

THE MARYLAND



FIRST BOOK

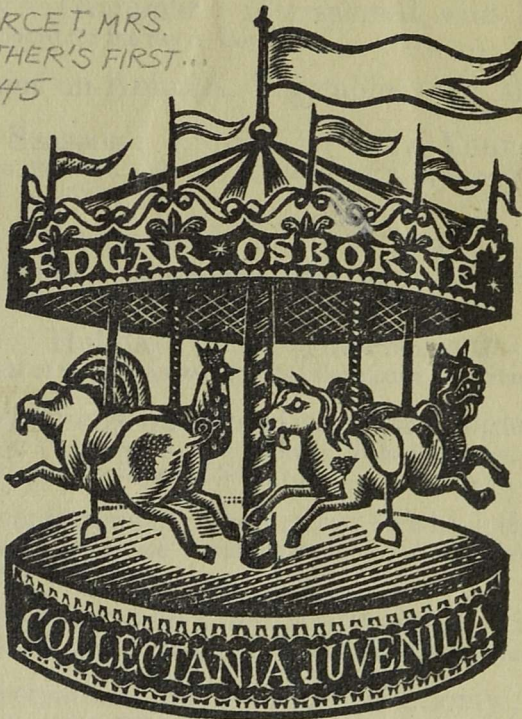
BY

MRS. MARCELL

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THE

MOTHER'S FIRST BOOK:

CONTAINING

READING MADE EASY;

AND

THE SPELLING BOOK,

IN TWO PARTS.

BY

MRS. MARCET,

AUTHOR OF

"MARY'S GRAMMAR," "CONVERSATIONS ON LANGUAGE,"

&c. &c.

LONDON:

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MOTHER'S FIRST BOOK:

READING MADE EASY:

THE SPELLING BOOK

MRS. MARCET

LONDON:

LONGMAN, BROWN, GREEN AND LONGMANS

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PREFACE.

THIS book is not intended to be placed in the hands of children, until it has been read to them, and with them, by their Mother, or Teacher. The advancement of children in knowledge must depend both on their natural capacity and their means of acquiring it; and it cannot be expected, that they should make the rapid progress in learning to read and spell which Charley is supposed to do, unless their abilities are naturally quick, and unless the Teacher frequently repeats and judiciously comments upon the lessons contained in this book, and adds to them wherever she finds it required.

The object in view is rather to point out a mode of teaching children, which may make them take an interest in learning, than to communicate much knowledge; her aim is so to open their young minds that they may readily acquire it from other works as well as from her own.

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READING MADE EASY.

LESSON I.

INTRODUCTION TO READING.

“MAMMA, I am tired of playing: I wish you would read me a pretty story,” said Charley to his mother.

“I am busy reading to myself now, my dear; you must wait till I have finished my own story.”

“And Sophy and Caroline are busy reading too, mamma, and there is nobody to read to me.”

“It is a pity you cannot read to yourself, Charley, then you would never be in want of somebody to read to you.”

“Oh! But it is so tiresome to learn all the letters, mamma, for they mean nothing at all. If they told a story as little books do, I should not mind the trouble of learning them. And then Sophy tells me that after I have learnt all the letters, I must learn all the syllables, and how to spell words; so it will be a very long time before I can read stories. I wish I

could learn reading at once, without all those tiresome things."

"Well, we will try," said his mother. "Fetch me one of your easy story books."

Charles was quite pleased at this, and soon brought a book. His mother told him to repeat after her, and to look carefully at the words, as he repeated them, in order that he might know them by their shape when he saw them again. She then began reading as follows:—

"Tom had a cat."

She repeated this six times, Charley imitating her very carefully. He then said, "See, mamma, there is the picture of the cat, and something written under it."



cat.

"Shall I tell you what it is, my dear, or will you try to find out yourself? for it is one of the words which you have been repeating so often."

Charles looked first at the words he had been repeating, then at the word below the picture. At last he said, "It is cat, mamma;" and he repeated the word cat several times, and then he said, "Mister cat, I shall not forget you; for I have got your picture, and I know the shape of your name too."

"Well, then," said his mother, "now let us go on to another sentence."

"A sentence!" exclaimed Charley, "what does that hard word mean?"

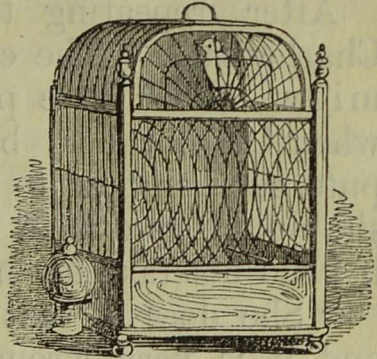
“It means,” replied his mother, “a few words put together so that you can understand them. ‘Tom had a cat,’ is a sentence.”

“Oh! then, a sentence is not so hard as I thought,” said Charley: “I can jump. Is not that a sentence too, mamma?”

“Yes,” replied his mother; “and now we are going to read another sentence.”

“Anne had a bird in a cage.”

Charley went on repeating this, after his mother; and when he had done so two or three times, he pointed to the word had, and said, “I know this word had, mamma, because I learnt it in the other sentence about Tom; and I dare say I can guess the word under the picture.”



bird-cage.

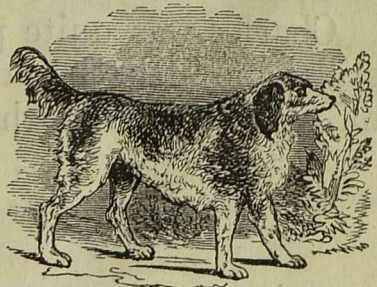
“Oh! but you must not guess,” replied his mother; “you must find it out, by seeing whether it is like any of the words in the sentence.”

So Charley looked and observed, and then cried out, “It is bird-cage, mamma,” and he repeated the word several times in order not to forget it.

The next sentence was:—

“Harry had a dog,”

Charley repeated it as he had done the others, and he recollected his old acquaintance, the word had.



dog.

“Now,” said his mother, “the book tells us what these creatures do: ‘The dog barks:’ he says, ‘Bow, wow, wow.’” These words and sounds made Charley laugh, and amused him more than all the others.

“Then Bow, wow, wow, means barking, mamma?”

“Yes,” replied she; “and let us see in the book what the cat does: ‘the cat miew.’”

After repeating this sentence as usual, Charley said, “The cat says miew, miew, miew. Poor little pussy mi-ews very gently when I stroke her; but when I pinch her she puts out her paw to give me a scratch: and she would give me a great scratch, I am sure, if I did not take my hand away.”

“She does so that you may not hurt her; and it is very wrong of you to pinch poor little pussy. Well, now let us see what the bird says: ‘The bird sings.’”

“That is the bird in the cage, mamma; I knew the word again. The bird says, ‘twee, twee, twee.’”

“Well, Charley, you begin to learn to read little stories at once, as you desired; and, if you are a good boy, we will read some more of them to-morrow.”

Charles was quite pleased; and, having sat still some little time during this lesson, he ran off to play again with great glee.

LESSON II.

THE HOUSE THAT JACK BUILT.

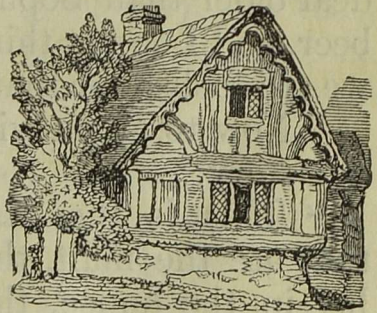
THE next morning Charley begged his mamma to tell him over again the stories about the cat, the dog, and the bird.

Mamma was so kind as to read this story several days, till at last Charley knew it almost by heart; his mamma then said that if he wished to read it any more, he must do it alone; but she thought he might begin a new story with her, and that he could now read, not simple sentences as he had done before, but a longer story; and opening a little book, she made Charley repeat after her—

“This is the House that Jack built.”

“Oh!” said Charley, “there is the picture of the house. I suppose, mamma, that Jack was not a little boy but a grown man to build a house all by himself.”

“No doubt,” replied his mother; “but perhaps he only paid other people who built it for him, and that is called building a house, the same as if you did it yourself.” Now let us go on:—



“ This is the Malt, that lay in the house, that Jack built.”

After repeating it several times, Charley observed that this sentence began in the same manner as the other:—

“ This is the.”

“ So much the better,” said his mother, “ you will the more easily learn to read those words.”

“ But what is the picture about, mamma? is the malt tied up in those bags? and is it something nice to eat?”

“ No,” replied his mother, “ but it is good to make beer,—such beer as you are sometimes allowed to drink at dinner, and like so much.”

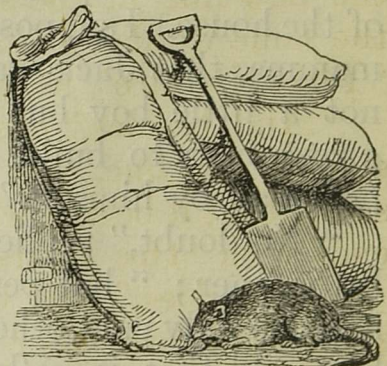
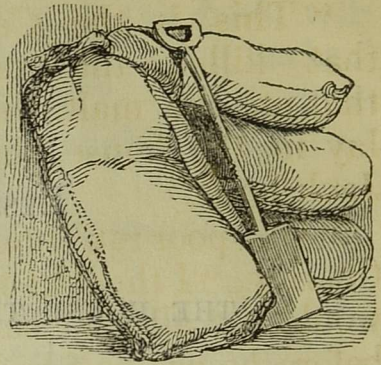
“ But only think, mamma, how foolish Sophy is, though she is such a great girl. She likes water best.”

“ And I,” said his mother, “ who am a great deal older than Sophy, like water better than beer, and I do not think we are foolish for that.”

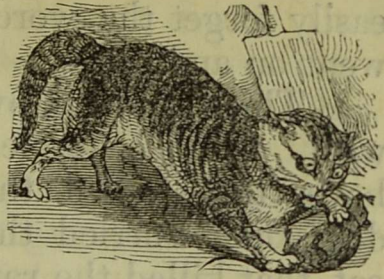
“ Now to go on with our story.

“ This is the Rat, that ate the malt, that lay in the house, that Jack built.”

“ Oh! there he is, mamma, just come out of his hole; I hope he will not eat up all the malt, that there may be some left to make beer.”

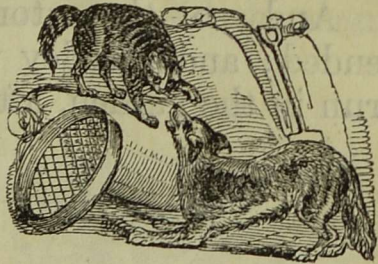


“This is the Cat, that killed the rat, that ate the malt, that lay in the house, that Jack built.”



“Oh! poor rat,” cried Charley, “I thought he would eat all the malt, and now he is killed before he has half had his own dinner. What comes next, mamma?”

“This is the Dog, that worried the cat, that killed the rat, that ate the malt, that lay in the house, that Jack built.”



“Now I must say, poor pussy! but,” observed Charley, “as she was so naughty as to kill the rat, it is but fair that she should be punished.”

“The cat is not naughty for killing the rat; cats eat rats; it is their natural food.”

“But,” said Charley, “how funny it is that the new line in the story always begins with the same words. I am sure I shall never forget ‘This is the’ as long as I live.”

“And besides,” observed his mother, “the end of the line, you may see, is always the same, too; it begins with ‘This is the,’ and ends with ‘the house that Jack built.’”

“So it does,” said Charley. “Then I dare say I shall remember the one as well as the other.”

“Besides,” added Mrs. B., “the whole sentence is repeated; so that I think you will not

easily forget the words in them." She then went on and read:

"This is the Cow with the crumpled horn, that tossed the dog, that worried the cat, that killed the rat, that ate the malt, that lay in the house, that Jack built."



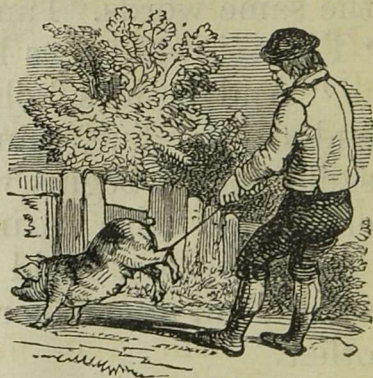
And so the story ended; and Charley was not sorry to take a run in the garden, after so much reading.

LESSON III.

THE MAN AND THE PIG.

AT the next lesson, Mrs. B. read the following story with Charley.

"A man went to market, and bought a pig; he tied a string to his leg, and drove him towards home. The pig went on very quietly till he came to a bridge; but nothing would make him go over the bridge; neither coaxing, nor scolding, nor tugging at the string would do; and the poor man began



to think he should never get home that night. He went about looking for some one to help him to drive the pig over the bridge, and he met with a dog; then he said, 'Pray, dog, worry the pig, the pig will not go over the bridge, and I shall not get home to-night?' The dog said, 'No.'

"Oh!" cried Charley, "this must be a make-believe story, not a real true one; for you know a dog cannot speak, nor could he if you taught him ever so much. And what did the man do next?"

"We must read on," said his mother.

"He went a little farther, and met with a stick; then he said, 'Pray, stick, beat the dog, the dog will not worry the pig, the pig will not go over the bridge, and I shall not get home to-night.'



The stick said, 'No.' He went a little far-

ther, and he met with a fire. Then he said, 'Pray, fire, burn the stick, the stick will not beat the dog, the dog will not worry the pig, the pig will not go over the bridge, and I shall not get home to-night.' But the fire said, 'No.'



"That is very funny," said Charley, "to

make a stick and a fire speak ; but a fire makes a noise when it burns, sometimes, which is more like speaking than a stick, that makes no noise at all."

"A whip will make a noise, at least," said his mamma ; "you know what a loud noise the wagoner makes with his whip."

"Oh, yes ; it is such a noise, you would think he hurt the horses very much ; while he does not even touch them, but only strikes the air to frighten them, and make them go on."

"It is the whip striking through the air," said his mamma, "that makes the noise."

"Yes ; and he says, 'Ge ho, Dobbin !' and Dobbin knows very well that if he did not go on the whip would strike his back, so he takes care to trot on. And what did the man do next, mamma?"

They continued reading.

"He went a little farther, and met with some water ; then he said, 'Pray, water, quench the fire, the fire will not burn the stick, the stick will not beat the dog, the dog will not worry the pig, the pig will not go over the bridge, and I shall not get home to-night.' The water answered, 'No.'"



The water answered, 'No.'"

"Quench the fire ! what does that mean ?" asked Charley.

"It means put out the fire. If you were to

pour a jug full of cold water over the fire in the grate you would put it out."

"Well," said Charley, "I think they were all very ill-natured to refuse to help the poor man. And what did he meet with next, mamma?"

"I think you have had reading enough for to-day, my dear; so we will wait till to-morrow, to see what became of the man and the pig."

"Oh, dear!" cried Charley, "I want so much to know whether he got over the bridge."

But Charley's mother told him he must have patience.

LESSON IV.

THE MAN AND THE PIG—*continued.*

CHARLEY and his mother now continued the story of the man and the pig as follows:—

"He went a little farther, and met with an ox; then he said, 'Pray, ox, drink the water, the water will not quench the fire, the fire will not burn the stick, the stick will not beat the dog, the dog will not worry the



pig, the pig will not go over the bridge, and I shall not get home to-night.' The ox said, 'No.' He went a little farther, and met with

a butcher. Then he said, ‘Pray, butcher, kill the ox, the ox will not drink the water, the water will not quench the fire, the fire will not burn the stick, the stick will not beat the dog, the dog will not worry the pig, the pig will not go over the bridge, and I shall not get home to-night.’



The butcher said, ‘No.’ So he went a little farther, and he met with a rope. Then he said, ‘Pray, rope, hang the butcher, the butcher will not kill the ox, the ox will not drink the water, the water will not quench the fire, the fire will not burn the stick, the stick will not beat the dog, the dog will not worry the pig, the pig will not go over the bridge, and I shall not get home to-night.’ The rope said, ‘Yes.’”



“Oh ho!” said Charley, “we are come to the good-natured one at last; but I hope he will not hang the butcher, mamma, though it is only a make-believe story.”

“No,” said she, “the butcher would rather kill the ox than be killed himself.”

“And,” added Charley, “the ox would rather drink the water, that is no trouble to him; if he is thirsty he would like it, and he only said ‘No’ to the man to plague him.”

“But,” rejoined his mamma, “we must read the story, not guess at it,” and they went on.

“So the rope began to hang the butcher, the butcher began to kill the ox, the ox began to drink the water, the water began to quench the fire, the fire began to burn the stick, the stick began to beat the dog, the dog began to worry the pig, the pig began to go over the bridge, and the poor man got home that night.”

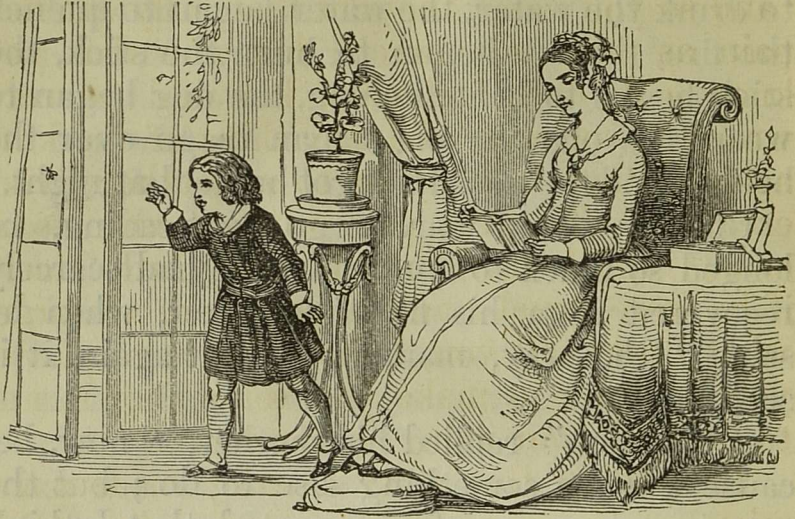
Charley could hardly go on reading, he longed so much to laugh; and he had scarcely recovered from his fit of laughter, when he said, “Oh, pray, mamma, read it again, it is so funny.”

