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OFFICE

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 NOAH 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.

PRINTED AT *BOSTON*,
BY ISAIAH THOMAS AND EBENEZER T. ANDREWS.
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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 correct 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, jun. Esquire, Author of Dissertations 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.

166,394

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 ſuperiour 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.

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 very 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 Pomeroy, Esq;*
President of Yale College,	*John Trumbull, Esq;*
Rev. Elizur Goodrich, D. D.	*Rev. Timothy Dwight, D. D.*
Rev. Patrick Allison, D. D.	*Rev. Eliphalet Steele,*
Hon. Step. 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 Treadwell, 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.

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

SIR,

MR. Webster has shewn 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.

SIR,

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,

BENJAMIN WEST.

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.

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.*

SAM. MAGAW, Vice Provost of the University of Pennsylvania.
JOHN ANDREWS, 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.*

Test, JOSIAH O. HOFFMAN, *President.*

* In the author's Dissertations, the contrary is proved.

PREFACE.

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 infalliable rule for the decision of every question respecting the alphabet.

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

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

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

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

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

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

* *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 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, phelgm, bis, give, debt, rough, well*, instead of the more natural and easy method, *publik, favor, nabor, hed, proov, flem, biz, giv, det, ruf, wel*, has the plea of antiquity in its favour; and yet I am convinced that common sense and convenience will sooner or later get the better of the present absurd practice. But when we give new names to places, rivers, &c. or express Indian sounds by English letters, the orthography should coincide exactly with the true pronunciation. To retain old difficulties may be absurd; but to create them, without the least occasion, is folly in the extreme. It is the work of years to learn the present spelling of our language—a work, which, with a correct orthography, might be performed in a few months.

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

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

The necessity and probable utility of the plan will best appear by examining the execution. Such material alterations of the old system of education, will undoubtedly alarm the rigid friends of antiquity; but in vindication of the work the author assures the 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 similiar 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 dipthong 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

* It is, however, queſtioned by ſome critics, whether *h* may not be ranked among the gutteral letters.

† This is the caſe with the ſemivowels in the words *feeble, baptiſm,* and with almoſt all terminations in *le.*

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 consonants. 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 *a*, though not quite the same; but not being able to continue that sound, we run into *e*, and there close the sound. Two different positions of the organs are required; consequently two different sounds are formed, which being closely 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 consonant. 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; its long sound when it closes a syllable, as in *due*, is a diphthong, composed of its simple sound in *truth*, and the sound of *oo*. In a few words it answers the purpose of the consonant *y* before *u*, as in *union, unanimity*, which are pronounced *yunion, yunanimity*.

W is a vowel; its sound being nearly the same as *oo* short, in *root*. Before another vowel it is used to form a diphthong; as in *will, dwell*, which are pronounced *ooill, dooell*. Some authors contend that it is a consonant; but according 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 compound sound; for in all diphthongal sounds, we pronounce one simple sound 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 so near a consonant 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,

Long
- a in late, makes short e in let.
- e in feet, makes short i in fit.
- o in pool, makes short u in pull.
- a in hall, makes short o in holly, *or* a in wallow.
- a in father, makes short a in fathom.

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:

Long.

1	2	3	4	5	6	7	8
a	a	a	e	i	o	o	u
late,	ask,	hall,	here,	fight,	note,	move,	truth.

Short.

2	1	4	9	7	3	
a	e	i	u	u	o *or*	a
hat,	let,	fit,	but,	bush,	not *or*	what.

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*.

* I have called vowels only when followed by consonants. The proper vowels are seven.

According to the foregoing theory of sounds, *oi*, *oy*, *ou* and *ow*, are dipthongs. 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*, *joy*; of the latter, in *loud*.

The other dipthongs 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, es, 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; *sh* in shall; *th* in think; *th* in thou; *s* in delusion, and *ng* in sing. These are all simple consonants and semivowels. It would be well if they were called by the names, *esh*, *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*.

J is a mark of the sounds of *dzh*.

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

The consonants therefore will stand thus;

Mutes; eb, ed, eg, ek, ep, et.

Semivowels; ef, el, em, en, er es, ev, ez, eth, esh, 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.

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

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

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

It is useless when followed by *k* in the same syllable, as in *slick*. It is always hard like *k* in the end of words, as in *public*, pronounced *publick*. It sounds like *sh* in the terminations *ceous, cious, cial*; as in *cetacious, gracious, social*, pronounced *cetashus, grashus, soshal*. It is sometimes silent, as in *indict*.

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. 1st, before *m*, as in *phelgm*; 2dly, before *n*, as in *sign*; 3dly, before *h*, as in *sight*; 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 *dzh* 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 *c*, at the end of words, either *c* or *k* is superfluous, as in *slick*.

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 *ue* are not sounded. It is never silent.

R has always the same sound, as in *barrel*, and is never silent.

S has four sounds; that of soft *c*, as in *so*; of *z*, as in *rise*; of *sh*, as in *mission*; of *zh*, as in *osier*, *brasier*. 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 *sh* in all terminations in *tion* and *tial*; as *nation*, *nuptial*; except when preceded by a *t* or *x*, when it sounds like *ch*, as in *question*, *mixtion*.

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 32d 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 *ch* 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*, *strong*, *young*, the derivatives of which are pronounced, strong-*ger*, young-*ger*. Besides these we have several combinations of consonants, but are

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 *c*; as, *scene*, *science*, *scythe**.

Sc before the several vowels, are thus pronounced:

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

Ch in words originally English sound like *tsh*, as in *charm*.

In words derived from the Greek and Hebrew, and in technical terms, like *k*; as, *chorus*, *Melchisedeck*.

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

Gh sound like *f*, as in *laugh*; or are silent, as in *light*. This rule admits of no exception.

Ph have invariably the sound of *f*, 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 dissyllables are generally accented on the first syllable: But there are many exceptions that are not reducible to rules.

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

	Nouns.		*Verbs.*
A *or* an	ab'stract	To	abstract'
	ac'cent		accent'
	af'fix		affix'
	cem'ent		cement'

* More accurately spelled *fitle*.

	Nouns.	*Verbs.*
A *or* an	con'duct	To conduct'
	con'cert	concert'
	con'fine	confine'
	con'ſort	conſort'
	con'teſt	conteſt'
	con'tract	contract'
	con'vert	convert'
	con'verſe	converſe'
	con'vict	convict'
	col'lect	collect'
	con'voy	convoy'
	com'pound	compound'
	deſ'ert	deſert'
	deſ'cant	deſcant'
	diſ'count	diſcount'
	di'geſt	digeſt'
	ex'port	export'
	ex'tract	extract'
	eſ'ſay	eſſay'
	fer'ment	ferment'
	fre'quent	frequent'
	im'port	import'
	in'cenſe	incenſe'
	in'ſult	inſult'
	ob'ject	object'
	out'work	outwork'
	preſ'ent	preſent'
	prod'uce	produce'
	proj'ect	project'
	reb'el	rebel'
	rec'ord	record'
	reſ'-uſe	refuſe'
	ſub'ject	ſubject'
	ſur'vey	ſurvey'
	tor'ment	torment'
	tranſ'fer	tranſfer'
	tranſ'port	tranſport'
	únite	unite

POLYSYLLABLES.

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

TERMINATIONS.

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

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

Words ending in *cal*, *fy*, (except *defy*) *my*, *ty*, and *sy*, 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, *compliance*, from comply.

In *ence*.

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

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

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

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

In *cle*.

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

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

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

In *ure*.

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

In *ate*.

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

In *ive*.

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

In *tive*.

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

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

In *ial*.

This termination is commonly pronounced in one syllable. When preceded by *c* or *t*, it's sound is the same as *shal*; as, *judicial*, pronounced *judishal*. The accent of such words is on the last syllable but one.

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

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

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

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

In *en*.

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

In *ion*.

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

In *ſion*.

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

In *eer* and *ier*.

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

In *er*.

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

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

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 sounded *us*. When preceded by *ce*, *ci*, or *ti*, it forms the syllable *shus*; as, *sagacious*, *cetacious*, *sententious*; pronounced *sagashus*, *cetashus*, *sentenshus*.

When the vowel *i* and a consonant precede the termination *cous* 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 accented on the first; *confidant*, *complaisant*, 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 *ci*, it forms with them the syllable *shent*; *ancient*, *confentient*, pronounced *anshent*, *confenshent*.

Words in *lent*, are accented 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*.

In *ay*.

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

In *cy*.

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

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

Polysyllables in gy.

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

In *ny*.

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

In *ry*.

Trisyllables in *ry* have the accent on the last but two; as, *diary*; polysyllables on the last but three; as, *epistolary*. But *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 *ary* is sounded *erry*; thus *momentary* is pronounced *momenterry*.

In *ery*.

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

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

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

S sounds like *c* after the following letters:

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

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

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

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

And if *e* precedes *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.
ue, as in glues,		gluze.
ow, as in glows,		gloze.
ow, as in vows,		vowz.
ew, as in screws,		scruze.
aw, as in laws,		lawz.
ey, as in preys,		praze.
oy, as in boys,		boyz.

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

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

Half Accent.

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

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

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

INDEX OR KEY.

	Long.	
1	1	1
a	name,	late.
e *or* ee	here,	feet.
i	time,	find.
o	note,	fort.
u *or* ew	tune,	new.
y	dry,	defy.
	Short.	
2	2	2
a	man,	hat.
e	men,	let.
i	pit,	pin.
u	tun,	but.
y	glory	Egypt.
	Broad a or *aw.*	
3	3	3
a	bald,	tall.
o	coſt,	ſought.
aw	law.	
	Flat a.	
4	4	4
a	aſk,	part.
	Short aw.	
5	5	5
a	what,	was.
o	not,	from.

	Oo proper.	
6	6	6
o *or* oo	move,	room.
	Oo ſhort.	
7	7	7
oo	book,	ſtood.
u	buſh,	full.
	Short u.	
9	9	9
i	ſir,	bird.
o	come,	love.
e	her.	
	Long a.	
10	10	10
e	there,	vein.
	Long e.	
11	11	11
i	fatigue,	pique.
oi, oy	diphthong;	voice, joy.
ou, ow	diphthong;	loud, now.

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 *hall*; number 4, repreſents the ſound of *a*, in *father*; number 5 repreſents the ſhort ſound of broad *a*, as in *not*, *what*; number 6 repreſents the ſound of *o* in *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*, *burd*, *cum*; number 10, repreſents the firſt ſound of *a* made by *e*, as in *their*, *vein*, pronounced *thare*, *vane*; number 11, repreſents the French ſound of *i*, which is the ſame as *e* long. See table 34th.

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 *h*e*a*d, go*a*l, b*u*ild, pe*o*ple, dum*b*, fi*gh*t, the Italic letters have no sound.

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

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 *c*, as in *notice*; or to soften *g*, as in *homage*; or to change the sound of *th* from the first to the second, as in *bath*, *bathe*. In the following work, when *e* final lengthens the foregoing vowel, that is, gives it its first sound, it is printed in a Roman character, as in fate; but in all other cases it is printed in Italic.

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

Monosyllables are words of *one* syllable.

Dissyllables are words of *two* syllables.

Trisyllables are words of *three* syllables.

Polysyllables are words of *many* syllables.

Accent is the force or stress of voice that is laid upon any letter 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*, *service*, &c. *marcy*, *sarvice*. To prevent this, it is named in this work *er*.

THE ALPHABET.

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

Double LETTERS.

ct, ff, ffi, ffl, fi, fl, ſk, ſh, ſi, ſb, ſl, ſl, ffi, ſt.

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

TABLE I.

LESSON I.

ba be bi bo bu by
ca ce* ci* co cu cy*
da de di do du dy
fa fe fi fo fu fy
ka ke ki ko ku ky

LESSON II.

ga ge gi go gu gy
ha he hi ho hu hy
ma me mi mo mu my
na ne ni no nu ny
ra re ri ro ru ry
ta te ti to tu ty
wa we wi wo wu wy

LESSON III.

ab eb ib ob ub
ac ec ic oc uc
ad ed id od ud
af ef if of uf
al el il ol ul

LESSON IV.

ag eg ig og ug
am em im om um
an en in on un
ap ep ip op up
as es is os us
av ev iv ov uv
ax ex ix ox ux

LESSON V.

bla ble bli blo blu
cla cle cli clo clu
pla ple pli plo plu
fla fle fli flo flu
ſha ſhe ſhi ſho ſhu

LESSON VI.

bra bre bri bro bru
cra cre cri cro cru
pra pre pri pro pru
gra gre gri gro gru
pha phe phi pho phu

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

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.

2	2	5	2	2	2	2	5
Bag	big	bog	bug	den	cap	bit	dot
fag	dig	dog	dug	hen	gap	cit	got

2	2	5	2	2	2	2	5
cag	fig	fog	hug	men	lap	hit	hot
gag	jig	hog	lug	pen	map	pit	jot
hag	pig	jog	mug	ten	rap	ſit	lot
rag	wig	log	tug	wen	tap	wit	not

LESSON II.

2	5	2	2	2	5	2	2
Man	fob	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	ſob	ſad	wed	rid	top	yet	put

LESSON III.

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

LESSON IV.

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

LESSON V.

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

* Not *leſt*.

LESSON VI.

Lace	dice	fade	bide	cage	bake	dine
mace	mice	bade	ride	page	cake	fine
trace	nice	made	fide	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
ſale	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	hoſe
vote	vile	name	tare	wore	tone	roſe

TABLE III.

LESSON I.

Blank	bluſh	fleet	brace	price	brine
flank	fluſh	ſheet	chace	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.

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

LESSON IV.

2	2	1	2	2	2	1	1
And	ill	age	his	rich	leſs	duke	life
act	ink	aim	has	held	meſs	mule	wiſe
apt	fact	aid	haſt	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	huſh	mute	here
end	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 rurul*

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.

BA-ker	ci-der	cri-er	dan-ger
bri-er	cra-zy	cru-el.	di-al

di-et
du-ty
dy-er
dra-per
fa-tal
fe-ver
fi-nal
fla-grant
flu-ent
fo-cus
fru-gal
fu-el
glo-ry
gi-ant
gra-vy
gru-el
ho-ly
hu-man*
i-cy
i-dol
i-vy
ju-ry
ju-lep
la-dy
la-zy
le-gal
li-ar
li-on
ma-ker
mo-diſh
mo-ment
ne-gro†
o-ver
pa-gan
pa-per
pa-piſt
pi-lot
pli-ant
po-et
pre-cept
pru-dent
qui-et
ra-ker
re-al
ri-der
ri-ot
ru-by
ru-in
ru-ler
ru-ral
ſa-cred
ſe-cret
ſha-dy
ſi-lent
ſo-ber
ſpi-der
ſto-ry
ſtu-dent
ſtu-pid
ta-per
tra-der
tid-ings
to-ry
to-tal
tri-al
tru-ant
tu-mult
tu-tor
va-cant
va-grant
va-ry
vi-per
vi-tal
vo-cal
wa-fer
wa-ges
wa-ger
wo-ful

2

ab-bot
ac-tor
ad-der
ad-vent
al-um
am-ber
an-gel
bal-lad
bank-er
ban-ter
bap-tiſt
bat-ter
bet-ter
bit-ter
blun-der
buf-fet
bur-geſs
car-rot
chan-nel
chap-man
chat-ter
chap-ter
chil-dren
chil-ly
cin-der
cut-ter
dif-fer
din-ner
drum-mer
el-der
em-bers
em-blem
en-ter
fac-tor
fag-got
fan-cy
fan-tom
fat-ling
fer-ret
fil-let
flan-nel
flat-ter
flut-ter
fran-tic
fun-nel
gal-lop
gam-mon
gan-der
gar-ret

* Not yuman. † Not Negur.

gen-try
gib-bet
gip-ſy
glim-mer
glit-ter
gul-let
gun-ner
guſ-ſet
gut-ter
ham-let
han-ſel
hap-py
hin-der
hun-dred
hun-ter
in-ſect
in-ſtep
in-to
jeſt-er
ken-nel
kin-dred
king-dom
kinſ-man
lad-der
lan-tern
lap-pet
lat-ter
let-ter
lim-ber
lim-ner
lit-ter
luck-y
mam-mon
man-na
man-ner
mat-ron
mem-ber
mer-ry
mil-ler
mit-ten
mur-der
mud-dy
mur-mur
mut-ter
num-ber
nut-meg
on-ly
pam-per
pan-nel
pan-try
pat-tern
pat-ron
pen-cil
pen-ny
pep-per
pil-lar
pil-fer
pil-grim
plum-met
pup-py
ram-mer
ran-ſom
rec-tor
rem-nant
ren-der
ren-net
rub-biſh
ſad-dler
ſal-lad
ſand-y
ſat-in
ſcan-dal
ſcat-ter
ſel-dom
ſelf-iſh
ſen-tence
ſhat-ter
ſhep-herd
ſh l-ling
fig-nal
ſil-ver
ſin-ner
ſlat-tern
ſlen-der
ſlum-ber
ſmug-gler
ſpin-net
ſpir-it
ſplen-did
ſplen-dor
ſplin-ter
ſtam-mer
ſub-ject
ſud-den
ſuf-fer
ſul-len
ſul-try
ſum-mon
tal-ly
tan-ner
tat-ler
tem-per
ten-der
ten-dril
ten-ter
tim-ber
trench-er
trum-pet
tum-bler
tur-key
vel-lum
vel-vet
veſ-ſel
vic-tim
vul-gar
ug-ly
ul-cer
un-der
up-per
ut-moſt
ut-ter
wed-ding
wil-ful
will-ing
wiſ-dom

4

art-leſs
ar-tiſt
af-ter

5

chop-per
com-ment

com-mon	dol-lar	of-fer	ker-nel
con-duct	fod-der	of-fice	mer-cy*
con-cord	fol-ly	pot-ter	per-fect*
con-greſs	fop-piſh	rob-ber	per-ſon
con-queſt	hor-rid	ſot-tiſh	ſer-mon
con-ſul	joc-ky	2	ſer-pent
con-vert	jol-ly	cler-gy	ſer-vent
doc-tor	mot-to	er-rand	ver-min
droſſ-y	on-ſet	her-mit	

*Not marcy, parfect, &c.

