLE XXIII.

Words of Five Syllables; the full Accent on the Second, and the half Accent on the Fourth.

<table>
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<th>अ</th>
<th>०</th>
<th>०</th>
<th>०</th>
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<td>tu-mult-u-a-ry</td>
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<td>vo-cab-u-la-ry</td>
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<td>vo-lupt-u-a-ry</td>
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<td>con-fo-la-to-ry</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>ex-tem-po-ra-ry</td>
<td>de-rog-a-to-ry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>he-red-it-a-ry</td>
<td>in-vol-un-ta-ry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in-ci-di-a-ry</td>
<td>re-pof-it-o-ry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in-flam-ma-to-ry</td>
<td>ob-serv-a-to-ry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pre-lim-i-na-ry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following have the half Accent on the Fifth Syllable.

<table>
<thead>
<tr>
<th>य</th>
<th>अ</th>
<th>०</th>
<th>०</th>
<th>०</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com-mu-ni-ca-ble</td>
<td>del-lib-er-a-tive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>com-mu-ni-ca-tive</td>
<td>ef-sein-in-a-cy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conf-ed-e-ra-cy</td>
<td>in-suf-fer-a-ble</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>con-fid-er-a-ble</td>
<td>in-dif-so-lu-ble</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>de-gen-e-ra-cy</td>
<td>in-vul-ner-a-ble</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE XXIV.

Words of Five Syllables, accented on the First and Third.

<table>
<thead>
<tr>
<th>य</th>
<th>अ</th>
<th>०</th>
<th>०</th>
<th>०</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am-bi-gui-ty</td>
<td>dic-ta-to-ri-al</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>con-ti-nui-ty</td>
<td>ep-i-cu-re-an</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>con-tra-ni-ty</td>
<td>im-por-su-ni-ty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
no-to-ri-e-ty
op-por-tu-ni-ty
per-pe-tu-i-ty
per-fi-cu-i-ty
pref-by-te-ri-an
pri-mo-ge-ni-al
su-per-flu-i-ty
tel-ti-mo-ni-al

ac-a-dem-i-cal
af-fa-bil-i-ty
al-pha-bet-ic-al
an-a-lyt-ic-al
ar-gu-men-ta-tive
cir-cum-am-bi-ent
com-pre-hen-si-ble
con-san-guin-i-ty
con-tra-die-to-ry
ered-i-bil-i-ty
di-a-meter-ic-al
ele-men-ta-ry
epi-dem-ic-al
e-van-gel-ic-al
fal-i-bil-i-ty
gen-e-al-o-gy
hos-tal-i-ty
il-le-git-im-ate
im-per-cep-ti-ble
in-tel-lec-tu-al
in-tro-duc-to-ry
in-tre-pid-i-ty
ir-re-fli-ti-ble
mag-na-nim-i-ty

met-a-phy-ic-al
mon-o-syl-la-ble
plau-si-bil-i-ty
pol-y-syl-la-ble
pop-u-lar-i-ty
po-li-bil-i-ty
pri-mo-gen-i-ture
prin-ci-pal-i-ty
prob-a-bil-i-ty
prod-i-gal-i-ty
punc-tu-al-i-ty
pu-nil-i-mous
reg-u-lar-i-ty
rep-re-hen-si-ble
rep-re-sen-ta-tive
fat-if-ac-to-ry
fen-si-bil-i-ty
fen-su-al-i-ty
fin-i-lar-i-ty
fin-gu-lar-i-ty
tel-ta-men-ta-ry

an-a-rom-ic-al
an-i-mo-lous
a-po-tol-ic-al
ar-if-toc-ra-cy
af-tro-nom-i-cal
cat-e-gor-ic-al
cu-ri-of-i-ty
di-a-bol-i-cal
er-y-mol-o-gy
gen-e-rof-i-ty
in-ter-rog-a-tive
or PRONUNCIATION. 79

met-a-phon-ic-al  trig-o-nom-e-try
pe-ri-od-ic-al    u-ni-form-i-ty
phi-lo-soph-ic-al  
phy-si-o-my

u-ni-ver-si-ty
phy-si-o-log-ic-al

<table>
<thead>
<tr>
<th>TABLE XXV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words not divided.</td>
</tr>
</tbody>
</table>

LESSON I.

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

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

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

II.

Therefore be not anxious for the good things of this life, but seek first the kingdom of heaven and its righteousness, and all these things shall be added unto you.

Ask, and it shall be given unto you: Seek, and ye shall find: Knock, and it shall be opened.

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

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

IV.

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

Our Saviour's golden Rule.

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

TABLE XXVI.

In the following words, tion, tian, tial, and tier, are pronounced chon, chan, chal, chur.

Cour-tier bel-tial com-buf-tion
ful-tian di-gel-tion
mix-tion ad-mix-tion
chris-tian ce-les-tial

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

In all other words tion is pronounced shon; as are also then, sym, sym, sun.

Thus, nation, coercion, balcyon, mansiun, are pronounced, nation, coerlion, balcyon, mansiun. Tial is pronounced shal.

Words of Two Syllables, accented on the First.

1. no-tion ra-tion
   Mo-tion por-tion sta-tion ac-tion
   na-tion po-tion dic-tion

 Words of Two Syllables, accented on the Second.
Pronunciation

faction  manision  function  action
fiction  mention  faction  action
fraction  misfion  fission  op tion
friction  misfion  fission  op tion
function  pension  unc tion  version

Words of Three Syllables, accented on the Second.

Cesfion  commision  preemp tion
commission  commission  redeemption
devo tion  consefion  reflection
plantation  conquestion  succession
proportion  conviction  suffension
relation  correction  asperion
relation  correction  asperion
admission  distinction  connection
affection  expection  defension
afflication  expection  defension
afflication  in fiction  reversion
assumption  objection  subversion
attention  profusion  consumption
acception  ovation  calculation
acception  ovation  calculation
admission  demandation
admission  demandation
agitation  constitution
agitation  constitution
apprisal  contemplation
An Easy Standard

cul-ti-va-tion      ref-o-lu-tion
dec-la-ra-tion      rev-e-la-tion
de-fa-la-tion      rev-o-lu-tion
ed-u-ca-tion        sep-a-ra-tion
el-o-cu-tion         sup-pli-ca-tion
em-u-la-tion        tri-bu-la-tion
ex-pect-a-tion      vi-o-la-tion
hab-it-a-tion        vi-sit-a-tion
in-chi-na-tion      2
in-sti-tu-tion        ap-pre-hen-sion
med-i-ta-tion        com-pre-hen-sion
mod-e-ra-tion        con-de-scen-sion
nav-i-ga-tion        con-tra-dic-tion
ob-fer-va-tion        ju-rif-dic-tion
per-se-cu-tion        re/-ur-rec-tion
pre-fer-va-tion      fat-if-fac-tion
proc-la-ma-tion      3
pub-li-ca-tion        aug-ment-a-tion
ref-or-ma-tion            5
ref-er-va-tion        al-ter-a-tion

Words of Five Syllables, accented on the First and Fourth.

2 Am-pli-fi-ca-tion      cir-cum-lo-cu-tion
qual-i-fi-ca-tion      cir-cum-val-la-tion
ed-i-fi-ca-tion
af-lo-ci-a-tion
mai-ti-pli-ca-tion
con-tin-u-a-tion
rat-i-fi-ca-tion
fanc-ti-fi-ca-tion
fig-ni-fi-ca-tion

9 com-mem-o-ra-tion
com-mu-ni-ca-tion
con-fed-e-ra-tion
con-grat-u-la-tion
con-flo-ci-a-tion
or-gan-i-zation
A new man found a rude boy upon one of his trees stealing apples, and desired him to come down; but the young saucebox told him plainly he would not. Won't you, said the old man, then I will fetch you down; so he pulled up some tufts of grass, and threw at him; but this only made the young'fer laugh, to think the old man should pretend to beat him out of the tree with grasses only.

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

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

### TABLE XXVII.

In all words ending in *oo* unaccented, *w* is silent, and *o* has its first
sound. Many of these words are corrupted in vulgar pronuncia-
tions; *fallow* is called *faller*, &c. for which reason the words of this
class are collected in the following table.

<table>
<thead>
<tr>
<th>Barrow</th>
<th>belows</th>
<th>hollow</th>
<th>winnow</th>
</tr>
</thead>
<tbody>
<tr>
<td>below</td>
<td>harrow</td>
<td>shadow</td>
<td>yellow</td>
</tr>
<tr>
<td>bilow</td>
<td>callow</td>
<td>fallow</td>
<td>ylow</td>
</tr>
<tr>
<td>elbow</td>
<td>malow</td>
<td>sparow</td>
<td>borow</td>
</tr>
<tr>
<td>felow</td>
<td>marow</td>
<td>talow</td>
<td>folow</td>
</tr>
<tr>
<td>falow</td>
<td>meadow</td>
<td>whitow</td>
<td>mrow</td>
</tr>
<tr>
<td>farow</td>
<td>melow</td>
<td>widow</td>
<td>forow</td>
</tr>
<tr>
<td>furrow</td>
<td>minnow</td>
<td>wilow</td>
<td>walow</td>
</tr>
<tr>
<td>galowes</td>
<td>narow</td>
<td>winow</td>
<td>swalow</td>
</tr>
</tbody>
</table>

### TABLE XXVIII.

In the following words, *w* sounds like *zh*. Thus, *confusion* is pro-
nounced *con-fu-zion*; *bra-shier*, *bra-shur*; *o-shier*, *o-shur*; *vis-ion,
*vis-ion*; *pleasure*, *pleasur*.

Note. In this and the following table, the figures shew the accented
syllables, without any other direction.

<table>
<thead>
<tr>
<th>Brah-shier</th>
<th>am-brashier</th>
<th>dif-shion</th>
</tr>
</thead>
<tbody>
<tr>
<td>cro-shier</td>
<td>ad-he-shion</td>
<td>ef-shion</td>
</tr>
<tr>
<td>gla-shier</td>
<td>al-lu-shion</td>
<td>ex-clu-shion</td>
</tr>
<tr>
<td>o-shier</td>
<td>co-he-shion</td>
<td>ex-plo-shion</td>
</tr>
<tr>
<td>ra-shure</td>
<td>co-lu-shion</td>
<td>e-vu-shion</td>
</tr>
<tr>
<td>ho-shier</td>
<td>con-clu-shion</td>
<td>a-brashion</td>
</tr>
<tr>
<td>fei-zure</td>
<td>con-fu-shion</td>
<td>cor-ro-shion</td>
</tr>
<tr>
<td>fu-shion</td>
<td>de-lu-shion</td>
<td>de-tru-shion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dif-plo-shion</td>
</tr>
</tbody>
</table>
em-bra-sure  meas-ure  de-ri-s-ion
en-clo-sure  plea-sure  e-lis-ion
e-ra-sion  treas-ure  e-lys-ion
il-lu-sion  leif-ure  pre-ci-sion
in-tru-sion  az-ure  pro-vi-sion
in-fus-sion  ab-fi-sion  pro-vi-sion
pro-fus-sion  col-li-sion  al-li-sion
oc-ca-sion  con-fi-sion  re-fi-sion
ob-tru-sion  di-vi-sion  cir-cum-fi-sion
vij-ion  de-fi-sion

The compounds and derivatives follow the same rule.

---

FABLE II.—The Country Maid and her Milk Pail.

W HEN men suffer their imagination to amuse them with the prospect of distant and uncertain improvements of their condition, they frequently sustain real losses, by their inattention to those affairs in which they are immediately concerned.

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

---

**TABLE XXIX.**

Words in which *cie*, *tie*, and *tie*, are pronounced *fia*; *tia* and *cia*, *tie*; *cius* and *tious*, *fius*. Thus, *ancient*, *partial*, *captious*, are pronounced *antient*, *parfial*, *capfious*. This rule will be sufficient to direct the learner to a right pronunciation, without distinguishing the silent letters.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>É</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gra-</td>
<td>facious</td>
<td></td>
</tr>
<tr>
<td>cious</td>
<td>facious</td>
<td></td>
</tr>
<tr>
<td>pa-tient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>quo-tient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spa-cious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spa-cious*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>an-cient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cap-tious</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Pronounced *fiehiz.*
of Pronunciation. 87

lo-qua-cious  el-fen-tial  per-spi-ca-cious
ne-go-ciate  in-fec-tious  con-tu-ma-cious
pro-ca-tious  li-cen-tiate  cir-cum-stan-tial
ra-pa-cious  om-nis-cience  con-si-en-tious
fa-ga-cious  po-ten-tial  con-se-quen-tial
fe-qua-cious  provin-cial  con-fi-den-tial
te-na-cious  pru-den-tial  pen-i-ten-tial
vex-a-tious  fen-ten-tious  pes-ti-len-tial
vi-va-cious  sub-stan-tial  provi-den-tial
vo-ra-cious  com-mer-cial  rev-e-ren-tial
 an-nun-ciare  ef-fi-ca-cious  ref-i-den-tia-ry
con-ten-tious  of-ten-tious  equi-noc-tial
cre-den-tial  per-ti-na-cious  five
neun-ciante  ple-ni-po-tentiary

The compounds and derivatives follow the same rule.

* The words of four syllables have the half accent on the first.

Fable III.—The Fox and the Swallow.

RISTOLLE informs us, that the following fa-
ble was spoken by Aesop to the Samians, on a
debate upon changing their ministers, who were ac-
cused of plundering the commonwealth.
A Fox swimming across a river, happened to be entangled in some weeds that grew near the bank, from which he was unable to extricate himself. As he lay thus exposed to whole swarms of flies, who were galling him and sucking his blood, a Swallow observing his distress, kindly offered to drive them away. By no means, said the Fox; for if these should be chased away, who are already sufficiently gorged, another more hungry swarm would succeed, and I should be robbed of every remaining drop of blood in my veins.

**TABLE XXX.**

In the following words the vowels are all short, and the accented syllables must be pronounced as tho it ended with the consonant _b_. Thus _pre-cious, spé-cial, effi-cient, logi-cian, mili-tia, addi-tion_, are pronounced _pré-bus, spé-bus, effi-bus, logi-bus, mili-bus, addi-bus_. These words will serve as examples for the following table.