“I cannot,” replied his mother, “now, because I have something else to do; but the same words are so often repeated, that I think you will be able to make them out by yourself. You may take the book into the nursery, and perhaps Sophy or Caroline will help you; but you had better take a run in the garden first, and then you will be fresh for your book.”

Charley continued to read in this manner for some time, his mother choosing for him stories in which there were repetitions. At the end of a few weeks, she found that he had made such progress that she thought he might read a story straight through without any repetitions. And at the next lesson she began the following story, Charley repeating after her; and when she came to words which he knew well, she left him to read them alone. This made him very proud; and when he saw one of these words coming, he stopped his mamma, in order that he might read it, like a great boy, all alone.

LESSON V.

HARRY AND THE FLY.



“THERE was once a little boy, whose name was Harry,”—he was about your age, Charley,—“and he stood by a window and tried to catch the flies, which crawled up the panes of glass. At last he got hold of one, and he pinched it so hard that it might not get away, that the poor fly was killed. He then pulled off its legs, and its wings, and brought them to show to his mother.

“‘Oh! poor fly!’ said his mother, ‘it is quite dead; how much you must have hurt it. It will never fly about any more with these pretty wings which you have torn from his body; never run any more with all these six legs which you have pulled off; never eat and drink any more; never be gay and happy again!’

“Harry looked down, and tears stood in his eyes. He had not meant to do wrong in kill-

ing the fly; he had thought only of his own pleasure, and not of the fly's pain; and he was very sorry for what he had done.

“ ‘You are but a little boy,’ said his mamma, ‘and so you never thought that a fly can feel pain as well as yourself; but now that you know a fly does feel pain, it would be very wrong if you ever did any thing of the kind again, either to a fly or to any other living creature. To give pain without any use is cruel; and I should not love my little Harry if he were cruel: and if you were to forget what I now tell you, I should have to punish you in order to make you remember it, and to prevent your doing so any more.’ ”

In reading this story Charley made many mistakes in the words; and when that happened, his mother made him repeat the word several times. When the story was finished, he asked his mamma why it was wrong for the little boy to kill the fly, if it was not wrong for the cat to kill the rat, and the dog to worry the cat.

“ Because a little boy knows much better than a cat or a dog. He knows that it is wrong to give pain to other creatures when it can be helped. But the cat and the dog do not know it.”

His mother observed that Charley remembered words of several syllables quite as easily as short words: as they came less frequently he was not so apt to confound them together and take one word for another.

On coming to the word remember, which he repeated after his mamma, he said, “ This sounds like three words, — re, mem, ber.”

“Yes,” replied she, “because the word is made up of those three sounds, which are called syllables; so, remember is a word of three syllables.”

Soon after they came to the word dinner, when Charley said, “Then, mamma, this is a word of two syllables, din, ner.”

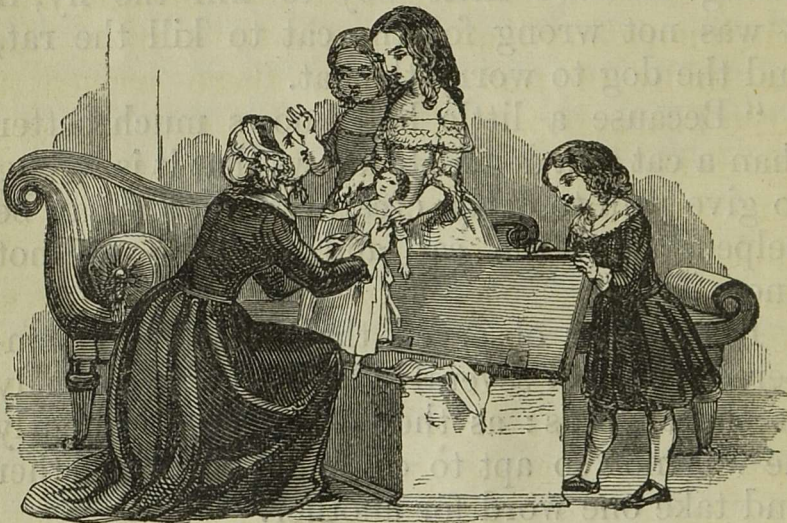
“True, my dear; and you will find, by-and-by, that there are words of as many as six or seven syllables.”

“Oh, dear!” cried Charley, “I shall never be able to repeat such very long words.”

“You will not find any of them in your little stories,” said she, “so do not be afraid.”

LESSON VI.

CHRISTMAS PRESENTS.



By degrees Charley began to read, without repeating after his mamma; but he always read

to her, in order that she might explain whatever he could not understand: and he read through Mrs. Barbauld's stories, and the first volume of "The Seasons," called "Winter," and "Willy's stories," all of which amused him very much. He was proud of being able to read alone to his mamma, and now felt a great wish to read alone to himself, like his elder sisters: and his mamma sometimes found him in some corner with a story-book, trying to make it out; and in this he often got a little help from Sophy or Caroline.

It was now winter, the snow fell in large flakes, and he was delighted to go out with his sisters to play at making snowballs, and toss them about. At length Christmas came, which was a great pleasure to all the children, little and big, as there was merry-making throughout the house, in the parlour, and the nursery, and the kitchen, and treats of all sorts, with mince-pies, and sweetmeats, and blindman's buff, and puss-in-the-corner. In the midst of this rejoicing there arrived a large box well packed and corded, and mamma asked the children to guess whom it came from. But they none of them could guess, so it was unpacked to see what there was within, and the first thing they found at the top was a beautiful large wax doll, and on a piece of paper pinned to the dress were written these words: "For my dear little Caroline; a Christmas present from her grandmamma." Caroline was quite delighted, and Charley cried out, "And me too, mamma; is not there something for me too?" And he would have rummaged

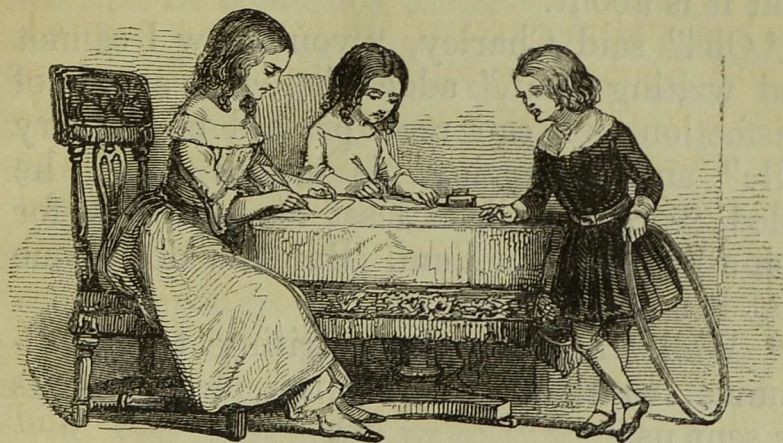
the box to find it, but Sophy would not let him. She felt quite sure that there would be a present for each of them, so she waited with patience. The next thing mamma took out was a very pretty painting box, full of beautiful paints of different colours, and painting-brushes, and pictures which were not painted, because Sophy was to colour them with these paints; so this box was for Sophy. Charley's turn came next. The parcel looked so large before it was unpacked that Charley wondered what there could be inside; and when mamma untied the packthread and took off the paper, what should there be but a beautiful cart with two horses and a man!—that is to say, a doll dressed like a man, to drive the cart and horses. Besides this, there was a box of wooden bricks to build houses with. Charley jumped about for joy. “Oh! dear grandmamma, how good she is!” exclaimed he. “How pretty!”

“It is, indeed,” replied his mamma; “and when the weather is fine, you may take the cart out and draw it about the garden; and when it is wet, and rains, you may amuse yourselves by building houses, like the house that Jack built, with the bricks, in the nursery. How kind it is of grandmamma to amuse you both in and out of doors.”

The children then set off to show their presents to the nurse.

LESSON VII.

CONVERSATION ON WRITING.



THE next morning Charley found his two sisters very busy writing, at an hour when they were usually at play. "What are you about?" said he. "Why are you doing your lessons so early? Come and let us have a good game at romps before you begin them."

"Oh!" said Caroline, "we are doing something we like much better than a game at romps, or any thing else; so do not come and tease us."

"Well, I never thought writing could be so amusing!" observed Charley, with a tone of surprise.

"That depends on what you are writing about, and whom you are writing to," said Sophy. "Cannot you guess whom we are writing to; and then, perhaps, you may find out what we are writing about?"

Charley thought and thought, but he could not guess.

“ Well,” said Caroline, “ we are each of us writing a letter ; and you may come and look over mine, and then, perhaps, you will find out what it is about.”

“ Oh !” said Charley, “ you know I cannot read writing ; but,” added he, with an air of satisfaction, “ I can read printed books very well :” and observing his sisters smile, he added, “ pretty well, at least mamma says, for such a little boy as I am. But now do tell me what it is you are writing ?”

“ Well, then ! we are writing to grandmamma, to thank her for the nice presents she sent us.”

“ Oh, dear !” exclaimed Charley, “ how sorry I am that I cannot write ! Grandmamma will think I do not like her presents because I do not write to thank her.”

“ No,” replied Sophy, “ she knows you cannot write ; and we will thank her for you.”

“ Well, then,” said Charley, “ give her my love, and tell her I like her presents very much. Tell her I do not know which I like best. When I am out of doors playing with the cart, I think I like that best ; and when I am in-doors building walls with the bricks, I think I like bricks best.”

Caroline interrupted him, saying, “ Oh ! do not send such long messages ; we shall not have room in the letter to write all we wish to say about our own presents.”

“ Oh ! but I have not half done,” said Charley. “ How sorry I am I cannot write my-

self, because then I could say as much as I chose."

His sisters were so busy with their letters that they could not go on talking to him, so he ran to his mamma to tell her how sorry he was that he could not write.

"But you may learn to write," said she; "do not you remember the time when you could not read? and when you were sorry for that, I began to teach you to read."

"And cannot you teach me to write, mamma, that I may write a letter directly to grandmamma?"

"Oh, no!" replied his mother; "writing is not so easily learnt as that. Before you learn to write you must learn to spell, and before you can learn to spell you must learn the letters of the alphabet to spell with."

"Oh, dear! how much there is to be learnt!" said Charley; "and all about letters and syllables, without any pretty stories to amuse me while I am learning."

"If you are so very fond of pretty stories, perhaps I may contrive to bring in some in teaching you letters and syllables."

"Oh, then! I do not mind how much I learn," replied Charley; "and if I try very hard, mamma, how soon shall I be able to write a letter to grandmamma?"

"If you are able to write a few lines next Christmas, I shall think you have done very well," said his mother.

"Why, that will be a whole year!" exclaimed Charley; "for I asked Sophy when Christmas would come again, because I thought

grandmamma would send us some more presents then ; and she said it would be a whole year."

"But think of the pleasure," said his mother, "of writing to grandmamma at last, and telling her all you have to say just as you like ; and then think of the pleasure grandmamma will have to receive a letter from her dear little Charley, and how surprised she will be to find you have learnt to write."

"Oh, yes !" said Charley ; "and I will run and tell Sophy and Caroline to keep the secret and not tell grandmamma in their letters ;" and off he ran to his sisters.

LESSON VIII.

THE CAT, THE RAT, AND THE HAT.



"WELL ! Charley, as you wish to learn spelling by means of little stories, I have written you one which you will like all the better for being in rhyme."

“If it is like nursery rhymes, I am sure I shall, mamma; they are so funny.” He then read with his mother the following lines:—

The Cat, the Rat, and the Hat.

Do look at the cat!
 Why what is she at?
 She's catching a rat
 That's hid in Dick's hat.
 Dick ran for a bat
 To knock him down flat;
 But crossing the mat
 The foolish young brat
 Tripp'd up and fell flat,
 And half kill'd the cat
 Instead of the rat,
 Who tore Dicky's hat,
 In which he had sat,
 And trotting off pat
 He told them—that that
 Was just tit for tat.



“Well, that is a droll story,” said Charley; “and all the last words end alike.”

“But the last words do not begin alike,” said his mother: “they all end in at, which is a syllable made of two letters, a and t. Look at those two letters well, and remember that together they spell at.”

“Yes,” said Charley, “a-t makes at, and if you put a c before at, it makes cat. I know the letter c, because it is the first letter of Charley, and of Caroline too; and c is just half of a round o. Then,” added he, eager to

tell all he knew, "I know round o, too, and great S, which stands for Sophy, and looks like a little worm wriggling about."

"That is a vast deal of knowledge," exclaimed his mamma! "Pray how many letters do you know in all?"

"Why, let me see," said Charley, reckoning on his fingers, "there is c and o and S and a and t, which I have just learnt. That makes five, does not it, mamma?"

"Yes," replied she; "now tell me what word does the second line of the story end in."

"It only ends in the syllable at, mamma."

"At," replied his mamma, "is a word as well as a syllable. The question asked is 'What is she at?' which means, 'What is she doing?' Now let us learn some more letters. You must take notice that though the last words of each line end alike, they do not all begin alike. The second line ends with the word rat; now, do you know the first letter in the word rat?"

"No," said Charley, "I do not know its name, but it must be something like re, re, re, to make the word rat."

"It is," replied she. "It is called the letter r, and r-a-t makes rat."

"Well, mamma, but the rat will not be caught, for you know he hides himself in the hat till Dicky tumbles and knocks down the cat, and then the rat trots off."

"The next word," said Mrs. B., "is hat, and the first letter of the word is called h. Repeat after me, h-a-t, hat."

Charley repeated h-a-t, at.

“No,” said his mother, “that will not do; at is the little word ‘What is the cat at.’ In order to pronounce the word hat well, you must first draw in your breath hard, as you do after running.”

Charley did so, and pronounced the word hat rightly. “What a hard word that is to say,” continued he, “though it is but a little one. I think I shall remember h from its shape; it is such a tall letter, taller than t, and much taller than a. And, mamma, look at the word at the end of the next line: the first letter is as tall as h, only it has not the same shape, for it turns round at the bottom while h ends quite another way. Now what is this letter called which begins the word bat?”

“It is called b; that is its name.”

“I shall remember what this letter is called, or, as you say, its name, by thinking of the bee that makes honey, for it sounds just the same.”

Charles went on learning all the first letters of the last words of each line, and then his mother printed these words as follows, that he might learn them by heart:—

cat	hat	mat	sat
at	bat	brat	that
rat	flat	pat	tat.

She then took up a book with a large print, and told Charles to pick out some of the letters he had learnt: this puzzled him at first, on account of the number of letters he did not know; but his mamma helped him, and told him to leave off when he was tired.

LESSON IX.

JACK AT THE MILLSTREAM.

“WELL, mamma, I hope you have a story in rhyme for me to day, as pretty as the one we had yesterday.”

“I cannot promise you verses every day,” said his mamma; “it would be troublesome. Here is a story in rhyme for to-day, however.”

“Jack has scrambled up the hill,
So now he’s tir’d, and sitting still
Beside a little gurgling rill,
And there you see he drinks his fill.
You would not think this tiny rill
Could turn the great wheel of the mill;
But go and look, you’ll see it will,
Though first the mill-pond it must fill.”

“I wonder, mamma,” said Charley, “whether it was the same hill that ‘Jack and Gill went up to fetch a pail of water, when Jack came down, and broke his crown, and Gill came tumbling after?’”

“I cannot tell,” replied his mother.

“Then,” asked Charley, “what does gurgling mean? It is a funny word; I never heard it before.”

“Fetch me a decanter full of water,” said she, “and you shall see, or rather you shall hear, what it is.” Charley ran for the decanter; and

his mother turned it topsy-turvy, pouring out the water as fast as it would go.

“What a strange noise it makes, mamma!”

“That is the water gurgling, my dear; and when the water flows in a rivulet, where there are stones which prevent it from flowing on smoothly, it makes this sort of gurgling noise. But now for our lesson. The last words all end in ill.”

“So they do, mamma; but it is very odd, for nobody is ill in the verses.”

“That is true,” replied she; “ill in each of these words, when it has another letter before it, has another meaning. In the first line there is an h before ill, which makes it hill, and that has nothing to do with being ill, you know.”

“No, no more has sitting still, mamma, unless Jack was so tired that he made himself ill.”

“You have not yet learnt what letters make the syllable ill; i, with a little dot over it, and l-l: those three letters spell ill.”

“I shall remember i because of the dot over it,” said Charley; “and as for the two ls they are very easy, for they are only two tall letters, like straight lines.”

“Well, then, if you think you will know them again, we will go on to the letters which begin the last words.”

“The first I know already, mamma; it is tall h, which began the word hat in the last lesson. I remember I put myself out of breath to pronounce it rightly. Must I always do so when the word begins with h?”

“No, not always,” replied his mother; “but you must in the word *hill*. The next word,” continued she, “is *still*, and begins with a letter which you ought to remember.”