TABLE V.

Eaſy Words of Two Syllables, *acccented 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-ſume	diſ-robe	fore-ſeen
a-lone	cre-ate	diſ-taſte	im-brue
a-maze	de-cide	di-vine	im-pale
aſ-pire	de-clare	e-lope	in-cite
a-tone	de-duce	en-dure	in-flame
at-tire	de-fy	en-force	in-trude
be-fore	de-fine	en-gage	in-ſure
be-have	de-grade	en-rage	in-vite
be-hold	de-range	en-rol	miſ-name
com-ply	de-note	en-ſue	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
ſe-duce
ſub-lime
ſu-pine
ſu-preme
ſur-vive
tra-duce
tranſ-late
un-bind
un-told
un-fold
un-glue
un-kind
un-lace
un-ripe
un-ſafe

2

ab-rupt
ab-ſurd
ac-cept
ad-dict
ad-dreſs
ad-mit
a-mend
a-midſt
aſ-cend
be-ſet
ca-nal
col-lect
com-pel
con-duct
con-tend
con-tent
cor-rect
cor-rupt
de-duct
de-fect
de-fend
de-preſs
de-tect
di-rect
diſ-band
diſ-miſs
diſ-ſent
diſ-tinct
diſ-truſt
diſ-tract
diſ-turb
ef-fect

e-mit
en-rich
e-vent
e-vince
ful-fil
fi-nance
gal-lant
him-ſelf
im-pend
im-plant
im-preſs
im-print
in-camp
in-cur
in-dent
in-fect
in-feſt
in-flict
in-ſtil
in-ſtruct
in-veſt
miſ-give
miſ-print
miſ-truſt
mo-leſt
neg-lect
ob-ſtruct
oc-cur
of-fence
o-mit
op-preſs
per-mit
por-tend

pre-tend
pre-dict
pro-ject
pro-tect
pro-teſt
re-cant
re-fit
re-lax
re-mit
re-preſs
re-tract
re-trench
ro-buſt
ro-mance
ſe-dan
ſe-lect
ſub-ject
ſub-mit
ſub-ſtract
ſuſ-penſe
tranſ-act
tranſ-cend
tranſ-greſs
tranſ-plant
tre-pan
un-apt
un-bend
un-fit
un-hinge
un-hurt
un-man

4

de-bar

de-part	un-arm	2	re-fer
diſ-arm	un-bar	con-cert	con-fer
diſ-card	5	de-fer	de-ter
em-balm	ab-hor	di-vert*	in-fer
em-bark	re-volve	in-verſe	in-ter
en-chant	re-volt	in-vert	
en-large	deſ-pond	per-vert	
huz-za	un-lock	per-verſe	

*Not divart, &c.

TABLE VI.

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

Cru-ci-fix	pu-ri-ty	ba-riſ-ter	den-i-zen
cru-el-ty	re-gen-cy	but-te-ry	det-ri-ment
de-cen-cy	ru-di-ment	ben-e-fit	dif-fi-dent
di-a-dem	ſe-cre-cy	big-a-my	dif-fer-ent
di-a-mond	ſcru-ti-ny	big-ot-ry	dif-fi-cult
di-a-lect	ſi-mo-ny	but-ter-fly	dig-ni-ty
dra-pe-ry	ſtu-pi-fy	cal-i-co	dil-i-gent
droll-e-ry	tu-te-lar	cal-en-dar	div-i-dend
du-ti-ful	ty-ran-ny	cab-i-net	dul-ci-mer
flu-en-cy	va-can-cy	can-iſ-ter	ec-ſta-cy
i-ro-ny	va-gran-cy	can-i-bal	ed-i-tor
i-vo-ry	2	can-o-py	ef-fi-gy
la-zi-neſs	ad-mi-ral	cap-i-tal	el-e-ment
li-bra-ry	al-co-ran	chaſt-i-ty	el-e-gy
lu-na-cy	an-i-mal	cin-na-mon	em-baſ-ſy
no-ta-ry	an-nu-al	cit-i-zen	eb-o-ny
nu-me-ral	ac-ci-dent	clar-i fy	em-bry-o
nu tri-ment	al-i-ment	claſ-ſic-al	em-e-rald
o-ver-plus	ad-a-mant	cle-men-cy	em-pe-ror
po-et-ry	am-i-ty	cler ic-al	en-e-my
pri-ma-cy	am-neſ ty	cur-ren-cy	en-mi-ty
pri-ma-ry	ar-ro-gant	cyl-in-der	en-ti-ty

ep-i-gram
eſ-cu-lent
ev-e-ry
fac-ul-ty
fac-to-ry
fam-i-ly
fol-o-ny
feſ-ti-val
fin-ic-al
fiſh-e-ry
gal-lant-ry
gal-le-ry
gar-ri-ſon
gen-e-ral
gun-ne-ry
hap-pi-neſs
her-ald-ry
im-ple-ment
im-pu-dent
in-cre-ment
in-di-go
in-duſ-try
in-fan-cy
in-fan-try
in-fi-del
in-ſtru-ment
in-te-ger
in-tel-lect
in-ter-eſt
in-ter-val
juſ-ti-fy
leg-a-cy
len-i-ty
lep-ro-ſy
lev-i-ty
lib-e-ral
lib-er-ty
lig-a-ment
lin-e-al
lit-a-ny
lit-e ral
lit-ur-gy
lux-u-ry
man-i-feſt
man-i-fold
man-ner-ly
mar-i-ner
med-i-cal
mel-o-dy
mem-o-ry
meſ-ſen-ger
mil-le-ner
min-e-ral
min-iſ-ter
muſ-cu-lar
myſ-te-ry
nat-ur-al
pan-o-ply
par-a-dox
par-a gon
par-al-lax
par-al-lel
par-a-pet
par-i-ty
pat-ri-ot
ped-ant-ry
ped-i-gree
pen-al-ty
pen-u-ry
peſ-ti-lent
pil-lo-ry
prac-tic-al
prin-ci-pal
pub-lic-an
punc-tu-al
pun-gen-cy
pyr-a-mid
quad-ru-ped
qual-i-ty
quan-ti-ty
rad-ic al
rar-i-ty
reg-u-lar
rem-e-dy
rib-ald-ry
rev-er-end
rit-u-al
riv-u-let
ſac-ra-ment
ſal-a-ry
ſat-iſ-fy
ſec-u-lar
ſed-i-ment
ſen-a-tor
ſen-ti-ment
ſen-ti-nel
ſev-e-ral
ſil-la-bub
ſim-i-lar
ſin-gu-lar
ſin-iſ-ter
ſlip-pe-ry
ſub-ſi-dy
ſum-ma-ry
ſup-ple-ment
ſym-me-try
tam-a-rind
tap-eſ-try
tem-po-ral
ten-den-cy
ten-e-ment
ter-ri-fy
teſ-ta-ment
tit-u-lar
typ-ic-al
vag-a-bond
van-i-ty
vic-to-ry
vil-la-ny
vin-e-gar
ur-gen-cy
wag-gon-er
wil-der-neſs

4

har-bin-ger
har-mo-ny
harp ſi-chord

5

cod-i-cil
col-o-ny
com-e-dy
com-ic-al
con-ju-gal
con-ti-nent
con-tra-band
con-tra-ry
doc-u-ment
drop-ſi-cal
glob-u-lar
gloſ-ſa-ry
hoſ-pi-tal
lot-te-ry
mon-u-ment
nom-i-nal
oc-u-lar
oc-cu-py
of-fi-cer
or-a-tor
or-i-gin
or-na-ment
or-re-ry
ot-to-man
pol-i-cy
pol-i-tic
pop-u-lar
pov-er-ty

prob-i-ty	prop-er-ty	2	per-ju-ry
prod-i-gal	prof-o-dy	cer-ti-fy*	per-ma-nent
prod-i-gy	prot-eſt-ant	mer-cu-ry*	per-ti-nent
prom-i-nent	quan-da-ry	per-fi-dy	ter-ma-gant

* Not ſartify, marcury, &c.

TABLE VII.

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

A-baſe-ment	oc-ta-vo	ag-greſ-ſor
a-gree-ment	op-po-nent	a-mend-ment
al-li-ance	po-ma-tum	ap-par-el
al-lure-ment	pri-me-val	ap-pen-dix
ap-pa-rent	re-ci-tal	aſ-cend-ant
ar-ri-val	re-li-ance	aſ-ſaſ-ſin
a-maze-ment	re-qui-tal	aſ-ſem-bly
a-tone-ment	re-viv-al	at-tach-ment
co-e-qual	ſpec-ta-tor	at-tend-ant
con-fine-ment	ſub-ſcrib-er	be-gin-ning
de-ci-pher	ſur-viv-or	be-wil-der
de-co-rum	teſ-ta-tor	co-hab-it
de-ni-al	teſ-ta-trix	col-lect-or
de-cri-al	tranſ-la-tor	con-fid-er
de-port-ment	tranſ-pa-rent	con-tin-gent
de-po-nent	tri-bu-nal	con-tract-or
dic-ta-tor	ver-ba-tim	de-cant-er
di-plo-ma	vul-ca-no	de-lin-quent
en-rol-ment	un-e-qual	de-liv-er
en-tice-ment	un-mind-ful	de-mer-it
e-qua-tor	2	de-tach-ment
he-ro-ic	a-ban-don	di-lem-ma
il-le-gal	ac-cuſ-tom	di-min-iſh
im-pru-dent	af-fect-ed	diſ-ſent-er

dif-tem-per
dif-tin-guiſh
di-ur-nal
dog-mat-ic
do-meſ-tic
dra-mat-ic
e-ject-ment
em-bar-raſs
em-bel-liſh
em-pan-nel
en-camp-ment
e-quip-ment
er-rat-ic
eſ-tab-liſh
hyſ-ter-ic
in-ceſ-ſant
in-clem-ent
in-cum-bent
in-hab-it
in-ſip-id
in-trin-ſic
in-val-id
ma-lig-nant
mo-naſ-tic
noc-tur-nal
pa-cif-ic
pe-dant-ic
po-lem-ic
pre-cept-or
pro-hib-it
pro-lif-ic
pro-tect-or
pu-iſ-ſant
re-dun-dant
re-freſh-ment
re-lin-quiſh
re-luc-tant
re-mem-ber
re-plen-iſh
re-plev-in
re-pug-nant
re-pub-liſh
ro-man-tic
ſe-queſ-ter
ſpe-cif-ic
ſur-ren-der
to-bac-co
tranſ-cend-ant
tranſ-greſ-ſor
tri-um-phant
um-brel-la

5

a-bol-iſh
ac-com-pliſh
ad-mon-iſh
aſ-ton-iſh
de-mol-iſh
im-mod-eſt
im-mor-al
im-poſ-tor
im-prop-er
in-con-ſtant
in-ſol-vent
un-god-ly

TABLE VIII.

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

1

AL-a-mode
dev-o-tee
diſ-a-gree
dom-i-neer
im-ma-ture
im-por-tune
in-com-mode
in-ter-cede
in-tro-duce
miſ-ap-ply
miſ-be-have
o-ver-take
rec-on-cile
reſ-u-gee
ſu-per-ſede
ſu-per-ſcribe
vol-un-teer
un-der-mine

2

ap-pre-hend
con-de-ſcend
con-tra-dict
diſ-poſ-ſeſs
in-di-rect
in-cor-rect
in-ter-mix
o-ver-run
o-ver-turn
rec-ol-lect
rec-om-mend
rep-re-hend
ſu-per-add
un-der-ſtand
un-der-ſell

TABLE IX.

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

1

Lu-mi-na-ry
mo-ment-a-ry
nu-ga-to-ry

2

ac-cu-ra-cy
ac-ri-mo-ny
ad-mi-ral-ty
ad-ver-ſa-ry
al-i-mo-ny
al-le-go-ry
brev-i-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-ſy
em-iſ-ſa-ry
ig-no-min-y
in-ti-ma-cy
in-tri-ca-cy
in-vent-o-ry
man-da-to-ry
mat-ri-mo-ny
miſ-cel-la-ny
mil-i-ta-ry
pat-ri-mo-ny
plan-et-a-ry
preb-end-a-ry
pref-a-to-ry
pur-ga-to-ry
ſal-u-ta-ry
ſanc-tu-a-ry
ſec-re-ta-ry
ſed-en-ta-ry
ſlat-u-a-ry
ſump-tu-a-ry
ter-ri-to-ry
teſ-ti-mo-ny
trib-u-ta-ry

5

com-ment-a-ry
com-miſ-ſa-ry
con-tro-ver-ſy
mon-aſ-te-ry
ob-ſti-na-cy
prom-iſ-ſo-ry
prom-on-to-ry
vol-un-ta-ry

2

mer-ce-na-ry

The words het-e-ro-dox, lin-e-a-ment, pat-ri-o-tiſm, 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.

1	2	
A-e-ri-al	ab-ſurd-i-ty	de-lin-quen-cy
an-nu-i-ty	ac-tiv-i-ty	de-prav-i-ty
ar-mo-ri-al	ac-ceſſ-a-ry	di-am-e-ter
cen-tu-ri-on	ac-ceſſ-o-ry	diſ-par-i-ty
col-le-gi-al	ad-min-iſ-ter	di-vin-i-ty
com-mu-ni-cant	ad-ver-ſi-ty	eſ-fect-u-al
com-mu-ni-ty	a-dul-te-ry	e-lec-tric-al
con-gru-i-ty	af-fin-i-ty	em-py-re-al
con-nu-bi-al	a-nal-o-gy	e-piſ-co-pal
cor-po-re-al	a-nat-o-my	e-pit-o-me
cre-du-li-ty	an-tag-o-niſt	e-quiv-a-lent
cri-te-ri-on	ar-til-le-ry	e-quiv-o-cal
e-le-gi-ac	a-vid-i-ty	e-van-gel-iſt
fu-tu-ri-ty	bar-bar-i-ty	e-ven-tu-al
gram-ma-ri-an	bru-tal-i-ty	fa-tal-i-ty
gra-tu-i-ty	ca lam-i-ty	fer-til-i-ty
hiſ-to-ri-an	cap-tiv-i-ty	feſ-tiv-i-ty
li-bra-ri-an	ce-lib-a-cy	fi-del-i-ty
ma-te-ri-al	ci-vil-i-ty	for-mal-i-ty
ma-tu-ri-ty	cli-mac-ter-ic	fru-gal-i-ty
me-mo-ri-al	co-in-ci-dent	gram-mat-i-cal
mer-cu-ri-al	col-lat-e-ral	hab-it-u-al
ob-ſcu-ri-ty	com-par-i-ſon	hoſ-til-i-ty
ob-du-ra-cy	com-pet-i-tor	hu-man-i-ty
pro-pri-e-ty	com-pul-ſo-ry	hu-mil-i-ty
ſe-cu-ri-ty	con-jec-tu-ral	i-den-ti-ty
ſo-bri-e-ty	con-ſpir-a-cy	im-men-ſi-ty
va-cu-i-ty	con-ſtit-u-ent	im-ped-i-ment
va-ri-e-ty	de-cliv-i-ty	ju-rid-i-cal

le-vit-i-cal
lon-gev-i-ty
ma-lev-o-lent
ma-lig-ni-ty
mil-len-ni-um
mo-ral-i-ty
mu-nif-i-cent
na-tiv-i-ty
ne-ceſ-ſi-ty
no-bil-i-ty
nu-mer-ic-al
om-nip-o-tent
par-tic-u-lar
per-pet-u-al
po-lit-ic-al
po-lig-a-my
poſ-ter-i-ty
pre-cip-i-tant
pre-dic-a-ment
pro-fund-i-ty
prof-per-i-ty
ra-pid-i-ty
re-cip-ro-cal
re-pub-lic-an
ſab-bat-ic-al
ſa-tan-ic-al
ſcur-ril-i-ty
ſe-ver-i-ty
ſig-nif-i-cant
ſe-ren-i-ty
ſin-cer-i-ty
ſo-lem-ni-ty
ſu-prem-a-cy
ter-reſ-tri-al
tran-quil-li-ty
ty-ran-nic-al
va-lid-i-ty
ve-nal-i-ty
vi-cin-i-ty

5

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

2

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

*Not adverſity.