<table>
<thead>
<tr>
<th>Prefix 1</th>
<th>Prefix 2</th>
<th>Prefix 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>pré-cious</td>
<td>e-di-tion</td>
<td>par-ti-tion</td>
</tr>
<tr>
<td>spé-cial</td>
<td>ef-fi-cient</td>
<td>per-di-tion</td>
</tr>
<tr>
<td>vi-tious</td>
<td>ef-pe-cial</td>
<td>per-fi-cious</td>
</tr>
<tr>
<td>vi-tiate</td>
<td>fla-gi-tious</td>
<td>pe-fi-tion</td>
</tr>
<tr>
<td>ad-di-tion</td>
<td>fru-i-tion</td>
<td>pro-fi-cient</td>
</tr>
<tr>
<td>am-bi-tion</td>
<td>ju-di-cial</td>
<td>phy-fi-cian</td>
</tr>
<tr>
<td>aus-pi-cious</td>
<td>lo-gi-cian</td>
<td>po-fi-tion</td>
</tr>
<tr>
<td>ca-pri-cious</td>
<td>ma-gi-cian</td>
<td>pro-fi-tious</td>
</tr>
<tr>
<td>co-mi-tial</td>
<td>ma-li-cious</td>
<td>se-di-tion</td>
</tr>
<tr>
<td>con-di-tion</td>
<td>mi-li-tia</td>
<td>se-di-tious</td>
</tr>
<tr>
<td>cog-ni-tion</td>
<td>mu-fi-cian</td>
<td>fol-fi-tial</td>
</tr>
<tr>
<td>con-tri-tion</td>
<td>nu-tri-tion</td>
<td>suf-fi-cient</td>
</tr>
<tr>
<td>de-fi-cient</td>
<td>no-vi-ciate</td>
<td>suf-fi-cious</td>
</tr>
<tr>
<td>de-li-cious</td>
<td>of-fi-cate</td>
<td>tran-fi-tion</td>
</tr>
<tr>
<td>dif-cre-tion</td>
<td>of-fi-cious</td>
<td>vo-li-tion</td>
</tr>
<tr>
<td>dif-cu-tient</td>
<td>pa-tri-cian</td>
<td>ab-ci-li-tion*</td>
</tr>
</tbody>
</table>

* The words of four syllables have a half accent on the first, except _profition_. *Arithmetician, academician, and supposition*, have the half accent on the second, and *mathematician* on the first.
OF PRONUNCIATION.

ac-qui-fi-tion def-i-ni-tion prep-o-si-tion
ad-mo-ni-tion dem-o-li-tion pro hi-bi-tion
ad-ven-ti-ous dep-o-si-tion rhet-o-ri-cian
am-mu-ni-tion dif-po-si-tion fu-per-fi-ci-al
ap-pa-ri-tion e-bul-li-tion fu-per-fi-tion
ar-ti-fi-cial er-u-di-tion fur-rep-ti-ous
ad-fi-ti-tious ex-hi-bi-tion prac-ti-tion-er
ap-po-si-tion ex-po-si-tion a-rith-me-ti-cian
av-a-ri-cious im-po-si-tion a-cad-e-mi-cian
be-ne-fi-cial op-po-si-tion fup-po-si-tious
co-a-li-tion prej u-di-cial math-e-ma-ti-cian
com-pe-ti-tion pol-i-ti-cian
com-po-si-tion prop-o-si-tion

The compounds and derivatives follow the same rule.

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

<table>
<thead>
<tr>
<th>E-qui-ty</th>
<th>li-quor</th>
<th>la-qvey</th>
<th>in-i-qui-ty</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-qui-ta-ble</td>
<td>li-que-fy</td>
<td>$^2$ in-i-qui-tous</td>
<td></td>
</tr>
<tr>
<td>li-quad</td>
<td>li-qui-date</td>
<td>an-ti-qui-ty</td>
<td>ob-li-qui-ty</td>
</tr>
</tbody>
</table>

Table IV.—The Cat and the Rat.

A CERTAIN Cat had made such unmerciful havock among the vermin of her neighborhood, that not a single Rat or Mouse dared venture to appear.

H 2.
abroad. Puss was soon convinced, that if affairs remained in their present situation, she must be totally unsupplied with provision. After mature deliberation, therefore, she resolved to have recourse to stratagem. For this purpose, she suspended herself from a hook with her head downwards, pretending to be dead. The Rats and Mice observing her, as they peeped from their holes, in this dangling attitude, concluded she was hanged for some unludemeanor; and with great joy immediately fellid forth in quest of their prey. Puss, as soon as a sufficient number were collected together, quitting her hold, dropped into the midst of them; and very few had the fortune to make good their retreat. This artifice having succeeded so well, she was encouraged to try the event of a second. Accordingly she whitened her coat all over, by rolling herself in a heap of flour, and in this disguise lay concealed in the bottom of a meal tub. This stratagem was executed in general with the same effect as the former. But an old experienced Rat, altogether as cunning as his adversary, was not so easily ensnared. I don't much like, said he, that white heap yonder; something whispers me there is mischief concealed under it. Tis true it may be meal; but it may likewise be something that I shall not relish quite so well. There can be no harm, at least, in keeping at a proper distance; for caution, I am sure, is the parent of security.

<table>
<thead>
<tr>
<th>TABLE XXXI.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the following table, before a vowel sounds like y at the beginning of words, as in junior, filial, dominion, which are pronounced junyur, filtr, dominyur.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fo-lio</th>
<th>seign-i-ior</th>
<th>anx-ius†</th>
</tr>
</thead>
<tbody>
<tr>
<td>ju-nior</td>
<td>u-nion</td>
<td>ax-iom</td>
</tr>
<tr>
<td>fol-dier*</td>
<td>a-lien</td>
<td>bellowium</td>
</tr>
<tr>
<td>fa-viour</td>
<td>ge-nial</td>
<td>bil-ious</td>
</tr>
<tr>
<td>se-nior</td>
<td>ge-nius</td>
<td>billiards</td>
</tr>
</tbody>
</table>

* Pronounced fol-ger. † Pronounced ank-ius.
OF PRONUNCIATION.

bill-ions  scull-ion  con-nex-ion
brill-iant  bull-ion  de-flux-ion
bagn-io  coll-ier  do-min-ion
fil-tal  pon-iard  fa-mil iar
flex-ion  on-ion  o-pin-ion
flux-ion  be-hav-iour  pa-vil-ion
mill-ion  com-mun-ion  post-ill-ion
min-ion  per-hel-ion  punc-till-io
pill-ion  pe-cul iar  raf-cal-ion
pin-ion  con-ven-i ent  re-bell-ion
stall-ion  in-gen-i ous  se-ragl-io
trill-ion  bat-tal-ion  ver-mil-ion
trunn-ion  ci-vil-i an  aux-il-ia-ry
val-iant  com-pan-ion  con-cil-ia-ry
cull-ion  com-plex-ion  min-ia-ture
ruff-ian  pe-cun-ia-ry

TABLE V.—The Fox and the Bramble.

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

<table>
<thead>
<tr>
<th>TABLE XXXII.</th>
<th>The first sound of th, as in think.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ether</td>
<td>thir-teen</td>
</tr>
<tr>
<td>ja-cinth</td>
<td>thou-hand</td>
</tr>
<tr>
<td>the-fis</td>
<td>a-the-j/m</td>
</tr>
<tr>
<td>ze-nith</td>
<td>the-o-ry</td>
</tr>
<tr>
<td>thunder</td>
<td>the-o-rem</td>
</tr>
<tr>
<td>method</td>
<td>the-a-ter</td>
</tr>
<tr>
<td>an-them</td>
<td>hy-a-cinth</td>
</tr>
<tr>
<td>dip-thong</td>
<td></td>
</tr>
<tr>
<td>eth-ics</td>
<td></td>
</tr>
<tr>
<td>pan-ther</td>
<td></td>
</tr>
<tr>
<td>fab-bath</td>
<td></td>
</tr>
<tr>
<td>thin-ble</td>
<td></td>
</tr>
<tr>
<td>thist-le</td>
<td></td>
</tr>
<tr>
<td>thur-f-day</td>
<td></td>
</tr>
<tr>
<td>trip-thong</td>
<td></td>
</tr>
<tr>
<td>en-thral</td>
<td></td>
</tr>
<tr>
<td>ath-wart</td>
<td></td>
</tr>
<tr>
<td>be-troth</td>
<td></td>
</tr>
<tr>
<td>thir-ty</td>
<td></td>
</tr>
<tr>
<td>thor-ough</td>
<td></td>
</tr>
</tbody>
</table>
of Pronunciation. 93

mis-an-thro-py au-thor-i-ty a-po-th-e-ca-ry
phi-lan-thro-py ca-thol-i-con ap-o-the-os
can-thar-i-des my-thol-o-gy pol-y-the-j/n
or-thog-ra-phy the-oc-ra-cy ho-poth-e-sis bib-li-o-the-cal
the-ol-o-gy li-thog-ra-phy ich-thy-o-lo-gy
the-od-o-lite li-tho-no-my or-ni-tho-lo-gy

ther-mom-e-ter

Ei-ther
nei-ther
hea-then
cloth-i-er

fath-om
feath-er
rath-er

Gath-er
hith-er
leath-er
fur-ther

breath-ren
weath-er
with-er

neth-er
weth-er
prith-ee

bur-then
south-ern
teth-er
thith-er

whith-er

broth-er

broth-el

moth-er

smoth-er

The derivatives follow the same rule.

Table VI.—The Bear and the Two Friends.

TWO Friends, setting out together upon a jour-
ney which led through a dangerous forest, mu-
Dually promised to assist each other, if they should happen to be assaulted. They had not proceeded far, before they perceived a Bear making towards them, with great rage. There were no hopes in flight; but one of them, being very active, sprang up into a tree; upon which the other, throwing himself flat on the ground, held his breath, and pretended to be dead; remembering to have heard it asserted, that this creature will not prey upon a dead carcasse. The bear came up, and after smelling to him some time, left him, and went on. When he was fairly out of sight and hearing, the hero from the tree calls out—Well, my friend, what said the bear? He seemed to whisper you very closely. He did so, replied the other, and gave me this good piece of advice; never to associate with a wretch, who in the hour of danger will desert his friend.

| TABLE XXXIII. |
| Words in which ch have the sound of k. |

| CHRIST | cho-rus | chol-ic | char-ac-ter |
| chyle | te-trarch | chol-er | cat-e-chi/m |
| scheme | cha-os | schol-ar | pen-ta-rouch |
| ache | cho-ral | mon-arch | sep-ul-cher |
| cha/m | a-poch | or-chal | tech-nic-al |
| chrj/m | o-cher | al-chy-my |
| tach | tro-chee | schar-rous | an-cho-ret |
| 2 | 9 | |
| chord | chrif-ten | |
| loch | chym-ift | pa-tri-arch | fac-char-ine |
| 6 | ech-o | cu-char-ift | syn-chro-ni/m |
| school | chal-ice | mich-ael-mas |
| 0i | sched-ule | an-ar-chy |
| choir | pas-chal | chrys-o-lite | chor-if-ter |
OF PRONUNCIATION.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>chron-i-cle</td>
<td>cha-lyb-e-ate</td>
<td>the-om-a-chy</td>
<td></td>
</tr>
<tr>
<td>or-chef-tra</td>
<td>a-nach-ro-ni/m</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>och-i-my</td>
<td>fyn-ec-do-che</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>chi-me-ra</td>
<td>pyr-rhich-i-us</td>
<td>an-ti-bac-chus</td>
<td></td>
</tr>
<tr>
<td>pa-ro-chi-al</td>
<td>am-phib-ra-chus</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>cha-mel-ion</td>
<td>mel-an-chol-y</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>chro-nol-o-gy</td>
<td>bac-cha-nal-ian</td>
<td></td>
</tr>
<tr>
<td>tri-bach-us</td>
<td>chi-rog-ra-phy</td>
<td>cat-e-chu-men</td>
<td></td>
</tr>
<tr>
<td>arch-an-gel</td>
<td>cho-rog-ra-phy</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>me-chan-ic</td>
<td>chro-nom-e-ter</td>
<td>ich-thy-ol-o-gy</td>
<td></td>
</tr>
</tbody>
</table>

Fable VII.—The Two Dogs.

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

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

<table>
<thead>
<tr>
<th>TABLE XXXIV.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words of French original, in which ch sounds like sh; and i accented, like e long.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAÎSE</th>
<th>fa-tigue</th>
<th>bomb-às-shin</th>
</tr>
</thead>
<tbody>
<tr>
<td>cham-ois*</td>
<td>in-trigue</td>
<td>men-da-rin</td>
</tr>
<tr>
<td>cha-ncre</td>
<td>ma-rine</td>
<td>brig-a-dier</td>
</tr>
<tr>
<td>cham-ade</td>
<td>ob-lique</td>
<td>bom-bard-ier</td>
</tr>
<tr>
<td>cham-paign</td>
<td>der-nier</td>
<td>buc-can-ierr</td>
</tr>
<tr>
<td>fra-cheur</td>
<td>po-lice</td>
<td>can-non-ierr</td>
</tr>
<tr>
<td>chi-cane</td>
<td>ma-chine-ry</td>
<td>cap-a-pie</td>
</tr>
<tr>
<td>pique</td>
<td>chev-er-il</td>
<td>car-bin-ierr</td>
</tr>
<tr>
<td>shire</td>
<td>chev-îs-ance</td>
<td>cav-a-lier</td>
</tr>
<tr>
<td>ma-chine</td>
<td>chiv-al-ry</td>
<td>cor-de-lier</td>
</tr>
<tr>
<td>cha-grin</td>
<td>deb-aux-chee</td>
<td>gren-a-dier</td>
</tr>
<tr>
<td>cash-ierr</td>
<td>chev-a-lier</td>
<td>fi-nan-cier</td>
</tr>
<tr>
<td>ca-priere</td>
<td>chan-de-lier</td>
<td>quar-an-tine</td>
</tr>
<tr>
<td>an-tique</td>
<td>cap-u-chin</td>
<td>char-le-tan</td>
</tr>
<tr>
<td></td>
<td>mag-a-zine</td>
<td>cha-te-la-ny</td>
</tr>
</tbody>
</table>

* Pronounced shammhy.