“Oh, yes!” said Charley; “it is the little wriggling worm *s*, and I know the letter which begins the last word of the next line too. It is *r*, and *r-i-l-l* makes *rill*.”

“Well, you see Charley, the more you know the easier your lessons become; but here is a new letter for you in the word *fill*, at the end of the fourth line. It is called *f*. You must bite your under lip a little to pronounce it well.”

Charley amused himself so much with biting his lip and repeating *f*, that at last he gave himself a good hard bite, and felt more ready to cry than to laugh.

“Well, Charley, I think you have had quite enough of the *f*; and as for the next word *rill*, you know it already both beginning and end.”

Charley forgot his lip to look at the word. “Yes I know that, but here is a new letter in the next word, *mamma*, *mill*. It is made of three little lines, and they are joined together at top. Pray what is it called?”

“It is the letter *m*,” replied his mamma, “and *m-i-l-l* spells *mill*. There is another new letter in the next line,” said she, “which is called *w*.”

“It is a funny little thing, *mamma*; I think I shall remember it.”

“That is all you have to learn,” said his mamma, “excepting that you must get these

words by heart, and she wrote them down for him:—

hill	rill	mill
still	fill	will.

LESSON X.

TOMMY'S FALL.

“MAMMA,” said Charley, “I showed my pretty verses to Sophy and Caroline, and what do you think they did? They tried to make some themselves, and wrote them down; but when they were finished, they were ashamed to show them to you; so I jumped up and snatched the paper from them, and here it is,” said he, holding it up.

“Oh!” said Mrs. B., “that is not right, Charley: I shall not read their verses unless they wish it.”

Charley was disappointed at this; but he ran to fetch his sisters, and they came in simpering and blushing from shyness. However, when their mamma asked their consent to read the paper, they agreed to it. Then she and Charley began as follows:—

“In playing at ball,
 Against the hard wall
 Of the servants' hall,
 Poor Tom had a fall.
 He gave such a squall,

That men and maids all,
With the footman so tall,
Nurse, baby, and all,
Ran in at his call,
And laugh'd at his fall,
His hurt was so small."

"Is it not a funny story, mamma?" said Charley, laughing.

"Yes," replied his mother, "and very well done for two such little girls; and then it is an easy lesson for you, for I do believe you know all the letters of the last words already."

"Yes," said Charley, "the lines all end in all; and I know the three letters that make all."

"Then," observed his mother, "all is sometimes a whole word; as, all the maids, all the toys, all the birds; and sometimes all is only part of a word, as you see it is in most of these verses."

"That is just like ill, mamma," said Charley: "ill is a whole word when it means that somebody is not well; but it is only part of a word in mill, and still, and fill, and all the other words we had in the last lesson."

"You are quite right, my dear. I am glad you remember it so well. I am looking over the last words of these lines, to find if there are any new letters to teach you in them; but I can see none, except in the word squall. The first letter, s, you know; but then come two others, q and u, which you do not know."

"q is something like a round o with a long tail to it, mamma," said he; "and u is very like n turned topsy-turvy."

“This is a hard word to spell, Charley, s-q-u-a-l-l ; but I am sure you know the word well enough to be able to pronounce it ; and I rather believe you know how to make the noise too, though you do not do it often.”

Charley’s mother wrote out the last words for him to learn by heart, as follows :—

ball	fall	tall
wall	squall	call
hall	all	small.

They then looked out for these letters in one of their story books, and the oftener Charley did this, the easier he found it.

LESSON XI.

SPRING.



“To-day,” said Mrs. B., “it is my turn to find a story,” and she read with Charley the following lines :—

“Now melted was the winter snow,
When Willy took his tiny hoe,
And trimm'd his little garden so,
The spot again you'd scarcely know.
He then began some seeds to sow,
And put them in the ground below,
Ere long the plants began to show
Their tiny heads, and upwards grow!
Water he brought and made it flow,
From his green pot, o'er all the row;
And the warm sun shone on it so,
That thick and tall the plants did grow,
With leaves and buds which soon did blow,
And with sweet blossoms brightly glow.”

“Oh, mamma!” said Charley, “when we go into the country I shall do just like Willy, so pray buy me a hoe to work in my little garden, and then you know I have got a green watering-pot already.”

“Very well,” replied his mamma; “but I think that Willy was older and stronger than you are, and I doubt whether you will be able to do all the work alone; so besides buying you the little hoe, I think I must get the gardener to give you a little help.”

“But which was it, mamma, that made the plants come out of the ground, the water that Willy poured over them, or the sun which shone upon them?”

“Both,” replied his mother; “the water feeds them and the sun warms them, and then the seed swells and bursts under ground, and out comes a little stem, which grows up out of the ground, as the verses tell you; but the

verses do not tell you that, on the other side of the seed, out comes a little root, which grows down into the ground."

"I think the verses are quite right to say nothing about the roots," said Charley; "for roots are ugly things and of no use."

"They are of great use," rejoined his mamma; "for they fix the plants in the ground: if they had no roots, when the wind was high it would blow them down; besides, there are holes at the ends of these roots, through which the plants suck up water, just as we drink water with our mouths."

"Oh, how funny!" cried Charley.

"Well, but," observed his mamma, "we are forgetting our lesson, and it is rather more difficult than the others, you will find; for though the last words of each line sound alike, there are two of them that are spelt differently from the rest. In general they end in o-w."

"I know both those letters," said Charley, "so there is nothing hard to learn there, and I know the letter h too, which begins the word hoe."

"But observe," said his mother, "that the word hoe does not end in w, as the lines do generally, but in e, a letter which is new to you."

"I think I shall remember e," said Charley, "because it is very like c, only instead of a dot it has a little line across the top."

"Now," said his mother, "h-o-e is called hoe; and then in the little word, so, which ends the next line, there is no w either, but

both these words are sounded in the same way as all the other words which end in o-w."

"I am glad of that, mamma; then the rest of the lesson will be easy."

"We may meet with difficulties of another kind," said his mother. "Here is a long word in the next line, of which you do not know the two first letters. They are k and n."

"k is like an h, mamma, except that it turns inwards, in the middle; and as for n, it is like m, except that it has one line less. It has got two legs to stand upon instead of three."

"Well," said Mrs. B., "k-n-o-w makes the word know."

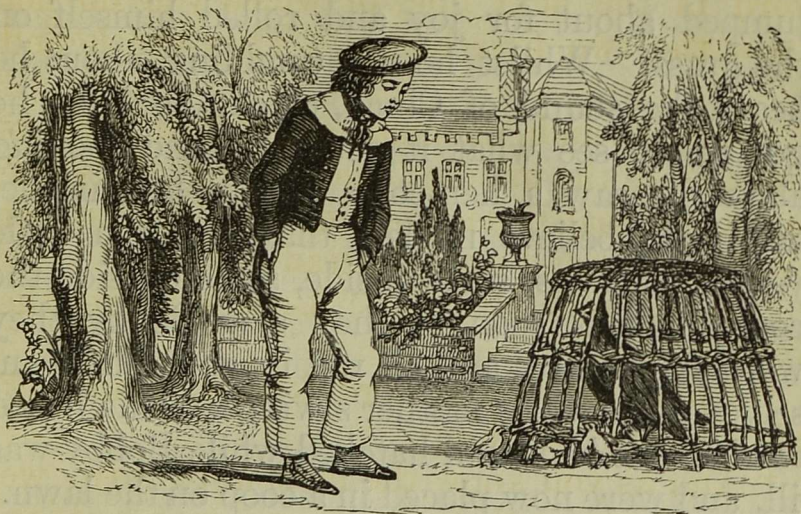
"I must know the word know, mamma," said Charley, laughing.

"And as you know the next word sow, we need not stop at that; but then comes below, of which you also know all the letters; but observe that the word is made up of two syllables, that is, two distinct sounds, be and low, which make below. I think you have had rather a fagging lesson to-day, Charley; and as you know all the letters and the words which end the rest of the lines, we will stop here; and now go and take your run in the garden."

Charley set off with a hop, skip, and a jump, and went to pull up the weeds in the garden to look at their root.

LESSON XII.

BOBBY AND THE CHICKENS.



“ I HAVE written a story in prose for you to-day, my dear,” said Charley’s mother.

“ Prose, mamma, what is that ?”

“ A story in prose is one that is written neither in rhyme nor in verse, as you will see if you read it ; and I hope you will be able to do so without much help.”

“ Bobby was a little boy about five years old. His mamma sent him into the garden to play ; but as he had been ill she told him he must not eat any fruit, for fear it should make him ill again. ‘ Can I trust you alone,’ said she, ‘ or shall I send nurse with you ?’

“ ‘ Oh, trust me, mamma, you will see I shall mind exactly what you say, and not touch a bit of fruit.’ So he went into the garden alone.

As his illness had prevented him from going out for some days, he enjoyed the fresh air and the fresh grass very much; and there were fresh flowers too, which had been only in bud before his illness: they looked so gay and smelt so sweet, and Bobby felt so happy, that he jumped about for joy and rolled himself on the grass. Whilst he was tumbling about he heard the sound of Cluck, cluck, cluck, so he got up to see what it could be, and looking about he saw a hen-coop with a hen inside, and I do believe no less than a dozen little yellow chickens, some inside, some outside the coop; but as soon as they saw Bobby they were frightened, and all ran in and hid themselves under their mother's wings. This brood of chickens had been hatched while Bobby was ill, and were now placed in a coop on the lawn.

“ ‘Oh you foolish little chicks!’ said Bobby, ‘I will not hurt you, so you need not be afraid;’ but they did not mind what he said, for they could not understand him. Finding they would not come out, he went and put his little hands betwixt the twigs of the coop; at which the hen ruffled up her feathers, looked very fierce, and pecked at him, so Bobby was frightened in his turn, and he had reason to be so, for the hen would have hurt him if he had not run away.”

“Now let us see,” said Mrs. B., “what words you have to learn. I shall pick out those which begin with the letters you do not yet know. Here is the word day, which begins with d, a letter you have not yet learnt: d-a-y, spells day.”

“It is a tall letter,” said Charley, “with

something like an o at the bottom. Then it is just like b turned the wrong way. If you put b and d standing face to face, you might fancy they were talking together."

"I do not exactly see which are their faces," said his mamma; "but if it helps you to remember them, well and good. Now try to find out some words with the letter d in them."

"Here is one close by," said Charley; "it is the first letter in the word boy:" but seeing his mamma make a long face, he added, "Oh, no! that is b; d and b are so much alike, they only puzzle me."

"Then you must take more pains to make out which is which. Is it a d or a b that begins the word by?"

"Oh! a b," said Charley. "It is the same as in boy. Here is b again in bit, and here it is in the word bud."

"Very well; now let us look for words with the d in them."

Charley looked hard. "Here it is, mamma," said he, "in sound, in heard, and in had. It is the last letter in all those words; and here it is again in dozen and do, and there it is the first letter."

"Now you have to learn the letter g," said his mamma.

"What an odd sort of shape it has!" cried Charley; "not at all like the other letters; so I think I shall remember it, because it is so unlike them."

"Do not you remember the gurgling rill, Charley?" said his mamma; "there are no less than three gs in the word gurgling."

"So there are, I declare," cried Charley.

“There is one in the middle, one at the beginning, and one at the end.”

“Now look for some word in the story with a *g* in it.”

After looking for some time, he said, “Here is a *g* at the beginning of the word garden, and two in the word going; one at the beginning, and the other at the end:” and then, after looking some time, he cried out, “Here are three words that begin with *g*: gay, got, and grass. Well, Mister *g*,” said he, “I think I have seen you so often now, that I shall not forget you when I see you again.”

LESSON XIII.

BOBBY AND THE FRUIT.



“I HOPE, mamma,” said Charley, “the story about Bobby is not finished. I want to know whether he ate any of the fruit?”

“Then,” said his mamma, “we must go on with it.”

“When Bobby left the hen and chickens, he went into the fruit garden: a great number of the peaches and plums, which, before his illness, were hard and green, were now soft and ripe. The peaches had cheeks as red as a cherry, and such a nice soft down over their skin, that Bobby longed to feel them, only just to see if they were ripe. ‘But then,’ said he to himself, ‘I told mamma I would not touch the fruit. But she did not tell me not to touch it, she only told me not to eat it, and I am sure I shall not do that; but I may touch it;’ so he stretched out his hand, and felt that the peach was so soft that he was sure it was quite ripe. Then he thought there could be no harm in smelling it. ‘Smelling is not eating,’ said he; so he put his nose to the peach, and it smelt so delicious that he could not help longing to eat it; ‘but I will not,’ said he; and he went away, for fear of being tempted.”

“What a good boy he was!” exclaimed Charley. “I dare say he will look at all the trees without tasting any of the fruit.”

“Go on, and we shall see,” replied his mother.

“Bobby next stopped at a plum tree, which was full of fine, ripe, purple plums; and they were covered with a beautiful bloom. This set Bobby longing again; but, as he had got the better of his longing for the peaches, he thought there was no danger of being tempted by the plums, as they were neither so

pretty nor so nice as the peaches. He was just going away, when he saw a fine large plum lying on the ground beneath the tree: being quite ripe it had fallen off. 'Oh! it will be spoilt if it lies there,' cried Bobby. 'I dare say it fell off yesterday. I will pick it up and take it home.' He picked it up and found that it had been bruised and the skin broken by the fall, so that his fingers were wet with the juice. He sucked his fingers, saying to himself, my fingers are not fruit: however, fruit or fingers, it was so good that Bobby longed for another taste; and, as he was squeezing the plum tight in his hand, the juice oozed out, and he was afraid it would fall upon his frock and stain it. There was no shorter way of preventing this misfortune, than by sucking it; and I am sorry to say, that, somehow or other, the pulp of the plum came out of the skin, as well as the juice, and half of it was swallowed before Bobby recollected himself. He then thought how naughty he had been to break his promise to his mamma; and, half angry with the plum, though he should only have been angry with himself, he threw it away among the bushes, and then he stood still, thinking what he should do. He knew that he ought to go directly to his mamma and confess his fault; but he felt ashamed to tell her that he had been so foolish. Then he remembered his mamma had told him, that he should never be ashamed of doing what was right. So he took courage, and walked straight home; but he did not run and jump, as he would have done if he had been happy. His

mother soon guessed from his looks what had happened; and when crying and sobbing he told her what he had done, instead of scolding him, she said she willingly forgave him; because he had come of his own accord to confess the truth. She then kissed him, and told him to dry his tears; 'but,' said she, 'to-morrow I must send nurse out with you into the garden.'

"Bobby was sadly vexed that his mother would not trust him; but, as he knew he deserved it, he would not complain."

"Poor Bobby!" exclaimed Charley. "I wish his mamma had excused him that once; I hope she trusted him again soon."

"I dare say she did," replied his mother; "but now for our lesson of spelling. The first letter we come to that you do not know is p. I am sure you will like p, because it is the beginning of the words peaches and plums."

"Indeed," cried Charley, with surprise, "I thought that letter had been q; it looks so like q in the word squall."

"It is true that p and q have the same shape, except that they are turned different ways."

"That is just like b and d," said Charley.

"Yes," said his mamma; and she printed the four letters for him to compare them, and observe in what they were alike, and in what they differed.

b d

p q

"They are standing face to face now," said Charley, "so they may all four talk together;

b and d stand first, because they are very tall, and I dare say they are proud of being so tall; and p and q have long tails—no, they are not tails neither; I think they look as if they were hopping on one leg. But I do not find a q any where, mamma.”

“It is a letter seldom used, and you will not find it in your story; it begins the name of a very good fruit—quince.”

“Yes; that is what the cook puts in the apple-pie to make it so nice,” said Charley.

“We come now to the letter x, which is remarkable from there not being a single word in the English language which begins with that letter.”

“Well, but I shall easily remember it; it is just like a cross, x. But where is it found then?”

“It is either in the middle or end of words; let us see if we can find out some in the story. Here is an x in the word exactly, in the beginning of the story. But,” said she, turning over the pages, “I do not see one any where else.”

But Charley’s eye caught one in the last page, and he was quite pleased to point it out to his mamma. It was in the word except, and then he found another in vexed.

“True, my dear; we are now come to the letter y.”

“What a crooked letter it is, mamma!

You crooked y, you are all awry.

Is not that rhyme, mamma?”

“Yes,” replied she, laughing; “a rhyme fit

for a boy of four years old. Now find me out the letter y in the story."

"Here it begins the word yellow," said Charley, "and here young."

"And it is very common at the end of words," said his mother, "as in boy, toy, by, try, why, &c. And then the words which tell the manner of doing a thing very often end in the syllable ly, as, 'You speak softly,' 'He writes badly,' 'They run quickly,' and so on.

"We now come to the last letter of the alphabet, which is z."

"What a zig-zag shaped letter it is, mamma! up and down, and round about; I think I shall remember it, it is so funny."

"It would not signify much if you forgot it," said his mother, "z is a letter so seldom used. There is not a single word in the story with the letter z in it, and I was trying to recollect one with a z which you could understand, and could find none, when all at once you found one yourself; but do not be proud of it, Charley, for it was by mere chance. The word zig-zag has two zs in it."

"Ah! so it has, mamma," cried Charley.

"Then," continued his mamma, "do you know what the word zany means?"

"No, I never heard it before."

"It means a buffoon or mountebank," said his mother; "that is, a man who plays all sorts of droll tricks to amuse people. Now that we have come to the end of the alphabet," continued she, "we will come to the end of our lesson, so good by, run away."

FIRST PART OF SPELLING-BOOK.

LESSON I.

THE ALPHABET.