TABLE XI.

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

1

AN-te-ce-dent
ap-pa-ra-tus
com-men-ta-tor
me-di-a-tor
ſa-cer-do-tal
ſu-per-vi-ſor

2

ac-ci-dent-al
ar-o-mat-ic
ca-li-man-co
det-ri-ment-al
en-er-get-ic
fun-da-ment-al

in-u-en-do	pred-e-ceſ-for
mal-e-fac-tor	ſci-en-tif-ic
man-i-feſt-o	5
mem-o-ran-dum	cor-reſ-pond-ent
o-ri-en-tal	hor-i-zon-tal
or-na-ment-al	2
pan-e-gyr-ic	u-ni-ver-ſal

☞ Having proceeded through tables compriſing eaſy words from one to four ſyllables, let the learner begin the following tables, which conſiſt of more difficult words. In theſe the child will be much aſſiſted by a knowledge of the figures, and the uſe of 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 children attentive to the different ways of expreſſing the ſame ſound, &c.

BAY	ſpay	ſnail	plain	vague
day	yea	laird	ſprain	bait
hay	jail	aid	ſtain	ſtate
lay	pail	maid	twain	great
ſay	ſail	ſtair	vain	gait
may	rail	ſwear	wain	wait
pay	frail	wear	paint	plait
pray	wail	bear	quaint	ſtrait
ſway	mail	tear	plaint	graze
fray	nail	brain	aim	praiſe
clay	trail	chain	claim	raiſe
way	bail	grain	maim	braize
ray	ail	ſlain	waif	raſe
bray	hail	train	ſtage	maize
ſtray	tail	rain	gauge	ſhave
flay	flail	main	plague	brave

knave	reel	bier	knead	prieſt
break	ſeal	tier	reed	eaſt
ſteak	ſteal	year	bleed	reef
be	veal	cheer	breed	grief
pea	weal	heard	plead	brief
ſea	zeal	blear	deem	chief
tea	peal	ear	ſeem	deaf
flea	beal	fear	cream	leaf
key	ceil	ſmear	dream	ſheaf
ſpray	eel	ſpear	ſtream	fief
ſtay	ſtaid	lain	beam	lief
fray	laid	pain	trait	neif
ſtray	paid	ſtrain	haſte	plea
gay	braid	gain	paſte	flee
ſtay	air	blain	wait	bee
play	chair	drain	chaſte	deep
beard	fair	fain	taſte	keep
daie	hair	faint	traipſe	weep
fail	pair	taint	change	ſteep
leap	ſqueal	ſaint	ſtrange	ſleep
neap	beer	tear	blaze	creep
reap	peer	queer	ſteam	ſheep
cheap	deer	deed	ſeam	fleece
heap	fear	feed	gleam	peace
ſteel	dear	need	ſcream	ceaſe
kneel	hear	weed	fleam	leaſe
teal	near	bead	fream	geeſe
feel	rear	lead	ream	niece
keel	veer	read	team	piece
deal	drear	ſeed	leaſt	greaſe
heal	clear	creed	feaſt	creaſe
meal	ſhear	heed	yeaſt	meet
peel	ſteer	mead	beaſt	bleat

cheat	glean	teach	by	fro
treat	ſplean	ſcreech	fie	doe
meat	dean	breach	hie	toe
ſeat	green	bleach	vie	bow
feat	quean	each	light	mow
beat	yean	peach	might	tow
neat	lean	field	height	row
feet	mean	yield	night	owe
heat	heave	ſhield	right	flow
teat	cleave	wield	ſight	glow
beak	ſleeve	fiend	tight	blow
leak	grieve	league	ſlight	ſlow
weak	reeve	teague	ſleight	know
bleak	leave	tweag	bright	grow
ſneak	lieve	leaſh	fight	ſnow
ſpeak	reave	liege	blight	ſtow
freak	beeves	ſiege	fright	ſtrow
ſqueak	eaves	dry	flight	dough
reek	greaves	bye	wight	hoe
cheek	freeze	fly	wright	ſloe
wreak	ſneeze	cry	clime	mole
fleak	breeze	ſky	rhime	pole
ſcreak	eaſe	lie	climb	ſoal
ſhriek	ſqueeze	die	ſmile	foal
fleek	cheeſe	eye	ſtile	goal
ſtreak	frieze	buy	guile	roll
ſeen	pleaſe	try	mild	poll
bean	ſeize	fry	child	boll
clean	teaſe	pie	wild	toll
mien	ſpeech	wry	ſtride	ſoul
queen	leach	high	bride	ſcroll
wean	beach	nigh	guide	coal
keen	reach	ſigh	guiſe	ſhoal

bowl	joak	choſe	few	rude
prowl	oak	coach	new	prude
ſtroll	croak	poach	pew	ſhrewd
troll	cloak	roach	lieu	crude
brogue	ſoak	broach	view	feud
rogue	tone	folks	ſlew	rheum
vogue	own	coax	grew	muſe
moſt	known	foam	ſcrew	bruiſe
poſt	groan	roam	brew	uſe
hoſt	blown	comb	blew	cruiſe*
ghoſt	flown	loam	drew	ſpruce
boaſt	mown	ſhorn	knew	uſe
roaſt	fown	ſworn	crew	juice
coaſt	moan	mourn	hew	cruiſe†
toaſt	loan	force	ſtrew	ſluice
more	ſhown	courſe	ſhew	fruit
four	old	hoarſe	ſlew	bruit
pour	told	ſource	blue	ſuit
door	cold	coarſe	rue	mewl
floor	mould	board	ſhrew	
roar	port	hoard	ſpew	jamb
boar	fort	gourd	ſtew	lamb
hoar	ſport	ſword	tew	plaid
oar	court	holme	yew	limb
ſoar	goad	oaf	chew	gaunt
oat	load	loaf	clew	denſe
boat	toad	due	ewe	hence
doat	woad	true	flue	pence
goat	ſoap	you	mew	fence
moat	froze	glue	cure	lapſe
bloat	cloſe	ſue	pure	flat
float	proſe	dew	your	gnat

* A voyage. † A ſmall cup.

caſh	wench	wink	hinge	2
ſaſh	wrench	pink	ſinge	curl
claſh	drench	cinque	cringe	hurl
gnaſh	fetch	priſm	fringe	churl
ſtrap	ſketch	ſchiſm	twinge	drum
wrap	wretch	chip	glimpſe	dumb
ſhall	ſpend	ſkip	ſince	crumb
bled	friend	ſhip	rince	numb
dead	blend	ſtrip	wince	plumb
ſtead	badge	ſcrip	teint	much
read	fadge	ſpin	brick	ſuch
tread	edge	chin	ſtick	touch
bread	hedge	twin	kick	crutch
dread	wedge	ſkin	wick	burſt
ſpread	ſledge	guilt	quick	ſtuff
ſhred	ledge	built	ſpit	ſnuff
head	ſedge	quilt	knit	rough
cleanſe	pledge	build	twit	tough
realm	dredge	drift	live	plump
drachm	ſledge	ſhift	ſieve	ſtump
deck	bridge	ſwift	ridge	trump
neck	bilge	twiſt	1	lurch
peck	helve	wriſt	none	church
check	twelve	riſque	ſtone	young
ſpeck	delve	ſhrill	home	gulf
wreck	valve	ſkill	bolt	nymph
meant	gueſs	ſpill	colt	hymn
ſenſe	breaſt	chill	jolt	judge
tenſe	gueſt	ditch	boult	grudge
bench	ſweat	pitch	dolt	drudge
clench	debt	witch	moult	trudge
ſtench	ſtem	twitch	coat	ſhrub
quench	phlegm	niche	doſt	ſcrub

bulge	for†	yawn	haul	cork
gurge	nor†	laud	ſtall	hawk
ſurge	taught	fraud	ſmall	balk
purge	caught	broad	crawl	walk
plunge	brought	cord	brawl	talk
curſe	fought	lord	bawl	chalk
purſe	ought	ward	caul	ſtalk
3	wrought	gauze	drawl	calk
law	fought	cauſe	wart	daub
ſhaw	groat	pauſe	ſort	bawd
taw	fraught	clauſe	ſhort	warp
maw	naught	torch	quart	waſp
raw	form	ſcorch	ſnort	want
paw	ſtorm	george	bald	4
ſaw	ſwarm	all	ſcald	ſauce
awe	warm	tall	off	balm
gnaw	born	fall	oft	calm
ſtraw	corn	hall	loft	palm
flaw	warn	gall	ſoft	pſalm
draw	corſe	pall	croſs	qualm
chaw	horn	ball	droſs	alms
claw	morn	call	moſs	baſk
craw	fawn	wall	loſs	caſk
haw	lawn	maul	horſe	aſk
jaw	dawn	ſcrawl	corpſe	maſk
coſt*	pawn	ſprawl	dwarf	taſk
loſt	ſawn	ſquall	cough	ark
toſt	brawn	yall	trough	bark
war	ſpawn	awl	fork	dark

* Perhaps *o* and *a*, in the words *coſt*, *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 unemphatical, are neceſſarily ſhort.

hark	arm	ſlaunt	gape	clock
mark	harm	haunt	carn	ſhock
lark	charm	jaunt	darn	knock
park	farm	taunt	ſarn	drop
ſpark	art	vaunt	yarn	crop
arc	cart	caſt	bar	ſhop
ſhark	dart	paſt	far	ſwap
ſtark	hart	laſt	ſcar	wan
aſp	mart	vaſt	ſpar	ſwan
claſp	part	blaſt	ſtar	gone
haſp	tart	faſt	tar	waſh
raſp	ſtart	gaſt	czar	ſwaſh
gaſp	ſmart	maſt	car	watch
graſp	chart	maſs	char	was
harp	heart	paſs	jar	waſt
bard	ſtaff	laſs	mar	knob
card	chaff	braſs	par	ſwab
lard	half	claſs	barb	wad
guard	calf	glaſs	garb	dodge
pard	laugh	graſs	carle	lodge
yard	craft	arch	marle	bodge
branch	ſhaft	march	ſnarl	podge
launch	waft	parch	chance	foſſe
ſtaunch	raft	ſtarch	dance	bond
haunch	draught	harſh	prance	fond
blanch	aft	charge	lance	pond
craunch	haſt	large	glance	wand
carp	pant	barge	trance	ſtorm
harp	grant	farce	ſcarf	wrong
ſharp	ſlant	parſe	laſte	botch
ſcarp	ant	calve		ſcotch
carve	aunt	halve	dock	muſque
ſtarve	daunt	ſalve	mock	blot

yacht	fool	two	could	virge
ſcoat	tool	do	would	vert
halt	ſtool	ſhoe	ſhould	term
ſalt	pool	loo	wolf	firm
malt	ſpool	woo	hoof	germe
fault	droop	proof	roof	ſperm
vault	ſcoop	woof	loof	ſtirp
falſe	troop	looſe	ſoon	chirp
bronze	loop	gooſe	hoop†	jerk
6	ſoup	mooſe	coop	perk
doom	group	ſpoon	poop	ſmerk
room	hoop*	rooſt	full	yerk
boom	boot	7	bull	quirk
loom	coot	root	pull	herb
bloom	hoot	foot	wool	verb
groom	toot	ſhoot	buſh	fir
womb	moot	book	puſh	myrrh
tomb	food	cook	puſs	fern
broom	rood	hook	2	earn
ſpoon	brood	look	earl	yearn
boon	mood	took	pearl	learn
moon	moove	brook	ſkirt‡	ſtern
noon	prove	crook	verſe	kern
loon	groove	flook	fierce	quern
ſwoon	nooſe	rook	pierce	ſearch
bourn	chooſe	ſhook	tierce	perch
poor	looſe	croup	herſe	ſwerve
tour	booſe	wood	terſe	wert
moor	ooze	ſtood	verge	9
boor	ouſe	good	ſerge	run
cool	coo	hood	dirge	ſon

* To cry out, but more commonly ſpelt whoop.
† Of a caſk. ‡ Under this figure, in the words *ſkirt*, *firm*, &c. *I* has the ſound of ſecond *e*.

ton	font	tete	ceif	crown
won	wont	feint	quoif	down
done	dove	veil	Ou & ow	drown
one*	love	Oi & oy	now	frown
come	ſhove	oil	cow	clown
ſome	glove	ſpoil	how	gown
bomb	twirl	ſoil	bow	town
clomb	dunce	broil	mow	houſe
rhomb	once‡	toil	ſow	louſe
dirt	monk	foil	vow	mouſe
ſhirt	tongue	boil	brow	douſe
flirt	birch	coil	plow	browſe
wort	ſponge	join	bough	ſpouſe
birt	IO	coin	ſlough	drowſe
ſpirt	heir	loin	out	cloud
ſquirt	trey	groin	ſtout	crowd
kirk	ſley	boy	ouſt	loud
work	prey	joy	trout	proud
bird	grey	toy	gout	ſhroud
word	weigh	coy	pout	bound
firſt	eigh	cloy	clout	hound
worſt	neigh	buoy	rout	pound
worſe	reign	point	ſhout	round
blood	vein	joint	ſpout	ſound
flood	feign	voice	ſcout	ground
ſir	deign	choice	doubt	wound§
her	ſkein	moiſt	bout	foul
ſtir	reign	hoiſt	drought†	bowl
worm	eight	joiſt	our	fowl
world	freight	noiſe	four	ſcowl
front	ſtreight	quoit	brown	cowl

* Pronounced wun.
† Pronounced drouth.
‡ Pronounced wunce.
§ The faſhionable pronunciation is woond; but I chooſe to follow analogy.

growl	ounce	flounce	vouch	pouch
howl	pounce	couch	slouch	gouge
bounce				

MONOSYLLABLES IN *TH*.

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

[1] Throw	threw	rath	plinth	lath
truth	thrice	pith	splinth	wrath
youth	thrive	with*	[3]	[5]
sheath	throne	theft	loth	throb
heath	throe	thatch	cloth	throng
both	throve	thill	moth	thong
oath	[2]	third	broth	[6]
forth	thing	thrill	sloth	tooth
fourth	think	thrush	troth	through
three	thin	thwack	north	[2]
throat	thank	tilth	thaw	earth
theme	thick	withe	thought	dearth
thigh	thrift	doth	thorn	birth
thief	thumb	smith	froth	girth
faith	thump	thrust	thrall	mirth
blowth	length	thrum	thwart	[9]
growth	strength	thread	warmth	third
quoth	breath	thrash	[4]	thirst
ruth	death	depth	swath	worth
teeth	health	width	path	month
thane	wealth	breadth	hearth	thirl
thowl	threat	filth	bath	[0u]
thrave	hath	frith	garth	south
				mouth

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

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

1				10
Thy	tho*se*	*wr*eath	the	the*y*
bathe	the*se*	*wr*ithe	them	there
lathe	tho*ugh*	breathe	thence	their
*sw*athe	thee	2	than	6
clothe	hithe	this	booth	Ou
loathe	lithe	that	*sm*ooth	thou
meethe	blithe	then	*s*oothe	mouth
teeth*	thine	thus		

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

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

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

TABLE XIII.

Lessons of easy Words, to teach Children to read, and to know their Duty.

LESSON I.

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.

X.

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.

XIV.

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.

XV.

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.