In the words archieves, franchize, cb have the English sound. The compounds of franchize, such as affranchise, disenfranchisement, &c., follow the same rule.
**FABLE VIII. — The Partial Judge.**

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

---

**TABLE XXXV.**

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

<table>
<thead>
<tr>
<th>Gear</th>
<th>Geld</th>
<th>Give</th>
<th>Gill</th>
</tr>
</thead>
<tbody>
<tr>
<td>geese</td>
<td>get</td>
<td>gig</td>
<td>gimp</td>
</tr>
<tr>
<td>gyse</td>
<td>gift</td>
<td>gild</td>
<td>gird</td>
</tr>
</tbody>
</table>

* i has the sound of second e.
<table>
<thead>
<tr>
<th>girt</th>
<th>gib-rous</th>
<th>snagged</th>
<th>4</th>
<th>par-get</th>
</tr>
</thead>
<tbody>
<tr>
<td>girl</td>
<td>gid-dy</td>
<td>spri-gy</td>
<td></td>
<td>tar-get</td>
</tr>
<tr>
<td>ae-ger</td>
<td>gig-gle</td>
<td>flag-ger</td>
<td>2</td>
<td>gir-dle</td>
</tr>
<tr>
<td>mea-ger</td>
<td>gig-let</td>
<td>swag-ger</td>
<td></td>
<td>gher-kin</td>
</tr>
<tr>
<td>gew-gaw</td>
<td>gim-blet</td>
<td>trig-ger</td>
<td>2</td>
<td>be-gin</td>
</tr>
<tr>
<td>ti-ger</td>
<td>hag-gish</td>
<td>twig-gen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to-ged</td>
<td>jag-gy</td>
<td>twig-gy</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>jag-ged</td>
<td>wag-gish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>knag-gy</td>
<td>au-gur</td>
<td></td>
<td>log-ger-head</td>
</tr>
<tr>
<td>big-gin</td>
<td>leg-ged</td>
<td>au-gur</td>
<td></td>
<td>log-ger-head</td>
</tr>
<tr>
<td>brag-ger</td>
<td>pig-gin</td>
<td>au-gur</td>
<td></td>
<td>log-ger-head</td>
</tr>
<tr>
<td>dag-ger</td>
<td>quag-gy</td>
<td>bog-gy</td>
<td></td>
<td>gy-ra-tion</td>
</tr>
<tr>
<td>crag-gy</td>
<td>rag-ged</td>
<td>fog-gy</td>
<td></td>
<td>or-gil-ous</td>
</tr>
<tr>
<td>bug-gy</td>
<td>rig-ger</td>
<td>clog-gy</td>
<td></td>
<td>to-geth-er</td>
</tr>
<tr>
<td>crag-ged</td>
<td>rig-gish</td>
<td>cog-ger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dig-ger</td>
<td>rug-ged</td>
<td>dog-ger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drug-get</td>
<td>frag-ged</td>
<td>dog-ger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drug-gift</td>
<td>frag-gy</td>
<td>dog-gifth</td>
<td></td>
<td>pet-ti-fog-ger</td>
</tr>
<tr>
<td>flag-gy</td>
<td>flag-gy</td>
<td>jog-ger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gib-ber</td>
<td>flug-gish</td>
<td>nog-gen</td>
<td></td>
<td>ter-giv-er-fa-tion</td>
</tr>
</tbody>
</table>

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

**lin-ger** young-est *strong-er*

**Fin-ger**  lin-go   *strong-est*

**an-ger** lin-guist long-er

**hun-ger** young-er long-est *mon-ger*

| TABLE XXXVI.
The Boy that went to the Wood to look for Birds' Nests, when he should have gone to School.

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

### TABLE XXXVII.

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

<table>
<thead>
<tr>
<th>Magic</th>
<th>pla-cid</th>
<th>re-ci-pe</th>
</tr>
</thead>
<tbody>
<tr>
<td>tra-gic</td>
<td>pi-geon</td>
<td>de-cim-al</td>
</tr>
<tr>
<td>a-gile</td>
<td>fi-gil</td>
<td>de-cim-ate</td>
</tr>
<tr>
<td>a-cid</td>
<td>ta-cit</td>
<td>la-cer-ate</td>
</tr>
<tr>
<td>di-git</td>
<td>a-git-ate</td>
<td>pa-ci-fy</td>
</tr>
<tr>
<td>vi-gil</td>
<td>ag-ger-ate*</td>
<td>pa-geant-ry</td>
</tr>
<tr>
<td>fa-cile</td>
<td>le-gi-ble</td>
<td>pa-gin-al</td>
</tr>
<tr>
<td>fra-gile</td>
<td>fla-gel-et</td>
<td>re-gi-cide</td>
</tr>
<tr>
<td>fri-gid</td>
<td>pre-ce-dent</td>
<td>re-gim-en</td>
</tr>
<tr>
<td>ri-gid</td>
<td>pre-ci-pice</td>
<td>re-gim-ens</td>
</tr>
</tbody>
</table>

* \( G \) soft.
re-gif-ter    lo-qua-ci-ty    ca-li-gin-ous
spe-ci-fy    men-da-ci-ty    om-ni-gen-ous
spe-cim-en    men-di-ci-ty    ver-ti-gin-ous
ma-ger-ate    di-la-ger-ate    re-fri-ger-ate
ma-cil-ent    du-pli-ci-ty    le-gif-la-tion
ma-gif-trate    fe-li-ci-ty    re-cit-a-tion
tra-ge-dy    mu-ni-ci-pal
vi-cin-age    an-ti-ci-pate
ve-get-ate    par-ti-ci-pate    fa-cri-le-gious
ve-get-ant    fim-pli-ci-ty    o-le-a-gin-ous
lo-gic    fo-li-ci-tude
pro-cess    per-ni-ci-ty    au-then-ti-ci-ty
co-gin-ate    tri-pli-ci-ty    e-lafti-ci-ty
pro-ge-ny    va-ti-ci-nate    elec-tri-ci-ty
il-li-cit    ver-ti-ci-ty
im-pli-cit    e-da-ci-ty    du-o-de-ci-mo
ex-pli-cit    ex-ag-ger-ate*    ab-o-ri-gin-es
e-li-cit    mor-da-ci-ty    ec-cen-tri-ci-ty
ex-pli-cit    nu-ga-ci-ty    mu-ci-lagin-ous
fo-li-cit    o-pa-ci-ty
im-a-gine    ra-pa-ci-ty
re-li-gion    sa-ga-ci-ty
li-ti-gious    fe-qua-ci-ty
pro-di-gious    vi-va-ci-ty
ne-cef-fa-ry    te-na-ci-ty
ve-ra-ci-ty
a-da-gio
au-da-ci-ty    bel-li-ger-ent
ca-pa-ci-ty    or-i-gin-al
fu-ga-ci-ty    ar-mi-ger-ous
ap-logic-al
af-tro-logic-al
my-tho-logic-al
ped-a-go-gic-al

* Exaggerate.
† Pronounced elektricity, eccentricity.
of PRONUNCIATION.

phi-lo-lo-gic-al
tau-to-lo-gic-al
the-o-lo-gic-al
re-ci-pro-ci-ty

le-ger-de-main
re-ci-ta-tive

The compounds and derivatives follow the same rule.

<table>
<thead>
<tr>
<th>TABLE XXXVIII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words in which ( b ) is pronounced before ( w ), though written after it:</td>
</tr>
<tr>
<td>Thus, ( w h a t, w h e n, w h i s p e r ), pronounced ( b w a t, b w e n, b w i s p e r ); that is, ( b w o a t, b w o e n, b w o i s p e r ).</td>
</tr>
<tr>
<td>( W )</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The compounds and derivatives follow the same rule.

In the following, with their compounds and derivatives, \( w \) is silent.

<table>
<thead>
<tr>
<th>TABLE XXXIX.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the following, with their compounds and derivatives, ( x ) is pronounced like ( g z ); ( e x a c t ) is pronounced ( e g z a t ), &amp;c.</td>
</tr>
<tr>
<td>( E x - a c t )</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
An Easy Standard

ex-ani-mate  ex-bort
ex-af-per-ate  ex-bauft
aux-il-ia-ry  ex-or-bi-tant  ex-er-cent
ex-ile  ex-or-di-um
ex-ude
ex-a-men  ex-alt
ex-u-be-range  ex-ot-ic

In most or all other words, χ is pronounced like K; except at the beginning of Greek names, where it sounds like X.

Table XL.
The History of the Creation of the World.

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

All things are known to God, and though his throne of state be far on high, yet doth his eye look down to us in this low world, and see all the ways of the sons of men.
OF PRONUNCIATION, 103

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

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

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

The Lord, who made the ear of man,
   Must needs hear all of right;
He made the eye, all things must then
   Be plain in his clear sight.

The Lord doth know the thoughts of man,
   His heart he sees most plain:
And he on high man's thoughts doth scan;
   And sees they are but vain.

But oh! that man is safe and sure,
   Whom thou dost keep in awe;
And that his life may be most pure,
   Doth guide him in thy law:
For he shall live in peace and rest,
   He fears not at his death;
Love fills his heart, and hope his breast;
   With joy he yields his breath.
Irregular Words, not comprised in the foregoing Tables.

<table>
<thead>
<tr>
<th>Written</th>
<th>Pronounced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aid-de-camp</td>
<td>Ade-de-cong</td>
</tr>
<tr>
<td>an-y</td>
<td>en-ny</td>
</tr>
<tr>
<td>ap-ro-pos</td>
<td>ap-pro-po</td>
</tr>
<tr>
<td>bat-teau</td>
<td>bat-to</td>
</tr>
<tr>
<td>beau</td>
<td>bo</td>
</tr>
<tr>
<td>beaux</td>
<td>boze</td>
</tr>
<tr>
<td>been</td>
<td>bin</td>
</tr>
<tr>
<td>bel-lei-le-tres</td>
<td>bel-le-ter</td>
</tr>
<tr>
<td>bu-reau</td>
<td>bu-ro</td>
</tr>
<tr>
<td>bu-ry</td>
<td>ber-ry</td>
</tr>
<tr>
<td>bu-sy</td>
<td>biz-zy</td>
</tr>
<tr>
<td>bu-si-ness</td>
<td>biz-ness</td>
</tr>
<tr>
<td>che-vaux-de-frise</td>
<td>thev-o-de-freeze</td>
</tr>
<tr>
<td>co-lo-nel</td>
<td>cur-nel</td>
</tr>
<tr>
<td>comp-trol-er</td>
<td>con-trol-er</td>
</tr>
<tr>
<td>en-ten-dre</td>
<td>en-taun-der</td>
</tr>
<tr>
<td>flam-beau</td>
<td>flam-bo</td>
</tr>
<tr>
<td>haut-boy</td>
<td>ho-boy</td>
</tr>
<tr>
<td>ile</td>
<td>ile</td>
</tr>
<tr>
<td>in-and</td>
<td>ile-and</td>
</tr>
<tr>
<td>ma-ny</td>
<td>men-ny</td>
</tr>
<tr>
<td>ocean</td>
<td>o-shun</td>
</tr>
<tr>
<td>port-man-teau</td>
<td>port-man-to</td>
</tr>
<tr>
<td>ren-dez-vous</td>
<td>ren-da-voo</td>
</tr>
<tr>
<td>right-eous</td>
<td>ri-chus</td>
</tr>
<tr>
<td>fays</td>
<td>fez</td>
</tr>
<tr>
<td>faid</td>
<td>fed</td>
</tr>
<tr>
<td>fous</td>
<td>foo</td>
</tr>
<tr>
<td>fu-gar</td>
<td>shoog-ar</td>
</tr>
<tr>
<td>vif-count</td>
<td>vee-count</td>
</tr>
<tr>
<td>wo-men</td>
<td>wim-in</td>
</tr>
</tbody>
</table>

The compounds and derivatives follow the same rule.
The Description of a Good Boy.

A GOOD Boy is dutiful to his father and mother, obedient to his master, and loving to all his play fellows. He is diligent in learning his books, and takes a pleasure in improving himself in everything that is worthy of praise. He rises early in the morning, makes himself clean and decent, and says his prayers. If he has done a fault, he confesses it, and is sorry for it; and scorns to tell a lie, though he might by that means conceal it. He loves to hear good advice, is thankful to those that give it him, and always follows it. He never swears, nor calls names, nor uses any ill words to his companions. He is never peevish and fretful, but always cheerful and good humored. He scorns to steal or pilfer any thing from his play fellows; and would rather suffer wrong than do wrong to any of them. He is always ready to answer when he is asked a question, to do what he is bid, and to mind what is said to him. He is not a wrangler, nor quarrelsome, and keeps himself out of all kinds of mischief, which other boys run into. By this means he becomes, as he grows up, a man of sense and virtue; he is beloved and respected by all that know him; he lives in the world with credit and reputation, and when he dies he is lamented by all his acquaintance.

The Description of a Bad Boy.

A BAD Boy is undutiful to his father and mother, disobedient and stubborn to his master, and ill natured to all his play fellows. He hates his book, and takes no pleasure in improving himself in any thing. He is sleepy and slothful in the morning, too idle to clean himself, and too wicked to say his prayers. He is always in mischief, and when he has done a fault,
will tell twenty lies in hopes to clear himself, which is only making bad worse. He hates that any body should give him good advice, and when they are out of fight, will laugh at them. He swears and wrangles, and quarrels with his companions, and is always in some dispute or other. He will steal whatsoever comes in his way; and if he is not caught, thinks it no crime, not considering that God sees whatsoever he does. He is frequently out of humor, and fallen and obstinate, so that he will neither do what he is bid, nor answer any question that is asked him. In short, he neglects every thing that he should learn, and minds nothing but play or mischief; by which means he becomes, as he grows up, a confirmed blockhead, incapable of any thing but wickedness or folly, despised by all men of sense and virtue, and generally dies a beggar.