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

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

THIS morning Mrs. B. gave Charley two alphabets, the one in capital and the other in small letters. The capital letters he had never learnt; but he remembered them pretty well from meeting with them so often in his story books; and he knew some of them from their likeness to the small letters.

“Now that you know your letters,” said his mother, “you must learn to put them together to make words. That is called spelling.”

“I know how to spell a great many words already, said Charley, as cat, dog, rat, at, all, ill, and I know many others besides.”

“Yet, if you had to write a letter to grand-mamma, you would not know how to spell all the words in it; do you think you would?”

“No,” said he, “I wish I could learn to write, as I learnt to read, without spelling.”

“That cannot be done, said his mother, but you may learn spelling more easily by having learned to read first. However, nothing can be learned without taking pains; but then think of the pleasure of being able to write a letter to grandmamma, like your sisters.”

The thoughts of the letter quite reconciled Charley to the trouble of learning to spell.

“I must tell you,” said his mamma, “before you begin your spelling lessons, that the alphabet is divided into two sorts of letters, the one called vowels, the other consonants.

“a, e, i, o, u, and y are vowels, and all the others are consonants. Now there must be a vowel in every syllable, otherwise the sound would not be distinct.”

“Yes, said Charley, in *cat* there is the vowel *a*, in *dog*, the vowel *o*, in *but*, the vowel *u*; but I think there must be some syllables without a vowel.”

“Try to find out one.”

“*Tr*,” said Charles; “is not that a syllable?”

“No,” replied his mamma; “for it is not a distinct sound. If you add an *e* to *tr*, it makes *tre*, which is a distinct sound; or if you put an *e* in the middle of the syllable, it makes *ter*; but *tr*, without any vowel, is not a syllable.”

“Well! but, mamma, *pn*, does not that make the word *pin*?”

“No; there must be an *i* between the *p* and the *n*, to make *pin*. I think *th* is the most like a syllable, but yet it is not one, unless

you put a vowel after it. It then makes *tha*, *the*, *thi*, *tho*, *thu*, *thy*."

"Well," said Charles, "boy, must be a very distinct sound, indeed, for it has two vowels."

"Two vowels," replied his mother, "do not make a more distinct sound than one, but it makes a longer syllable;" and she made Charles observe that the word *boy* could not be pronounced short, as the words *by* or *bo* are.

"But, then," observed Charley, "boy is read in a drawling way, which you say is not right."

"It is certainly wrong," replied his mother, "to drawl out your words in reading. It seems as if you were tired, and it tires those who listen to you; but the lengthened sound of two vowels is not tiresome; on the contrary, when some words are pronounced long and others short, it makes a pleasant change in reading, which prevents its being tiresome."

"Yes," said Charley, "by, ty, and ly, are all said short, as if I were reading quickly; and boy, toy, joy, are pronounced long, as if I were reading slowly."

The next day Charles set in earnest about his lessons of spelling: every morning he learned by heart a short lesson of the following columns, and his mamma explained the meaning of the words he did not know. In the mean time he went on with his more favourite study—reading stories. When spring came, he read the second volume of the *Seasons*; he had finished "*Winter*" long before the real winter was over, but his mamma would not

let him read "*Spring*" till the real spring was come, as she knew he would understand it much better in that season, so, in the mean time, he read Miss Edgeworth's "*Frank*," which entertained him extremely, and the next time he wanted a book he read "*Harry and Lucy*."

Words of One Syllable.

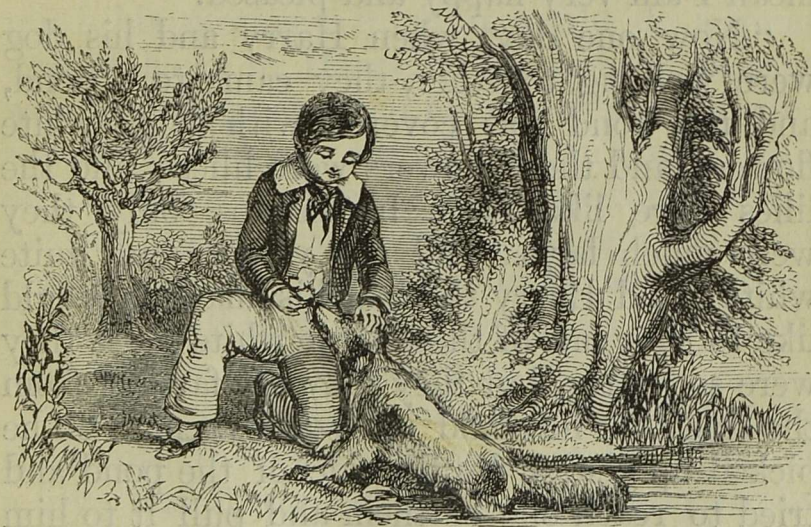
Go	bag	hat	pad	may	par
no	fag	rat	sad	nay	far
so	hag	fat	led	pay	hop
to	lag	mat	red	say	fop
be	nag	pat	fed	way	top
me	rag	fun	wed	see	lop
he	wag	run	bed	fee	pop
we	big	nun	kit	bee	mop
an	dig	pun	sit	taw	sop
in	fig	tun	lit	daw	fly
on	gig	sun	fit	haw	sly
or	pig	fir	hit	jaw	cap
as	wig	sir	wit	law	pap
is	bog	got	pet	paw	tap
us	dog	dot	let	raw	lap
up	fog	hot	set	maw	map
at	hog	lot	wet	saw	sap
am	log	not	net	van	bang
of	hug	pot	met	ran	gang
if	mug	rot	ray	pan	hang
by	pug	sot	hay	can	sang
my	rug	had	gay	fan	rang
in	tug	bad	day	man	cart
	cat	mad	bay	bar	dart
	bat	lad	lay	tar	mart

tart	wean	more	mote	lout	fear
part	bean	wore	vote	pout	near
deed	neat	heal	peel	rout	bank
seed	seat	meal	reel	look	rank
feed	beat	deal	rent	book	sank
heed	heat	burn	bent	took	came
weed	meat	turn	sent	cook	lame
need	cork	cold	lent	join	name
meed	rill	fold	tent	loin	cool
reed	will	bold	went	coin	tool
find	fill	hold	time	keep	blow
kind	hill	sold	lime	peep	slow
mind	mill	told	test	love	wave
bind	bill	dine	best	dove	save
rind	kill	fine	rest	mire	jump
gate	sung	line	nest	fire	lump
date	hung	mine	wall	nice	milk
late	rung	pine	ball	dice	silk
pate	tail	cord	call	rice	hole
mate	sail	lord	tall	mice	pole
hate	mail	head	tone	page	ripe
fate	pail	read	bone	rage	wipe
hush	fail	dead	bare	cage	seam
rush	hail	lead	hare	rose	beam
mane	nail	king	fare	nose	black
lane	rail	sing	dare	slip	clack
pane	beer	ring	care	ship	count
cane	deer	lard	dish	whip	mount
kite	horn	bard	wish	skip	fence
mite	born	card	fish	fray	thence
bite	morn	hard	darn	dray	leave
land	bore	mile	barn	with	weave
hand	core	tile	fair	pith	mince
sand	tore	note	hair	year	since
mean	sore	rote	gout	dear	nurse

purse	could	grass	built	stray	bright
plant	creak	brave	hedge	thine	fright
slant	freak	crave	wedge	twine	finch
paint	yield	bread	flute	point	clench
faint	field	dread	grow	throw	wrench
tease	mouth	thread	glove	fight	bench
pease	south	spread	gnaw	night	scream
catch	least	frown	horse	right	dream
patch	beast	drown	hedge	light	steam
would	brass	guilt	knave	tight	laugh

LESSON II.

THE LITTLE DOG ROVER.



WHEN Charley had been for some days very attentive to his lessons of spelling, his mamma, as a reward, read with him a pretty story; and Sophy and Caroline used to bring their work and listen to it also. The following is one of these stories:—

“Harry had a little dog. His name was Rover. He was red and white. His hair was soft and curly, and his tail was long and bushy. And when Harry went out walking Rover went with him, and Rover would frisk about, and wag his tail, and jump up upon Harry’s knee as they went along; and then Harry would stop and pat him on the back, and say ‘Good Rover, I like you very much.’ Then Rover would wag his tail again, and look up at Harry as much as to say, ‘And I too; I like you very much, Master Harry, for you are very kind to me, and do not beat me or scold me; and I wish I could speak and tell you so: but though I cannot speak I can wag my tail; and you know when I wag my tail I mean I am very happy and pleased.’

“Now one day, when Harry and his dog were walking together, they came to a pond, and the pond was covered with large white flowers, and these flowers were lilies; and the lilies were like large buttercups, only they were much larger and not yellow, but quite white; and Harry thought his mamma would like to have one of these large white lilies, they were so pretty, but they grew so far out from the side that he could not reach them. So he picked up a stick by the side of the pond and tried to reach one of them and pull it to him with the stick. But the stick was too short, and poor Harry was very sorry he could not get one of the pretty flowers for his dear mamma. Rover was very sorry too, and he lay down and began to whine, and then he jumped up and began to run round and round, and to bark, and then he wagged his

tail. But Harry was so much vexed that he took up the stick, and was going to beat Rover for wagging his tail when he was so unhappy."

"I think that was very naughty of Harry," said Charley, "for it was not poor Rover's fault that he could not get the lilies."

"So poor Rover thought," replied his mother, "and he crouched down and looked at the lily, as much as to say, 'It is not my fault, Master Harry, that the lily is so far out from shore: you should beat the lily, and not me.'"

"That was not right either, mamma. Why should the lilies be beaten for growing so far off that Harry could not reach them. But, to be sure, it did not signify, for as the lilies could not feel, Harry might beat them if he chose."

"It would not signify for the lilies," replied his mother; "but it would do a great deal of harm to Harry, to use himself to give way to ill-temper when he was vexed and disappointed with any thing. When a child falls on the floor, and beats it to revenge himself for the hurt he has received, though the floor does not suffer, the child does; and another time he will beat his nurse or his mamma if they happen to displease him.

"Harry, instead of beating the dog, threw the stick into the water, in hopes of breaking off a lily; and Rover no sooner saw Harry throw the stick into the water, than he jumped in after it, and swam straight to the lilies, and bit off one by the stalk, and brought it back to Harry, and laid it at his feet."

"Oh, good Rover!" exclaimed Charley. "So then Harry could take the lily to his mamma."

Words of Two Syllables, accented on the First.

Ab-bey	ar-row	ban-ner	bel-dam
ab-ject	art-ful	ban-quet	bel-lows
ac-cess	ar-tist	ban-ter	bell-man
a-cid	art-less	bant-ling	ber-ry
a-corn	ash-es	barb-ed	bet-ter
ac-tive	as-pect	bar-ber	bi-ble
ad-der	at-las	bare-ness	bick-er
a-ged	at-om	bar-gain	bid-den
a-gent	auc-tion	bar-ley	bid-ding
air-y	au-dit	bar-on	bi-ding
al-ley	au-thor	bar-rack	big-gest
al-mond	au-tumn	bar-rel	big-ot
al-so	aw-ful	bar-ren	bil-let
al-tar	ax-le	bar-row	bil-low
al-ter	a-zure	bar-ter	bind-er
al-ways	Bab-ble	base-ness	birth-day
am-ble	ba-by	ba-sin	bis-cuit
an-chor	back-ward	bas-ket	bish-op
an-gel	ba-con	bat-ter	bit-ter
an-gle	bad-ger	bat-tle	black-en
an-gry	bad-ness	baw-ble	blame-less
an-kle	baf-fle	bea-con	blank-et
an-swer	bag-gage	bea-dle	blem-ish
an-them	bai-liff	bear-ing	bles-sing
an-vil	bal-ance	beat-ing	blind-ness
anx-ious	bal-lad	bea-ver	blis-ter
ap-ple	bal-last	beau-ty	block-head
a-pril	bal-lot	beck-on	bloss-om
a-pron	ban-dage	bed-ding	blud-geon
ar-bour	band-box	bed-lam	blun-der
ar-cher	ban-dy	bed-stead	blus-ter
ar-dent	bane-ful	bee-tle	boar-der
ar-gue	ban-ish	beg-gar	bob-bin
ar-mour	bank-er	be-ing	bod-kin
ar-my	bank-rupt	bel-fry	bod-y

bol-ster	buck-et	can-vas	char-nel
bon-dage	buck-ler	ca-per	char-ter
bon-fire	buck-ram	cap-tive	chat-ter
bon-net	bud-get	car-bine	cheap-en
bo-ny	bu-gle	car-cass	cheer-ful
boo-ty	build-ing	care-ful	cher-ish
bor-der	bul-finch	car-go	cher-ry
bor-ough	bul-ky	car-man	ches-nut
bor-row	bul-let	car-nage	chick-en
bo-som	bul-lock	car-pet	chil-blain
bot-tle	bul-rush	car-riage	chim-ney
bot-tom	bul-wark	car-rier	chi-na
bount-y	bum-per	car-rion	chis-el
bow-er	bun-gle	car-rot	cho-rus
boy-ish	bur-den	car-ry	cho-sen
brack-et	bur-row	car-ter	chris-ten
brag-gart	bu-ry	car-tridge	christ-mas
bram-ble	bush-el	car-ving	ci-der
bran-dy	bus-kin	case-ment	cin-der
bra-sier	but-cher	cas-ket	ci-pher
brawl-er	but-ler	cas-tle	cir-cle
bra-zen	but-ter	cas-tor	cis-tern
break-er	but-ton	catch-ing	cit-y
break-fast	buy-er	cat-gut	civ-il
breath-ing	Cab-bage	cat-tle	clam-ber
bree-ches	cab-in	cav-ern	clam-our
breed-ing	ca-ble	cause-way	clap-per
bri-dle	cack-le	cei-ling	clar-et
bright-en	call-ing	cel-lar	clat-ter
brim-ming	cal-lous	cen-tre	clear-ly
brim-stone	cam-bric	cer-tain	cler-gy
bri-ny	cam-el	cham-ber	clev-er
bris-tle	can-cer	chan-nel	cli-mate
brit-tle	can-did	chant-er	clo-thing
bro-ken	can-dle	chap-el	clou-dy
bro-ker	can-dor	chap-lain	clo-ver
broth-er	can-dy	chap-ter	clow-nish
bru-tal	can-non	char-coal	clum-sy
bub-ble	can-ter	char-ming	clus-ter

cob-ler	con-tract	creep-ing	cut-ting
cob-web	con-trast	cres-cent	cym-bal
cock-le	con-trite	crest-ed	cy-press
cof-fee	con-vent	crev-ice	Dab-ble
cof-fin	con-verse	crib-bage	dag-ger
col-lar	con-vert	crick-et	dai-ly
col-lege	con-vict	cri-er	dain-ty
col-our	con-voy	crim-son	dai-ry
col-umn	coop-er	crip-ple	dai-sy
com-bat	cop-per	crit-ic	dam-age
com-et	cop-y	cro-cus	dam-sel
com-fit	cor-al	crook-ed	dam-son
com-fort	cor-dage	crow-ing	dan-cing
com-ic	cor-ner	cru-el	dan-dle
com-ing	cor-net	cru-et	dan-ger
com-ma	cor-sair	cruis-er	dan-gle
com-ment	cost-ly	crum-ble	dap-per
com-merce	cot-tage	crum-ple	da-ring
com-mons	cot-ton	crup-per	dar-ken
com-mune	cov-er	crus-ty	dark-ness
com-pact	cov-et	crys-tal	daugh-ter
com-pass	cov-ey	cu-bit	daz-zle
com-pound	coun-cil	cuck-oo	dead-ly
com-rade	coun-sel	cud-gel	deaf-ness
con-cert	coun-ter	cul-prit	deal-er
con-cord	coun-tess	cul-ture	dear-ness
con-course	coun-try	cun-ning	debt-or
con-duct	coun-ty	cup-ping	de-cent
con-fines	coup-le	cu-rate	deep-en
con-flict	cour-age	cur-dle	de-ist
con-gress	cous-in	cur-rant	del-uge
con-jure	cow-ard	cur-rent	de-mon
con-quest	cox-comb	cur-ry	des-ert
con-sort	crack-le	cur-sed	des-tine
con-stant	cra-dle	cur-tain	dew-y
con-strue	craf-ty	cus-tard	dic-tate
con-sul	cra-ven	cus-tom	di-et
con-tact	cra-zy	cut-lass	dif-fer
con-test	cred-it	cut-ler	dig-ging

dim-ple	dust-y	fen-der	gin-ger
din-gy	du-ty	fe-ver	giv-er
din-ner	dwel-ling	fid-dle	glo-ry
dir-ty	dwin-dle	fig-ure	glos-sy
dis-cord	dy-ing	fin-ger	glut-ton
dis-count	Ea-ger	fin-ish	god-ly
dis-mal	ea-ter	flan-nel	gos-pel
dis-taff	ear-ly	flow-er	gos-sip
dis-tance	ed-dy	fol-low	gram-mar
dis-trict	ef-fort	fol-ly	gra-vy
diz-zy	el-bow	fool-ish	grea-sy
doc-tor	el-der	fore-head	great-ly
dole-ful	em-pire	for-est	gree-dy
dol-phin	emp-ty	form-er	grind-er
do-nor	en-ter	fort-night	gro-cer
dor-mouse	en-vy	for-tune	grot-to
do-tage	e-qual	foun-tain	guil-ty
doub-le	er-ror	fren-zy	gun-ner
dow-dy	es-say	fros-ty	gut-ter
drag-on	e-ven	fruit-ful	Hab-it
dra-ma	ev-er	fun-ny	hail-stone
dra-per	e-vil	fur-nish	hai-ry
draw-ing	ex-it	fur-ther	hal-ter
dread-ful	Fa-ble	fu-ry	hand-ful
drea-ry	fa-cing	fu-ture	han-dy
dres-ser	fag-got	Gal-lant	hang-ing
driz-zle	fal-con	gal-lon	hap-pen
drop-ping	false-hood	gal-lop	hap-py
drop-sy	fam-ine	gar-den	har-vest
drow-sy	fa-mous	gar-ment	has-ten
drug-get	fan-cy	gar-ret	hat-ter
drunk-ard	farm-er	gar-ter	ha-tred
duch-ess	fas-ten	gath-er	ha-zel
duck-ing	fath-er	gen-der	hear-ing
dul-ness	fa-vour	gen-try	heav-en
dump-ling	feath-er	gi-ant	hea-vy
dun-geon	fee-ble	gid-dy	hel-met
du-ring	fel-low	gig-gle	her-mit
dusk-y	fe-male	gim-let	her-ring