A-cre	dea-con	jew-el	pi-ous
a-pron	do-tage	jui-cy	peo-ple
bare-foot	eve-ning	knave-ry	plu-mage
beaſt-ly	fa-vor	knight-hood	pa-rent
brew-er	fla-vor	li-vre	pro-logue
beau-ty	ſea-ture	la-bor	quo-ta
brok-en	fe-male	le-gion	rhu-barb
boat-ſwain	fro-ward	may-or	ri-fle
bow-ſprit	grate-ful	me-ter	rogu-iſh
brave-ry	griev-ous	mi-ter	re-gion
ca-ble	gno-mon	mea-zles	ſea-ſon
cheap-en	hind-moſt	ni-ter	ſpright-ly
dai-ly	hoar-y	oat-meal	ſti-fle
dai-ſy	hu-mor	paſt-ry	ſtee-ple

bol-ſter
coul-ter
ſlave-ry
ſhoul-der
tai-lor
trai-tor
trea-ty
wea-ry
wo-ful
wri-ter
wain-ſcot

2

ab-ſence
ab-bey
am-ple
aſth-ma
an-cle
bal-ance
bel-fry
baſh-ful
biſh-op
blem-iſh
bluſ-ter
brim-ſtone
brick-kiln
blud-geon
bel-lows
biſ-cuit
brit-tle
buck-ram
buſ-tle
cam-el
cap tain

cen-ſure
chap-el
chaſt-en
cher-iſh
chim-ney
car-ry
car-riage
ciſ-tern
cit-y
clam-our
clean-ly
cred-it
crev-ice
crick-et
cruſt-y
chryſ-tal
cup-board
cuſ-tom
crib-bage
cul-ture
couſ-in
cut-laſs
dam-age
dam-aſk
dam-ſel
dam-ſon
dan-druff
dac-tyl
debt-or
dim-ple
diſ-tance
dou-ble
driv-en

dud-geon
dun-geon
drunk-ard
duſt-y
ec-logue
en-gine
en-ſign
en-trails
er-ror
faſh-ion
fam-iſh
fau-cet
fat-ten
feſ-ter
fer-riage
fid-dle
flag-on
frec-kle
fruſ-trate
fur-lough
geſ-ture
gante-lope
gin-gle
gliſ-ten
grand-eur
grav-el
grum-ble
guin-ea
gud-geon
hand-ful
hab-it
haſ-ſoc
hav-oc

heif-er
heav-y
hin-drance
huſ-band
hum-ble
huſk-y
im-age
in-ſtance
in-ward
iſth-mus
jeal-ous
jour-nal
judge-ment
knuc-kle
knap-ſac
lan-guage
lan-guor
land-lord
lev-el
lim-it
luſ-ter
lunch-eon
mad-am
mal-ice
man-gle
maſ-tiff
mel-on
mer-it
min-gle
miſ-treſs
miſ-chief
muſ-ket
muſ-lin

muſ-ter
mar-ri*age*
nev-er
nim-bl*e*
pad-loc
pam-phlet
pen-ance
peſ-ter
phren-zy
piſ-mire
plan-et
ple*aſ*-ant
pe*aſ*-ant
pin-cers
prat-t*le*
pun-iſh
puz-z*le*
pic-ture
pur-chaſe
prac-tiſe
phthiſ-ic
punch-eon
quick-en
quad-rant
quad-rate
ram-bl*e*
rap-id
rat-t*le*
reb-el
rel-iſh
rig-our
ri*ſ*-en
riv-er
riv-et
ruf-fle
re*ſ*-in
ſam-ple
ſa*l*m-on
ſatch-el
ſcab-bard
*ſci*ſ-*ſors*
ſeven-night
ſcep-ter
ſpec-ter
ſcrib-ble
ſcuf-fle
ſin-ew
ſim-ple
ſin-gle
ſcep-tic
ſmug-gle
ſpan-gle
ſpig-ot
ſpit-tle
ſpin-dle
ſquad-ron
ſup-ple
ſu*b*t-le
ſtur-geon
ſur-geon
tal-ent
tal-on
tan-gle
tat-t*le*
tav-ern
tempt-er
ten-ant
til-lage
tip-ple
treſ-paſs
troub-le
twink-ling
tranſ-port
trun-cheon
ven-om
ven-ture
vin-tage
viſ-it
viſ-age
vict-*uals*
ven-geance
veni-*ſon*
vine-yard
waiſt-coat
wed-lock
wick-ed
wran-gle
wrap-per
wreſ-t*le*
wriſt-band
weap-on
wid-geon
zea-lot
zeal-ous
zeph-yr
yeom-an

3

bor-der
cor-ner
ſla*ugh*-ter
da*ugh*-ter
a*u*-tumn
for-treſs
for-tune
ga*u*-dy
geor-gic
gor-geous
la*u*-rel
lord-ſhip
ha*ugh*-ty
morn-ing
mor-tal
mort-gage
na*ugh*-ty
ſaw-yer
tor-ment
wa-ter

4

ſa*u*-cy
ſa*u*-cer
an-ſwer
barb-er
brace-let
cart-er
cham-ber
craft-y
char-coal
flaſk-et
gar-land
*gh*aſt-ly
gar-ment
har-lot

har-veſt
jaun-dice
mar-gin
mar-ket
maſ-ter
mar-quis
par-cel
par-don
par-lour
part-ner
paſ-ture
pſalm-iſt
ſcar-let
ſlan-der

5

al-ſo
al-way
bon-fire
cob-ler
cloſ-et
col-le*ague*
com-et
com-rade
con-quer
cock-ſwain
con-duit
cop-y
con-trite
cof-fin
doc-trine

flor-id
fon-dle
fore-head
frol-ic
fal-chion
grog-ram
goſ-lin
hogſ-head
hom-age
*h*on-eſt
*h*on-or
*k*nowl-ege
hal-loe
lodg-er
mod-eſt
mod-ern
mon-ſtrous
nov-el
nov-ice
prof-fer
prog-reſs
prom-iſe
proſ-pect
proſ-per
ſtop-page
ſpon-dee
wan-der
wan-ton
war-rant
ſquan-der

yon-der

6

gloom-y
wo-man
boo-by

7

buſh-el
bo-ſom
bulh-y
wool-en
worſt-ed
cuſh-ion
bul-let
bul-loc
bul-ly
bul-wark
butch-er
coop-er
cuck-oo

2

ver-min
ver-dict
ver-juice
vir-tue
ker-nel

9

con-jure
cov-er
cir-cuit
fir-kin

com-paſs
com-fort
bor-*ough*
dirt-y
gov-ern
hon-ey
ſove-reign
ſtir-rup
ſkir-miſh
ſhov-el
ſquir-rel
vir-gin
wor-ſhip
won-der

10

hei-nous
nei*gh*-bor

Ou

coun-cil
coun-ter
coun-ty
dou*gh*-ty
drow-ſy
moun-tain
ſhow-er
flow-er
bow-er
pow-er

Oy

voy-*age*

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 ſight out of mind.
Win gold and wear it.
Harm watch, harm catch.
Hope keeps the heart whole.
Rome was not built in one day.

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

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

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

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

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.

Ac-quire	be-ſtow	diſ-may	pur-ſuit
a-baſe	bo-hea	diſ-own	pro-rogue
a-buſe	con-ſign	diſ-play	re-ceive
a-dieu	com-plain	diſ-poſe	re-ceipt
af-fair	cam-paign	en-cloſe	re-courſe
af-fright	com-poſe	en-croach	re-pair
a-gainſt	con-dign	en-dear	re-poſe
ap-proach	con-ciſe	en-treat	re-prieve
ar-raign	con-ceit	ex-ciſe	re-ſtraint
a-riſe	con-fuſe	ex-poſe	re-ſume
aſ-ſign	con-ſtrain	in-creaſe	re-tail
aſ-tray	de-ceive	in-dict	re-ſign
a-vail	de-ceit	im-pair	ſup-poſe
a-wake	de-creaſe	in-fuſe	tran-ſcribe
a-way	de-light	in-ſcribe	tranſ-poſe
al-ly	depoſe	ma-lign	un-cloſe
a-wry	de-ſcribe	ob-tain	un-tie
be-lieve	de-ſign	o-paque	un-true
be-lief	de-ſire	per-tain	up-right
be-nign	de-viſe	pre-vail	
be-ſiege	diſ-claim	pre-ſcribe	ad-journ
be-low	diſ-courſe	pro-poſe	a-byſs

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-ept re-ward diſ-prove en-joy
be-head ſub-orn a-do de-ſtroy
be-twixt tranſ-form a-loof de-coy
bur-leſque 4 2 pur-loin
con-temn e-clat im-merge re-joice
con-tempt ad-vance im-merſe ſub-join
co-quette a-far af-firm diſ-joint
e-nough a-larm de-ſert Ou
fi-neſſe gui-tar de-ſerve a-mount
ga-zette in-graft 9 a-bout
gro-teſque re-mark a-bove com-pound
ha-rangue ſur-paſs a-mong con-found
im-burſe ca-tarrh be-come diſ-count
qua-drille re-gard be-love ac-count
ſo-journ 6 10 pro-nounce
3 a-mour con-vey pro-pound
a-dorn bab-oon ſur-vey ſur-mount
abroad baſ-ſoon in-veigh al-low
be-cauſe be-hoove oi a-bound
ap-point

TABLE XVII.

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

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

1
DI-a-phragm di-a-logue fa-vor-ite
du-pli-cate e-go-tiſm for-ci-ble

fre-quen-cy
fu-gi-tive
fea-ſi-ble
glo-ri-ous
he-ro-iſm
ju-bi-lee
ju-ve-nile
live-li-hood
lu-bri-cate
lu-cra-tive
lu-di-crous
lu-mi-nous
night-in-gale
nu-me-rous
o-di-ous
pre-vi-ous
pa-gan-iſm
pleu-ri-ſy
qui-et-ude
rheu-ma-tiſm
ru-min-ate
ſcru-pu-lous
ſe-ri-ous
ſu-i-cide
ſuit-a-ble
va-ri-ous
u-ni-form
u-ſu-ry

ad-jec-tive
ag-gra-vate
an-a-pæſt
an-i-mate
ap-pe-tite
al-ti-tude
ab-di-cate
ac-cu-rate
ad-e-quate
ac-tu-ate
ag-o-nize
al-ge-bra
am-o-rous
an-ec-dote
an-ti-quate
ap-ti-tude
an-o-dyne
bev-e-rage
blun-der-buſs
cat-a-logue
cal-cu-late
can-di-date
can-dle-ſtic
car-a-way
cel-e-brate
crit-i-ciſm
court-e-ſy
cul-ti-vate
dec-a-logue
dec-o-rate
ded-i-cate
def-i-nite
del-e-gate
der-o-gate
deſ-o-late
deſ-po-tiſm
deſ-pe-rate
deſ-ti-tute
dem-a-gogue
ep-au-lette
ep-i-logue
el-o-quence
el-e-vate
em-pha-ſis
em-u-lous
en-ter-prize
en-vi-ous
ep-i-cure
eſ-ti-mate
ex-cel-lence
faſ-ci-nate
fab-u-lous
feb-ri-fuge
fluc-tu-ate
fur-be-low
gen-e-rous
gen-tle-man
gen-u-ine
grad-u-ate
gran-a-ry
hem-i ſphere
heſ-i-tate
hand-ker-chief
hur-ri-cane
hyp-o-crite
im-age-ry
im-pi-ous
in-fa-mous
in-ſti-gate
in-ſti-tute

in-ti-mate
jeal-ouſ-y
jeop-ard-y
jeſ-ſa-mine
laſ-ſi-tude
lat-i-tude
lib-er-tine
lit-i-gate
mack-er-el
mag-ni-tude
man-u-ſcript
maſ-a-cre
med-i-cine
med-i-tate
miſ-chiev-ous
met-a-phor
muſk-mel-on
nour-iſh-ment
ped-a-gogue
pal-li-ate
pal-pa-ble
pal-pi-tate
par-a-ble
par-a-diſe
par-a-digm
par-a-phraſe
par-a-ſite
par-ent-age
par-ox-iſm
par-ri-cide
pen-te-coſt
phyſ-ic-al
plen-i-tude
preſ-by-ter
preſ-i-dent
priſ-on-er
priv-i-lege
quer-u-lous
par-a-mour
rail-le-ry
ran-cor-ous
rap-tur-ous
ra-ven-ous
rec-ti-tude
re-la-tive
ren-o-vate
rep-ro-bate
reſ-i-dence
reſ-i-due
ret-i-nue
rev-e-nue
rev-er-ence
rev-er-end
rhap-ſo-dy
rhet-o-ric
rid-i-cule
ſac-ri-fice
ſac-ri-lege
ſal-i-vate
ſaſ-a-fras
ſat-ir-ize
ſcav-en-ger
ſcim-i-tar
ſen-ſi-ble
ſep-a-rate
ſer-a-phim
ſtadt-hol-der
ſtim-u-late
ſtip-u-late
ſtren-u-ous
ſub-ju-gate
ſub-ſe-quent
ſub-ſti-tute
ſyn-a-gogue
ſim-i-le
ſcep-ti-ciſm
ſyn-co-pe
ſur-ro-gate
ſyc-o-phant
ſyl-o-giſm
tan-ta-lize
tan-ta-mount
tel-e-ſcope
ten-a-ble
tim-o-rous
treach-e-rous
trip-li-cate
tur-pi-tude
vaſ-ſal-age
vin-di-cate
bil-let-doux

3

cor-di-al
cor-po-ral
for-feit-ure
for-ti-tude
for-tu-nate
fraud-u-lent
laud-a-ble

pla*u*-ſi-ble	com-pli-ment	ſol-i-tude
por-phy-ry	com-pla*i*-ſance	ſoph-iſ-try
4	con-ſti-tute	vol-a-tile
ar-gu-ment	cor-o-ner	roq-*ue*-la*u*r
ar-ma-ment	crock-e-ry	2
ar-ti-fice	lon-gi-tude	per-qui-ſite
bay-o-net	nom-i-nate	per-ſe-cute
bar-ba-riſm	ob-li-gate	per-ſon-age
bar-ba-*ro*us	ob-lo-quy	ſer-vi-tude
car-di-nal	ob-ſta-cle	ter-mi-nate
car-pen-ter	ob-ſti-nate	firm-a-ment
chan-cel-lor	ob-vi-*ou*s	mir-a-cle
chan-ce-ry	om-in-*ou*s	9
g*u*ard-i-an	op-e-rate	cir-cu-lar
g*h*aſt-li-neſs	op-po-ſite	cir-cum-ſtance
lar-ce-ny	or-i-fice	cir-cum-ſpect
mar-gin-al	prob-a-ble	com-pa-ny
maſ-q*u*er-ade	pop-u-l*ou*s	come-li-neſs
par-ti-ſan	poſ-i-tive	gov-ern-or
phar-ma-cy	pot-en-tate	gov-ern-eſs
par-li*a*-ment	prof-li-gate	Oi
raſ*p*-ber-ry	proph-e-cy	poign-an-cy
5	proſ-e-cute	roy-al-ty
al-der-man	por-rin-ger	Ou
al-ma-nac	proſ-per-*ou*s	coun-ſel-lor
bot-a-ny	proſ-ti-tute	coun-ter-feit
col-lo-quy	ſol-e-ciſm	coun-te-nance

TABLE XVIII.

LESSON I.

MY ſon, hear the counſel of thy father, and forſake not the law of thy mother.
If ſinners entice thee to ſin, conſent thou not.

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

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.

A-chieve-ment	ar-rear-age	blaſ-phem-er
ac-quaint-ance	al-le-gro	con-ta-gion
ap-praiſ-er	ab-do-men	con-ta-gious

cor-ro-*ſive*
cour-age-*ous*
de-*ceit*-ful
de-ci-*ſive*
dif-fu-*ſive*
e-gre-*gious*
en-*light*-*en*
o-*bei*-ſance
out-rage-*ous*
pro-*ce*-dure
po-ta-*toe*
ſo-no-*rous*
muſ-que-*toe*

2

a-bridge-ment
ac-*know*l-ege
ad-ven-*ture*
ap-pren-*tice*
au-tum-nal
biſ-ſex-*tile*
com-pen-ſate
com-pul-ſive
con-fiſ-cate
cur-mud-*geon*
con-jec-*ture*
con-tem-plate
con-vul-ſive
de-ben-ture
de-fec-tive
diſ-*cour*-age
diſ-par-age
diſ-ſem-ble
ef-ful-gent
en-tan-*gle*
ex-cul-pate
ef-fect-ive
em-*bez*-zle
en-*deav*-or
ex-ceſ-ſive
ex-pen-ſive
ex-preſ-ſive
ex-ten-ſive
ex-che-*quer*
eſ-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-ment-*ous*
of-fen-ſive
op-preſ-ſive
miſ-*priſ*-on
pneu-mat-ics
pre-*ſump*-tive
pro-duc-tive
pro-greſ-ſive
re-pul-ſive
re-ten-tive
re-venge-ful
rheu-mat-ic
ſtu-pen-*dous*
ſub-miſ-ſive

3

ab-or-tive
en-*dorſe*-ment
im-port-ance
im-mor-tal
per-form-ance
re-cord-er
miſ-for-tune

4

ad-van-tage
a-part-ment
de-part-ment
diſ-aſ-ter
em-bar-go

5

a-poſ-tle
de-mon-ſtrate
ſub-al-tern

6

ac-*cou*-ter
ma-nœu-vre

2

al-ter-nate
de-ter-mine
e-ner-vate
re-*hearſ*-al
ſub-ver-ſive
ha-ber-*geon*

9

ex-tir-pate

The following are accented on the First *and* Third *Syllables.*

1		2
Ap-per-tain	con-noiſ-ſeur	ac-qui-eſce
ad-ver-tiſe	diſ-ap-pear	co-al-eſce
aſ-cer-tain	en-ter-tain	male-con-tent
con-tra-vene	gaz-et-teer	4
can-non-ade	deb-o-nair	coun-ter-mand

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 ſnares of death.

Wealth got-ten by de-ceit, is ſoon waſt-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-ſelf; 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 go-eth out; and where there is no tat-ler, the ſtrife ceaſ-eth.

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

He that cov-er-eth his ſins ſhall not proſ-per; but he that con-feſſ-eth and for-ſak-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 ho-nor ſhall up-hold the hum-ble in ſpir-it.

The eye that mock-eth at his father, and ſcorn-eth to o-bey 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-lors there is ſafe-ty.

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

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

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

TABLE XXI.