### Table XLIV.

**Proper Names of One Syllable.**

| ANN, Bath, Charles, Dutch, Elk, France, French | Giles, Guy, Hague, Hugh, James, John, Lyme, Luke, Lyn, Mark, Miles, Paul, Ralph, Ruth, Saul, Tray, Tweed, Wales, Welch |

### Table XLV.

**Proper Names of Two Syllables, the Accent on the First.**

<table>
<thead>
<tr>
<th>A L-bert</th>
<th>An-des</th>
<th>Coop-er</th>
</tr>
</thead>
<tbody>
<tr>
<td>Al-fred</td>
<td>Ash-ley</td>
<td>Chi-li</td>
</tr>
<tr>
<td>Am-brose</td>
<td>Ber-nard</td>
<td>Cal-co</td>
</tr>
<tr>
<td>Ar-nold</td>
<td>Brad-ford</td>
<td>Chi-na</td>
</tr>
<tr>
<td>Ar-thur</td>
<td>Brain-tree</td>
<td>Con-cord</td>
</tr>
<tr>
<td>Au-ftin</td>
<td>Brook-field</td>
<td>Clem-ent</td>
</tr>
<tr>
<td>Place Name</td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Cy-rus</td>
<td>Hel-en</td>
<td></td>
</tr>
<tr>
<td>Dan-verse</td>
<td>Her-od</td>
<td></td>
</tr>
<tr>
<td>Dart-mouth</td>
<td>Hope-well</td>
<td></td>
</tr>
<tr>
<td>Ded-ham</td>
<td>How-el</td>
<td></td>
</tr>
<tr>
<td>Deer-field</td>
<td>Hub-art</td>
<td></td>
</tr>
<tr>
<td>Digh-ton</td>
<td>Hum-phyre</td>
<td></td>
</tr>
<tr>
<td>Der-by</td>
<td>Hud-fon</td>
<td></td>
</tr>
<tr>
<td>Doug-las</td>
<td>Hu-ron</td>
<td></td>
</tr>
<tr>
<td>Dud-ley</td>
<td>Ips-wich</td>
<td></td>
</tr>
<tr>
<td>Dur-ham</td>
<td>Ja-cob</td>
<td></td>
</tr>
<tr>
<td>E-rie</td>
<td>Je-sus</td>
<td></td>
</tr>
<tr>
<td>Ed-win</td>
<td>Jo-ab</td>
<td></td>
</tr>
<tr>
<td>Eg-bert</td>
<td>Jo-nah</td>
<td></td>
</tr>
<tr>
<td>E-gypt</td>
<td>Jo-seph</td>
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</tr>
<tr>
<td>En-field</td>
<td>King-f-bridge</td>
<td></td>
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<tr>
<td>E-noch</td>
<td>Lam-bert</td>
<td></td>
</tr>
<tr>
<td>E-sau</td>
<td>Lau-rence</td>
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<tr>
<td>Eft-ber</td>
<td>Leap-old</td>
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</tr>
<tr>
<td>Fifth-kill</td>
<td>Leice-fter</td>
<td></td>
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<tr>
<td>Flor-ence</td>
<td>Mal-den</td>
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<td>Flush-ing</td>
<td>Man-f-field</td>
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<td>Frank-fort</td>
<td>Med-ford</td>
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<td>Fun-dy</td>
<td>Med-way</td>
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<td>Goul-ford</td>
<td>Men-don</td>
<td></td>
</tr>
<tr>
<td>Gro-ton</td>
<td>Mil-ford</td>
<td></td>
</tr>
<tr>
<td>God-frey</td>
<td>Mil-ton</td>
<td></td>
</tr>
<tr>
<td>Gil-bert</td>
<td>Mor-gan</td>
<td></td>
</tr>
<tr>
<td>God-ard</td>
<td>Mo-fes</td>
<td></td>
</tr>
<tr>
<td>Glov-er</td>
<td>Mo-hawk</td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Mis-tik</td>
<td></td>
</tr>
<tr>
<td>Had-ley</td>
<td>Nach-es</td>
<td></td>
</tr>
<tr>
<td>Han-nah</td>
<td>Nor-walk</td>
<td></td>
</tr>
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<td>Hat-field</td>
<td>Nor-wich</td>
<td></td>
</tr>
<tr>
<td>Nor-ton</td>
<td>Ox-ford</td>
<td></td>
</tr>
<tr>
<td>Ob-long</td>
<td>Pal-mer</td>
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<tr>
<td>Pa-trick</td>
<td>Pem-broke</td>
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<tr>
<td>Phe-be</td>
<td>Pitts-burg</td>
<td></td>
</tr>
<tr>
<td>Pitts-field</td>
<td>Plain-field</td>
<td></td>
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<tr>
<td>Plain-field</td>
<td>Pom-fret</td>
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</tr>
<tr>
<td>Rich-ard</td>
<td>Rob-ert</td>
<td></td>
</tr>
<tr>
<td>Rob-ert</td>
<td>Reu-ben</td>
<td></td>
</tr>
<tr>
<td>Rut-land</td>
<td>Samp-son</td>
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<tr>
<td>Rut-land</td>
<td>Sand-wich</td>
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</tr>
<tr>
<td>Say-brook</td>
<td>Shef-field</td>
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<tr>
<td>Sha-ron</td>
<td>Skuyl-kill</td>
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<td>Stam-ford</td>
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<td>Stough-ton</td>
<td>Stock-bridge</td>
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<td>Strat-ford</td>
<td>Swan-zey</td>
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<td>Sa-ble</td>
<td>Shaw-nese</td>
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<td>Tar-tar</td>
<td>Ver-non</td>
<td></td>
</tr>
<tr>
<td>Ve-nice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE XLVI.

*Proper Names of Two Syllables, accented on the Second.*

| BRE-ton | Mon-taux | Bra-zil |
| Cham-plain† | Pe-dee | Car-ly/le |
| Cham-blee† | San-tee | Chop-tank |
| De-troit | Pe-ru | Roan-oke |
| Bel-i/le | † Ch is pronounced sh. |

### TABLE XLVII.

*Proper Names divided and accented.*

| A-ron | An-ti-christ | Jer-i-cho |
| A-bra-ham | Bab-y-lon | Jes-u-it |
| A-sia | Ben-ja-min | Jon-a-than |
| Bel-ze-bub | Christ-o-pher | Josh-u-a |
| E-phraim | Cyp-ri-an | Jan-i-za-ry |
| Ga-briel | Can-a-da | Lyd-i-a |
| I-saac | Dan-iel | Laz-a-rus |
| Mi-chael* | Ed-ward | Leon-ard |
| Ba-laam | Ex-o-dus | Mag-da-len |
| Ca-naan | Fred-er-ic | Nich-o-las |
| Ab-fa-lom | Greg-ory | Ol-iv-er |
| An-tho-ny | Gen-e-fis | Phin-e-has |
| Af-ri-ca | Hum-phry | Pai-es-tine |
| Al-co-ran | Hep-zi-bah | Phar-i-see |
| An-ti-och | Is-rael | Reyn-Old |

*Ch in this table, except in Archibald, sounds like k.*
OF PRONUNCIATION. 109

Ser-a-phin 2  Jer-o-bo-am
Syr-i-a A-me-ri-ca
Tich-ic-us Af-phal-ti-des
Tim-o-thy Af-fyr-i-a
Tuf-ca-ny Bif-flex-tile
Zach-a-ry Ca-per-na-um
5 Con-ftan-inet E-gyp-tian
Dom-in-ic E-piph-a-ny
Sol-o-mon Ha-bak-kuk
1 A-chai-a Le-vit-ic-us
Cor-nel-i-us Mel-chi-se-dec
Cy-re-ne Na-than-iel
Chal-da-ic Phi-li-pi
Da-ri-us Prif-cil-la
Di-a-su Pam-phil-ia
De-me-tre-us Pa-lat-in-us
E-li-ha Pe-nel-o-pe
E-li-jah Su-san-na
Se-baf-tian Su-fan-na
5 A-poc-ry-pha Bar-thol-o-mew
Eu-phra-tes Chryf-of-tom
E-ai-as Go-mor-rah
E-ze-kiel Gib-ral-tar
Go-li-ah Ma-hom-et
Ga-la-tia The-oph-il-us
Gam-a-li-el Ther-mom-e-ter
Ho-fe-a Teu-ton-ic
Ho-ra-tio 1 An-a-ni-as
Jo-fi-ah Ba-al-ze-bub
Ju-de-a E-le-a-zar
Je-ru-sa-lem E-thi-o-pi-a
4 Mo-ic-al Hez-e-ki-ah
Phi-le-mon Jer-e-mi-ah
Ti-be-ri-as Cla-di-us
Zach-e-us

* Pronounced The-o-do-fius, Di-o-ni-fus.

In almost all scripture names of the Old Testament, ʃ retains its proper sound, as in Telatiah; ʒ found like h, as in Chaldea; ɡ is gen-
erally hard before \( i \), as in Gibbon. The letters \( a i \), which represent the Hebrew \( ayin \), are generally pronounced like the first sound of \( a \).

In the New Testament, \( tia \) and \( cia \) are generally pronounced as \( aipa \), in Galatia, etc.

### TABLE XLVIII

**Other Names of Three Syllables, accented on the First.**

<table>
<thead>
<tr>
<th>A</th>
<th>Ef-ki-maux</th>
<th>Mus-co-vy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bev-er-ly</td>
<td>Mer-ri-mak</td>
<td>New-bu-ry</td>
</tr>
<tr>
<td>Bar-ring-ton</td>
<td>Hat-te-ras</td>
<td>New-found-land</td>
</tr>
<tr>
<td>Ben-ning-ton</td>
<td>In-di-a</td>
<td>O-kri-kok</td>
</tr>
<tr>
<td>Bran-dy-wine</td>
<td>If-fa-char</td>
<td>Salif-bu-ry</td>
</tr>
<tr>
<td>Clav-er-ak</td>
<td>Jef-fe-ry</td>
<td>Scar-bo-rough</td>
</tr>
<tr>
<td>Chefs-a-peek</td>
<td>Ju-li-us</td>
<td>Sen-e-ca</td>
</tr>
<tr>
<td>Col-chef-ter</td>
<td>Ken-ling-ton</td>
<td>Ston-ing-ton</td>
</tr>
<tr>
<td>Cher-o-kee</td>
<td>Kil-ling-worth</td>
<td>Sun-der-land</td>
</tr>
<tr>
<td>Cov-en-try</td>
<td>Lab-ra-dor</td>
<td>San-dif-field</td>
</tr>
<tr>
<td>Dor-chef-ter</td>
<td>Leb-a-non</td>
<td>Simf-bu-ry</td>
</tr>
<tr>
<td>Dan-bu-ry</td>
<td>Lan-ling-burg</td>
<td>Tyr-ing-ham</td>
</tr>
<tr>
<td>Eg-re-mont</td>
<td>Lex-ing-ton</td>
<td>Tor-ring-ton</td>
</tr>
<tr>
<td>Ex-e-ter</td>
<td>Lou-if-burg</td>
<td>Vo-lun-town</td>
</tr>
<tr>
<td>Farm-ing-ton</td>
<td>Mex-i-co</td>
<td>Wal-ing-ford</td>
</tr>
<tr>
<td>Hei-dle-berg</td>
<td>Man-chef-ter</td>
<td>Weth-er-field</td>
</tr>
<tr>
<td>Hunt-ing-ton</td>
<td>Marl-bo-rough</td>
<td>Win-chef-ter</td>
</tr>
<tr>
<td>Har-win-ton</td>
<td>Mor-de-cai</td>
<td>Wor-thing-ton</td>
</tr>
</tbody>
</table>

### TABLE XLIX

**Proper Names of Three Syllables, accented on the Second.**

<table>
<thead>
<tr>
<th>B</th>
<th>Pe-nob-fcot</th>
<th>Wi-om-ning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ca-taw-ba</td>
<td>E-so-pus</td>
<td>Hen-lo-pen</td>
</tr>
<tr>
<td>Of-we-go</td>
<td>Sko-har-ry</td>
<td>Pe-tux-ent</td>
</tr>
<tr>
<td>Che-buk-to</td>
<td>Ti-o-ga</td>
<td>Pe-taip-ko</td>
</tr>
</tbody>
</table>
**TABLE.**

Proper Names of Four and Five Syllables, accented on the Second.

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-u-ro-pe-an</td>
<td>Eu-rov-pe-an</td>
</tr>
<tr>
<td>Ma-mar-o-nek</td>
<td>Me-mar-o-nek</td>
</tr>
<tr>
<td>On-ta-ri-o</td>
<td>On-ta-ri-o</td>
</tr>
<tr>
<td>Al-le-ga-ny</td>
<td>Al-le-ga-ny</td>
</tr>
<tr>
<td>Con-e-tlo-ga</td>
<td>Con-e-tlo-ga</td>
</tr>
<tr>
<td>Ni-a-ga-ra</td>
<td>Ni-a-ga-ra</td>
</tr>
<tr>
<td>Rap-pa-han-nok</td>
<td>Rap-pa-han-nok</td>
</tr>
<tr>
<td>Sar-a-to-ga</td>
<td>Sar-a-to-ga</td>
</tr>
<tr>
<td>O-non-da-ga</td>
<td>O-non-da-ga</td>
</tr>
<tr>
<td>Cah-no-wa-ga</td>
<td>Cah-no-wa-ga</td>
</tr>
</tbody>
</table>

**Accented on the Third and First.**

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pi-f-cat-a-qua</td>
<td>Pi-f-cat-a-qua</td>
</tr>
<tr>
<td>Sche-ne-c-ta-dy</td>
<td>Sche-ne-c-ta-dy</td>
</tr>
<tr>
<td>Wi-com-i-co</td>
<td>Wi-com-i-co</td>
</tr>
<tr>
<td>Car-tha-ge-na</td>
<td>Car-tha-ge-na</td>
</tr>
<tr>
<td>Tuf-ke-ro-ra</td>
<td>Tuf-ke-ro-ra</td>
</tr>
<tr>
<td>Sul-que-han-na</td>
<td>Sul-que-han-na</td>
</tr>
<tr>
<td>Nar-ra-gan-set</td>
<td>Nar-ra-gan-set</td>
</tr>
<tr>
<td>Lou-i-ja-na</td>
<td>Lou-i-ja-na</td>
</tr>
<tr>
<td>Ap-a-lach-i-an</td>
<td>Ap-a-lach-i-an</td>
</tr>
<tr>
<td>Al-ex-an-dri-a</td>
<td>Al-ex-an-dri-a</td>
</tr>
</tbody>
</table>

**Accented on the Fourth and First.**

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-con-de-ro-ga</td>
<td>T-con-de-ro-ga</td>
</tr>
<tr>
<td>Mich-il-i-mak-i-nak</td>
<td>Mich-il-i-mak-i-nak</td>
</tr>
<tr>
<td>Sa-ga-da-hok</td>
<td>Sa-ga-da-hok</td>
</tr>
</tbody>
</table>

The principal Accent is on the last Syllable, and the half Accent on the First.
### Table of Numbers