hic-cup	Keep-er	ma-son	net-tle
hil-lock	ker-nel	mas-ter	nim-ble
hin-der	ket-tle	mat-ter	no-ble
hob-ble	kin-dle	mean-ing	non-sense
hob-by	kit-chen	meas-ure	no-thing
hol-low	kneel-ing	med-dle	no-tice
ho-ly	know-ledge	mer-chant	num-ber
home-ly	La-bour	mer-cy	nut-meg
hon-est	lad-der	mer-it	Ob-ject
hon-our	la-dle	met-al	of-fer
hor-rid	la-dy	meth-od	of-fice
hour-ly	lamb-kin	mid-dle	off-spring
hu-man	lan-guage	mil-ky	ol-der
hum-ble	lar-der	mil-ler	o-pen
hu-mour	lat-ter	mis-chief	or-ange
hun-ger	lead-er	mi-ser	or-der
hur-ry	learn-ing	mod-est	or-gan
hus-ky	leath-er	mo-ment	oth-er
Im-age	lev-el	mon-key	o-ver
in-dex	light-ning	mon-ster	oys-ter
in-fant	lim-it	mor-sel	Pack-age
in-quest	li-on	mor-tar	pack-et
in-sect	lit-ter	moth-er	pad-lock
in-sult	lit-tle	mo-tive	pain-ter
in-stant	live-ly	moun-tain	pal-ace
in-to	lob-ster	mur-der	pal-let
i-ron	lodg-er	mu-sic	pan-try
is-sue	lof-ty	mus-ket	pa-per
Jeal-ous	love-ly	mus-tard	par-cel
jel-ly	loy-al	mut-ton	par-don
jew-el	lug-gage	muz-zle	pa-rent
jin-gle	luc-ky	Nar-row	par-lour
jol-ly	Ma-ker	nas-ty	par-rot
jour-ney	man-gle	na-tive	part-ner
joy-ful	man-ner	na-ture	par-ty
jug-gle	man-y	naugh-ty	pas-sage
jui-cy	mar-ble	nee-dle	pas-ture
ju-ry	mar-ket	ne-gro	peb-ble
jus-tice	mar-row	nei-ther	ped-lar

pen-ny	rag-ged	san-dy	spar-row
peo-ple	rain-bow	sat-in	speak-er
pep-per	rai-sin	sav-age	spin-ner
per-fect	ram-ble	sau-cer	spir-it
per-il	rap-id	sau-sage	sprin-kle
per-son	rath-er	say-ing	sta-ble
pet-ty	rat-tle	scam-per	stag-ger
pew-ter	ra-zor	scar-let	stam-mer
phy-sic	rea-dy	sci-ence	star-tle
pic-kle	re-al	scrib-ble	stat-ue
pic-ture	rea-son	scru-ple	stee-ple
pie-ces	reck-on	scuf-fle	sti-fle
pim-ple	rib-bon	sea-son	stin-gy
pitch-er	rid-dance	se-cret	stir-rup
pit-y	rid-dle	see-ing	sto-ry
plas-ter	ri-der	sen-tence	stran-gle
plea-sure	ri-ot	ser-mon	strict-ly
plu-ral	riv-er	ser-pent	stu-dent
pock-et	roar-ing	ser-vant	stur-dy
poi-son	rob-ber	shad-ow	sud-den
po-ker	ro-sy	shame-ful	suf-fer
pol-ish	rot-ten	sharp-er	sul-len
poul-try	roy-al	shep-herd	sum-mer
pow-der	rub-bish	shil-ling	sun-day
prat-tle	rud-der	short-er	sup-per
pres-ence	ru-in	shov-el	sur-ly
pri-vate	ru-ler	shut-ter	swal-low
prof-it	ru-mour	sig-nal	sweet-en
prom-ise	run-ning	si-lence	sys-tem
pud-ding	rus-tic	sing-er	Ta-ble
pul-pit	rus-ty	sin-ner	tai-lor
pup-py	Sab-bath	sis-ter	tal-low
pur-pose	sad-dle	slan-der	tan-kard
puz-zle	safe-ly	slum-ber	tar-get
Quar-rel	safe-ty	sof-ten	tat-tle
quar-ter	sail-or	sol-emn	tem-per
qui-et	sal-ad	sol-id	tem-ple
Rab-bit	sal-mon	sor-row	ten-ant
rad-ish	sam-ple	spar-kle	ter-ror

thank-ful	tow-el	un-der	wai-ter
there-fore	tow-er	up-per	wan-der
thim-ble	tra-i-tor	ur-gent	wash-ing
thou-sand	tram-ple	u-sage	wa-ter
threat-en	trea-cle	ush-er	wea-ry
throb-bing	trea-son	ut-most	weal-thy
thun-der	trem-ble	Va-cant	wea-ther
thurs-day	tri-ble	val-ley	whis-per
tick-le	trig-ger	var-nish	whis-tle
ti-dy	tri-umph	vel-vet	wick-ed
til-ler	trou-ble	ven-ture	wid-ow
tim-ber	trow-sers	ver-dant	win-ter
time-ly	tru-ant	ver-min	wis-dom
tin-der	trus-ty	ver-y	wit-ness
tin-ker	tues-day	ves-try	won-der
tin-sel	tu-lip	vic-ar	Yel-low
tip-pet	tum-bler	vig-our	yon-der
tire-some	tu-mult	vir-gin	youth-ful
tit-ter	tur-nip	vir-tue	Za-ny
to-ken	twin-kle	vis-it	zeal-ous
tor-ment	ty-rant	vis-ta	Ze-ro
tor-rent	Un-cle	Wa-fer	zeph-yr
tor-ture	un-do	wa-ter	zig-zag

Words of Two Syllables, accented on the Second.

A-broad	a-live	a-miss	ap-proach
ab-surd	al-lege	a-mong	ap-prove
ac-cord	al-lot	a-mount	ar-cade
ad-dress	al-low	a-muse	ar-range
af-ford	al-lure	an-nul	ar-rest
a-fraid	a-lone	a-noint	ar-rive
a-gain	a-long	ap-peal	as-cend
a-gainst	a-loud	ap-pear	as-cent
a-gree	al-though	ap-pend	a-shore
a-larm	a-maze	ap-plause	a-side
a-lert	a-mend	ap-ply	a-skew
a-like	a-midst	ap-point	a-slant

a-sleep	Can-al	cur-tail	dis-mast
as-sault	car-ess	De-base	dis-miss
as-sent	cock-ade	de-cease	dis-pel
as-sert	com-bine	de-ceive	dis-perse
as-sist	com-mit	de-cide	dis-play
as-sort	com-pact	de-clare	dis-please
as-sure	com-pare	de-cree	dis-pose
a-stray	com-pel	de-duct	dis-sect
a-tone	com-plain	de-fect	dis-solve
at-tach	com-ply	de-fend	dis-tinct
at-tack	com-pose	de-fine	dis-tract
at-tain	con-ceal	de-fraud	dis-trust
at-tempt	con-ceit	de-ject	div-orce
at-tend	con-cern	de-light	dra-goon
at-tract	con-cise	de-mand	E-clipse
a-venge	con-clude	de-mure	e-lect
a-verse	con-demn	de-ny	em-brace
a-void	con-dense	de-pend	em-ploy
aus-tere	con-fess	de-plore	en-chant
a-wait	con-form	de-prave	en-due
a-wake	con-fuse	de-press	en-dure
a-ware	con-geal	de-rive	en-gage
a-way	con-nect	de-scend	en-rage
a-woke	con-nive	de-scribe	en-rich
a-wry	con-sent	de-serve	en-rol
Bap-tize	con-sole	de-sign	en-sue
be-cause	con-spire	de-sist	en-tice
be-come	con-straint	de-spair	en-treat
be-fore	con-sult	de-spise	en-twine
be-neath	con-tain	de-stroy	e-scape
be-set	con-tempt	de-tect	es-chew
be-sides	con-tend	de-vour	e-spouse
be-tray	con-tent	di-late	e-steem
be-tween	con-trive	dis-cern	e-vince
be-ware	con-verge	dis-charge	ex-ceed
be-yond	con-vey	dis-creet	ex-cept
blas-pheme	con-vince	dis-ease	ex-cise
block-ade	con-vulse	dis-guise	ex-claim
be-reave	cor-rect	dis-gust	ex-empt

exhale	in-struct	pro-ceed	re-proof
ex-ist	in-trigue	pro-duce	re-quest
ex-pend	in-trude	pro-fess	re-sign
ex-pire	in-vest	pro-found	re-spect
ex-plain	Jap-an	pro-fuse	re-tain
ex-pose	jo-cose	pro-nounce	re-treat
ex-punge	Lam-ent	pro-rogue	re-venge
ex-tinct	lam-poon	pro-tract	Sal-ute
ex-treme	Ma-lign	pro-trude	se-lect
ex-ult	mach-ine	pur-sue	se-rene
Fa-tigue	man-ure	pur-suit	sin-cere
fi-nance	mis-cal	Re-buke	sub-due
for-bade	mis-chance	re-build	sub-join
for-bear	mis-give	re-call	sub-orn
for-lorn	mis-judge	re-ceipt	sub-tract
for-swear	mis-trust	re-ceive	sug-gest
forth-with	mo-lest	re-cite	sur-round
ful-fil	mo-rose	re-coil	sur-vey
Gaz-ette	Ne-glect	re-course	sus-pense
grim-ace	O-bey	re-cruit	Trans-act
Im-merse	o-blige	re-deem	trans-gress
im-peach	ob-lique	re-duce	trans-late
im-pede	ob-scure	re-reflect	trans-plant
im-plore	ob-struct	re-frain	trus-tee
im-print	ob-trude	re-fresh	Un-couth
im-prove	out-right	re-gain	un-done
in-cite	out-shine	re-gret	un-fair
in-crease	Pa-role	re-joice	un-hinge
in-deed	pa-trol	re-lapse	un-known
in-duce	per-form	re-lax	un-like
in-dulge	per-haps	re-lieve	un-loose
in-flame	per-plex	re-ly	un-ripe
in-flict	per-spire	re-mark	un-seen
in-ject	per-suade	re-morse	un-sound
in-list	per-verse	re-move	un-true
in-quire	pre-scribe	re-nounce	un-wise
in-scribe	pre-serve	re-peat	u-surp
in-snare	pre-tence	re-prieve	Where-as
in-stall	pre-text	re-print	with-out
in-stil	pre-vail	re-proach	Your-selves

Words of Two Syllables, ending in

chion, sion, tion, pronounced as *shon* ;

cial, tial, pronounced as *shal* ;

cean, tian, pronounced as *shan* ;

cient, tient, pronounced as *shent* ;

cious, scious, tious, pronounced as *shus* ;

science, tience, pronounced as *shence*.

fal-chion

man-sion

pas-sion

pen-sion

ten-sion

ver-sion

ac-tion

auc-tion

dic-tion

fac-tion

junc-tion

lo-tion

men-tion

na-tion

no-tion

por-tion

sta-tion

unc-tion

spe-cial

mar-tial

par-tial

o-cean

ter-tian

an-cient

quo-tient

gra-cious

lus-cious

pre-cious

spe-cious

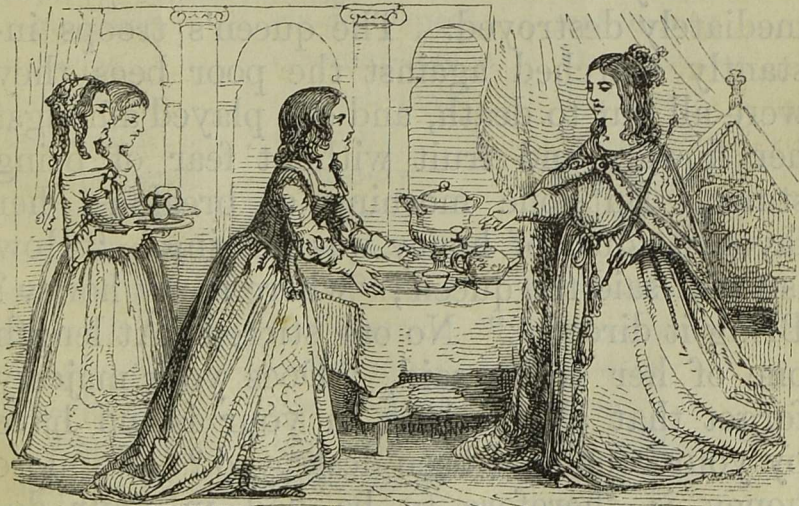
cau-tious

con-science

pa-tience

LESSON III.

THE LITTLE QUEEN.



“ THERE was once a little queen who was not more than ten years old. She was queen of a

very pretty island, where she had all she could wish for, and she could do just what she pleased. She had plenty of little girls to play with, plenty of new toys, and plenty of nice sweet things to eat, and she was very fond of sweet things. She was kind to all her people, and liked to see them as happy as herself. One day she was playing in her palace garden, surrounded by her ladies and pages, when she took a fancy to gather a very ripe and beautiful peach, which seemed just ready to drop into her hand. Unfortunately for the queen, a bee had before her taken a fancy to the same peach, and had just begun its dinner upon it. On being disturbed, the bee, not knowing it was the queen, flew at her rosy face and stung her on the cheek. The poor little queen cried from pain, and then she fell into a passion, and was so angry with the cruel insect that had stung her, that she commanded that every bee in her kingdom should be immediately destroyed. The queen's troops instantly marched against the poor bees, they were all put to death, and she played amongst her flowers and fruit without fear of being stung. But one morning at breakfast her favourite dish of honey was missing. "How is this," said the queen; "where is my honey? Bring it directly." No one stirred. At length one of her ladies said, "Does your majesty forget that all the bees in your island have by your command been destroyed? No more honey is therefore to be had in your dominions."

"I think she deserved to be punished," said

Charley, "for having all the poor bees killed. But, mamma, can a little girl of ten years old be a queen? Why she could not be much bigger than Sophy!"

"No, my dear," replied his mamma. "But this is only a make-believe story to amuse children."

Words of Three Syllables, accented on the First.

Ab-so-lute
ac-ci-dent
ac-cu-rate
ad-mi-ral
af-fa-ble
ag-o-ny
an-ar-chy
an-ces-tor
an-i-mal
an-nu-al
ap-pe-tite
ar-gu-ment
av-a-ri-ce
au-thor-ize
Bach-e-lor
ban-ish-ment
bar-bar-ous
bash-ful-ness
beau-ti-ful
ben-e-fit
blas-phe-my
blun-der-er
bois-ter-ous
boun-ti-ful
bu-ri-al
Cab-i-net
cal-cu-late

cap-i-tal
care-ful-ly
car-pen-ter
cat-a-logue
cat-e-chism
cel-e-brate
cen-tu-ry
char-ac-ter
char-i-ty
chas-tise-ment
cir-cu-late
cir-cum-spect
cir-cum-stance
clean-li-ness
col-o-ny
com-e-dy
com-i-cal
com-pa-ny
con-fi-dence
con-quer-or
con-se-quence
con-so-nant
con-sta-ble
con-stan-cy
con-tra-ry
cor-po-ral
cor-pu-lent

cov-er-ing
cov-et-ous
coun-ter-pane
cow-ard-ice
cred-i-tor
crim-i-nal
croc-o-dile
cru-ci-fy
cru-el-ty
cul-ti-vate
cu-ri-ous
cus-to-mer
Dan-ger-ous
de-cen-cy
des-per-ate
di-a-logue
dil-i-gence
Ed-u-cate
el-e-ment
el-o-quence
en-e-my
ev-er-y
ex-cel-lent
ex-e-cute
Flat-ter-y
for-ti-fy
fu-ri-ous

fur-ni-ture	maj-es-ty	pos-si-ble
Gar-den-er	man-u-script	pov-er-ty
ge-ner-al	mar-i-ner	pris-o-ner
gen-tle-man	mas-cu-line	prop-er-ly
glut-ton-ous	mem-o-ry	pro-per-ty
gov-ern-ment	mer-chan-dise	punc-tu-al
grat-i-fy	mer-ci-ful	pun-ish-ment
gun-pow-der	min-er-al	Quan-ti-ty
Har-mo-ny	mir-a-cle	qui-et-ness
hid-e-ous	mis-chiev-ous	Rem-e-dy
his-to-ry	mu-tu-al	rob-ber-y
ho-li-ness	mys-ter-y	Sac-ri-fice
hon-es-ty	Nat-u-ral	sat-is-fy
hos-pi-tal	nov-el-ty	se-cre-cy
hyp-o-crite	nour-ish-ment	sep-a-rate
I-dle-ness	nur-ser-y	sev-er-al
ig-no-rant	Ob-sti-nate	suf-fo-cate
in-dus-try	o-di-ous	Ten-der-ness
in-fan-cy	op-po-site	tes-ta-ment
in-flu-ence	op-u-lent	trac-ta-ble
in-ju-ry	or-na-ment	treach-er-ous
in-no-cence	Par-a-graph	tur-bu-lent
in-stru-ment	pen-e-trate	U-su-al
in-ter-est	pen-i-tence	vic-to-ry
Jus-ti-fy	per-ju-ry	Wick-ed-ness
La-bour-er	per-se-cute	wil-der-ness
lu-na-tic	pi-e-ty	won-der-ful
lux-u-ry	plen-ti-ful	Yes-ter-day
Mag-ni-fy	po-e-try	Zeal-ous-ness.