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

2

Am-i-ca-ble
ap-pli-ca-ble
cred-it-a-ble
def-pi-ca-ble
el-i-gi-ble
eſ-ti-ma-ble
ex-pli-ca-tive
fig-u-ra-tive
lit-e-ra-ture
mar-riage-a-ble
miſ-er-a-ble
nav-i-ga-ble
pal-li-a-tive
pit-i-a-ble
rev-o-ca-ble
ſpec-u-la-tive
ſuf-fer-a-ble
tem-per-a-ture

1

a-mi-a-ble
ju-di-ca-ture
va-ri-a-ble

3

for-mi-da-ble
hoſ-pi-ta-ble

4

an-ſwer-a-ble

5

com-mon-al-ty
nom-i-na-tive
op-e-ra-tive
prof-it-a-ble
tol-er-a-ble

9

cop-u-la-tive

The following have the half Accent *on the* Third *Syllable.*

2

Ag-ri-cul-ture
an-ti-qua-ry
ap-o-plex-y
tab-er-na-cle
tran-ſit-o-ry

3

a*u*-dit-o-ry

4

ar-bi-tra-ry
par-ſi-mo-ny

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.

1

Ad-mi-ra-ble
ac-cu-mu-late
ap-pro-pri-ate
an-ni-hi-late
a-me-na-ble
ab-bre-vi-ate
al-le-vi-ate
cen-ſo-ri-ous
com-mo-di-ous
com-mu-ni-cate
con-cu-pif-cence
com-par-a-ble
de-plo-ra-ble
diſ-pu-ta-ble
er-ro-ne-ous
har-mo-ni-ous
im-me-di-ate
im-pe-ri-ous
im-pla-ca-ble
in-tu-i-tive
la-bo-ri-ous

me-lo-di-ous
myſ-te-ri-ous
no-to-ri-ous
ob-ſe-qui-ous
op-pro-bri-ous
pe-nu-ri-ous
pre-ca-ri-ous
ſa-lu-bri-ous
ſpon-ta-ne-ous
ter-ra-que-ous
vi-ca-ri-ous
vic-to-ri-ous
vo-lu-min-ous
ux-o-ri-ous

2

aſ-par-a-gus
ac-cel-e-rate
ad-miſ-ſi-ble
ad-ven-tur-ous
a-dul-te-rate
ac-cept-a-ble
am-big-u-ous
am-phib-i-ous
a-nal-y-ſis
ar-tic-u-late
aſ-ſaſ-ſin-ate
be-at-i-tude
ca-lum-ni-ate
ca-pit-u-late
cer-tif-i-cate
ca-taſ-tro-phe
co-ag-u-late
com-buſ-ti-ble
com-mem-o-rate
com-miſ-e-rate
com-par-a-tive
com-pat-i-ble
com-pend-i-ous
con-grat-u-late
con-ſpic-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-luſ-tri-ous
im-pet-u-ous
in-duſ-tri-ous
in-gen-u-ous
in-quiſ-i-tive
in-vid-i-ous
in-vinc-i-ble
in-viſ-i-ble
la-ment-a-ble
per-fid-i-ous
per-ſpic-u-ous
pre-dic-a-ment
pre-fer-a-ble
pro-miſ-cu-ous
pa-riſh-ion-er
re-cep-ta-cle
ri-dic-u-lous
ſi-mil-i-tude
ſuſ-cept-i-ble
tem-peſt-u-ous
tu-mult-u-ous
vi-ciſ-ſi-tude
vo-cif-e-rous
vo-lup-tu-ous
u-nan-i-mous

3

con-form-i-ty
de-bauch-e-ry
de-form-i-ty
e-nor-mi-ty
ſub-or-di-nate

5

a-bom-i-nate
ac-com-mo-date
a-non-y-mous
a-poc-a-lypſe
a-poc-ry-pha
a-poſ-tro-phe
cor-rob-o-rate
de-nom-i-nate
de-mon-ſtra-ble
de-pop-u-late
diſ-con-ſo-late
pre-poſ-ter-ous
pre-rog-a-tive
re-ſponſ-i-ble

2

af-firm-a-tive
con-verſ-a-ble
re-verſ-i-ble
ſu-per-flu-ous
ſu-per-la-tive
pre-ſerv-a-tive

9

ac-com-pa-ny
diſ-cov-e-ry

Oi

em-broi-der-y

TABLE XXIII.

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

2	
Co-rem-po-ra-ry	pre-par-a-to-ry
de-clam-a-to-ry	pro-hib-it-o-ry
de-fam-a-to-ry	re-ſid-u-a-ry
diſ-pen-ſa-to-ry	tu-mult-u-a-ry
e-lec-tu-a-ry	vo-cab-u-la-ry
e-piſ-to-la-ry	vo-lupt-u-a-ry
ex-clam-a-to-ry	5
ex-plan-a-to-ry	con-ſol-a-to-ry
ex-tem-po-ra-ry	de-poſ-it-o-ry
he-red-it-a-ry	de-rog-a-to-ry
in-cen-di-a-ry	in-vol-un-ta-ry
in-flam-ma-to-ry	re-poſ-it-o-ry
pre-lim-i-na-ry	8
	ob-ſerv-a-to-ry

The following have the half Accent *on the* Fifth *Syllable.*

1	
Com-mu-ni-ca-ble	del-lib-e-ra-tive
com-mu-ni-ca-tive	ef-fem-in-a-cy
2	in-ſuf-fer-a-ble
con-fed-e-ra-cy	in-diſ-ſo-lu-ble
con-ſid-er-a-ble	in-vul-ner-a-ble
de-gen-e-ra-cy	

TABLE XXIV.

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

1	
Am-bi-gu-i-ty	dic-ta-to-ri-al
con-ti-gu-i-ty	ep-i-cu-re-an
con-tra-ri-e-ty	im-por-tu-ni-ty

no-to-ri-e-ty
op-por-tu-ni-ty
per-pe-tu-i-ty
per-ſpi-cu-i-ty
preſ-by-te-ri-an
pri-mo-ge-ni-al
ſu-per-flu-i-ty
teſ-ti-mo-ni-al

2

ac-a-dem-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-dic-to-ry
cred-i-bil-i-ty
di-a-met-ric-al
el-e-ment-a-ry
ep-i-dem-ic-al
e-van-gel-ic-al
fal-i-bil-i-ty
gen-e-al-o-gy
hoſ-pi-tal-i-ty
il-le-git-im-ate
im-per-cep-ti-ble
in-tel-lec-tu-al
in-tro-duc-to-ry
in-tre-pid-i-ty
ir-re-ſiſt-i-ble
mag-na-nim-i-ty
met-a-phyſ-ic-al
mon-o-ſyl-la-ble
plau-ſi-bil-i-ty
pol-y-ſyl-la-ble
pop-u-lar-i-ty
poſ-ſi-bil-i-ty
pri-mo-gen-i-ture
prin-ci-pal-i-ty
prob-a-bil-i-ty
prod-i-gal-i-ty
punc-tu-al-i-ty
pu-ſil-lan-i-mous
reg-u-lar-i-ty
rep-re-hen-ſi-ble
rep-re-ſent-a-tive
ſat-iſ-fac-to-ry
ſen-ſi-bil-i-ty
ſen-ſu-al-i-ty
ſim-i-lar-i-ty
ſin-gu-lar-i-ty
teſ-ta-ment-a-ry

5

an-a-tom-ic-al
an-i-moſ-i-ty
a-poſ-tol-ic-al
ar-iſ-toc-ra-cy
aſ-tro-nom-ic-al
cat-e-gor-ic-al
cu-ri-oſ-i-ty
di-a-bol-ic-al
et-y-mol-o-gy
gen-e-roſ-i-ty
in-ter-rog-a-tive

met-a-phor-ic-al
pe-ri-od-ic-al
phi-lo-ſoph-ic-al
phyſ-i-og-no-my
phyſ-i-ol-o-gy
trig-o-nom-e-try
u-ni-form-i-ty
u-ni-ver-ſi-ty

TABLE XXV.

Words not divided.

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 prayeſt, 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 *chun*, *chan*, *chal*, *chur*.

1 Cour-tier	beſ-tial	com-buſ-tion
	fuſ-tian	di-geſ-tion
2 baſ-tion	mix-tion	ad-mix-tion
chriſ-tian	2 ce-leſ-tial	

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

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

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

1 Mo-tion	no-tion	ra-tion	2 ac-tion
na-tion	por-tion	ſta-tion	dic-tion
	po-tion		

fac-tion	man-ſion	ſanc-tion	3 auc-tion
fic-tion	men-tion	ſec-tion	
frac-tion	miſ-ſion	ſeſ-ſion	5 op-tion
fric-tion	paſ-ſion	ten-ſion	2
func-tion	pen-ſion	unc-tion	ver-ſion

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

1 Ceſ-ſa-tion	com-miſ-ſion	pre-emp-tion
com-mo-tion	com-preſ-ſion	re-demp-tion
de-vo-tion	con-feſ-ſion	re-flec-tion
plan-ta-tion	con-ſump-tion	ſub-jec-tion
pol-lu-tion	con-ven-tion	ſuc-ceſ-ſion
pro-por-tion	con-vic-tion	ſuſ-pen-ſion
re-la-tion	cor-rec-tion	2
ſal-va-tion	de-cep-tion	aſ-per-ſion
ſi-du-cial	de-ſcrip-tion	aſ-ſer-tion
	di-rec-tion	a-ver-ſion
2 ad-miſ-ſion	diſ-tinc-tion	con-ver-ſion
af-fec-tion	ex-cep-tion	de-ſer-tion
af-flic-tion	ex-preſ-ſion	diſ-per-ſion
aſ-cen-ſion	in-flic-tion	re-ver-ſion
aſ-ſump-tion	ob-jec-tion	ſub-ver-ſion
at-ten-tion	pro-feſ-ſion	
col-lec-tion	pro-tec-tion	

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

1 Ac-cept-a-tion	av-o-ca-tion
ac-cu-ſa-tion	cal-cu-la-tion
ad-mi-ra-tion	con-dem-na-tion
ad-o-ra-tion	con-gre-ga-tion
ag-gra-va-tion	con-ſti-tu-tion
ap-pro-ba-tion	con-tem-pla-tion

cul-ti-va-tion
dec-la-ra-tion
deſ-o-la-tion
ed-u-ca-tion
el-o-cu-tion
em-u-la-tion
ex-pect-a-tion
hab-it-a-tion
in-cli-na-tion
in-ſti-tu-tion
med-i-ta-tion
mod-e-ra-tion
nav-i-ga-tion
ob-ſer-va-tion
per-ſe-cu-tion
pre-ſer-va-tion
proc-la-ma-tion
pub-li-ca-tion
ref-or-ma-tion
re-ſer-va-tion

re-ſo-lu-tion
rev-e-la-tion
rev-o-lu-tion
ſep-a-ra-tion
ſup-pli-ca-tion
trib-u-la-tion
vi-o-la-tion
viſ-it-a-tion

2
ap-pre-hen-ſion
com-pre-hen-ſion
con-de-ſcen-ſion
con-tra-dic-tion
ju-riſ-dic-tion
re-ſur-rec-tion
ſat-iſ-fac-tion

3
aug-ment-a-tion

5
al-ter-a-tion

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

2 1
Am-pli-fi-ca-tion
qual-i-fi-ca-tion
ed-i-fi-ca-tion
aſ-ſo-ci-a-tion
mul-ti-pli-ca-tion
con-tin-u-a-tion
rat-i-fi-ca-tion
ſanc-ti-fi-ca-tion
ſig-ni-fi-ca-tion

9
cir-cum-lo-cu-tion
cir-cum-val-la-tion

5
com-mem-o-ra-tion
com-mu-ni-ca-tion
con-fed-e-ra-tion
con-grat-u-la-tion
con-ſo-ci-a-tion
or-gan-i-za-tion

1

co-op-e-ra-tion
glo-ri-fi-ca-tion
pro-nun-ci-a-tion
pro-pit-i-a-tion*
re-gen-e-ra-tion
re-nun-ci-a-tion
re-tal-i-a-tion

4

ar-gu-men-ta-tion

* Pronounced *pro-pif-i-a-fhun.*

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

FABLE I.—*Of the* BOY *that ſtole* APPLES.

AN old man found a rude boy upon one of his trees ſtealing apples, and deſired him to come down; but the young 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 youngſter laugh, to think the old man ſhould pretend to beat him out of the tree with graſs only.

Well, well, ſaid the old man, if neither words nor graſs will do, I muſt try what virtue there is in ſtones; ſo 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.

MORAL.

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

BAr-row	bel-lows	hal-low	win-now
bel-low	har-row	shad-ow	yel-low
bil-low	cal-low	shal-low	
el-bow	mal-lows	spar-row	bor-row
fel-low	mar-row	tal-low	fol-low
fal-low	mead-ow	whit-low	mor-row
far-row	mel-low	wid-ow	sor-row
fur-row	min-now	wil-low	wal-low
gal-lows	nar-row	win-dow	swal-low

TABLE XXVIII.

In the following words, *s* sounds like *zh*. Thus, *con-fu-sion* is pronounced *con-fu-zhun*; *bra-sier*, *bra-zhur*; *o-zier*, *o-zhur*; *vi-sion*, *vizh-un*; *pleas-ure*, *pleazh-ur*.

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

	am-bro-sial	dif-fu-sion
BRA-sier	ad-he-sion	ef-fu-sion
cro-sier	al-lu-sion	ex-clu-sion
gla-zier	co-he-sion	ex-plo-sion
o-zier	col-lu-sion	e-va-sion
ra-sure	con-clu-sion	a-bra-sion
ho-sier	con-fu-sion	cor-ro-sion
sei-zure	con-tu-sion	de-tru-sion
fu-sion	de-lu-sion	dif-plo-sion

em-bra-*ſure*
en-clo-*ſure*
e-ra-*ſion*
il-lu-*ſion*
in-tru-*ſion*
in-fu-*ſion*
pro-fu-*ſion*
oc-ca-*ſion*
ob-tru-*ſion*
vi*ſ*-ion

mea*ſ*-ure
plea*ſ*-ure
trea*ſ*-ure
lei*ſ*-ure
az-ure

ab-*ſci*ſ-*ſion*
col-li*ſ*-ion
con-ci*ſ*-ion
di-vi*ſ*-ion
de-ci*ſ*-ion

de-ri*ſ*-ion
e-li*ſ*-ion
e-ly*ſ*-ian
pre-ci*ſ*-ion
pro-vi*ſ*-ion
al-li*ſ*-ion
re-*ſci*ſ-*ſion*

cir-cum-ci*ſ*-ion

The compounds and derivatives follow the ſame rule.

FABLE II.—*The* COUNTRY MAID *and her* MILK PAIL.

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

GRE[1]-cian	fac-tious	as-so-ciate
gra-cious	fic-tious	au-da-cious
pa-tient	nup-tial	ca-pa-cious
quo-tient	tran-sient	con-so-ciate
spa-cious	lus-cious	dis-so-ciate
spe-cious	cau[3]-tious	e-ma-ciate
spe-cies*	par[4]-tial	ex-cru-ciate
so-cial	con[5]-science	ex-pa-tiate
sa-tiate	con-scious	fa-ce-tious
an[6]-cient	ap[1]-pre-ciate	fal-la-cious
cap-tious		fe-ro-cious
		in-gra-tiate

* Pronounced *spesheez*.

lo-qua-cious
ne-go-ciate
pro-ca-tious
ra-pa-cious
fa-ga-cious
fe-qua-cious
te-na-cious
vex-a-tious
vi-va-cious
vo-ra-cious

2
an-nun-ciate
con-ten-tious
cre-den-tial
e-nun-ciate

ef-fen-tial
in-fec-tious
li-cen-tiate
om-nif-cience
po-ten-tial
pro-vin-cial
pru-den-tial
ſen-ten-tious
ſub-ſtan-tial

2
com-mer-cial

1
ef-fi-ca-cious
of-ten-ta-tious
per-ti-na-cious

per-ſpi-ca-cious
con-tu-ma-cious*

2
cir-cum-ſtan-tial
con-ſci-en-tious
con-ſe-quen-tial
con-fi-den-tial
pen-i-ten-tial
peſ-ti-len-tial
prov-i-den-tial
rev-e-ren-tial
reſ-i-den-tia-ry

5
e-qui-noc-tial

1 2
ple-ni-po-ten-tia-ry

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.

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

A Fox ſwimming acroſs a river, happened to be entangled in ſome weeds that grew near the bank, from which he was unable to extricate himſelf. As he lay thus expoſed to whole ſwarms of flies, 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 ſyllable muſt be pronounced as tho it ended with the conſonant *ſh*. Thus *pre-cious*, *ſpe-cial*, *effi cient*, *logi-cian*, *mili-tia*, *addi-tion*, are pronoucced *preſh-us*, *ſpeſh-ul*, *effiſh-unt*, *logiſh-un*, *miliſh a*, *addiſh-un*. Theſe words will ſerve as examples for the following table.