<table>
<thead>
<tr>
<th>Figures</th>
<th>Letters</th>
<th>Names</th>
<th>Numerical Adjectives</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>one</td>
<td>first</td>
</tr>
<tr>
<td>2</td>
<td>II</td>
<td>two</td>
<td>second</td>
</tr>
<tr>
<td>3</td>
<td>III</td>
<td>three</td>
<td>third</td>
</tr>
<tr>
<td>4</td>
<td>IV</td>
<td>four</td>
<td>fourth</td>
</tr>
<tr>
<td>5</td>
<td>V</td>
<td>five</td>
<td>fifth</td>
</tr>
<tr>
<td>6</td>
<td>VI</td>
<td>fix</td>
<td>sixth</td>
</tr>
<tr>
<td>7</td>
<td>VII</td>
<td>seven</td>
<td>seventh</td>
</tr>
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<td>8</td>
<td>VIII</td>
<td>eight</td>
<td>eighth</td>
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<tr>
<td>9</td>
<td>IX</td>
<td>nine</td>
<td>ninth</td>
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<td>10</td>
<td>X</td>
<td>ten</td>
<td>tenth</td>
</tr>
<tr>
<td>11</td>
<td>XI</td>
<td>eleven</td>
<td>eleventh</td>
</tr>
<tr>
<td>12</td>
<td>XII</td>
<td>twelve</td>
<td>twelfth</td>
</tr>
<tr>
<td>13</td>
<td>XIII</td>
<td>thirteen</td>
<td>sixteenth</td>
</tr>
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<td>14</td>
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<td>seventeenth</td>
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<tr>
<td>18</td>
<td>XVIII</td>
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<td>eighteenth</td>
</tr>
<tr>
<td>19</td>
<td>XIX</td>
<td>nineteen</td>
<td>nineteenth</td>
</tr>
<tr>
<td>20</td>
<td>XX</td>
<td>twenty</td>
<td>twentieth</td>
</tr>
<tr>
<td>21</td>
<td>XXI</td>
<td>twenty one</td>
<td>twenty first</td>
</tr>
<tr>
<td>22</td>
<td>XXII</td>
<td>twenty two</td>
<td>twenty second</td>
</tr>
<tr>
<td>30</td>
<td>XXX</td>
<td>thirty</td>
<td>thirty</td>
</tr>
<tr>
<td>31</td>
<td>XXXI</td>
<td>thirty one</td>
<td>thirty first</td>
</tr>
<tr>
<td>40</td>
<td>XL</td>
<td>forty</td>
<td>fortieth</td>
</tr>
<tr>
<td>50</td>
<td>L</td>
<td>fifty</td>
<td>fiftieth</td>
</tr>
<tr>
<td>60</td>
<td>LX</td>
<td>fixty</td>
<td>fixtieth</td>
</tr>
<tr>
<td>70</td>
<td>LXX</td>
<td>seventy</td>
<td>seventeenth</td>
</tr>
<tr>
<td>80</td>
<td>LXXX</td>
<td>eighty</td>
<td>eightieth</td>
</tr>
<tr>
<td>90</td>
<td>XC</td>
<td>ninety</td>
<td>ninetieth</td>
</tr>
<tr>
<td>100</td>
<td>C</td>
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<td>one hundredth</td>
</tr>
<tr>
<td>200</td>
<td>CC</td>
<td>two hundred</td>
<td>two hundredth</td>
</tr>
<tr>
<td>300</td>
<td>CCC</td>
<td>three hundred</td>
<td>three hundredth</td>
</tr>
<tr>
<td>400</td>
<td>CCC</td>
<td>four hundred</td>
<td>four hundredth</td>
</tr>
<tr>
<td>500</td>
<td>D</td>
<td>five hundred</td>
<td>five hundredth</td>
</tr>
<tr>
<td>600</td>
<td>DC</td>
<td>six hundred</td>
<td>six hundredth</td>
</tr>
<tr>
<td>700</td>
<td>DCC</td>
<td>seven hundred</td>
<td>seven hundredth</td>
</tr>
<tr>
<td>800</td>
<td>DCCC</td>
<td>eight hundred</td>
<td>eight hundredth</td>
</tr>
<tr>
<td>900</td>
<td>DCCC</td>
<td>nine hundred</td>
<td>nine hundredth, &amp;c.</td>
</tr>
<tr>
<td>1000</td>
<td>M</td>
<td>one thousand</td>
<td></td>
</tr>
<tr>
<td>1790</td>
<td>MDCCXC</td>
<td>one thousand</td>
<td>seven hundred and ninety</td>
</tr>
</tbody>
</table>

*Note. In all numerical adjectives, *th* has its proper sound, as in *think*.**
Words, the same in Sound, but different in Spelling and Signification.

N. B. Roman letters silent, except s.

Bur-row, for rabbits
Bur-rough, a town corporate
By, a particle
Buy, to purchase
Cain, a man’s name
Cane, a shrub or staff
Call, to cry out
Gaul, of a wig, or bowels
Can-on, a large gun
Can-on, a rule
Can-vas, to examine
Can-vas, coarse cloth
Ceil-ing, of a room
Seal-ing, setting of a seal
Cell, a hut
Sell, to dispose of
Con-tu-ry, a hundred years
Con-tau-ry, an herb
Chol-er, wrath
Col-lar, for the neck
Cord, a small rope
Chord, in music
Gli-on, a young shoot
Si-on, a mountain
Cite, to summon
Sight, seeing
Site, situation
Chron-i-cal, of long continuance
Chron-i-cle, a history
Course, order, or direction
Course, not fine
Com-ple-ment, a full number
Com-pli-ment, expression of civility
Court-in, a relation
Cozen, to cheat
Com-mit, an assembly
Com-fel, advice
Cur-rant, a berry
Cur-rent, passing, or a stream
Court-i-er, a messenger
Curri-er, a dresser of leather
Deer, a wild animal
Dear, of great price
Deze, from Heaven
Due, owed
Die, to expire
Dye, to colour
Dee, a female deer
Dough, bread unbaked
Dun, brown colour
Done, performed
Pane, a weather cock
Fair, gladly
Feign, to dissemble
Faint, weary
Feint, a false march
Fare, comely
Fare, food, customary duty, &c.
Felon, a whitlow
Fel-on, a criminal
Flea, an insect
Flee, to run away
Flour, of wheat
Flow-er, of the field
Fourth, in number
Forth, abroad
Foul, unty
Fowl, a bird
Gilt, with gold
Guilt, crime
Grate, for coals
Great, large
Groom, to figh
Grown, increased
Hail, to salute, or frozen drops of rain
Hale, found, healthy
Hart, a beast
Heart, the seat of life
Hare, an animal
Hair, of the head
Here, in this place
Hear, to hearken
Hew, to cut
Hue, colour
Him, that man
Hymn, a sacred song
Hire, wages
High-er, more high
Heel, of the foot
Heal, to cure
I, myself
Eye, organ of sight
He, an island
Ile, of a church
In, within
Inn, a tavern
In-diet, to compose
In-dict, to prosecute
Kill, to slay
Kiln, of brick
Knave, a dishonest man
Nave, of a wheel
Knight, by honor
Night, the evening
Know, to be acquainted
No, not so
Know, did know
New, not old
Knot, made by tying
Not, denying
Lade, to dip water
Laid, placed
Lain, did lie
Lane, a narrow passage
Leek, a root
Leak, to run out
Leaf-on, a reading
Leafen, to diminish
Li-ar, a teller of lies.
Lyre, a harp
Led, did lead
Lead, heavy metal
Lie, a falsehood, also to rest on a bed
Lye, water drained thro' ashes
Lo, behold
Low, humble
Made, finished
Maid, an unmarried woman
Main, the chief
Mane, of an horse
Male, the he kind
Mail, armour, or a packet
Man-ner, mode, or custom
Man-or, a lordship
Meet, to come together
Meat, flesh
Mete, measure
Mite, an insect
Might, strength
Metal, gold or silver, &c.
Mettle, briskness
Naught, bad
Nought, none
Nay, no
Neigh, as an horse
Oar, to row with
Ore, metal not separated
Oh, alas
Owe, to be indebted
One, in number
Won, past time of win
Our, belonging
Hour, sixty minutes
Pale, wanting colour
Tail, a vessel
Pain, torment
Pane, a square of glass
Feel, the outside
Peal, upon the bells
Pear, a fruit
Pare, to cut off
Plain, even, or level
Plane, to make smooth
Plate, a flat piece of metal
Plait, a fold in a garment
Pray, to implore
Prey, a booty
Prius-cial, chief
Prin-cipal, first rule
Proph-et, a foreteller
Prof-it, advantage
Peace, tranquillity
Piece, a part
Rain, falling weather
Reign, of a bride
Reign, to rule
Red, colour
Read, did read
Reed, a shrub
Read, to peruse
Rest, ease
Wrest, to force
Rice, a sort of corn
Rise, origin
Rye, a sort of grain
Wry, crooked
Ring, to found
Wring, to twist
Rite, ceremony
Right, just
Write, to form letters with a pen
Wright, a workman
Rode, did ride
Road, the highway
Roe, a deer
Row, a rank
Ruff, a neckcloth
Rough, not smooth
Sail, of a ship
Sale, a selling
Scene, of a stage
See, to behold
Sea, the ocean
Sent, ordered away
Scent, smell
Se-nior, elder
Seignor, a lord
Shore, side of a river
Shoe, a prop
Sink, to go down
Cinque, five
So, thus
Sow, to scatter
Sum, the whole
Some, particle
Sun, a fountain of light
Son, a male child
Sore, an ulcer
Shore, to mount up
Start, to look earnestly
Stair, a step
Steel, hard metal
Steal, to take without liberty
Straight, not crooked
Strait, narrow
Succour, help
Suck-er, a young twig
Slight, dexterity
Slight, to despise
Soul, of the foot
Soul, spirit
Tace, a rate
Tacks, small nails.
Tale, a story:
Tale, the end
Tare, weight allowed
Tear, to rend
Team, of cattle or horses
Team, to go with young
Their, belonging to them.
There, in that place
Thee, a particle
Thee, yourself
Too, likewise
Two, twice one
Tow, to drag after
Tow, of the foot
Tale, a valley.

Veil, a covering
Vein, for the blood
Vane, to shew the course of the wind
Vice, sin
Wife, a screw
Wait, to carry
Weight, heaviness
Ware, to put on
Ware, merchandise
Wear, past time plu. of am-
Waste, to spend
Wish, the middle
Way, road
Weigh, to poise
Week, seven days
Weak, not strong
Wood, trees
Would, was willing
You, plural of thee.
Tow, a tree.

In this table I have omitted several words, which are found in Dilworth and Fenning; either because the English differs from the American pronunciation, or because they have intermixed words together as nearly the same in sound, which may lead into error. For instance, the words comfort and convert are placed together in Dilworth, and they are commonly pronounced alike; but it is an offence against propriety, and I choose to admit no words but such as sound exactly alike.

### TABLE LIII.

#### OF ABBREVIATIONS.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. B.</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>A. D.</td>
<td>in the year of our Lord</td>
</tr>
<tr>
<td>A. M.</td>
<td>Master of Arts, before noon, or in the year of the world</td>
</tr>
<tr>
<td>Bart.</td>
<td>Baronet</td>
</tr>
<tr>
<td>B. D.</td>
<td>Bachelor of Divinity</td>
</tr>
<tr>
<td>C. or Gent.</td>
<td>an Hundred</td>
</tr>
<tr>
<td>Capt.</td>
<td>Captain</td>
</tr>
<tr>
<td>Col.</td>
<td>Colonel</td>
</tr>
<tr>
<td>Cant.</td>
<td>Canticles</td>
</tr>
<tr>
<td>Chap.</td>
<td>Chapter</td>
</tr>
<tr>
<td>Chron.</td>
<td>Chronicles</td>
</tr>
<tr>
<td>Co.</td>
<td>Company</td>
</tr>
<tr>
<td>Com.</td>
<td>Commissioner</td>
</tr>
<tr>
<td>Cr.</td>
<td>Credit</td>
</tr>
<tr>
<td>Cwt.</td>
<td>Hundred weight</td>
</tr>
<tr>
<td>D. D.</td>
<td>Doctor of Divinity</td>
</tr>
<tr>
<td>Dr.</td>
<td>Doctor or Debtor</td>
</tr>
<tr>
<td>Dec.</td>
<td>December</td>
</tr>
<tr>
<td>Dep.</td>
<td>Deputy</td>
</tr>
<tr>
<td>Deut.</td>
<td>Deuteronomy</td>
</tr>
<tr>
<td>Do. or ditto.</td>
<td>the same</td>
</tr>
<tr>
<td>E. C.</td>
<td>for example</td>
</tr>
<tr>
<td>Eccl.</td>
<td>Ecclesiastes</td>
</tr>
<tr>
<td>Ep.</td>
<td>Epistle</td>
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<tr>
<td>Eng.</td>
<td>English</td>
</tr>
<tr>
<td>Eph.</td>
<td>Ephesians</td>
</tr>
<tr>
<td>Esq.</td>
<td>Elains</td>
</tr>
</tbody>
</table>
Ex. Example, or Exodus
Feb. February
Fr. France or Francis
F. R. S. Fellow of the Royal Society
Gal. Galations
Gen. Genesis
Gent. Gentlemen
Geo. George
G. R. Gorge the King
Heb. Hebrews
Hon. Honorable
Hund. Hundred
Ibidem, ibid. in the same place
Isa. Isaiah
i. e. that is
Id. the same
Ja. James
Jac. Jacob
Joh. Joetha
K. King
Km. Kingdom
Kt. Knight
L. Lord or Lady
Lev. Leviticus
Lieut. Lieutenant
L. L. D. Doctor of Laws
L. S. the Place of the Seal
Lond. London
M. Marquis
M. B. Bachelor of Physic
Mr. Master
Mejrs. Gentlemen, Sirs
Mrs. Mistres
M. S. Manuscript
M. S. S. Manuscripts
Mat. Matthew
Math. Mathematics
N. B. take particular notice
Nov. November
No. Number
N. S. New Stile
Obi. Objection
O. S. Old Stile
Parl. Parliament
Per Cent. by the Hundred
Pet. Peter
Phil. Philip
Philom. a Lover of Learning
P. M. Afternoon
P. S. Postscript
Pf. Psalm
Q. Question, Queen
q. d. as if he should say
q. i. as much as you please
Revr. Register
Rev. Revelation, Reverend
Kt. Hon. Right Honourable
S. South and Shilling
St. Saint
Sept. September
Serj. Serjeant
S. T. P. Professor of Divinity
S. T. D. Doctor of Divinity
Ss. to wit, namely
Theo. Theophilus
Tho. Thomas
Theff. Theffalonians
V. or vide, see
Viz. to wit, namely
Wm. William
Wp. Worship
&c. and so forth
U. S. A. United States of America.

TABLE LIV.
Names of the principal Kingdoms and States of Europe.

Kingdoms. Capital Cities. No. of Inhabitants.

ENG-land Lon-don 5,000,000
Scot-land Ed-in-burgh 2,000,000
Ire-land Dub-lin 2,000,000
France Par-is 20,000,000
<table>
<thead>
<tr>
<th>Kingdoms</th>
<th>Capital Cities</th>
<th>No. of Inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>Madrid</td>
<td>8,000,000</td>
</tr>
<tr>
<td>Port-u-gal</td>
<td>Lisbon</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Ger-ma-ny</td>
<td>Vienna</td>
<td>24,000,000</td>
</tr>
<tr>
<td>Neth-er-lands</td>
<td>Amsterdam</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Flan-ders</td>
<td>Brussels</td>
<td>1,600,000</td>
</tr>
<tr>
<td>It-a-ly*</td>
<td>Rome</td>
<td>16,000,000</td>
</tr>
<tr>
<td>Sar-din-i-a</td>
<td>Naples</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Swit-zer-land</td>
<td>Bern</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Bo-he-mi-a</td>
<td>Prague</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Hun-ga-ry</td>
<td>Prague</td>
<td>2,500,000</td>
</tr>
<tr>
<td>Nor-way</td>
<td>Berlin</td>
<td>2,444,000</td>
</tr>
<tr>
<td>Den-mark</td>
<td>Copenhagen</td>
<td></td>
</tr>
<tr>
<td>Swe-den</td>
<td>Stockholm</td>
<td>1,500,000</td>
</tr>
<tr>
<td>Ruf-sia</td>
<td>Pe-tersburg</td>
<td>24,000,000</td>
</tr>
<tr>
<td>Pru-sia</td>
<td>Berlin</td>
<td>2,000,000</td>
</tr>
<tr>
<td>Po-land</td>
<td>Warsaw</td>
<td>15,000,000</td>
</tr>
<tr>
<td>Tur-key†</td>
<td>Constantinople</td>
<td>8,000,000</td>
</tr>
</tbody>
</table>

*Including several republics, as well as the Pope's dominions.
† In Europe.