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

A-ban-don	ad-ven-ture	an-oth-er
ac-com-plish	a-gree-ment	a-part-ment
ac-cus-tom	a-larm-ing	ap-pren-tice
ac-know-ledge	al-low-ance	ar-ri-val
ad-van-tage	al-migh-ty	as-ton-ish

a-sy-lum	dis-tract-ed	me-chan-ic
at-ten-tive	dis-turb-ance	Ne-glect-ful
at-tor-ney	Em-bel-lish	O-bli-ging
au-then-tic	em-ploy-ment	of-fen-sive
Bal-co-ny	en-cour-age	Path-et-ic
be-liev-er	en-deav-our	per-spec-tive
be-long-ing	en-light-en	po-lite-ly
Cath-e-dral	en-vel-op	pro-duct-ive
col-lect-or	en-vi-rons	pro-po-sal
com-plete-ly	e-pis-tle	Re-mem-ber
con-sid-er	e-ter-nal	re-sem-ble
con-sist-ent	ex-tin-guish	re-sist-ance
De-ceit-ful	Gi-gant-ic	re-venge-ful
de-light-ful	Hu-mane-ly	Se-cure-ly
de-liv-er	I-de-a	sin-cere-ly
de-mon-strate	im-ag-ine	spec-ta-tor
de-part-ure	im-mor-tal	sub-mis-sive
de-scend-ant	im-pos-tor	Thanks-giv-ing
de-sert-er	im-pris-on	to-geth-er
de-struc-tive	im-pru-dent	trans-pa-rent
dim-in-ish	in-de-cent	tri-bu-nal
dis-a-ble	in-dul-gence	Un-com-mon
dis-cov-er	in-vent-or	un-cov-er
dis-or-der	in-ter-nal	un-e-qual
dis-tin-guish	Ma-ter-nal	un-ru-ly

Words of Three Syllables, accented on the last.

Ap-pre-hend	dis-o-bey	O-ver-look
Bal-us-trade	In-cor-rect	o-ver-throw
bar-ri-cade	in-dis-creet	o-ver-whelm
com-pre-hend	in-ter-cede	Rec-om-mend
con-de-scend	in-ter-fere	rep-ri-mand
con-tra-dict	in-ter-mit	Su-per-scribe
cor-re-pond	in-ter-mix	Un-der-take
Dis-a-gree	Mag-a-zine	Vel-ve-teen
dis-con-tent	mas-que-rade	vi-o-lin

*Words of Three Syllables, accented on the
Second, and ending in*

<i>cion, sion, tion,</i> pronounced as <i>shon</i> ;		<i>cian,</i> pronounced as <i>shan</i> ;
<i>cial, tial,</i> pronounced as <i>shal</i> ;		<i>cient, tient,</i> pronounced as <i>shent</i> ;
		<i>cious,</i> pronounced as <i>shus</i> .

sus-pi-cion		dis-tinc-tion		re-la-tion
com-pas-sion		foun-da-tion		temp-ta-tion
con-fu-sion		in-struc-tion		vac-a-tion
im-pres-sion		in-ven-tion		vex-a-tion
af-fec-tion		ob-jec-tion		com-mer-cial
at-ten-tion		o-ra-tion		im-par-tial
cor-rec-tion		o-va-tion		mu-si-cian
cre-a-tion		per-fec-tion		suf-fi-cient
de-struc-tion		pro-mo-tion		im-pa-tient
de-vo-tion		pro-por-tion		vor-a-cious

Words of Four Syllables, accented on the First.

Ab-so-lute-ly		dis-pu-ta-ble		mul-ti-pli-er
ac-cu-rate-ly		Fa-vo-ra-bly		Neg-li-gent-ly
ad-mi-ra-ble		feb-ru-a-ry		Ob-sti-na-cy
al-le-go-ry		for-mi-da-ble		oc-cu-pi-er
an-i-ma-ted		for-tu-nate-ly		Par-don-a-ble
an-ti-qua-ry		Gen-er-al-ly		per-ish-a-ble
Bar-bar-ous-ly		Hos-pit-a-ble		pref-er-a-ble
beau-ti-ful-ly		In-no-cen-cy		prof-it-a-ble
Cap-i-tal-ly		in-ti-ma-cy		Rea-son-a-ble
cat-er-pil-lar		in-ven-to-ry		Sep-a-rate-ly
cer-e-mo-ny		Ja-nu-a-ry		sov-er-eign-ty
com-fort-a-ble		Lu-mi-na-ry		Tol-er-a-ble
con-se-quent-ly		Mat-ri-mo-ny		Val-u-a-ble
cor-po-ral-ly		mel-an-cho-ly		veg-e-ta-ble
cred-it-a-ble		mis-er-a-ble		ven-er-a-ble
cov-et-ous-ly		mod-er-ate-ly		vol-un-ta-ry
Dif-fi-cul-ty		mo-men-tar-y		Won-der-ful-ly

Words of Four Syllables, accented on the Second.

A-bil-i-ty	dex-ter-i-ty	im-prob-a-ble
ac-com-pa-ny	dis-cov-er-y	in-con-stan-cy
ac-cu-mu-late	dis-pen-sa-ry	in-cu-ra-ble
ad-ven-tur-er	div-in-i-ty	in-hab-i-tant
am-phis-i-ous	Ef-fem-i-nate	in-ter-pre-ter
an-ni-hil-ate	en-thu-si-ast	Lab-o-ri-ous
an-tip-a-thy	e-vap-o-rate	Me-trop-o-lis
an-ti-qui-ty	ex-cu-sa-ble	Nat-iv-i-ty
a-rith-me-tic	ex-per-i-ment	non-sen-si-cal
as-tron-o-mer	ex-trav-a-gant	O-be-di-ent
ca-tas-tro-phe	Fe-li-ci-ty	om-nip-o-tent
Chro-nol-o-gy	fru-gal-i-ty	o-ri-gin-al
con-spir-a-cy	fu-tu-ri-ty	Par-tic-u-lar
con-tempt-i-ble	Ge-og-ra-phy	per-pet-u-al
con-tin-u-al	ge-om-e-try	phil-os-o-pher
con-ve-ni-ent	gram-ma-ri-an	Re-mark-a-ble
De-light-ful-ly	Hu-man-i-ty	Sag-ac-i-ty
de-liv-er-ance	I-dol-a-ter	Ther-mom-e-ter
de-moc-ra-cy	il-lit-er-ate	the-ol-o-gy
de-plo-ra-ble	il-lus-tri-ous	Vac-u-i-ty
de-test-a-ble	im-pos-si-ble	vi-vac-i-ty

Words of Four Syllables, accented on the Third.

Ac-ci-den-tal	Leg-is-la-tion
ap-pre-hen-sive	Math-e-mat-ics
Cor-re-spon-dence	met-a-phy-sics
Dis-af-fect-ed	Om-ni-pres-ent
dis-con-tent-ed	or-nam-en-tal
dis-re-spect-ful	per-se-ve-rance
Eu-ro-pe-an	Sci-en-tif-ic
Hor-i-zon-tal	su-per-struc-ture
In-of-fen-sive	sym-path-et-ic
in-stru-men-tal	Un-af-fec-ted

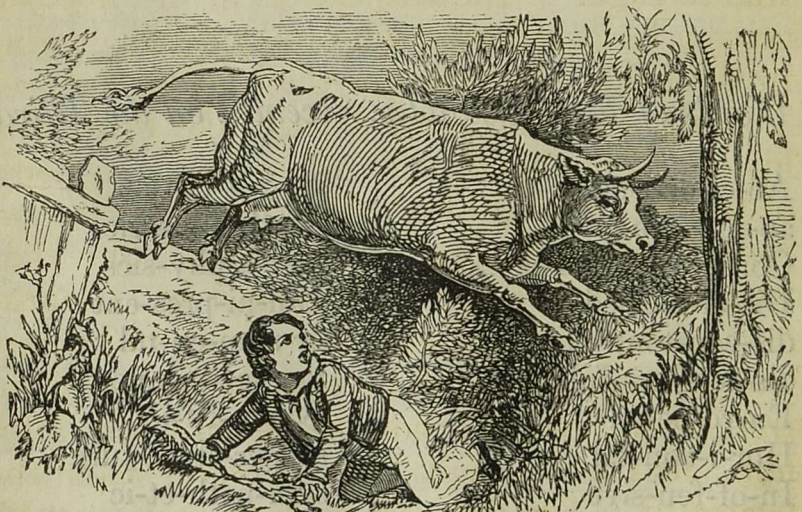
Words of Four Syllables, ending in
ceous, cious, tious, pro- sion, tion, pronounced as
 nounced as *shus* ; shun ;
gious, geous, pronounced as tial pronounced as *shal.*
jus ;

fa-ri-na-ceous
 ef-fi-ca-cious
 con-sci-en-tious
 su-per-sti-tious
 ir-re-li-gious
 ad-van-ta-geous
 con-des-cen-sion
 ap-pli-ca-tion
 ap-pro-ba-tion
 com-pe-ti-tion
 dem-on-stra-tion
 ed-u-ca-tion
 ex-e-cu-tion
 ex-pec-ta-tion

hes-it-a-tion
 nav-i-ga-tion
 pen-e-tra-tion
 pop-u-la-tion
 res-ur-rec-tion
 sep-a-ra-tion
 sit-u-a-tion
 tol-er-a-tion
 trans-form-a-tion
 vac-cin-a-tion
 veg-e-ta-tion
 in-flu-en-tial
 prov-i-den-tial
 re-ve-ren-tial

LESSON IV.

THE RED COW.



TOMMY went out one day to pick up daisies and buttercups in the green field by his papa's

house. The sun shone bright, and the green field was in some places quite white and yellow with the daisies and buttercups which grew amongst the grass. Tommy jumped for joy when he saw the pretty flowers, and ran as fast as he could to the field to pick them up and bring them home to his little sister Fanny, who was too young to go and pick up flowers for herself.

Tommy had hardly begun gathering the buttercups when a large butterfly flew past him and settled on one of the buttercups a little way from him. "Oh, dear," said Tommy, "what a beautiful butterfly. Oh, how I should like to catch him." So he took off his hat quite softly, and running up to the place where the butterfly had settled, was just going to pop his hat over the butterfly, when it spread its light wings and flew away. Tommy ran after the butterfly, but the faster he ran the faster the butterfly flew. Tommy was so eager in the chase, that he did not perceive a large red cow, who was quietly grazing in the field. But the cow had no sooner seen Tommy running towards her like mad, with his hat in his hand, striking at the air in hopes of catching the butterfly, than she turned round and began galloping away. She then turned round again and looked at Tommy, and tossed her head in the air; but Tommy was so frightened that he took to his heels and ran away, and the cow came running after him, just as he had been running after the butterfly. Tommy ran as fast as he could, but the cow ran still faster, and Tommy, as

he was looking round to see how near the cow was, did not perceive a wide ditch just before him, and down he fell flat into the ditch, which was quite dry, and not very deep. On came the cow galloping, galloping, galloping, to the very spot where Tommy lay, and then jumped over the ditch, Tommy and all. Tommy lay very snug, and quite pleased that the cow was gone ; but it was some time before he put up his head over the side of the ditch to look at the cow. Presently, however, he took courage, and when he looked up, he saw the farmer's son, little Johnny, who was not half the size of Tommy, quietly driving the cow back to the very ditch he had just jumped over. So Tommy popped down his head again, and the cow jumped over the ditch again and trotted back ; and when Johnny came to the ditch he saw Tommy, and as he and Tommy were very good friends, Johnny said, "Holloa, master Tommy, what are you doing here in the ditch?" "Oh!" said Tommy, "that naughty cow. She looked at me and tossed her head in the air with her long horns, and then I ran away, and she ran after me, and I fell into the ditch."

Little Johnny said, "Well, master Tommy, the next time a cow looks at you do you look at her, and when she tosses her head do you toss yours, and when she comes towards you do you walk towards her, and she will soon turn round and run away from you, a great deal faster than you ran away from her just now. Many a cow has run away from me, master, but I never ran away from a cow, and

I am not half your size, master. Come along with me, and help me to drive the cow into the field she ran from." And Tommy went with Johnny, and helped him to drive the cow into the proper field, and then ran home and told his mamma all that had happened."

SECOND PART OF SPELLING-BOOK.

LESSON I.

ON WORDS PRONOUNCED ALIKE BUT SPELT
DIFFERENTLY.

WHILST Charley's mother was thus teaching him to read and spell, she also gave lessons of spelling to her two daughters; but, as they were seven and eight years old, they were very much more advanced than he was. They had just begun to read *Mary's Grammar*; and, after they had read the conversation on nouns, their mamma said, "Whilst you are learning grammar, you must not neglect your lessons of spelling."

"Oh, but, mamma," said Caroline, "we have learned spelling a long time; and I think we know it pretty well now, for we have learned columns of five and six syllables."

"But there are some words which require more pains-taking to spell rightly than even those of five or six syllables; and as these words are chiefly nouns, I think I cannot do

better than explain them to you, when you have just learnt what a noun is.

“There are many words in the English language which when spoken sound alike, such for instance as *ant* and *aunt*, but they are spelt differently, and have different meanings.”

“Yes, certainly,” said Sophy; “nothing can be more unlike than my aunt Howard and the little insect that stings.”

“Then there is a *berry*,” rejoined her mamma, “which grows on trees such as the black *berry*, which is spelt very differently from the word *bury*, to put under ground; and *beer*, which means the malt liquor you drink, is pronounced the same as *bier*, a coffin. I have therefore written out for you, a number of words which are spelt differently, but pronounced alike.”

“Are we to learn this long list of words by heart?” inquired Caroline.

“You would find that tedious,” replied their mother, “so to save you the trouble I have introduced the two words pronounced alike, but having different meanings, into the same sentence, which you must write out from dictation. Take your slates and write down the sentence I shall dictate to you. The *maid* made a mistake in calling me so early.”

The children wrote this sentence and then showed their slates to their mother, who said, “You have made a mistake, Caroline, as well as the maid, for you have spelt the first word, maid, wrong.”

“Oh, so I have,” said Caroline. “Maid,

when it means a maid-servant, should be spelt *m-a-i-d*."

"Pray," continued she, "let me try to make a sentence of this sort. 'If I *bury* this *berry* in my garden, will it grow?'"

"I make no doubt it will," replied her mamma; "for the other day I saw some corn growing in a glass of water: the seed had been buried some thousand years in a mummy, and yet had kept life enough in it to grow when it had water to feed it."

"How very curious!" said Sophy. "Now let me try a sentence. 'Has the *bean been* sown in the garden?'"

"Quite right! a *bean*, you know, is a noun, for it is a seed, which is a thing; but *been* is not a noun, it belongs to another part of speech. I desire that when you write out any of these sentences, you will distinguish the nouns by putting a little *n* above them."

Words pronounced alike, but spelt differently.

Ail	...	to be ill.
Ale	...	strong malt liquor.
Air	...	the atmosphere we breathe.
Ayr	...	the name of a town.
E'er	...	ever.
Ere	...	before.
Heir	...	an inheritor.
Aisle	...	a side passage of a church.
Isle	...	a small island.
All	...	every one, or every thing.
Awl	...	a shoemaker's tool.
Altar	...	a place of sacrifice.
Alter	...	to change.

Ant	...	a small insect.
Aunt	...	a parent's sister.
Arc	...	part of a circle.
Ark	...	a ship or vessel; Noah's ark.
Ascent	...	a hill, or eminence.
Assent	...	agreement.
Aught	...	any thing.
Ought	...	to be obliged by duty.
Bail	...	to give bail for another; to be responsible for.
Bale	...	a bundle or parcel of goods packed up.
Bait	...	a temptation, enticement, allurement.
Bate	...	to lessen a demand, to lower the price.
Baize	...	a coarse sort of cloth.
Bays	...	bay trees, of which the ancients made an honorary crown or garland.
Ball	...	a dance.
Bawl	...	to cry out; to proclaim as a crier; to hoot.
Bare	...	naked, unadorned.
Bear	...	to carry, to produce, to support: an animal.
Base	...	low, mean, vile, worthless.
Bass	...	a part in music, sounding deep.
Bay	...	An evergreen tree.
Bey	...	a Turkish chief.
Beach	...	the sea-shore; the strand.
Beech	...	a tree.
Bean	...	a seed.
Been	...	participle of the verb 'to be.'
Beat	...	to strike, to knock.
Beet	...	the name of a plant, the roots of which are of various colours.