PRE-cious	e-di-tion	par-ti-tion
ſpe-cial	ef-fi-cient	per-di-tion
vi-tious	eſ-pe-cial	per-ni-cious
vi-tiate	fla-gi-tious	pe-ti-tion
	fru-i-tion	pro-fi-cient
ad-di-tion	ju-di-cial	phy-ſi-cian
am-bi-tion	lo-gi-cian	po-ſi-tion
auſ-pi-cious	ma-gi-cian	pro-pi-tious
ca-pri-cious	ma-li-cious	ſe-di-tion
co-mi-tial	mi-li-tia	ſe-di-tious
con-di-tion	mu-ſi-cian	ſol-ſti-tial
cog-ni-tion	nu-tri-tion	ſuf-fi-cient
con-tri-tion	no-vi-ciate	ſuſ-pi-cious
de-fi-cient	of-fi-ciate	tranſ-i-tion
de-li-cious	of-fi-cial	vo-li-tion
diſ-cre-tion	of-fi-cious	
diſ-cu-tient	pa-tri-cian	ab-o-li-tion*

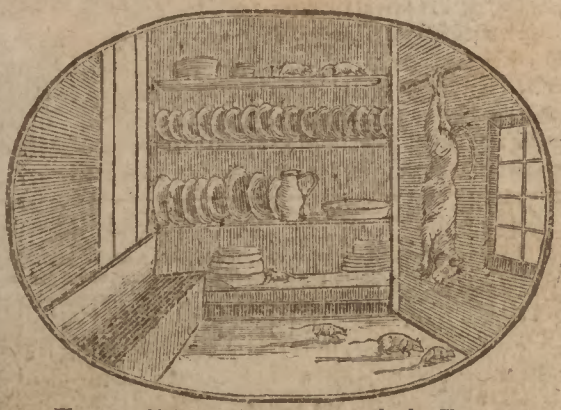
* The words of four ſyllables have a half accent on the firſt, except *practitioner*. *Arithmetician*, *academician*, and *ſuppoſition*, have the half accent on the ſecond, and *mathematician* on the firſt.

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

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



A FABLE 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

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 miſdemeanor; and with great joy immediately ſallied forth in queſt of their prey. Puſs, as ſoon as a ſufficient number were collected together, quitting her hold, dropped into the midſt of them; and very few had the fortune to make good their retreat. This artifice having ſucceeded ſo well, ſhe was encouraged to try the event of a ſecond. Accordingly ſhe whitened her coat all over, by rolling herſelf in a heap of flour, and in this diſguiſe lay concealed in the bottom of 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. It is true it may be meal; but it may likewiſe be ſomething that I ſhall not reliſh quite ſo well. There can be no harm, at leaſt, in keeping at a proper diſtance; for caution, I am ſure, is the parent of ſecurity.

TABLE XXXI.

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

[1]		[2]
FO-lio	ſeign-ior	anx-ious†
ju-nior	u-nion	ax-iom
ſol-dier*	a-lien	bdell-ium
ſa-viour	ge-nial	bil-ious
ſe-nior	ge-nius	bill-iards

* Pronounced ſol-ger. † Pronounced ank-ſhus.

bill-ions
brill-iant
bagn-*io*
fil-ial
flex-ion
flux-ion
mill-ion
min-ion
pill-ion
pin-ion
ſtall-ion
trill-ion
trunn-ion
val-iant
cull-ion
ruff-ian
runn-ion
ſcull-ion
bull-ion
[5] coll-ier
pon-iard
[9] on-ion
[1] be-hav-*iour*
com-mun-ion
per-hel-ion
pe-cul-iar
con-ven-ient
in-gen-*ious*
[2] bat-tal-ion
ci-vil-ian
com-pan-ion
com-plex-ion
con-nex-ion
de-flux-ion
do-min-ion
fa-mil-iar
o-pin-ion
pa-vil-ion
poſt-ill-ion
punc-till-io
raſ-cal-ion
re-bell-ion
ſe-ragl-io
ver-mil-ion
a*ux*-il-ia-ry
con-cil-ia-ry
[2] min-ia-ture
[1] pe-cun-ia-ry

FABLE V.—*The* FOX *and the* BRAMBLE.

A FOX, cloſely purſued by a pack of Dogs, took ſhelter under the covert of a Bramble. He rejoiced in this aſylum; and, for a while, was very 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 XXXII.

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

E-THER
ja-cinth
the-sis
ze-nith

2
thun-der
meth-od
an-them
dip-thong
eth-ies
pan-ther
sab-bath
thim-ble
this-tle
thurs-day
trip-thong

3
en-thral
ath-wart
be-troth

9
thir-ty
thor-*ough*

1
thir-teen

Ou
thou-sand

1
a-the-ism
the-o-ry
the-o-rem
the-a-ter
hy-a-cinth

2
cath-o-lic
ep-i-thet
lab-y-rinth
leth-ar-gy
pleth-o-ry
sym-pa-thy
am-a-ranth
am-e-thyst
ap-a-thy
can-the-rus
syn-the-sis

1
pan-the-on
e-the-ri-al
can-the-ris
ca-the-dral
sab-ba-oth
u-re-thra
ma-the-sis

2
au-then-tic
pa-thet-ic
a-can-thus
ath-let-ic
me-theg-lin

4
ca-thar-tic

1
en-thu-si-asm

2
an-tip-a-thy
pa-ren-the-sis
a-rith-me-tic
an-tith-e-sis

miſ-an-thro-py
phi-lan-thro-py
can-thar-i-des
5
the-oc-ra-cy
the-ol-o-gy
the-od-o-lite
ther-mom-e-ter

au-thor-ri-ty
ca-thol-i-con
my-thol-o-gy
or-thog-ra-phy
ho-poth-e-ſis
li-thog-ra-phy
li-thot-o-my

a-poth-e-ca-ry
1
ap-o-the-o-ſis
pol-y-the-iſm
1
bib-li-o-the-cal
5
ich-thy-ol-o-gy
or-ni-thol-o-gy

Second ſound of *th*, as in *thou*.

1
E*i*-ther
nei-ther
hea-then
cloth-ier
2
fath-om
feath-er
rath-er
gath-er
hith-er
leath-er
fur-ther

breth-ren
weath-er
with-er
wheth-er
neth-er
weth-er
prith-ee
bur-then
ſouth-ern
teth-er
thith-er
whith-er

4
fa-ther
far-thing
far-ther
5
poth-er
broth-el
9
broth-er
wor-thy
moth-er
ſmoth-er

oth-er
1
be-neath
be-queath
9
a-noth-er
2
to-geth-er
5
log-a-rithms
2 2
ney-er-the-leſs

The derivatives follow the ſame rule.

FABLE VI.—*The* BEAR *and the* TWO FRIENDS.

TWO Friends, ſetting out together upon a journey which led through a dangerous foreſt, mu-

tually promiſed to aſſiſt each other, if they ſhould happen to be aſſaulted. They had not proceeded far, before they perceived a Bear making towards them with great rage. There were no hopes in flight; but one of them, being very active, ſprung up into a tree; upon which the other, throwing himſelf flat on the ground, held his breath, and pretended to be dead; remembering to have heard it aſſerted, that this creature will not prey upon a dead carcaſe. 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*.

1	1	5	
CHRIST	cho-rus	chol-ic	char-ac-ter
chyle	te-trarch	chol-er	cat-e-chiſm
ſcheme	cha-os	ſchol-ar	pen-ta-teuch
ache	cho-ral	mon-arch	ſep-ul-cher
2	a-poch	or-chal	tech-nic-al
chaſm	o-cher	2	al-chy-my
chriſm	tro-chee	ſchir-rous	an-cho-ret
tach	2	9	brach-i-al
3	an-chor	ſtom-ach	lach-ry-mal
chord	chriſ-ten	1	mach-i-nate
loch	chym-iſt	pa-tri-arch	ſac-char-ine
6	ech-o	cu-cha-riſt	ſyn-chro-niſm
ſchool	chal-ice	2	mich-*ael*-mas
oi	ſched-ule	an-ar-chy	5
choir	paſ-chal	chryſ-o-lite	chor-iſ-ter

chron-i-cle
or-chef-tra
och-i-my
1
chi-me-ra
pa-ro-chi-al
cha-mel-ion
2
tri-bach-us
arch-an-gel
me-chan-ic
ca-chex-y

cha-lyb-e-ate
a-nach-ro-nifm
fyn-ec-do-che
pyr-rhich-i-us
am-phib-ra-chus
2
mel-an-chol-y
5
chro-nol-o-gy
chi-rog-ra-phy
cho-rog-ra-phy
chro-nom-e-ter

the-om-a-chy
4 2
ar-chi-tec-ture
an-ti-bac-chus
2 2
cat-e-chet-ic-al
1
bac-cha-nal-ian
cat-e-chu-men
5
ich-thy-ol-o-gy

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 ſurly 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 ſallied 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 XXXIV.

Words of French original, in which *ch* ſounds like *ſh*; and *i* accented, like *e* long.

CHAISE
cham-ois*
chan-cre
cham-ade
cham-paign
fra-cheur
chi-cane
pique
ſhire
ma-chine
cha-grin
caſh-ier
ca-priee
an-tique
fa-tigue
in-trigue
ma-rine
ob-lique
der-nier
po-lice
ma-chine-ry
chev-er-il
chev-iſ-ance
chiv-al-ry
deb-au-chee
chev-a-lier
chan-de-lier
cap-u-chin
mag-a-zine
bomb-a-ſin
men-da-rin
brig-a-dier
bom-bard-ier
buc-can-ier
can-non-ier
cap-a-pie
car-bin-ier
cav-a-lier
cor-de-lier
gren-a-dier
fi-nan-cier
qu*ar*-an-tine
char-le-tan
cha-te-la-ny

* Pronounced ſhammy.

In the words archieves, franchiſe, *ch* have the Engliſh ſound. The compounds of franchiſe, ſuch as affranchiſe, disfranchiſement, &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*.

1	2	3	
GEAR	geld	give	gill
geeſe	get	gig	gimp
gyre	gift	gild	gird*

* *i* has the ſound of ſecond *e*.

girt
girl

1
ea-ger
me*a*-ger
gew-gaw
ti-ger
to-ged

2
big-gin
brag-ger
dag-ger
crag-gy
bug-gy
crag-ged
dig-ger
dreg-gy
drug-get
drug-gift
flag-gy
gib-ber

gib-bous
gid-dy
gig-gl*e*
gig-let
giz-zard
gim-blet
hag-gifh
jag-gy
jag-ged
*k*nag-gy
leg-ged
pig-gin
quag-gy
rag-ged
rig-ger
rig-gifh
rug-ged
fcrag-ged
fcrag-gy
fhag-gy
flug-gifh

fnag-ged
fprig-gy
ftag-ger
fwag-ger
fwag-gy
trig-ger
twig-gen
twig-gy
wag-gifh

3
a*u*-gur

5
bog-gy
fog-gy
clog-gy
cog-ger
dog-ged
dog-ger
dog-gifh
jog-ger
nog-gen

4
par-get
tar-get

2
gir-dl*e*
g*b*er-kin

2
be-gin

2
wag-ge-ry

5
log-ger-he*a*d

1
gy-ra-tion

2
or-gil-l*o*us
to-geth-er
gym-naf-tic

2 5
pet-ti-fog-ger

2 1
ter-giv-er-fa-tion

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

2
Fin-ger
an-ger
hun-ger

lin-ger
lin-go
lin-guift
y*o*ung-er

y*o*ung-eft

5
long-er
long-eft

ftrong-er
ftrong-eft

9
mon-ger

These, with their compounds and derivatives, are moft of the words in the language in which *g* has its hard found before *e*, *i*, and *y*. But to thefe muft be added the derivatives of verbs ending in *g*. Thus, from *dig* cometh *diggeth*, *diggeft*, *digged*, *digging*, &c. in which *g* is hard before *e* and *i*.

TABLE XXXVI.

The Boy that went to the Wood to look for Birds' Nefts, when he fhould 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*, *aſid*, and ought to be divided mag-ic, ac-id. It is a matter diſputed by ſchool maſters, which is the moſt eligible diviſion—*mag-ic*, *ac-id*, or *ma-gic*, *a-cid*. However, as children acquire a habit of pronouncing *c* and *g* hard at the end of ſyllables, I chooſe not to break the practice, but have joined theſe conſonants to the laſt ſyllable. The figures ſhow that the vowels of the accented ſyllables are all ſhort.

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

* *G* ſoft.

re-giſ-ter
ſpe-ci-fy
ſpe-cim-en
ma-cer-ate
ma-cil-ent
ma-giſ-trate
tra-ge-dy
vi-cin-age
ve-get-ate
ve-get-ant
lo-gic
pro-ceſs
co-git-ate
pro-ge-ny
il-li-cit
im-pli-cit
e-li-cit
ex-pli-cit
ſo-li-cit
im-a-gine
re-li-gion
li-ti-gious
pro-di-gious
ne-ceſ-ſa-ry
au-da-ci-ty
ca-pa-ci-ty
fu-ga-ci-ty
lo-qua-ci-ty
men-da-ci-ty
men-di-ci-ty
di-la-cer-ate
du-pli-ci-ty
fe-li-ci-ty
mu-ni-ci-pal
an-ti-ci-pate
par-ti-ci-pate
ſim-pli-ci-ty
me-di-cin-al
ſo-li-cit-ude
per-ni-ci-ty
tri-pli-ci-ty
va-ti-cin-ate
ver-ti-ci-ty
e-da-ci-ty
ex-ag-ger-ate*
mor-da-ci-ty
nu-ga-ci-ty
o-pa-ci-ty
ra-pa-ci-ty
ſa-ga-ci-ty
ſe-qua-ci-ty
vi-va-ci-ty
te-na-ci-ty
ve-ra-ci-ty
a-da-gi-o
bel-li-ger-ent
o-ri-gin-al
ar-mi-ger-ous
ca-li-gin-ous
om-ni-gen-ous
ver-ti-gin-ous
re-fri-ger-ate
le-giſ-la-tion
re-cit-a-tion
ſa-cri-le-gious
ó-le-a-gin-ous
au-then-ti-ci-ty
e-laſ-ti-ci-ty
e-lec-tri-ci-ty†
du-o-de-ci-mo
ab-o-ri-gin-es
ec-cen-tri-ci-ty†
mu-ci-la-gin-ous
mul-ti-pli-ci-ty
per-ſpi-ca-ci-ty
per-ti-na-ci-ty
per-vi-ca-ci-ty
a-tro-ci-ty
fe-ro-ci-ty
ve-lo-ci-ty
rhi-no-ce-ros
an-a-lo-gic-al
aſ-tro-lo-gic-al
my-tho-lo-gic-al
ped-a-go-gic-al

* Exajjerate.

† Pronounced elektrifity, ekcentricity.

phi-lo-lo-gic-al	le-ger-de-main
tau-to-lo-gic-al	
the-o-lo-gic-al	
re-ci-pro-ci-ty	re-ci-ta-tive

The compounds and derivatives follow the same rule.

TABLE XXXVIII.

Words in which *h* is pronounced before *w*, though written after it. Thus, *what, when, whisper*, pronounced *hwat, hwen, hwisper*; that is, *hoat, hoen, hoisper*.

Hale	when	wharf	wheth-er
wheal	whence	what	whif-fle
wheat	whet	whirl	whim-sey
wheel	which	where	whin-ny
wheeze	whiff	whey	whis-per
while	whig	whee-dle	whis-tle
whilst	whim	whi-ting	whith-er
whine	whin	whi-tish	whit-low
white	whip	wher-ret	whit-ster
why	whisk	wher-ry	whit-tle
whelk	whist		whim-per
whelp	whit		
whelm	whiz		
	whurr		

The compounds and derivatives follow the same rule.

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

Whore whole who whom whoop whose

TABLE XXXIX.

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

Ex-act	ex-ult	ex-em-plar
ex-ist	ex-am-ine	ex-ec-u-tor
ex-empt	ex-am-ple	ex-em-pli-fy

ex-an-i-mate
ex-af-per-ate
aux-il-ia-ry

[1]
ex-ile
ex-ude
ex-a-men
ex-u-be-rance

[3]
ex-*h*ort
ex-*h*auſt
ex-or-bi-tant
ex-or-di-um

[5]
ex-alt
ex-ot-ic

[2]
ex-on-e-rate
ex-ert
ex-er-cent

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

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 breaſts 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.

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 state. 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,
Dost 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.

TABLE XLI.

Irregular Words, not compriſed in the foregoing Tables.

Written	Pronounced.
AID-de-camp	Ade-de-cong
an-y	en-ny
ap-ro-pos	ap-pro-po
bat-teau	bat-to
beau	bō
beaux	boze
been	bin
bel-leſ-let-tres	bel-let-ter
bu-reau	bu-ro
bu-ry	ber-ry
bu-ſy	biz-zy
bu-ſi-neſs	biz-neſs
che-vaux-de-friſe	ſhev-o-de-freeze
co-lo-nel	cur-nel
comp-trol-er	con-trol-er
en-ten-dre	en-taun-der
flam-beau	flam-bo
haut-boy	ho-boy
iſle	ile
iſl-and	ile-and
ma-ny	men-ny
o-cean	o-ſhun
port-man-teau	port-man-to
ren-dez-vous	ren-da-voo
right-eous	ri-chus
ſays	ſez
ſaid	ſed
ſous	ſoo
ſu-gar	ſhoog-ar
viſ-count	vee-count
wo-men	wim-in

The compounds and derivatives follow the ſame rule.

TABLE XLII.

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 book, and takes a pleaſure in improving himſelf in every thing 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.