---

**ISLANDS of the WEST INDIES.**

S. stands for Spaniò; F. for French; E. for English; D. for Dutch; Dan. for Danisò.

<table>
<thead>
<tr>
<th>Island</th>
<th>Location</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ctaba</td>
<td>S.</td>
<td>St. Vincent's</td>
</tr>
<tr>
<td>Hil-pan-i-o-la</td>
<td>S. &amp; F.</td>
<td>St. Mar-tin's</td>
</tr>
<tr>
<td>Ja-maï-ca*</td>
<td>E.</td>
<td>St. Lu-cia**</td>
</tr>
<tr>
<td>An-ti-gua†</td>
<td>E.</td>
<td>To-ba-go</td>
</tr>
<tr>
<td>Bar-ba-doas</td>
<td>E.</td>
<td>Ne-vis</td>
</tr>
<tr>
<td>Mar-ti-ni-co†</td>
<td>S.</td>
<td>Gre-na-da</td>
</tr>
<tr>
<td>Por-to-ri-co</td>
<td>E.</td>
<td>Ber-mu-da</td>
</tr>
<tr>
<td>Dom-i-ni-co</td>
<td>E.</td>
<td>An-gu-ill-la</td>
</tr>
<tr>
<td>Gua-da-loupe‖</td>
<td>F.</td>
<td>Mont-fe-rat</td>
</tr>
<tr>
<td>Eu-fla-tia</td>
<td>D.</td>
<td>Cur-ra-çoe++</td>
</tr>
<tr>
<td>St. Croix†</td>
<td>Dan.</td>
<td>St. Pi-erree</td>
</tr>
<tr>
<td>St. Chrift-o-pherse</td>
<td>E.</td>
<td>Mi-que-lor</td>
</tr>
<tr>
<td>Ba-ha-ma</td>
<td>E.</td>
<td>St. Thom-as</td>
</tr>
</tbody>
</table>

* Pronounced Jamaica. † Anteega. ‡ Martineeko. § Domineeko. Port-o Recko. ‖ Guadaloop. ‡‖ Santa Cruce. *** St. Lucee. ‡‡ Currafo. \|| Miqueloon.
### TABLE LV.

**The United States of America.**

<table>
<thead>
<tr>
<th>States</th>
<th>Capital Towns</th>
<th>Inhabitants</th>
</tr>
</thead>
<tbody>
<tr>
<td>New-Hampshire</td>
<td>Portsmouth</td>
<td>300,000</td>
</tr>
<tr>
<td>Mass-a-chu-setts</td>
<td>Boston</td>
<td>68,678</td>
</tr>
<tr>
<td>Rhode-Island</td>
<td>Newport</td>
<td>209,150</td>
</tr>
<tr>
<td>Con-nec-ti-cut</td>
<td>Hartford</td>
<td>238,897</td>
</tr>
<tr>
<td>New-York</td>
<td>New-York</td>
<td>138,000</td>
</tr>
<tr>
<td>New-Jer-sey</td>
<td>Trenton</td>
<td>300,000</td>
</tr>
<tr>
<td>Penn-syl-va-ni-a</td>
<td>Phila-del-phi-a</td>
<td>37,000</td>
</tr>
<tr>
<td>Del-a-ware</td>
<td>New-Caft-le</td>
<td>253,000</td>
</tr>
<tr>
<td>Mar-ry-land</td>
<td>Bal-ti-more</td>
<td>567,614</td>
</tr>
<tr>
<td>Vir-gin-i-a</td>
<td>Rich-mond</td>
<td>270,000</td>
</tr>
<tr>
<td>North-Ca-ro-li-na</td>
<td>New-Bern</td>
<td>180,000</td>
</tr>
<tr>
<td>South-Ca-ro-li-na</td>
<td>Charle-town</td>
<td></td>
</tr>
<tr>
<td>Geor-gi-a</td>
<td>Sa-yan-nah</td>
<td></td>
</tr>
</tbody>
</table>

### NEW HAMPSHIRE.

<table>
<thead>
<tr>
<th>Counties</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock-ing-ham</td>
<td>Chesh-ire</td>
</tr>
<tr>
<td>Hill-bo-rough</td>
<td>Graf-ton</td>
</tr>
<tr>
<td>Stafford</td>
<td></td>
</tr>
</tbody>
</table>

### MASSACHUSETTS.

<table>
<thead>
<tr>
<th>Counties</th>
<th>Capital Towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suffolk</td>
<td>Boston</td>
</tr>
<tr>
<td>Essex</td>
<td>Salem</td>
</tr>
<tr>
<td>Middlesex</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Hamp-shire</td>
<td>Spring-field</td>
</tr>
<tr>
<td>Plym-outh</td>
<td>Plymouth</td>
</tr>
<tr>
<td>Barn-sta-ble</td>
<td>Barn-sta-ble</td>
</tr>
<tr>
<td>Bristol</td>
<td>Taunton</td>
</tr>
<tr>
<td>Counties</td>
<td>Capital Towns</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>York</td>
<td>York</td>
</tr>
<tr>
<td>Dukes-County</td>
<td>Ed-gar-ton</td>
</tr>
<tr>
<td>Nan-tuck-et</td>
<td>Sher-burne</td>
</tr>
<tr>
<td>Worcester</td>
<td>Worcester</td>
</tr>
<tr>
<td>Cum-ber-land</td>
<td>Port-land</td>
</tr>
<tr>
<td>Lincoln</td>
<td>Pow-nal-bo-rough</td>
</tr>
<tr>
<td>Berkshire</td>
<td>Great-bar-ring-ton</td>
</tr>
</tbody>
</table>

**RHODE ISLAND.**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Capital Towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>New-port</td>
<td>New-port</td>
</tr>
<tr>
<td>Wasing-ton</td>
<td>South-Kingston</td>
</tr>
<tr>
<td>Prov-i-dence</td>
<td>Prov-i-dence</td>
</tr>
<tr>
<td>Kent</td>
<td>East-Green-wich</td>
</tr>
<tr>
<td>Bristol</td>
<td>Bristol</td>
</tr>
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</table>

**CONNECTICUT.**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Capital Towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartford</td>
<td>Hartford</td>
</tr>
<tr>
<td>New-Haven</td>
<td>New-Haven</td>
</tr>
<tr>
<td>Wind-ham</td>
<td>Wind-ham</td>
</tr>
<tr>
<td>Fairfield</td>
<td>Fairfield</td>
</tr>
<tr>
<td>Litchfield</td>
<td>Litchfield</td>
</tr>
<tr>
<td>Middlesex</td>
<td>Middlesex</td>
</tr>
<tr>
<td>Toland</td>
<td>Toland</td>
</tr>
</tbody>
</table>

**NEW YORK.**

<table>
<thead>
<tr>
<th>Counties</th>
<th>Capital Towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>New-York</td>
<td>The City</td>
</tr>
<tr>
<td>Rich-mond</td>
<td>Rich-mond</td>
</tr>
<tr>
<td>King's-count-y</td>
<td>Flat-bush</td>
</tr>
<tr>
<td>Queen's-count-y</td>
<td>Ja-mai-ca</td>
</tr>
<tr>
<td>Suffolk</td>
<td>South-hold</td>
</tr>
<tr>
<td>Albany</td>
<td>Al-ba-ny</td>
</tr>
<tr>
<td>West-Chester</td>
<td>West-Chester</td>
</tr>
<tr>
<td>Orange</td>
<td>Go-then</td>
</tr>
<tr>
<td>Ulster</td>
<td>King-fion</td>
</tr>
<tr>
<td>Dutchess</td>
<td>Pough-keep-fee*</td>
</tr>
<tr>
<td>Montgomery</td>
<td>John-stown</td>
</tr>
<tr>
<td>Washington</td>
<td>Clav-er-ak</td>
</tr>
</tbody>
</table>

* Pronounced Poughkeeps.
NEW JERSEY.

Counties.
Ber-gen
Mid-dle-sex
Ti-fex
Som-er-set
Mon-mouth
Mor-ris
Cum-ber-land
Sul-sex
Bur-ling-ton
Gloauce-fter
Sa-lem
Hun-ter-don
Cape May

Capital Towns.
Ber-gen
Am-boy
New-ark
Prince-ton
Free-hold
Mor-rif-ton
Bridge-town
New-ton
Bur-ling-ton
Had-don-field
Sa-lem
Tren-ton

PENNSYLVANIA.

Counties.
Phi-la-del-phi-a
Chef-ter
Bucks
Lan-caf-ter
York
Cum-ber-land
Berks
North-amp-ton
Bed-ford
North-um-ber-land
West-more-land
Wafh-ing-ton
Frank-lin
Dau-phin
Fay-ette
Lu-zerne

Capital Towns.
Phi-la-del-phi-a
Chef-ter
New-ton
Lan-caf-ter
York
Car-lis-le
Read-ing
Eaf-ton
Bed-ford
Sun-bur-ry
Han-nah’s-town

Wilki-bär

DELAWARE.

Counties.
New-Caf-tle
Kent
Sul-sex

Capital Towns.
New-Caf-tle
Do-ver
Lew-if-town
122 AN EASY STANDARD MARYLAND

Counties.—Worcester, Somerset, Dorchester, Talbot, Queen Ann's, Kent, Caroline, Cecil, Washington, St. Mary's, Charles, Prince George, Montgomery, Frederick, Anne Arundel, Baltimore, Hartford, Calvert.

VIRGINIA.


NORTH CAROLINA.

This State is divided into Seven Districts.

1. EDENTON. Counties.—Currituk, Camden, Pasquotank, Perquimans, Chawan, Gates, Hartford, Bertie, Tyrrell.


4. WILMINGTON. Counties.—Onslow, New Hanover, Brunswick, Bladen, Duplin, Cumberland.

5. HILLSBOROUGH. Counties.—Granville, Caswell, Orange, Wake, Randolph, Chatham.


7. SALISBURY. Counties.—Rowan, Anson, Meklenburgh, Guilford, Surry, Montgomery, Richmond.
OF PRONUNCIATION. 123

SOUTH CAROLINA,

This State is divided into Seven Districts.


GEORGIA.

<table>
<thead>
<tr>
<th>Counties</th>
<th>Capital Towns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat-ham</td>
<td>Sa-van-nah</td>
</tr>
<tr>
<td>Effing-ham</td>
<td>E-ber-e-zer</td>
</tr>
<tr>
<td>Burke</td>
<td>Waynelf-bo-rough</td>
</tr>
<tr>
<td>Rich-mond</td>
<td>Au-gulf-ta</td>
</tr>
<tr>
<td>Wilkes</td>
<td>Wath-ing-ton</td>
</tr>
<tr>
<td>Frank-lin</td>
<td>Greenf-bo-rough</td>
</tr>
<tr>
<td>Green</td>
<td>Gol-phin-ton</td>
</tr>
<tr>
<td>Wath-ing-ton</td>
<td>Sun-bury</td>
</tr>
<tr>
<td>Lib-er-ty</td>
<td>Bruns-wick</td>
</tr>
<tr>
<td>Glynn</td>
<td>St. Patricks</td>
</tr>
<tr>
<td>Cam-den</td>
<td>on the Missipipi, unsettled</td>
</tr>
<tr>
<td>Bour-bon</td>
<td></td>
</tr>
</tbody>
</table>
EXPLANATION of the PAUSES and other CHARACTERS used in WRITING.

A Comma (,) is a pause of one syllable. A Semicolon (;) two. A Colon (:) four. A Period (.) six. An Interrogation point (?) shows when a question is asked; as, Whom do you see? An Exclamation point (!) is a mark of wonder or surprise; as, O the folly of sinners! The pause of these two points is the same as a colon or period; and the sentence should usually be closed with a raised tone of voice.

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

[ ]. Brackets or hooks, include words that serve to explain a foregoing word or sentence.

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

' An Apostrophe shows when a letter is omitted; as, as'd for used.

A Caret shows where a word or number of words are omitted through mistake; as this is my book.

" A Quotation or double Comma, includes a passage that is taken from some other author in his own words.

<> The Index points to some remarkable passage.

! The Paragraph begins a new subject.

§ The Section is used to divide chapters.

*++ An Asterisk, and other references, point to a note in the margin or bottom of a page.
A SHORT INTRODUCTION TO
GRAMMAR:
Being an ABRIDGEMENT of the Second Part of the INSTITUT.

Of GRAMMAR.

Q. WHAT is Grammar?
   A. Grammar is the art of expressing thoughts by words
      with propriety and dispatch.
   Q. What are the elements of language?
   A. Letters which compose words.
   Q. What does English Grammar teach?
   A. The true principles and idioms* of the English lan-
      guage.

Of WORDS.

Q. How may words be divided?
   A. Into six classes or parts of speech; nouns, articles,
      pronouns, adjectives, verbs, abbreviations.

Of NOUNS.

Q. What is a noun?
   A. The name of any person, place, or thing; as, John,
      Hartford, paper.
   Q. How are nouns divided?
   A. Into proper names, which are limited, to particular
      persons, places, &c. as, Boston, Thomas, Potomak; and
      common names, which belong to sorts of things; as, birds,
      books.
   Q. How is the signification of common nouns restrained
      or limited?
   A. By the two little words a and the, called articles.
   Q. Explain the use of each.

* Idioms are modes of speaking or writing, which are peculiar to a
  language.
A. A confines the name to a single thing, but leaves its uncertain which is meant, as, a tree. The is used when the particular thing or things mentioned are supposed to be known, as, the twelve tribes.

Q. How many numbers are there?
A. Two, the singular and the plural. The singular speaks of one, as book; the plural of more, as books.

Q. How is the plural formed?
A. By adding s or es to the singular, as paper, papers, fox, foxes.

Q. What exceptions are there to this rule?
A. Some nouns, in which f is changed into v in the plural; as, life, wife, lives, wives. Some in which y is changed into ies, as, vanity, vanities: And some more irregular words; as, man, men; foot, feet.