Beau	...	a dandy, a fop in dress.
Bow	...	an instrument to shoot with.
Be	...	to be.
Bee	...	an insect that makes honey.
Bell	...	an instrument of metal to ring with.
Belle	...	a beauty, or fine lady.
Berry	...	a fruit or seed.
Bury	...	to inter, to put under ground.
Beer	...	liquor made from malt and hops.
Bier	...	a frame of wood on which the dead are carried.
Blew	...	did blow.
Blue	...	a colour.
Boar	...	a wild hog.
Bore	...	to make a hole.
Bole	...	the body or trunk of a tree.
Bowl	...	a large basin.
Borough	...	a corporate town.
Burrow	...	a rabbit hole.
Bough	...	an arm or large branch of a tree.
Bow	...	to salute by bending.
Boy	...	a lad, or male child.
Buoy	...	a mark at sea, made of a piece of cork or wood floating on the water, and tied to a weight at the bottom.
Brake	...	a thicket of brambles or thorns.
Break	...	to part in two.
Bread	...	food made of ground corn.
Bred	...	brought up.
But	...	a conjunction, meaning 'except' or 'unless.'
Butt	...	a large cask for liquor.

Buy	...	to purchase.
By	...	a preposition, meaning 'near,' 'beside.'
Call	...	to summon, to appeal to.
Cawl	...	the upper part of a cap.
Cannon	...	a great gun for a battery.
Canon	...	a law or rule.
Cask	...	a barrel.
Casque	...	a helmet.
Cede	...	to give up, to yield.
Seed	...	grain.
Cell	...	a cave, a hollow place.
Sell	...	to give for a price, to exchange goods for money.
Cellar	...	a building under ground, in which stores and liquors are kept.
Seller	...	one who sells.
Cent	...	a hundred.
Scent	...	a perfume.
Sent	...	the participle of 'to send.'
Cession	...	giving up.
Session	...	a sitting.
Choir	...	a band of singers.
Quire	...	twenty-four sheets of paper.
Chord	...	in music.
Cord	...	a rope.
Cite	...	to summon, to quote.
Sight	...	a vision, a show.
Site	...	situation.
Clause	...	part of a sentence.
Claws	...	talons of a bird or beast.
Climb	...	to ascend with effort.
Clime	...	a climate.

- Coarse ... rough, gross.
- Course ... a race, or career.
- Complement the full number.
- Compliment an expression of civility, to use ceremonious or flattering language.
- Compter ... a prison.
- Counter ... the long table in a shop, on which goods are exhibited.
- Creak ... a jarring noise.
- Creek ... a small inlet of the sea.
- Cymbal ... a musical instrument.
- Symbol ... a sign.
- Dear ... beloved, favourite.
- Deer ... the animal whose meat is venison.
- Dew ... moisture on the ground.
- Due ... owing.
- Die ... to lose life, to expire.
- Dye ... to colour, to stain.
- Doe ... a female deer.
- Dough ... paste for bread.
- Done ... finished, performed.
- Dun ... a colour partaking of brown and black.
- Drachm ... a weight.
- Dram ... a glass of strong liquor.
- Draft ... a weight which is drawn.
- Draught ... to drink.
- Earn ... to gain by labour.
- Urn ... a vessel of which the mouth is narrower than the body.
- Ewe ... a female sheep.
- Yew ... an evergreen tree.
- You ... the person spoken to, a personal pronoun.

Ewer	...	a vessel to hold water.
Your	...	belonging to you, a possessive pronoun.
Eye	...	the organ of sight.
I	...	a personal pronoun, of the first person.
Faint	...	languid, weak.
Feint	...	a pretence; to make believe.
Fair	...	beautiful, handsome.
Fare	...	diet, food, provisions.
Feat	...	an exploit, deed.
Feet	...	the part of the body upon which we stand.
Fir	...	an evergreen tree.
Fur	...	skin of animals with soft hair.
Flea	...	an insect.
Flee	...	to run away.
Flew	...	did fly.
Flue	...	a chimney to convey air, heat, or smoke.
Fore	...	the fore part.
Four	...	the number.
Forth	...	forward, abroad.
Fourth	...	the number.
Foul	...	dirty, filthy, unclean.
Fowl	...	a bird.
Freeze	...	to congeal with cold.
Frieze	...	a term in architecture.
Gait	...	manner of walking.
Gate	...	a door or opening.
Gilt	...	covered with gold.
Guilt	...	sin, wickedness, crime.
Grate	...	a place to hold a fire.
Great	...	large.
Grater	...	an utensil to rasp spices.
Greater	...	larger.

Grease	...	fat, oily.
Greece	...	a country of Europe.
Groan	...	a deep sigh.
Grown	...	increased in size.
Hail	...	frozen rain.
Hale	...	strong, healthy, sound.
Hair	...	the natural covering of the head.
Hare	...	an animal.
Hall	...	a large room.
Haul	...	to pull.
Hart	...	a male deer.
Heart	...	a part of the body.
Hear	...	the sense of hearing.
Here	...	in this place.
Herd	...	a number of cattle.
Heard	...	did hear.
Hew	...	to cut down.
Hue	...	a colour, a tint.
Hugh	...	a man's name.
Him	...	a pronoun, the person spoken of.
Hymn	...	a psalm.
Hoard	...	a treasure, a hidden stock.
Horde	...	a tribe, a clan.
Hole	...	a hollow place, a cavity.
Whole	...	entire, not broken.
Hour	...	the 24th part of the day.
Our	...	belonging to us.
In	...	noting time or place.
Inn	...	a house of entertainment for travellers.
Indict	..	to accuse.
Indite	...	to compose, to write.
Jane	...	a woman's name.
Jean	...	a sort of cloth.

Key	...	an instrument by which a lock is turned.
Quay	...	a landing-place.
Knave	...	a rogue, a scoundrel.
Nave	...	the central part of a wheel, or of a church.
Knead	...	to work the dough of bread.
Need	...	want, necessity.
Knew	...	to know, have knowledge of.
New	...	not old, lately made.
Knight	...	a title of honour.
Night	...	the time from sunset to sunrise.
Knit	...	to knit stockings, to tie, join.
Nit	...	the egg of an insect.
Knot	...	to tie, to unite.
Not	...	a negation.
Know	...	to understand, to recognise.
No	...	not so, negation.
Lade	...	to load, to burden.
Laid	...	placed, put, repositied.
Lead	...	a metal.
Led	...	guided, enticed.
Lessen	...	to make less.
Lesson	...	a task, a rebuke.
Levee	...	an assembly at court.
Levy	...	to raise money or men.
Liar	...	one who tells falsehoods.
Lyre	...	a musical instrument.
Leak	...	to ooze out.
Leek	...	a kind of onion.
Lo!	...	an exclamation.
Low	...	not high.
Loan	...	a sum lent.
Lone	...	single, alone.

Made	...	finished, completed.
Maid	...	an unmarried woman, a female servant.
Mail	...	a letter-bag for the post.
Male	...	masculine; a male animal.
Main	...	an ocean or great sea.
Mane	...	hair on an animal's neck.
Manner	...	mode, custom, method.
Manor	...	a lordship of an estate.
Mantel	...	a chimney piece.
Mantle	...	a sort of cloak.
Marshal	...	to arrange; to rank in order.
Martial	...	warlike, brave.
Mead	...	liquor made of water and honey.
Meed	...	reward, recompense.
Mean	...	low, paltry, contemptible.
Mien	...	deportment, bearing.
Meat	...	animal food, flesh to be eaten.
Meet	...	to assemble, to join.
Mete	...	to measure.
Metal	...	fusible substances dug out of the earth, as iron, lead, &c.
Mettle	...	spirit, courage.
Meter	...	one who measures.
Metre	...	a measure in poetry.
Might	...	power, strength, force.
Mite	...	any thing very small.
Miner	...	one who works in mines.
Minor	...	one under age.
Moan	...	to lament, to grieve.
Mown	...	cut down.
Moat	...	a ditch round a castle.
Mote	...	any thing extremely little.
Nay	...	no.
Neigh	...	the voice of a horse.

None	...	not any.
Nun	...	a female who lives in a convent.
Oar	...	a long wooden pole with a broad end used for rowing.
O'er	...	over.
Ore	...	metal mixed with earth.
One	...	the singular number.
Won	...	gained, conquered.
Pail	...	a wooden vessel used to carry water or milk.
Pale	...	colourless, wan, dim.
Pain	...	bodily suffering.
Pane	...	a square of glass.
Pair	...	a couple : two of a sort.
Pare	...	to cut off the rind of a fruit.
Pear	...	a fruit.
Palette	...	a light board on which a painter holds his colours.
Pallet	...	a little bed.
Pause	...	to stop ; to wait.
Paws	...	the feet of some quadrupeds.
Peace	...	quietness ; respite from war.
Piece	...	a part, not the whole.
Peak	...	a pointed rock.
Pique	...	taking offence.
Peal	...	a ringing of bells.
Peel	...	the rind or skin.
Pearl	...	a gem found in oysters.
Purl	...	a liquor.
Peer	...	a nobleman.
Pier	...	a bridge built into the sea.
Place	...	a spot ; a situation.
Plaice	...	a flat fish.
Plain	...	not ornamented, simple.
Plane	...	a flat extent of ground.

Plum	...	a fruit.
Plumb	...	a leaden weight.
Pole	...	a long stick.
Poll	...	a list, or register of persons.
Pore	...	a small hole in the skin.
Pour	...	to pour out liquor.
Practice	...	exercise, use, habit.
Practise	...	to do habitually, or commonly.
Pray	...	to entreat, to supplicate.
Prey	...	plunder, booty.
Rain	...	water from the clouds.
Reign	...	to govern.
Rein	...	to bridle in, to control.
Raise	...	to lift, to elevate.
Rays	...	light from the sun.
Raze	...	to pull down, to overthrow, to ruin.
Rap	...	to strike with a quick smart blow.
Wrap	...	to fold up, to enclose.
Read	...	to peruse any thing written.
Reed	...	a hollow knotted stalk.
Rest	...	ease, repose, quiet.
Wrest	...	to take by force.
Rhyme	...	verses ending with a like sound.
Rime	...	hoar-frost.
Right	...	correct, just.
Rite	...	a religious ceremony.
Wright	...	a workman, a manufacturer.
Write	...	to express by means of letters.
Ring	...	to sound, to resound.
Wring	...	to squeeze out by twisting, to extort.
Road	...	the highway.
Rode	...	travelled on horseback.
Roe	...	a female deer.
Row	...	to propel by oars.

Rough	...	unpolished, not smooth, rugged.
Ruff	...	an article of dress worn round the neck.
Rye	...	a kind of corn.
Wry	...	crooked, distorted.
Sail	...	belonging to a ship.
Sale	...	a selling of goods.
Scene	...	part of a play at the theatre, a sight.
Seen	...	viewed, beheld, observed.
Sea	...	the ocean.
See	...	to behold, to view.
Seam	...	part of needlework.
Seem	...	to appear.
Serge	...	a kind of woollen cloth.
Surge	...	a swelling sea.
Sew	...	to make a seam with a needle.
Sow	...	to scatter seed into the ground.
So	...	the manner of doing a thing.
Shear	...	to clip with shears, to shear sheep.
Sheer	...	pure, unmixed.
Sign	...	a signal, a token, a symbol.
Sine	...	a term used in geometry.
Sleight	...	a trick of art or address.
Slight	...	neglect, contempt.
Sloe	...	a wild plum.
Slow	...	tardy, not quick.
Soar	...	to rise high, to mount.
Sore	...	painful, tender.
Sole	...	the bottom of the foot.
Soul	...	the immortal spirit of man.
Some	...	a part, a few.
Sum	...	an arithmetical calculation.
Son	...	a male child.
Sun	...	the fountain of light.

Stair	...	steps fixed in a house.
Stare	...	to look at fixedly.
Stake	...	a post.
Steak	...	a slice of meat.
Stationary		fixed.
Stationery		the goods of a stationer.
Steal	...	to take by theft.
Steel	...	a metal.
Stile	...	entrance to a field.
Style	...	manner of writing.
Straight	...	direct, not crooked.
Strait	...	a narrow pass.
Succour	...	help, aid, assistance.
Sucker	...	the young shoot of a plant.
Tacks	...	small nails.
Tax	...	an impost, a tribute.
Tail	...	the lower part of an animal.
Tale	...	a story, a narrative.
Tare	...	an allowance in weight.
Tear	...	to rend, to pull apart.
Team	...	a set of oxen or horses, for the plough.
Teem	...	to abound, to produce.
Tear	...	water shed by the eyes.
Tier	...	a row, a rank.
Their	...	belonging to them.
There	...	in that place.
Threw	...	did throw.
Through	...	across, along.
Throe	...	extreme pain, agony.
Throw	...	to cast, to heave.
Throne	...	the seat of a sovereign.
Thrown	...	cast, flung.
Thyme	...	a savory herb.
Time	...	duration.

To	...	unto, towards.
Two	...	a number.
Too	...	also, besides.
Toe	...	the divided ends of the feet.
Tow	...	dressed hemp.
Tong	...	the catch of a buckle.
Tongue	...	the organ of speech.
Trait	...	a feature, a stroke, a touch.
Tray	...	a shallow vessel for carrying things.
Travail	...	labour, toil, fatigue.
Travel	...	a journey.
Vain	...	conceited, proud.
Vane	...	a weathercock.
Vein	...	a blood-vessel.
Vale	...	a valley, a low ground.
Veil	...	a covering for the face.
Wade	...	to walk through water.
Weighed	...	to ascertain the weight.
Wail	...	to lament, to bewail, to moan.
Wale	...	a rising on the skin.
Whale	...	the largest of fish.
Wain	...	a waggon.
Wane	...	to decline, to decrease.
Waist	...	a part of the body.
Waste	...	to consume fruitlessly.
Waive	...	to relinquish, to give up.
Wave	...	a billow.
Ware	...	a merchandise, goods.
Wear	...	to have on, as clothes.
Where	...	in what place.
Way	...	a method, manner, mode.
Weigh	...	to balance or poise.
Whey	...	the thin part of curdled milk.
Weak	...	feeble, infirm.
Week	...	seven days.

Weald	...	a woody tract of land.
Wield	...	to handle.
Weather	...	state of the atmosphere.
Wether	...	a kind of sheep.
Whether	...	which of the two, if.
Wood	...	the stem of a tree, timber.
Would	...	willing to do.
Yoke	...	a wooden support for carrying.
Yolk	...	the yellow part of an egg.

LESSON II.

EXERCISES ON WORDS PRONOUNCED ALIKE BUT SPELT DIFFERENTLY.

“ I SHALL now dictate to you some sentences in which these words are introduced,” said Mrs. B.

The little girls prepared their writing books, and wrote after their mother’s dictation as follows :—

Oh! dear *aunt*, I have been stung by this little *ant*.

’*Ere* I arrived at *Ayr* I had heard of the birth of a son and *heir*; may he long breathe his native *air*.

I tried *all* I could to mend my shoe, but I never could make a hole in the leather till I borrowed the cobbler’s *awl*.

The *ascent* to the castle is beautiful; I am sure you must *assent* to that.

I never said *aught* against him, though, perhaps, I *ought* to have done so; for he has since

stolen a *bale* of cotton, and not being able to find *bail* is confined in prison.

Do not *bawl* so loud, child; if the *ball* hit you, it was but slightly.

I walked on the *beach*, under a row of *beech* trees.

You *heard* the bellowing of the *herd* of cattle; come *here* and *hear* what I have to say.

Look what *great* sparks fly out of the *grate*.

Acknowledge your *guilt*; the watch you sold me for a gold one is only *gilt*.

That is a nimble *feat* for the tight-rope dancer to make with his *feet*.

He is *grown* old and peevish, so that the smallest pain makes him *groan*.

I will bet you a *bowl* of punch, you cannot hit the *bole* of that tree.

If you do not take care, you will *be* stung by that *bee*.

The man who plays the *bass* is a *base* fellow.

I have received a *butt* of beer, *but* I know not where to stow it.

By the bye, will you *buy* my horse?

I will give you a *cheque* on the banker, if you will promise to *check* your extravagance.

I saw a great *bear* carry off a lamb; he tore its leg *bare* to the bone.

Has the *bean* I gave you *been* sown in your garden? Yes; and if I *bury* this *berry* in my garden, it will grow too?

Tommy, what a *beau* you are, with your neckcloth tied in such a smart *bow*.

The wind *blew* so cold it made my nose look *blue*.

A child made such a pretty *bow* to a man who was gathering cherries from the *bough* of a tree, that he gave him a handful.

Call the maid to mend the *caul* of my cap.

What a fragrant *scent* the nosegay you *sent* me had.

He is a *seller* of old clothes, and keeps them all in a *cellar*.

What *coarse* cloth this is ; of *course* you do not mean to make it up for yourself.

I would have bought *two deer* from your park, if they had not been *too dear*.

When you have *done* what you are about, saddle the *dun* pony for me to ride.

The poor *hart* was pierced to the *heart*.

They were all *male* passengers in the *mail* coach.

He devotes himself *wholly* to reading *holy* books.

Has the *maid* made the bed ?

It is bad luck to *meet* with nothing but salt *meat*.

You *might* have bestowed a *mite* on that beggar.

The lady pretended to *faint*, but it was a mere *feint*. So I said, how *fare* you now, *fair* lady ?

I must *climb* over the mountains, in search of a warmer *clime* to restore my health, replied she.

Here is a *ewer* of water to wash *your* hands.

He *bored* a hole through the *board* with a gimlet.

Hawl up the luggage into the *hall*.

When the *flue* of the chimney took fire the sparks *flew* all about.

The *four* feet of the horse are not well shod, for there wants a nail in the *fore* foot.

Here is a plaster to *heal* your sore *heel*.

The fur of a *hare* is softer than the *hair* of your head.

He is a *hale* old man, who fears neither rain, *hail*, nor snow.

If you *hoard* gold you run the risk of having it carried off by a *horde* of robbers.