TABLE XLIII.

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 ſight, 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 catched, thinks it no crime, not conſidering that God ſees whatſoever he does. He is frequently out of humor, and ſullen 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.

AL-bert	An-des	Coop-er
Al-fred	Aſh-ley	Chi-li
Am-broſe	Ber-nard	Caſ-co
Ar-nold	Brad-ford	Chi-na
Ar-thur	Brain-tree	Con-cord
Au-ſtin	Brook-field	Clem-ent

Cy-rus
Dan-vers
Dart-mouth
Ded-ham
Deer-field
Digh-ton
Der-by
Doug-las
Dud-ley
Dur-ham
E-rie
Ed-win
Eg-bert
E-gypt
En-field
E-noch
E-sau
Est-her
Fish-kill
Flor-ence
Flush-ing
Frank-fort
Fun-dy
Guil-ford
Gro-ton
God-frey
Gil-bert
God-ard
Glov-er
Ger-man
Had-ley
Han-nah
Hat-field
Hel-en
Her-od
Hope-well
How-el
Hub-art
Hum-phrey
Hud-son
Hu-ron
Ipf-wich
Ja-cob
Je-fus
Jo-ab
Jo-nah
Jo-feph
King f-bridge
Lam-bert
Lau-rence
Leop-old
Leice-fter
Mal-den
Manf-field
Med-ford
Med-way
Men-don
Mil-ford
Mil-ton
Mor-gan
Mo-fes
Mo-hawk
Mif-tik
Nach-es
Nor-walk
Nor-wich
Nor-ton
Ox-ford
Ob-long
Pal-mer
Pa-trick
Pem-broke
Phe-be
Pittf-burg
Pittf-field
Plain-field
Pom-fret
Rich-ard
Rob-ert
Reu-ben
Rut-land
Row-land
Samp-fon
Sand-wich
Say-brook
Shef-field
Sha-ron
Skuyl-kill
Staf-ford
Stam-ford
Stough-ton
Stock-bridge
Strat-ford
Swan-zey
Sa-ble
Shaw-nefe
Tar-tar
Ver-non
Ve-nice

Wal-pole	Wey-mouth	Wa-baſh
War-ren	Wind-ſor	Yad-kin
War-wick	*W*rent-ham	Za-dock
Weſt-field	Wood-bridge	Zi-on
Weſ-ton	Wood-ſtock	Zim-ri

TABLE XLVI.

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

BRE-ton	Mon-taux	Bra-zil
Cham-plain†	Pe-dee	Car-liſle
Cham-blee†	San-tee	Chop-tank
De-troit	Pe-ru	Roan-oke
Bel-iſle		

† *Ch* is pronounced *ſh*.

TABLE XLVII.

Proper Names divided and accented.

A-*a*-ron	An-ti-chriſt	Jer-i-*ch*o
A-bra-ham	Bab-y-lon	Je*ſ*-u-it
A-ſia	Ben-ja-min	Jon-a-than
Bel-ze-bub	Chriſt-o-pher	Joſh-u-a
E-phr*a*im	Cyp-ri-an	Jan-i-za-ry
Ga-bri*e*l	Can-a-da	Lyd-i-a
I-*ſ*aac	Dan-i*e*l	Laz-a-rus
Mi-ch*a*el*	Ed-ward	Leon-ard
Ba-laam	Ex-o-dus	Mag-da-len
Ca-naan	Fred-er-ic	Nich-o-las
Ab-ſa-lom	Greg-o-ry	Ol-iv-er
An-tho-ny	Gen-e-ſis	Phin-e-has
Af-ri-ca	Hum-phry	Pal-eſ-tine
Al-co-ran	Hep-zi-bah	Phar-i-ſee
An-ti-och	I*ſ*-r*a*el	Reyn-old

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

Ser-a-phim
Syr-i-a
Tich-ic-us
Tim-o-thy
Tuſ-ca-ny
Zach-a-ry

5

Con-ſtan-inet
Dom-in-ic
Sol-o-mon

1

A-chai-a
Cor-nel-ius
Cy-re-ne
Chal-da-ic
Da-ri-us
Di-a-na
De-me-tre-us
E-li-ſha
E-li-jah
E-li-as
Eu-phra-tes
E-ſai-as
E-ze-kiel
Go-li-ah
Ga-la-tia
Gam-a-li-el
Ho-ſe-a
Ho-ra-tio
Jo-ſi-ah
Ju-de-a
Je-ru-ſa-lem
Mo-ſa-ic-al
Phi-le-mon
Ti-be-ri-as
Zach-e-us

2

A-me-ri-ca
Aſ-phal-ti-des
Aſ-ſyr-i-a
Biſ-ſex-tile
Ca-per-na-um
E-gyp-tian
E-piph-a-ny
Ha-bak-kuk
Le-vit-ic-us
Mel-chiſ-e-dec
Na-than-iel
Phi-lip-pi
Priſ-cil-la
Pam-phil-ia
Pa-lat-in-ate
Pe-nel-o-pe
Su-ſan-na
Se-baſ-tian

5

A-poc-ry-pha
Bar-thol-o-mew
Chryſ-oſ-tom
Go-mor-rah
Gib-ral-tar
Ma-hom-et
The-oph-il-us
Ther-mom-e-ter
Teu-ton-ic

1

An-a-ni-as
Ba-al-ze-bub
E-le-a-zar
E-thi-o-pi-a
Hez-e-ki-ah
Jer-e-mi-ah
Jer-o-bo-am
Ly-ca-o-ni-a
Ma-ce-do-ni-a
Naz-a-rene
Ne-he-mi-ah
Re-ho-bo-am
Sad-du-cee
The-o-do-ſius*
Thy-a-ti-ra
Tra-co-ni-tis
Tran-ſyl-va-ni-a
Zed-e-ki-ah
A-na-bap-tiſt
Di-o-nyſ-ius*
Hi-e-rap-o-lis
Neb-u-zar-a-dan

5

Ar-e-op-a-gus
Deu-ter-on-o-my
E-quì-noc-tial
He-li-op-o-lis
A-haſ-u-e-rus
Ar-i-ma-the-a
E-paph-ro-di-tus
La-od-i-ce-a

2

Neb-u-chad-nez-
4 [zar
Ar-chi-bald
Bar-na-bas

4

Da-maſ-cus

4

A-lex-an-der

4

Ec-cle-ſi-aſ-tes

3

Cla-di-us

* Pronounced The-o-do-ſhus, Di-o-niſh-us.

In almoſt all ſcripture names of the Old Teſtament, *t* retains its proper ſound, as in *Telatiah*; *ch* ſound like *k*, as in *Chaldea*; *g* is gen-

erally hard before *i*, as in *Gibeon*. The letters *ai*, which represent the Hebrew *ain*, are generally pronounced like the first sound of *a*.

In the New Testament, *tia* and *cia* are generally pronounced as *sha*, in *Galatia*, &c.

TABLE XLVIII.

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

A-mā-zon
Bev-er-ly
Bar-ring-ton
Ben-ning-ton
Bran-dy-wine
Clav-er-ak
Ches-a-peek
Col-ches-ter
Cher-o-kee
Cov-en-try
Dor-ches-ter
Dan-bu-ry
Eg-re-mont
Ex-e-ter
Farm-ing-ton
Hei-dle-berg
Hunt-ing-ton
Har-win-ton
Es-ki-maux
Mer-ri-mak
Hat-te-ras
In-di-a
Is-sa-char
Jef-fe-ry
Ju-li-us
Ken-sing-ton
Kil-ling*s*-worth
Lab-ra-dor
Leb-a-non
Lan-sing-burg
Lex-ing-ton
Lou-is-burg
Mex-i-co
Man-ches-ter
Marl-bo-r*ough*
Mor-de-c*ai*
Mus-co-vy
New-bu-ry
New-found-land
O-kri-kok
Salis-bu-ry
Scar-bo-r*ough*
Sen-e-ca
Ston-ing-ton
Sun-der-land
San-dis-field
Sim*s*-bu-ry
Tyr-ing-ham
Tor-ring-ton
Vo-lun-town
Wal-ling*s*-ford
Weth-er*s*-field
Win-ches-ter
Wor-thing-ton

TABLE XLIX.

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

BER-mu-da
Ca-taw-ba
Os-we-go
Che-buk-to
Pe-nob-scot
E-so-pus
Sko-har-ry
Ti-o-ga
Wi-om-ing
Hen-lo-pen
Pe-tux-ent
Pe-tapsco

Po-to-mak	O-hi-o	Mi-am-ee
E-dif-to	Me-foo-ri	Se-tak-et
O-ge-chee	Ken-tuck-y	Wa-to-ga

The principal Accent *is on the laſt* Syllable, *and the* half Accent *on the* Firſt.

Mon-tre-al	Con-ga-ree	Ma-gel-lan
I-ro-quois	Chick-e-ſaw	Par-a-guay
Mi-chi-gan†	Wa-ter-ee	Trin-i-dad
Gen-e-ſee	Il-le-nois	Sur-i-nam
Ken-ne-bek	Da-ri-en	O-ro-noke

† *Ch* pronounced *ſh*.

TABLE L.

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

EU-ro-pe-an	Piſ-cat-a-qua
Ma-mar-o-nek	Sche-nec-ta-dy
On-ta-ri-o	Wi-com-i-co

Accented on the Third *and* Firſt.

Al-le-ga-ny	Car-tha-ge-na
Ap-po-mat-toks	Tuſ-ke-ro-ra
Con-e-ſto-ga	Suſ-que-han-na
Ni-a-ga-ra	Nar-ra-gan-ſet
Rap-pa-han-nok	Lou-i-ſa-na
Sar-a-to-ga	Ap-a-lach-i-an
O-non-da-ga	Al-ex-an-dri-a
Cah-no-wa-ga	

Accented on the Fourth *and* Firſt.

T-con-de-ro-ga	Mich-il-i-mak-i-nak
Sa-ga-da-hok	

TABLE LI.

OF NUMBERS.

Figures.	*Letters.*	*Names.*	*Numerical Adjectives.*
1	I	one	first
2	II	two	second
3	III	three	third
4	IV	four	fourth
5	V	five	fifth
6	VI	six	sixth
7	VII	seven	seventh
8	VIII	eight	eighth
9	IX	nine	ninth
10	X	ten	tenth
11	XI	eleven	eleventh
12	XII	twelve	twelfth
13	XIII	thirteeen	thirteenth
14	XIV	fourteen	fourteenth
15	XV	fifteen	fifteenth
16	XVI	sixteen	sixteenth
17	XVII	seventeen	seventeenth
18	XVIII	eighteen	eighteenth
19	XIX	nineteen	nineteenth
20	XX	twenty	twentieth
21	XXI	twenty one	twenty first
22	XXII	twenty two	twenty second
30	XXX	thirty	thirtieth
31	XXXI	thirty one	thirty first
40	XL	forty	fortieth
50	L	fifty	fiftieth
60	LX	sixty	sixtieth
70	LXX	seventy	seventieth
80	LXXX	eighty	eightieth
90	XC	ninety	ninetieth
100	C	one hundred	one hundredth
200	CC	two hundred	two hundredth
300	CCC	three hundred	three hundredth
400	CCCC	four hundred	four hundredth
500	D	five hundred	five hundredth
600	DC	six hundred	six hundredth
700	DCC	seven hundred	seven hundredth
800	DCCC	eight hundred	eight hundredth
900	DCCC	nine hundred	nine hundredth, &c.
1000	M	one thousand	
1790	MDCCXC	one thousand seven hundred and ninety.	

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

TABLE LII.

Words, the same in Sound, *but different in* Spelling *and* Signification.

N. B. Roman letters silent, except *s*.

AIL, to be troubled
Ale, malt liquor
Air, an element
Are, plural of *is* or *am*
Heir, to an estate
All, the whole
Awl, an instrument
Al-tar, for sacrifice
Al-ter, to change
Ant, a pismire
Aunt, uncle's wife
As-cent, steepness
As-sent, an agreement
Au-ger, an instrument
Au-gur, one who foretels
Bail, surety
Bale, a pack of goods
Ball, a round substance
Bawl, to cry aloud
Bare, naked
Bear, to suffer
Bear, a beast
Base, vile
Bass, music
Beer, a liquor
Bier, to carry the dead
Ber-ry, a small fruit
Bu-ry, to inter the dead
Beat, to strike
Beet, a root
Blew, did blow
Blue, colour
Boar, a male swine
Bore, to make a hole
Bolt, for a door.
Boult, to sift
Bow, to bend
Bough, a branch
Bow, to shoot with
Beau, a gay fellow
Bred, brought up
Bread, food
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
Caul, of a wig, or bowels
Can-non, a large gun
Can-on, a rule
Can-vass, to examine
Can-vas, coarse cloth
Ceil-ing, of a room
Seal-ing, setting of a seal
Cell, a hut
Sell, to dispose of
Cen-tu-ry, a hundred years
Cen-tau-ry, an herb
Chol-er, wrath
Col-lar, for the neck
Cord, a small rope
Chord, in music
Ci-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
Coarse, not fine
Com-ple-ment, a full number
Com-pli-ment, expression of civility
Cous-in, a relation
Coz-en, to cheat
Coun-cil, an assembly
Coun-sel, advice
Cur-rant, a berry
Cur-rent, passing, or a stream
Cour-i-er, a messenger

Cur-ri-er, a dreſſer of leather
Deer, a wild animal
Dear, of great price
Dew, from Heaven
Due, owed
Die, to expire
Dye, to colour
Doe, a female deer
Dough, bread unbaked
Dun, brown colour
Done, performed
Fane, a weather cock
Fain, gladly
Feign, to diſſemble
Faint, weary
Feint, a falſe march
Fair, comely
Fare, food, cuſtomary duty, &c.
Fel-lon, 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, nafty
Fowl, a bird
Gilt, with gold
Guilt, crime
Grate, for coals
Great, large
Groan, to ſigh
Grown, increaſed
Hail, to ſalute, or frozen drops of rain
Hale, ſound, healthy
Hart, a beaſt
Heart, the ſeat of life
Hare, an animal
Hair, of the head
Here, in this place
Hear, to hearken
Hew, to cut
Hue, 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
Ile, an iſland
Iſle, of a church
In, within
Inn, a tavern
In-dite, 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
Knew, did know
New, not old
Knot, made by tying
Not, denying
Lade, to dip water
Laid, placed
Lain, did lie
Lane, a narrow paſſage
Leek, a root
Leak, to run out
Leſ-ſon, a reading
Leſ-ſen, to diminiſh
Li-ar, a teller of lies
Lyre, a harp
Led, did lead
Lead, heavy metal
Lie, a falſehood, alſo to reſt on a bed
Lye, water drained 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
Met-al, gold or ſilver, &c.
Met-tle, 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
Pail, a veſſel
Pain, torment
Pane, a ſquare of glaſs
Peel, the outſide
Peal, upon the bells
Pear, a fruit
Pare, to cut off
Plain, even, or level
Plane, to make ſmooth
Plate, a flat piece of metal
Plait, a fold in a garment
Pray, to implore
Prey, a booty
Prin-ci-pal, chief
Prin-ci-ple, firſt rule
Proph-et, a foreteller
Prof-it, advantage
Peace, tranquillity
Piece, a part
Rain, falling weather
Rein, of a bridle
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 ſound
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
Seen, beheld
Scene, of a ſtage
See, to behold
Sea, the ocean
Sent, ordered away
Scent, ſmell
Se-ni-or, elder
Seign-or, a lord
Shore, ſide of a river
Shoar, 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.
Soar, to mount up
Stare, to look earneſtly
Stair, a ſtep
Steel, hard metal
Steal, to take without liberty
Straight, not crooked
Strait, narrow
Suc-cor, help

Suck-er, a young twig
Sleight, dexterity
Slight, to deſpiſe
Soal, of the foot
Soul, ſpirit
Tax, a rate
Tacks, ſmall nails
Tale, a ſtory
Tail, the end
Tare, weight allowed
Tear, to rend
Team, of cattle or horſes
Teem, to go with young
Their, belonging to them
There, in that place
The, a particle
Thee, yourſelf
Too, likewiſe
Two, twice one
Tow, to drag after
Toe, of the foot
Vale, a valley
Veil, a covering
Vein, for the blood
Vane, to ſhew the courſe of the wind
Vice, ſin
Viſe, a ſcrew
Wait, to carry
Weight, heavineſs
Wear, to put on
Ware, merchandiſe
Were, paſt time plu. of *am*
Waſte, to ſpend
Waiſt, the middle
Way, road
Weigh, to poiſe
Week, ſeven days
Weak, not ſtrong
Wood, trees
Would, was willing
You, plural of thee
Yew, 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 inſerted words together as *nearly* the ſame in ſound, which may lead into error. For inſtance, the words *conſort* and *concert* 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.