Q. What is meant by case?
A. Either a difference of ending in a word, to express a different relation, or a different position of a word.

Q. What cases are there in English?
A. The nominative, which usually stands before a verb; as, the boy writes. The possessive, which takes an s with a comma, and denotes property, as John's hat. The objective, which follows a verb or preposition; as, he honors virtue, or, it is an honor to him.

Q. How many genders are there?
A. There are two genders, the masculine, which comprehends all males; and the feminine, which comprehends all females. Things without life have no gender.

Q. How are the different genders expressed?
A. Generally by the ending es; as, address, heirees. Sometimes by he and the; as a he goat, a she goat; sometimes by man and maid, as, a man servant, a maid servant. Sometimes the feminine ends in ix; as executrix.

OF PRONOUNS.

Q. What is a pronoun?
A. A small word that stands for a noun; as, "This is a man of worth; treat him with respect." The pronoun supplies the place of man.

Q. Which are called the personal pronouns?
A. I, thou, he, she; we, ye, or you, they. 1st. The person speaking calls himself I. 2d. The person spoken to is called thou. 3d. The person spoken of is called, if a
male, he—if a female, she—when a thing is spoken of, it is called it. The plural of I, is we—the plural of thou, is ye or you—the plural of he, she, or it, is they.

Q. What difference is there in the use of ye and you?
A. Ye is used in the solemn style—you in common discourse; you is also used, in familiar language, for thou, which is used principally in address to the Deity.

Q. How do these pronouns vary in the cases?
A. Thus:

<table>
<thead>
<tr>
<th>Nominative</th>
<th>Possessive</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>mine</td>
<td>me</td>
</tr>
<tr>
<td>thou or you</td>
<td>thine or yours</td>
<td>thee or you</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>hers</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>ours</td>
<td>us</td>
</tr>
<tr>
<td>ye or you</td>
<td>yours</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>theirs</td>
<td>them</td>
</tr>
</tbody>
</table>

Q. What other words are called pronouns?
A. My, thy, her, our, your, their, are called pronomical adjectives; because they are joined with nouns. This, that, other, any, some, one, none, are called definitive pronouns, because they limit the signification of the noun to which they refer.

Q. Are any of these varied?
A. This, that and other, make, in the plural, these, those and others.

Q. What other pronouns are there in English?
A. Who, which, and what. These are called relatives, because they relate to some foregoing nouns: Except when they ask questions; then they are called interrogatives. What, has the sense of that, which; except in asking questions.

Q. Have the relatives any variations?
A. Who is thus varied in the cases.—Nom. who—Poss. whose—Obj. whom.

Q. What name is given to each, every, other?
A. That of distributives; because they denote a number of particulars, taken separately: as, "There are five boys, each of whom is able to read."
Q. What is the use of own and self?
A. They are added to pronouns, to express an idea with force. Self makes selves in the plural.

O F A D J E C T I V E S.

Q. What is an adjective?
A. A word which expresses some quality or circumstance of a noun; as, a wise man, a young woman, two men.

Q. Have adjectives any variations?
A. Adjectives, which express qualities, capable of being increased or diminished, are varied to express comparison; thus, wise, wiser, wisest—cold, colder, coldest.

Q. What are the degrees of comparison called?
A. The positive, comparative, and superlative. The positive expresses the simple quality; as, wise, cold—the comparative expresses a quality in a greater or less degree—wise, colder, coldest. The superlative expresses a quality in the greatest or least possible degree; as, wisest, coldest, least wise.

Most adjectives may be compared by more and most; less and least; as, more generous, or less generous, &c.

O F V E R B S.

Q. What is a verb?
A. A part of speech, signifying action or being.

Q. How many kinds of verbs are there?
A. Two, transitive and intransitive. A transitive verb is followed by some word which represents the object of the action; as, John loves study; loves is the verb, and study the object. An intransitive verb is not followed by any object; as, John sleeps, runs, &c.

Q. How many things belong to a verb?
A. Four; persons, number, time and mode.

Q. How many persons are used with verbs?
A. Three—as in the singular number, I write, thou writest, he writes. In the plural, we write, ye or you write, they write.

Q. How many times or tenses are there?
A. Three—present, past and future. An action may be now doing; as, I write, or am writing. The verb is then laid to be in the present tense. An action may have been done some time ago; as, I wrote, or have written: The verb is then in the past time. When the action is yet to come, the verb is in the future time; as, I shall or will write.
OF P R O N U N C I A T I O N .

Q. What is mode in grammar?
A. The manner of representing action or being.
Q. How do the English express time and mode?
A. Principally by the means of several small words called auxiliaries or helpers; viz., do, be, have, shall, will, may, can, should, would, could, and must.
Q. Which are the modes?
A. The Infinitive, the Indicative, the Imperative, and the Subjunctive.
Q. Explain them.
A. The Infinitive expresses action or being without limitation of person or number; as, to write.
The Indicative shows or declares an action or being; as, I write, I am; or some circumstance of action or being; as, I can write, I must sleep; or asks a question; as, do I write?
The Imperative commands, exhorts, or prays; as, write; go; do thou grant.
The Subjunctive expresses action or being, under some condition or uncertainty; and is commonly preceded by a particle.
Q. What are participles?
A. They are words which are formed from verbs, and have the nature of verbs, nouns, or adjectives.
Q. How do they end?
A. In d, t, n, or ing. Thus from the verbs move, teach, write, go—are formed the participles, moved, taught, written, going.
Q. What is the use of do, as a helping word?
A. It has four uses, 1st, to express emphasis or opposition, as, “perdition catch my soul, but I do love thee.”
2d. To save the repetition of another verb; as, he writes better than you do; that is, better than you write.
3d. To ask a question; “do they write?”
4th. It is elegantly used in negative sentences; as, “he does not walk.”
In all other cases, it is obsolete, or inelegant.
Q. What is the use of be and have?
A. As helpers, they are signs of time.
Q. What is the use of shall?
A. In the first person it fortells; as, “I shall go; we shall speak.”
In the second and third person, it implies a command or determination; as, “he shall go; you shall write.”
Q. What is the use of will?
   A. In the first person, it promises; as, "I will pay him."
   In the second and third it foretells; as, "he will speak; you will go."

Q. What is the use of would?
   A. In the first person it denotes a past or conditional promise, or mere inclination. It is often used in the present time, in declaratory phrases; as, "I would not choose any."
   In the second and third persons it expresses inclination, as, "he would not go; you would not answer."

Q. What is the use of should?
   A. In the first person it commonly expresses event merely; as, "I should write if I had an opportunity."
   In the second and third persons it expresses duty or obligation; as, you should help the poor; he should go to school.
   When an emphasis is laid on should or would, it varies their meaning.

The Helping Verbs are thus varied.

<table>
<thead>
<tr>
<th>Present Time</th>
<th>Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>To do</td>
<td>To have</td>
</tr>
<tr>
<td>I do</td>
<td>I have</td>
</tr>
<tr>
<td>Thou dost or doth</td>
<td>Thou hast</td>
</tr>
<tr>
<td>He does or doth</td>
<td>He has or hath</td>
</tr>
<tr>
<td>We do</td>
<td>We have</td>
</tr>
<tr>
<td>Ye or you do</td>
<td>Ye or you have</td>
</tr>
<tr>
<td>They do</td>
<td>They have</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past Time</th>
<th>Present Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did</td>
<td>I had</td>
</tr>
<tr>
<td>Thou didst</td>
<td>Thou hadst</td>
</tr>
<tr>
<td>He did</td>
<td>He had</td>
</tr>
<tr>
<td>We did</td>
<td>We had</td>
</tr>
<tr>
<td>Ye or you did</td>
<td>Ye or you had</td>
</tr>
<tr>
<td>They did</td>
<td>They had</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
</tr>
<tr>
<td>I may</td>
</tr>
<tr>
<td>Thou mayest</td>
</tr>
<tr>
<td>He may</td>
</tr>
<tr>
<td>We may</td>
</tr>
<tr>
<td>Ye or you may</td>
</tr>
<tr>
<td>They may</td>
</tr>
</tbody>
</table>
OF PRONUNCIATION. 131

Past Time.
I might I should I would
Thou mightest Thou shouldst Thou wouldst
He might He should He would
We might We should We would
Ye or you might Ye or you should Ye or you would
They might They should They would

MUST has no variation.

Infinitive Mode.
Present. To be. Past. To have been.

Indicative Mode.

Present Time.
I am We are
Thou art Ye or you are
He is They are
I may be, &c. I would be, &c. are sometimes
I can be, &c. I should be, &c. used in this
case,
I must be, &c.

Past Time.
I was We were
Thou wast Ye or you were
He was They were
I have been, &c. I must be, &c.
I had been, &c. I could be, &c.
I might be, &c. I would be, &c.

I should be, &c.
I might have been, &c. I would have been, &c.
I could have been, &c. I should have been, &c.
I must have been, &c. I may have been, &c.

Future Time.
I shall be, &c.
I will be, &c.

Imperative Mode.
Be thou, or
Do thou be

Subjunctive Mode.

Present Time.
If I am, &c.
I were
Thou wert
He were

If we are, &c.
We were
Ye or you were
They were
If I may be, &c. If I could be, &c.
   I can be, &c. I would be, &c.
   I must be, &c. I might be, &c.
The auxiliary is sometimes omitted; If I be, &c.

Past Time.

If I was, &c. If I could have been, &c.
   I have been, &c. I would have been, &c.
   I had been, &c. I should have been, &c.
   I could be, &c. I must have been, &c.
   I might be, &c.
   I would be, &c.
The old form of the time past; If I were, is obsolete.

Future Time.

If I shall be, &c. If I should be, &c.
   I will be, &c.
The auxiliary is often omitted; If I be, &c.
Add a passive particle to the foregoing, and you have a
   combination of words answering to the passive verb of the
   Greeks and Romans; "I am loved, I was loved."

PRINCIPAL VERBS.

INFINITIVE. To write To love

INDICATIVE.

Present Time.

I write—love We
Thou writest—lovest Ye or you { write—love
He writes—loves They
writeth—loveth

Past Time.

I wrote—loved We
Thou wrotest—lovedst Ye or you { wrote—loved
He wrote—loved They

Future Time.

I shall or will { write We shall or will { write
   or | Ye or you shall or will
Thou shalt or wilt | love They shall or will | love
He shall or will

IMPERATIVE MODE.

Write thou, or Write ye or you
Write Love thou
Love

PARTICIPLES.

Loving Loved
OF PRONUNCIATION.

The foregoing inflections are all which it is necessary the learner should commit to memory, at least when he begins grammar.

PARTICLES and ABBREVIATIONS.
Q. What do grammarians call particles?
A. All those small words which connect nouns, verbs, and sentences; as, and, for, from, with, &c.
Q. What are these words?
A. They are mostly abbreviations or corruptions of old nouns and verbs.
Q. What is their use?
A. Their great advantage is, to enable us to express our thoughts with dispatch, by saving repetitions, or by conveying several ideas with one word.
Q. How may the abbreviations be distributed?
A. Into conjunctions, prepositions and adverbs.
Q. What is the particular use of conjunctions?
A. To connect words and sentences; as, four and three make seven. Thomas studies, but John does not.
Q. Which are the conjunctions?
A. Those most generally used are the following: And, if, nor, either, since, unless, also, but, neither, therefore, though, else, or, yet, because, wherefore, whether.
Q. What is the use of prepositions?
A. They are commonly placed before nouns or other words, to express some relation.
Q. Which are the particles called prepositions?
A. Those which may stand alone, and are called separable prepositions, viz.
A, for, till, above, before, from, until, about, behind, in, into, to, after, beneath, on, upon, towards, against, below, out, of, under, among, or amongst, between, over, with, at, betwixt, thro, within, amidst, beyond, by, during, without.
The following are used only with other words, and are therefore called inseparable prepositions:
Be, con, dis, mis, per, pre, re, sub, un.
Q. What is the use of adverbs?
A. To express circumstances of time, place and degree, &c.
Q. Which are some of the most common adverbs?
A. Already, alway, by and by, else, ever, enough, far, hence, here, how, hither, thither, whither, indeed, much, do, not, never, now, often, perhaps, rather, seldom, then, thence, there, very, when, where, whilst, or while, yesterday.

M
Beside these, there are great numbers of others, and particularly those formed by ly, added to the adjectives—honest, honestly.

Q. What do we call such words as alas, oh, fie, pish, &c.
A. Interjections. These sounds do not constitute any part of language. They are merely expressions of passions which are sudden and irregular.

SENTENCES.

Q. What is a sentence?
A. A sentence is a number of words, ranged in proper order, and making complete sense.

Q. What does the formation of sentences depend on?
A. On agreement and government.

Q. What is agreement?
A. When one word stands connected with another word, in the same number, case, gender, and person.

Q. What is government?
A. It is when one word causes another to be in some case or mode.

RULE I.

A verb must agree with its nominative case, in number and person.

EXAMPLES.

In the solemn style: Thou readest; he readeth; ye read.
In the familiar style: I go; he goes; we go; you go.

RULE II.

Two or more nouns singular, connected by a copulative conjunction, must have verbs, pronouns and nouns, agreeing with them in the plural number.

EXAMPLES.

1. Envy and vanity are detestable vices.
2. Brutus and Cassius were brothers: They were friends to Roman liberty.

RULE III.

Nouns of multitude, though they are in the singular number, may have a verb and pronoun agreeing with them either in the singular or plural.

EXAMPLES.

The assembly is or are very numerous; they are much divided. "My people is or are foolish; they have not known me." The company was or were noisy.

RULE IV.

An adjective must agree with its noun in number,
OF PRONUNCIATION. 135

Participles, in the nature of adjectives, refer to some noun, but have no variation.

EXAMPLES.

- This man, that boy, these men, thoese boys, thiska kind.

RULE V.

Relatives and pronouns must agree with their antecedent in number, gender and person.

EXAMPLES.

1. This is the boy who studies with diligence; he will make a scholar.

2. The girl, who sits by you, is very modest; she will be a very amiable woman.

3. The pen, which you gave me, is good; it writes very well.

RULE VI.

If no nominative comes between the relative and the verb, the relative is the nominative.

EXAMPLES.

This is the man who taught rhetoric. The estate of those who have taken arms against their country, ought to be confiscated. We have a constitution which secures our rights.

RULE VII.

But if a nominative comes between the relative and the verb, the relative is governed by the following verb, or some other word.

EXAMPLES.

This is the man whom I esteem, whose virtues merit distinction, and whom I am happy to oblige.

RULE VIII.

Two nouns, signifying the same thing, must be in the same case, and are laid to be in apposition; as, "Paul the apostle;" "Alexander the conqueror."