A. B. Bachelor of Arts
A. D. in the year of our Lord
A. M. Maſter of Arts, before noon, or in the year of the world
Bart. Baronet
B. D. Bachelor of Divinity
C. or *Cent.* an Hundred
Capt. Captain
Col. Colonel
Cant. Canticles
Chap. Chapter
Chron. Chronicles
Co. Company
Com. Commiſſioner
Cr. Credit
Cwt. Hundred weight
D. D. Doctor of Divinity
Dr. Doctor or Debtor
Dec. December
Dep. Deputy
Deut. Deuteronomy
Do. or *ditto*, the ſame
E. G. for example
Eccl. Eccleſiaſtes
Ep. Epiſtle
Eng. Engliſh
Eph. Epheſians
Eſa. Eſaias

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 ſaine
Ja. James
Jac. Jacob
Joſ. Joſhua
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
Meſſrs. Gentlemen, Sirs
Mrs. Miſtreſs
M. S. Manuſcript
M. S. S. Manuſcripts
Mat. Matthew
Math. Mathematics
N. B. take particular notice
Nov. November
No. Number
N. S. New Stile
Obj. 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
Pſ. Pſalm
Q. Queſtion, Queen
q. d. as if he ſhould ſay
q. l. as much as you pleaſe
Regr. Regiſter
Rev. Revelation, Reverend
Rt. 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
Theſſ. Theſſalonians
V. or *vide*, ſee
Viz. to wit, namely
Wm. William
Wp. Worſhip
&. and
&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

Kingdoms.	Capital Cities.	No. of Inhabitants.
Spain	Mad-rid	8,000,000
Port-u-gal	Lif-bon	2,000,000
Ger-ma-ny	Vi-en-na	24,000,000
Neth-er-lands	Am-ſter-dam	2,000,000
Flan-ders	Bruſ-ſels	1,600,000
It-a-ly*	Rome	16,000,000
Sar-din-i-a	Na-ples	2,000,000
Swit-zer-land	Bern	2,000,000
Bo-he-mi-a	Prague	3,000,000
Hun-ga-ry	Preſ-burg	2,500,000
Nor-way	Ber-gen	2,414,000
Den-mark	Co-pen-ha-gen	
Swe-den	Stock-holm	1,500,000
Ruſ-ſia	Pe-terſ-burgh	24,000,000
Pru-ſia	Ber-lin	2,000,000
Po-land	War-ſaw	15,000,000
Tur-key†	Con-ſtan-ti-no-ple	8,000,000

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

† In Europe.

ISLANDS *of the* WEST INDIES.

S. ſtands for *Spaniſh*; F. for *French*; E. for *Engliſh*; D. for *Dutch*; Dan. for *Daniſh*.

CU-BA	S.	St. Vincent's	E.
Hiſ-pan-i-o-la	S. & F.	St. Mar-tin's	E.
Ja-mai-ca*	E.	St. Lu-cia**	F.
An-ti-gua†	E.	To-ba-go	E.
Bar-ba-does	E.	Ne-vis	E.
Mar-ti-ni-co‡	F.	Gre-na-da	E.
Por-to-ri-co	S.	Ber-mu-da	E.
Dom-i-ni-co §	E.	An-gu-il-la	E.
Gua-da-loupe‖	F.	Mont-ſe-rat	E.
Eu-ſta-tia	D.	Cur-ra-çoe††	D.
St. Croix ¶	Dan.	St. Pi-erre	F.
St. Chriſt-o-phers	E.	Mi-que-lon‖‖	F.
Ba-ha-ma	E.	St. Thom-as	Dan.

* Pronounced Jamaca. † Anteega. ‡ Martineeko. § Domineeko, Porto Reeko. ‖ Guadaloop. ¶ Santa Cruſe. ** St. Lucee. †† Curraſo. ‖‖ Miqueloon.

PROVINCES *in* NORTH AMERICA.

Provinces.	Principal Towns.	
CAN-a-da	Que-bec	E.
No-va-Sco-tia	Hal-i-fax	E.
Eaſt-Flo-ri-da	St. Au-guſ-tine*	S.
Weſt-Flo-ri-da	Pen-ſa-co-la	S.

* Auguſteen.

TABLE LV.

The UNITED STATES *of* AMERICA.

States.	Capital Towns.	Inhabitants.
NEW-Hamp-ſhire	Portſ-mouth	102,000
Maſ-ſa-chu-ſetts	Boſ-ton	360,000
Rhode-Iſl-and	New-port	58,678
Con-nec-ti-cut	Hart-ford	209,150
New-York	New-York	238,897
New-Jer-ſey	Tren-ton	138,000
Penn-ſyl-va-ni-a	Phi-la-del-phi-a	360,000
Del-a-ware	New-Caſt-le	37,000
Ma-ry-land	Bal-ti-more	253,000
Vir-gin-i-a	Rich-mond	567,614
North-Ca-ro-li-na	New-bern	270,000
South-Ca-ro-li-na	Charleſ-ton	180,000
Geor-gi-a	Sa-van-nah	98,000

NEW HAMPSHIRE.

Counties.	Counties.
Rock-ing-ham	Cheſh-ire
Hilſ-bo-rough	Graf-ton
Staf-ford	

MASSACHUSETTS.

Counties.	Capital Towns.
Suf-folk	Boſ-ton
Eſ-ſex	Sa-lem
Mid-dle-ſex	Cam-bridge
Hamp-ſhire	Spring-field
Plym-outh	Plym-outh
Barn-ſta-ble	Barn-ſta-ble
Briſ-tol	Taun-ton

Counties	Capital Towns.
York	York
Dukes-County	Ed-gar-ton
Nan-tuck-et	Sher-burne
Worce-ſter	Worce-ſter
Cum-ber-land	Port-land
Lin-coln	Pow-nal-bo-rough
Berk-ſhire	Great-bar-ring-ton

RHODE ISLAND.

Counties.	Capital Towns.
New-port	New-port
Waſh-ing-ton	South-King-ſton
Prov-i-dence	Prov-i-dence
Kent	Eaſt-Green-wich
Briſ-tol	Briſ-tol

CONNECTICUT.

Counties.	Capital Towns.
Hart-ford	Hart-ford
New-Hav-en	New-Hav-en
New-Lon-don	New-Lon-don
Wind-ham	Wind-ham
Fair-field	Fair-field
Litch-field	Litch-field
Mid-dle-ſex-	Mid-dle-ton
Tol-and	Tol-and

NEW YORK.

Counties.	Capital Towns.
New-York	The City
Rich-mond	Rich-mond
King's-count-y	Flat-buſh
Queen's-count-y	Ja-mai-ca
Suf-folk	South-hold
Al-ba-ny	Al-ba-ny
Weſt-Cheſ-ter	Weſt-Cheſ-ter
Or-ange	Go-ſhen
Ul-ſter	King-ſton
Duch-eſs	Pough-keep-ſie*
Mont-go-me-ry	John-ſtown
Waſh-ing-ton	
Co-lum-bia	Clav-er-ak

* Pronounced Pokepſe.

NEW JERSEY.

Counties.	Capital Towns.
Ber-gen	Ber-gen
Mid-dle-ſex	Am-boy
Eſ-ſex	New-ark
Som-er-ſet	Prince-ton
Mon-mouth	Free-hold
Mor-ris	Mor-riſ-ton
Cum-ber-land	Bridge-town
Suſ-ſex	New-ton
Bur-ling-ton	Bur-ling-ton
Glouce-ſter	Had-don-field
Sa-lem	Sa-lem
Hun-ter-don	Tren-ton
Cape May	

PENNSYLVANIA.

Counties.	Capital Towns.
Phi-la-del-phi-a	Phi-la-del-phia
Cheſ-ter	Cheſ-ter
Bucks	New-ton
Lan-caſ-ter	Lan-caſ-ter
York	York
Cum-ber-land	Car-liſle
Berks	Read-ing
North-amp-ton	Eaſ-ton
Bed-ford	Bed-ford
North-um-ber-land	Sun-bu-ry
Weſt-more-land	Han-nah's-town
Waſh-ing-ton	
Frank-lin	
Dau-phin	
Fay-ette	
Lu-zerne	Wilkſ-bar

DELAWARE.

Counties.	Capital Towns.
New-Caſ-tle	New-Caſ-tle
Kent	Do-ver
Suſ-ſex.	Lew-if-town

MARYLAND.

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

VIRGINIA.

Counties—Amherſt, Henrico, Richmond, Ohio, Prince William, Charlotte, Williamſburgh, James City, Northumberland, Nanſemond, Buckingham, King and Queen, Stafford. Mecklenburgh, Louiſa, Dinwiddie, Eſſex, York, Prince Edward, Fairfax, Goochland, Culpepper, Cumberland, Brunſwick, Fauquier, Middleſex, Warwick, Caroline, Southampton, Botetourt, Spotſylvania, Norfolk, Amelia, Elizabeth City, Shenandoah, Monongahela, Bedford, Yohogany, Rockingham, London, Frederick, Montgomery, Kentucky, Rockbridge, Northampton, Prince George, Hampſhire, Auguſta, Berkley, Greenbriar, Pittſylvania, Surry, Accomack, Weſtmoreland, Waſhington, Charles City, Iſle of Wight, Hanover, King George, Glouceſter, Fluvanna. Princeſs Ann, Albemarle, New Kent, Lunenburg, Suſſex, Lancaſter, Powhatan, Orange, Henry, Cheſterfield.

NORTH CAROLINA.

This State is divided into Seven Diſtricts.

1. EDENTON. *Counties.*—Currituk, Camden, Paſquetank, Perquimins, Chawan, Gates, Hartford, Bertie, Tyrrel.

2. HALIFAX. *Counties*—Northampton, Halifax, Franklin, Warren, Naſh, Edgecomb, Martin.

3. NEWBERN. *Counties.*—Craven, Dobbs, Johnſton, Pitt, Beaufort, Carteret, Jones, Wayne, Hyde.

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

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

6. MORGAN. *Counties.*—Burke, Wilkes, Rutherford, Waſhington, Sullivan, Lincoln.

7. SALISBURY. *Counties.*—Rowan, Anſon, Mecklenburgh, Guildford, Surry, Montgomery, Richmond.

SOUTH CAROLINA,

This State is divided into Seven Districts.

1. NINETY SIX. *Counties.*—Abbeville, Edgefield, Newbury, Laurens, Spartenburg, Union.

2. CAMDEN. *Counties.*—Clarendon, Fairfield, Claremont, Richland, Lancaster, York, Chester.

3. CHERAWS. *Counties.*—Marlborough, Chesterfield, Darlington.

4. GEORGETOWN. *Counties.*—Winyaw, Williamsburgh, Kingston, Liberty.

5. CHARLESTON. *Counties.*—Charleston, Washington, Marion, Berkely, Bartholomew, Colleton.

6. BEAUFORT. *Counties.*—Hilton, Lincoln, Shrewsbury, Granville.

7. ORANGEBURGH. *Counties.*—Lewisburgh, Lexington, Orange, Winter.

GEORGIA.

Counties.	Capital Towns.
Chat-ham	Sa-van-nah
Ef-fing-ham	E-ben-e-zer
Burke	Waynef-bo-rough
Rich-mond	Au-guf-ta
Wilkes	Wafh-ing-ton
Frank-lin	
Green	Greenf-bo-rough
Wafh-ing-ton	Gol-phin-ton
Lib-er-ty	Sun-bu-ry
Glynn	Brunf-wick
Cam-den	St. Pa-tricks
Bour-bon	on the Miffifippi, unfettled.

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 neeessiary 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, *us'd* for used.

^ A Caret shows where a word or number of words are omitted through mistake; as *this is* $\overset{my}{\wedge}$ *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* INSTITUTE.

OF GRAMMAR.

Q. WHAT is Grammar?

A. Grammar is the art of expreſſing thoughts by words with propriety and diſpatch.

Q. What are the elements of language?

A. Letters which compoſe words.

Q. What does Engliſh Grammar teach?

A. The true principles and idioms* of the Engliſh language.

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 it uncertain which is meant, as, a tree.

The is used when the particular thing or things mentioned are supposed to be known, as, the twelve tribes.

Q. How many numbers are there?

A. Two, the singular and the plural. The singular speaks of one, as book; the plural of more, as books.

Q. How is the plural formed?

A. By adding *s* or *es* to the singular, as paper, papers, fox, foxes.

Q. What exceptions are there to this rule?

A. Some nouns, in which *f* is changed into *v* in the plural; as, life, wife, lives, wives. Some in which *y* is changed into *ies*, as, vanity, vanities: And some more irregular words; as, man, men; foot, feet.

Q. What 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 *ess*; as, actress, heiress: Sometimes by he and she; as a he goat, a she goat; sometimes by man and maid, as, a man servant, a maid servant. Sometimes the feminine ends in *ix*; as executrix.

OF PRONOUNS.

Q. What is a pronoun?

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

Q. Which are called the personal pronouns?

A. I, thou, he, she; we, ye, or you, they. 1st. The person speaking calls himself I. 2d. The person spoken to is called thou. 3d. The person spoken of is called, 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 addreſſes to the Deity.

Q. How do theſe pronouns vary in the caſes?

A. Thus:

	Singular.	
Nominative.	*Poſſeſſive.*	*Objective.*
I	mine	me
thou *or* you	thine *or* yours	thee *or* you
he	his	him
ſhe	hers	her
it	its	it
	Plural.	
we	ours	us
ye *or* you	yours	you
they	theirs	them

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.

OF ADJECTIVES.

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—as, wiser, colder, less wise. The superlative expresses a quality in the greatest or least possible degree; as, wisest, coldest, least wise.

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

OF VERBS.

Q. What is a verb?

A. A part of speech, signifying action or being.

Q. How many kinds of verbs are there?

A. 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 said to be in the present tense. An action may have been done some time ago; as, I wrote, or have written: The verb is then in the past time. When the action is yet to come, the verb is in the future time; as, I shall or will write,

Q. What is mode in grammar?

A. The manner of repreſenting action or being.

Q. How do the Engliſh expreſs time and mode?

A. Principally by the means of ſeveral 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 fortels; 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 foretels; 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.

	Present Time.	
To do	To have	Can
I do	I have	I can
Thou doest or dost	Thou hast	Thou canst
He does or doth	He has or hath	He can
We do	We have	We can
Ye or you do	Ye or you have	Ye or you can
They do	They have	They can
	Past Time.	
I did	I had	I could
Thou didst	Thou hadst	Thou couldst
He did	He had	He could
We did	We had	We could
Ye or you did	Ye or you had	Ye or you could
They did	They had	They could
	Present Time.	
May	Shall	Will
I may	I shall	I will
Thou mayest	Thou shalt	Thou wilt
He may	He shall	He will
We may	We shall	We will
Ye or you may	Ye or you shall	Ye or you will
They may	They shall	They will

Past Time.

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

Muſt has no variation.

INFINITIVE 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 uſed in this tenſe.
I can be, &c.	I ſhould be, &c.	
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 ſhall have been, &c.
I will be, &c.	I will have been, &c.

IMPERATIVE MODE.

Be thou, or	Be ye or you
Do thou be	Do ye or you be

SUBJUNCTIVE MODE.

Preſent Time.

If I am, &c.	*If we are, &c.*
I were	We were
Thou wert	Ye or you were
He were	They were

If I may be, &c. — If I could be, &c.
I can be, &c. — I would be, &c.
I must be, &c. — I might be, &c.
The auxiliary is 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
Thou writest—lovest
He writes—loves
writeth—loveth
We
Ye or you
They
} write—love

Past Time.

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

Future Time.

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

IMPERATIVE MODE.

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

PARTICIPLES.

Loving — Loved

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. Theſe, which may ſtand alone, and are called ſeparable prepoſitions, viz.

A, for, till, above, before, from, until, about, behind, in, into, to, after, beneath, on, upon, towards, againſt, below, out, of, under, among, or amongſt, between, over, with, at, betwixt, 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.

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,

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

EXAMPLES.

This man, that boy, these men, those boys, this kind.

RULE V.

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

EXAMPLES.

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

2. The girl, who sits 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 estates of those who have taken arms against their country, ought to be confiscated. We have a constitution which secures our rights.

RULE VII.

But if a nominative comes between the relative and the verb, the relative is governed by the following verb, 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 said to be in apposition; as, "Paul the apostle;" "Alexander the conqueror."

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

EXAMPLES.

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

RULE IX.

Transitive verbs govern the objective case.

EXAMPLES.

1. I admire her. She saw him. The Scripture directs us,

2. Religion honors its votaries. Shame follows vice.

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.	Answers.
Who wrote this book?	George.
Who is this?	he.
Whom do you see?	them.
Whom do you admire?	her.

RULE XI.

Prepositions govern the objective case.

EXAMPLES.

I write for him. Give the 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 practise 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 pursuing it.	by punishing them.

RULE XV.

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

EXAMPLES.

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

fanting, 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 ſat 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 every body 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 up ſtairs. It was very heavy; he could hardly carry it. And he locked it up in his box, and once a day he crept ſlily 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 ſchool-fellows, 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.

O 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, though 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 enamelled with a thousand flowers. Now they saw little lambs frisking 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 waggons 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 tablets 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 hand writing 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 supppose, 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 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.

Farewel. 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 b'ye.

Good b'ye.

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 ...neſt thou? Why is thy countenance ſad, and why ...re thine eyes red ...h 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 fangs. 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.

FINIS.

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.

11-12477