But if they signify different things, and imply property, the first is put in the possessive case, by adding s, separated from the word by an apostrophe.

EXAMPLES.

This is John's paper. We admire a man's courage, and a lady's virtue.

RULE IX.

Transitive verbs govern the objective case.

EXAMPLES.

1. I admire her. She saw him. The Scripture directs us,
2. Religion honors its votaries. Shame follows vice.

**RULE X.**

The answer must be in the same case as the question; it being always governed by the verb that asks the question, though the verb is not expressed.

**EXAMPLES.**

**Questions.**

Who wrote this book? George.

Who is this? he.

Whom do you see? them.

Whom do you admire? her.

**RULE XI.**

Prepositions govern the objective case.

**EXAMPLES.**

I write for him. Give the box to her. You will ride with them, or with us.

**RULE XII.**

Conjunctions connect like cases and modes.

**EXAMPLES.**

You and I are both present. He and she sit together. It was told to him and me. It is disagreeable to them and us.

**RULE XIII.**

The infinitive mode follows a verb, a noun or an adjective.

**EXAMPLES.**

1. It follows a verb; as, let us learn to practice virtue.

2. A noun; as, you have a fine opportunity to learn.

3. An adjective; as, my friend is worthy to be trusted.

**RULE XIV.**

A participle, with a preposition preceding it, answers to the Latin gerund, and may govern an objective case.

**EXAMPLES.**

By avoiding evil, by shewing him,
by doing good, in observing them,
by seeking peace; and for esteeming us,
by pursing it, by punishing them.

**RULE XV.**

A nominative case, joined with a participle, often stands independent of the sentence. This is called the case absolute.

**EXAMPLES.**

The sun being risen, it will be warm. They all con-
OF PRONUNCIATION. 137

santing, the vote was passed. "Jesus conveyed himself away, a multitude being in that place."

RULE XVI.

An adverb must always stand near the word which it is designed to affect or modify.

ADDITIONAL LESSONS.

The three little Boys, and their three Cakes.

I WILL tell you a story.—There was a little boy whose name was Harry; and his papa and mamma sent him to school. Now Harry was a clever fellow, and loved his book; and he got to be the first in his class. So his mamma got up one morning very early, and called Betty the maid, and said, Betty, I think we must make a cake for Harry, for he has learned his book very well. And Betty said, yes, with all my heart. So they made a nice cake. It was very large, and stuffed full of plumbs and sweatmeats, orange and citron; and it was iced over with sugar; it was white and smooth on the top, like snow. So this cake was sent to the school. When little Harry saw it, he was very glad, and jumped about for joy, and he hardly staid for a knife to cut a piece, but gnawed it like a little dog. So he eat till the bell rung for school, and after school he eat again, and eat till he went to bed; nay, his bedfellow told me that he laid his cake under his pillow, and fat up in the night to eat some. So he eat till it was all gone.

—But presently after, this little boy was very sick and ill: And everybody said, I wonder what is the matter with Harry. He used to be so brisk, and play about more nimbly than any of the boys; and now he looks pale, and is very ill. And somebody said, Harry has had a very rich cake, and eat it very soon, and that has made him ill. So they sent for Dr. Camomile, and gave him I do not know how much bitter stuff. Poor Harry did not like it at all; but he was forced to take it, or else he would have died, you know. So at last he got well again, but his mamma said she would send him no more cakes.

Now there was another boy, who was one of Harry's schoolfellows; his name was Peter; the boys used to call him Peter Careful. And Peter had written his mamma a very neat pretty letter—there was not one blot in it all.
So his mamma sent him a cake. Now Peter thought with himself, I will not make myself sick with this good cake, as silly Harry did; I will keep it a good while. So he took the cake and tugged it upstairs. It was very heavy; he could hardly carry it. And he locked it up in his box, and once a day he crept silly up stairs, and eat a very little piece, and then locked his box again. So he kept it several weeks, and it was not gone, for it was very large; but behold! the mice got into his box and nibbled some. And the cake grew dry and mouldy, and was at last good for nothing at all. So he was obliged to throw it away, and it grieved him to the very heart, and nobody was sorry for him.

Well; there was another little boy at the same school, and his name was Billy. And one day his mamma sent him a cake, because she loved him dearly, and he loved her dearly. So when the cake came, Billy said to his schoolfellows, I have got a cake, come let us go and eat it. So they came about him like a parcel of bees; and Billy took a slice of cake himself, and then gave a piece to one, and a piece to another, till it was almost gone. Then Billy put the rest by, and said, I will eat it tomorrow. So he went to play, and the boys all played together very merrily. But presently after an old blind fiddler came into the court. He had a long white beard; and because he was blind, he had a little dog in a string to lead him. So he came into the court, and sat down upon a stone, and said, my pretty lads, if you will, I will play you a tune. And they left off their sport, and came and stood round him. And Billy saw that while he played the tears ran down his cheeks. And Billy said, old man, why dost thou cry? And the old man said, because I am very hungry—I have nobody to give me any dinners or suppers—I have nothing in the world but this little dog; and I cannot work. If I could work, I would. Then Billy went, without saying a word, and fetched the rest of his cake which he had intended to have eaten another day; and he said, here, old man! here is some cake for you. The man said, where is it? For I am blind, I cannot see it. So Billy put it into his hat. And the fiddler thanked him; and Billy was more glad than if he had eaten ten cakes.

Pray which do you love best? Do you love Harry, or Peter, or Billy, best?
The FOUR SEASONS.

THAT winter could but last forever! cried little Frank, as he came home from sliding upon the ice, after amusing himself by making figures with the snow in the garden.

Mr. Goodman, his father, hearing this exclamation, called to him, and said, Frank, you will oblige me by writing down that wish in my tablets. Frank instantly obeyed, thought with a hand that was shaking with cold.

The winter, however, soon passed away, and the spring succeeded it.

Frank walked out one morning with his father, along a bank that was bordered with hyacinths, auriculas and narcissus, and was almost transported with delight, while he breathed their fragrance, and admired their freshness and beauty.

These, said Mr. Goodman, are the productions of spring. They are brilliant, but they are very short lived. O! answered Frank, that it was but always spring!

Will you write that wish in my tablets? said his father. Frank, jumping with high spirits and joy, readily complied.

The spring, nevertheless, was soon replaced by the summer.

Frank, one afternoon, went out with his father and mother, and some persons of his own age, to walk in a neighbouring village.

They observed, as they proceeded, the most beautiful variety of views and objects; now they admired the young green corn, waving lightly with the wind, like the sea in its gentlest motion; and now a meadow enameled with a thousand flowers. Now they saw little lambs frolicking and bounding on the hills; and now little chickens were playing gambols around the hen. They regaled themselves with cherries, strawberries, and other fruits of the season; and they passed the whole day in sporting in the fields.

Do not you find, Frank, said his father, when they were returning home, that summer hath its pleasures?

"O yes," answered Frank, how I wish it was to last the whole year!

This wish also, at the desire of his father, he wrote in his tablets.

At length came the autumn.
All the family now went to see and enjoy the harvest. It was not quite so hot as in summer; the air was soft, and the sky was serene. The wagons were loaded with rich sheaves of golden corn, the orchards were blooming with ripe plumbs and crimson mulberries, and the branches of the apple trees were bending with their fruit.

This was a day of feast and frolic to Frank, who loved nothing so much as green gages and rich plumbs, and who was allowed the full enjoyment of gathering them himself.

This fine season, said his father to him, will soon be over; the winter is advancing to us with great strides, to take the place of autumn.

O how I wish, cried Frank, that it would stop by the road, and that the autumn would never go away from us!

Mr. Goodman. And should you like that, Frank?

Frank. That I should, I assure you, papa.

But pray, cried his father, taking his tablet from his pocket, look a little at what is written here. Read it aloud.

Frank (reading.) O that winter would but last forever!

Mr. Goodman. Now look and read two or three leaves further.

Frank (reading.) O that it was but always spring!

Mr. Goodman. Look now at this page; what do you find there?

Frank (reading.) I wish that summer was to last all the year round!

Mr. Goodman. Do you know the handwriting of all this?

Frank. Yes, papa, it's my own.

Mr. Goodman. And what was it you were wishing just now?

Frank. That winter would stop by the road; and autumn never go away from us.

Mr. Goodman. This is really worth attention. In winter you wished it should always be winter; in the spring that it always should be spring; in the summer that it should always be summer; and now to-day, in the autumn, you wish that it always should be autumn. Do you reflect at all upon what may be gathered from wishes so contradictory?

Frank. Why I suppose, papa, that all the seasons are good in their turn.

Mr. Goodman. Yes, my dear, they are all good, and all fertile in riches, and in pleasures. God understands much better than we, limited creatures that we are, how to
direct and govern their retreat and their approach. Had it depended upon you last winter, we should have seen no more either of spring, summer or autumn. You would have covered the earth with a perpetual frost, and have been a stranger to all pleasures but that of sliding upon the ice, and of forming figures with the snow. How many blessings and enjoyments would you have been deprived of by this arrangement!

It is most fortunate for us, that it is not in our power to regulate the course of nature. All happiness else would be over with us for ever, merely by the grant of our presumptuous wishes.

Familiar Phrases, and easy Dialogues, for young Beginners.

LESSON I.  

Sir, your most humble servant.
I have the pleasure to be yours.
I hope you are very well.
I am very well, Sir, I thank you.
How do they do at your house?
They are all well.
And you, Madam, how do you do?
Pretty well. Very well.
Is all your family well?
Perfectly well.
How does your father do, your mother and your sisters?
You do them much honor; they are all in good health.
I am much glad of having the pleasure to see you in good health.
I am much obliged to you.
Now I think on it, how does your brother do?
Exceedingly well; or indifferently well.
Does your brother go to school?
Yes, Sir, and my sisters too.
What do they learn?
They learn writing and English grammar.
I hope they make good improvement of their time.
Their instructor tells us that they are diligent, and make good progress in their studies.
I am glad to hear it; I hope to have the pleasure of seeing them at the next holy-days.
Sir, they will be no less happy to see you.
Farewell. Present my most humble respects to your parents. I will, Sir; and must beg you will present my compliments to your sisters.

II.

Whither are you going so early in the morning? I am going on an errand. Will you stop a few minutes? By no means; my mamma tells me, when I go on an errand, I must not stop a moment. Well, I would not have you disobey your mamma; but how does your brother do? He is very sick. What ails him? He has a fever. How long has he been sick? About nine days. Is he thought to be in a dangerous condition? Very dangerous indeed. What remedy does the doctor prescribe? I do not know; but am in haste, and must bid you good-bye.

Good-bye.

III.

Is it true that you have heard good news? It is true indeed. Do you believe what you have heard? I am very certain it is true. I think I may rely on your word. I would not tell a lie for all America. Will you drink a dish of tea? Sir, I am much obliged to you; I choose not to drink any. What! do not choose to drink any! No, Sir, I am not fond of it. Perhaps you like coffee better. No, Sir, I like chocolate. At what o'clock shall you prefer it? At eight.

IV.

It is very fine weather. Do you believe it will rain to-day? The sky is very clear and serene. It is the finest season of the year. What season do you like best? The summer is the most agreeable.
It is sometimes very cold in the spring.
I do not like winter at all.
I am obliged to attend school both winter and summer.
How do you like your master?
Exceedingly well; he is an agreeable man.
Is he pleasant and good natured?
Always so; I never saw him angry.
Is he strict in keeping orders in the school?
Very strict indeed. He will not permit us to whisper or play, or be idle a single moment.
Does he scold and fret, and find fault with trifles?
Not in the least. If one breaks a law, he is sure to be punished: But the master, though he is very severe, never appears to be in a passion.
You esteem it a pleasure as well as an advantage to be under the care of such a man.
Indeed I do, and so do all in the school. I hardly know which we love most, the master or our books.

V.

What o'clock is it?
It is half an hour after five.
Indeed! I did not think it was so late.
Time goes away swiftly when we are in good company.
One is never dull in merry company.
Will you be so kind as to sing a song?
Sir, I shall be very happy to oblige the company.
We shall receive it as a great favour.
I rather choose to take a walk in the garden.
With all my heart; it is a pleasant walk.
Have you fine flowers in the garden?
Very fine ones. Will you gather some?
Yes, Sir, if you please. I am fond of flowers.
Be pleased to make a posy of pinks for your sister.
She will be delighted with it.
Are you fond of pears, apples and cherries?
Very fond indeed, but peaches are my favorites.
Come, let us go home; it is time for tea.
I believe it is, and the ladies expect us.

DEATH the DESTROYER.

CHILD of mortality, whence dost thou? Why is thy countenance sad, and why are thine eyes red weeping?
I have seen the rose in its beauty; it spread its leaves to the morning sun—I returned, it was dying upon its stalk! the grace of the form of it was gone; its loveliness was vanished away; the leaves thereof were scattered on the ground, and no one gathered them again.

A stately tree grew on the plain; its branches were covered with verdure; its boughs spread wide, and made a goodly shadow; the trunk was like a strong pillar; the roots were like crooked saps. I returned, the verdure was nipt by the east wind; the branches were lopped away by the axe; the worm had made its way into the trunk, and the heart thereof was decayed; it mouldered away, and fell to the ground.

I have seen the insects sporting in the sun-shine, and darting along the stream; their wings glittered with gold and purple; their bodies shone like the green emerald; they were more numerous than I could count; their motions were quicker than my eye could glance—I returned, they were brushed into the pool; they were perishing with the evening breeze; the swallow had devoured them; the pike had seized them; there were none found of so great a multitude.

I have seen a man in the pride of his strength; his cheeks glowed with beauty; his limbs were full of activity—he leaped—he walked—he rejoiced in that he was more excellent than those—I returned, he lay stiff and cold on the bare ground; his feet could no longer move, nor his hands stretch themselves out; his life was departed from him; and the breath out of his nostrils—therefore do I weep, because Death is in the world, the spoiler is among the works of God; all that is made must be destroyed; all that is born, must die.
Restoration Master Control No. 003440
Title: Noah Webster, The American Spelling Book Boston, 1790
Conservator: Thomas Albro
Date: November 1978

Condition Upon Receipt
The volume was bound in split brown calf with paper sides over wooden boards. Both boards were broken and reattached at some point with thread. The spine was in thorough disrepair and the book was held together with two leather thongs stab sewn through the back margins.

Conservation Treatment
The volume was pulled, washed and buffered to an average pH of 8.7. The volume was resewn on unbleached Irish linen thread. Spine was glued up with two applications of rice starch paste and one application of Jade 403 PVA. The volume was covered in one-quarter calf and paper with the leather receiving an application of potassium lactate before covering.

For further information, consult the Restoration Office file under Master Control No. 003440.