Hugh, you must *hew* down the *yew* tree: I do not like its dismal *hue*; and shut up the *ewe*, I have just bought, in the stables.

I like to hear the children sing a *hymn* to *Him* who is their heavenly Father.

I *won* only *one* game at cards.

The sovereign *reigns* over the country; the cloud *rains* upon the earth. The horseman *reins* in his fiery steed.

Pray tell me, do not fish *prey* upon each other?

The bear after a moment's *pause* seized the dog in its *paws* and squeezed it to death.

The bells rang a *peal* whilst I sat on the churchyard gate to *peel* my orange.

I shall have no *rest* while that rude boy is here; he will *wrest* every thing out of one's hands.

He *rode* slowly along the *road*.

I *rose* early and saw the *roes* skip nimbly through the *rows* of trees in the park.

As I was walking on the *quay* this morning I found a *key*.

There is a *hole* in my purse, and the *whole* of the money has run through it and is lost.

That boy who tumbled over the *pail* looks so *pale* and frightened, that I think he must have hurt himself.

I cut my hand with the broken *pane* of glass, and it gives me a great deal of *pain*.

You foolish boy, take a knife to *pare* the *pear*; you can never do it with a *pair* of scissors.

That vain youth who is sily trying to *peer* into the *pier* glass fancies himself a *peer* of the realm.

Take your *plane*, carpenter, and make this board smooth and *plain*.

You are *right* in saying that *rite* means an observance, and that *wright* means a maker, as wheel-wright, ship-wright, mill-wright. Now *write* down this sentence.

The *sealing* wax burnt my finger, so to get rid of it I threw it away and it hit the *ceiling*.

I have never *seen* so beautiful a *scene* as this landscape.

So Tom took off his ragged coat and gave it to his sister to *sew* up the holes, while he went to *sow* the flower seed in the garden.

The gentleman gave *two* marbles to John and *two* to me *too*.

There is a *vein* of ore in that quarry, of which the owner is so *vain*, that he has made a *vane* to ornament the top of his house from it.

My fault will *weigh* heavily on my conscience until I can find some *way* to atone for it.

He saw the thief *steal* a *steel* sword.

As I went *through* the forest the monkeys *threw* nuts at me from the trees.

Did you never hear the *tale* of the fox who had lost his *tail*?

She sat in the first *tier* of boxes at the theatre, and shed a *tear* or two at the tragedy.

Their sheep are feeding *there* on the common.

Poor King Charles was *thrown* from his *throne*, and died on the scaffold.

I bought a *ton* of coals, and you a *tun* of wine at the sale.

You will just have *time* to fetch some *thyme* to flavour the broth before it is served up.

Don Quixote was a *knight* errant who wandered about day and *night* in search of adventures.

I could *not* untie this *knot*.

No, I do not *know* who it was.

This poor man has *lain* in the *lane* all night.

Where did you buy that beautiful china *ware*?—At *Ware*, but it is so delicate that I fear it will not *wear* well.

I wish you *would* cut down the *wood* which hides the view.

As the vessel bounds over the *waves* he *waives* his hand to his friends on shore.

He swallowed the *yolk* of an egg before he went to *yoke* the oxen.

No *throes* of pain are so bad as the *throws* of the dice, which are certain to bring ruin at last.

Do not *waste* your money in ornaments for your *waist*.

She threw up her *veil*, as she walked along the *vale*.

I shall *sail* to New York, where I expect to have a good *sale* for my merchandise.

Yesterday I *read* in the book with the *red* cover, but Harry *reads* in a new book about *reeds* which grow in marshes.

It is *sheer* nonsense to attempt to *shear* sheep without *shears*.

Mary was prevented by a *slight* cold from going to see the *sleight* of hand tricks.

The hawk could not *soar* high because one of his wings was *sore*.

You have been *some* time working out that *sum*.

My *son* Jack looked at the *sun* till he was dazzled.

LESSON III.

ON WORDS SPELT ALIKE, BUT PRONOUNCED DIFFERENTLY.

“OUR spelling lesson to-day,” said their mother, “will be the very reverse of the last; for the words I have written out in pairs for you to learn, are spelt alike, but pronounced differently. For instance, the word *tear* if it means a rent in your gown is pronounced *tare*, but if it means a *tear* from the eye, it is pronounced *teer*.”

“We can make no mistakes in the spelling, then,” said Caroline.

“But it must be very puzzling,” observed

Sophy, "to find out which way the word is to be pronounced."

"Not if it is placed in a sentence, and you understand its meaning. You might say if I *tear* my gown I shall shed a *tear*."

"True, that is easy enough," observed Caroline; "the first *tear* is pronounced *tare*, and the second *teer*."

"Or," said her mamma, "you might say, I *read* my lesson over yesterday, but I shall *read* it again to-day."

"The first *read*," said Sophy, "is pronounced like *red*, and the last like *reed*."

"Very well: here is the list of words."

Words spelt alike, but differently pronounced and applied.

Aúgust	...	the name of a month.
August'	...	grand, majestic.
Bow	...	an instrument to shoot arrows.
Bow	...	to bend, a salutation.
Conjúre	...	to entreat, to supplicate.
Con'jure	...	to practise charms or enchantment.
Courtesy	...	civility, complaisance.
Courtesy	...	a salutation of reverence by females.
Desert'	...	that which one deserves.
Des'ert	...	a deserted place.
En'trance	...	the act of entering into a place.
Entránce	...	to put into a trance.
Gal'lant	...	brave, high spirited, daring.
Gallan't	...	attentive to ladies.
In'cense	...	burnt in Catholic churches.
Incénse	...	to enrage, to provoke.

Inválid	...	of no force or use, or weight.
Invalíd	...	a person weakened by sickness.
Lēad	...	to conduct, to guide.
Leǎd	...	a metal.
Līve	...	to continue in life.
Līve	...	being alive, not dead.
Lower	...	to bring low, to sink.
Lower	...	to look dark and gloomy.
Mínute	...	the sixtieth part of an hour.
Minúte	...	extremely small.
Polish	...	artificial gloss.
Polish	...	belonging to Poland.
Read	...	to peruse any thing written.
Read	...	perused, did read.
Row	...	things placed in a line.
Row	...	a brawl or riot.
Slough	...	a miry place.
Slough	...	the skin cast by a serpent.
Sow	...	a female pig.
Sow	...	to scatter seed.
Tear	...	to rend, or lacerate.
Tear	...	water shed from the eye.
Wound	...	a hurt from violence.
Wound	...	rolled round and round.

To these words I add some exercises for dictation, which I will read to you while you write; and which you must afterwards read to me, when you have written them.

He went to Windsor last *August*, to see our *august* sovereign.

When I received the prize I won with my *bow* and arrows, I made a low *bow* to the company.

If my friends should *desert* me, the world will be to me a *desert*.

Lead the pony to water; do not ride him, for you are as heavy as *lead*.

Lower the topsail, for the clouds *lower*.

The *sow* got out of the sty, and ate all the grain I was going to *sow*.

Look at that naughty boy; he *tears* his sister's frock, and she is all in *tears*.

That officer who is so *gallant* to the ladies in a drawing-room, is no less *gallant* in battle.

I *live* in the stable to look after the *live* stock.

I *conjure* you, said a clown to a conjuror, not to *conjure* the money out of my pocket.

She has great *courtesy* of manner, and makes a *courtesy* with much grace.

Her first *entrance* was sure to *entrance* me with joy, it was so long since we had met.

“I should tell you,” resumed their mother, “that there are many adjectives which may be changed into nouns by adding a syllable to them. Thus good becomes goodness by adding the syllable *ness*,

Bad	Badness	Quick	Quickness
Foolish....	Foolishness	Slow	Slowness
Great	Greatness	Small	Smallness
Haughty ..	Haughtiness	Wicked ...	Wickedness

and so on with a great many others.”

LESSON IV.

WORDS SPELT AND PRONOUNCED ALIKE, BUT
HAVING DIFFERENT SIGNIFICATIONS.

“You have already,” said their mother, “learnt the words which are spelt alike but pronounced differently, and also the words differing in their spelling, but pronounced alike. To-day I shall give you a list of words differing from each of these classes, for they are both spelt and pronounced alike.”

“Then what difference can there be in them?” said Sophy: “it seems to me that they must both be exactly the same.”

“If the words are written by themselves there certainly is no difference, *bay* and *bay* are exactly the same word; but if I place them in a sentence, and say, ‘He took the *bay* horse to swim in the *bay*,’ the two words *bay* have quite a different signification.”

“Oh, yes! How very odd for the same word to have such different meanings! the first word *bay* is an adjective, showing the colour of the horse; the last is a noun, signifying a part of the sea nearly surrounded by land.”

“I think,” said Sophy, “that the bodies, that is, the writing of these words, are quite alike; but that their minds, that is, their signification, are different.”

“That is not a bad comparison; for if words have not minds of their own, it is very true that they convey thoughts to our minds.”

“But,” said Caroline, “I am afraid we shall not have any amusing dictations on these words, because we can make no mistake either in their spelling or their pronunciation.”

“That is true, unless you spelt both words wrong, which is not likely. The exercises on these words are of a different kind. They consist of writing out the signification of the words which I have already placed for you in sentences. Here is the list of words, and here that of the sentences in which they are introduced.”

“I will give you an example:—

“The woodman cut down the trees with his *bill*, and then he brought in a *bill* for his work: now let me hear you explain the meaning of these two *bills*.”

“The first *bill*,” said Sophy, “is a sort of axe to cut wood with; the last is a written paper to show how much he was to be paid.”

“Oh! pray let me place two words of this kind in a sentence,” said Caroline.

“This *box* is made of the wood of the *box* tree.”

“I can make another sentence on the word *box*,” said Sophy. “The coachman gave the boy a *box* on the ear, because he wanted to mount the *box* and drive the horses.”

“Very well,” said their mother; “you will now write an explanation of these words in the list of sentences, and if you use your own words instead of those in the list, so much the better, provided your explanation be correct.”

*Words spelt and pronounced alike, but differing
in Signification.*

Angle	...	a corner or point where two lines meet.
Angle	...	to fish with a line and hook.
Arch	...	a bow; as the arch of a bridge.
Arch	...	chief; as archbishop, archdeacon.
Bait	...	an allurement, enticement; food placed on a hook to tempt fishes or other animals.
Bait	...	a bit or bite of food for horses at an inn; refreshment on a journey.
Bait	...	to harass by the help of others, as to set dogs to bait a bull.
Bay	...	a portion of the sea nearly surrounded by land.
Bay	...	a stag at bay.
Bay	...	window; resembling in shape a bay at sea.
Bay	...	a tree.
Bay	...	a colour; as a bay horse, bay salt.
Bill	...	the beak of a bird.
Bill	...	a kind of axe with a hooked point.
Bill	...	an account of money, or a proposed law submitted to parliament.
Blade	...	the sharp part of a knife or weapon.
Blade	...	the leaf of corn or grass.
Blade	...	the flat bone of the shoulder.
Blow	...	a stroke, the act of striking.
Blow	...	to puff like the wind, to make a current of air.
Blow	...	the act of a fly, by which she lodges eggs in flesh.
Blow	...	to blossom or flower.
Board	...	a flat piece of timber.
Board	...	a table.

Board	...	the floor or deck of a ship.
Board	...	to supply a person with food.
Board	...	to enter a ship by force.
Box	...	a case made of wood to hold any thing.
Box	...	a blow given with the hand.
Box	...	a country seat.
Box	...	the coachman's seat on a carriage.
Box	...	a small wooden stand for a sentinel.
Box	...	a seat at a theatre.
Box	...	a kind of tree.
Butt	...	to strike with the head.
Butt	...	a large barrel.
Butt	...	the mark to be aimed at.
Case	...	a covering, a box, a sheath.
Case	...	the state of things; as a hard case.
Cashier	...	one who has charge of cash.
Cashier	...	to discard from the army or navy.
Cast	...	to throw with the hand.
Cast	...	a shape, cast in a mould.
Club	...	one of the suits of cards.
Club	...	a heavy stick.
Club	...	a society.
Comb	...	an instrument for dressing hair.
Comb	...	the top or crest of a cock.
Comb	...	cavities in which bees lodge honey.
Corn	...	seeds, or grains, which grow in ears.
Corn	...	a hard substance which grows on the foot.
Counter	...	the long table of a shop.
Counter	...	pieces of ivory to reckon at cards.
Counter	...	contrary to; against.
Court	...	the residence of a sovereign.
Court	...	to woo; to ingratiate into favour.
Craft	...	a trade or handicraft.
Craft	...	a small trading vessel.
Craft	...	cunning.

- Crane ... a bird with a very long neck and beak.
 Crane ... an engine for raising weights.
 Crop ... to cut short or close, as crop the hair.
 Crop ... the harvest when cut down.
 Crop ... the first stomach of birds.
 Cross ... to lay one thing athwart another.
 Cross ... to pass over.
 Cross ... to cross a person, to thwart him.
 Cross ... perverse, ill-tempered.
 Crow ... a bird.
 Crow ... an iron bar.
 Crow ... the cry of a cock.
 Crow ... to triumph over.
 Dam ... the mother of an animal; and hence,
 dame and madam, or my dame.
 Dam ... a bank to confine water.
 Date ... the fruit of a tree, or the tree itself.
 Date ... the time at which an event occurred.
 Deal ... to share or divide; as to deal cards.
 Deal ... plank of the fir tree.
 Deal ... to sell in retail.
 Deal ... a part or portion; as a great deal.
 Dear ... beloved; from whence darling.
 Dear ... expensive, costly.
 Desert ... that which has been deserved.
 Desert ... to forsake or leave deserted.
 Diet ... a political assembly.
 Diet ... food, victuals.
 Draw ... to drag or pull along.
 Draw ... with a pencil along the paper.
 Express ... to press out, as the juice of a lemon.
 Express ... to utter words, to pronounce.
 Express ... a special messenger.
 Fair ... a large market kept at stated periods.
 Fair ... pleasing to the eye or the mind.
 Fair ... light coloured.

Fellow	...	one of the same society, on an equality.
Fellow	...	an equal, a match; as one stocking is fellow to the other.
File	...	on which papers are fixed in order.
File	...	a rank or row of soldiers.
File	...	an instrument for rasping.
File	...	to defile.
Fillet	...	a slight bandage.
Fillet	...	a joint of veal.
Flag	...	the ensign of a ship.
Flag	...	to hang loose, to droop, to be tired.
Flag	...	a plant with a drooping leaf.
Flag	...	stones used for flat pavements.
Fold	...	ground enclosed for sheep.
Fold	...	a double; hence twenty fold means twenty doubled; manifold, many doubled.
Foot	...	the lower part; as the foot of an animal, of a table or chair, or of a hill or mountain.
Foot	...	a measure of twelve inches, being the average length of the human foot.
Forge	...	to heat iron into form.
Forge	...	to counterfeit; as to forge a note or signature.
Fret	...	to wear or eat away; as a moth eats cloth.
Fret	...	to vex or agitate.
Game	...	sport or amusement, jest.
Game	...	to play a high stake, or gamble.
Game	...	wild birds which afford game or sport to sportsmen.
Grain	...	a seed of corn; and hence,
Grain	..	any thing very small, as a grain of salt, of dust.
Grain	...	a small weight.
Grain	...	the texture of cloth or wood.

- Grate ... a range of bars for the fireplace.
- Grate ... to rub with a grater, as ginger or nutmeg.
- Grave ... a place hollowed out for burial.
- Grave ... serious, solemn, sober.
- Graze ... to feed on grass.
- Graze ... to scratch the skin slightly.
- Hail ... drops of rain frozen.
- Hail ... to wish health, to salute.
- Hamper ... a large basket for packing.
- Hamper ... to clog or embarrass, entangle.
- Hind ... a female stag.
- Hind ... a peasant or boor.
- Hind ... behind, as hind legs, hindmost.
- Jet ... a shining black fossil.
- Jet ... a spout of water which shoots out.
- Kind ... species or sort; as mankind, a good or bad kind of thing.
- Kind ... fond, humane, benevolent.
- Left ... that which is not taken but remains.
- Left ... the hand which is left, not used so much as the right hand.
- Letter ... one of the characters of the alphabet.
- Letter ... a written epistle.
- Light ... of the sun or of a candle.
- Light ... not heavy, unsteady.
- Lime ... a white earth used as a cement in building.
- Lime ... the linden tree.
- Line ... a rod or line; hence the words, a
- Line ... of soldiers; a
- Line ... of conduct; and also outline, lineament, delineate, lineal.
- Line ... to line clothes, from the word linen.
- Link ... the single ring of a chain, hence any thing connecting.
- Link ... a torch, a light.

- Litter ... a portable couch.
- Litter ... straw used for the bedding of horses, &c. ; hence
- Litter ... to scatter or throw things carelessly about.
- Litter ... a brood of young pigs or other animals.
- Lock ... a lock of hair, of wool, or of hay.
- Lock ... a fastening to shut up, as the lock of a door, the lock of a canal.
- Long ... of great length, a long string, a long walk, a long time.
- Long ... to desire earnestly, to think the time long till we obtain what we wish.
- Lot ... to cast lots.
- Lot ... fortune as a happy lot, a hard lot.
- Lot ... a parcel of goods.
- Low ... deep, humble.
- Low ... to bellow like a cow.
- Mail ... a steel coat or armour.
- Mail-coach ... which conveys the post bags.
- Match ... things that are equal and suitable to each other.
- Match ... to light candles with.
- Mean ... the middle or medium, as the golden mean.
- Mean ... the middle time, in the mean or intermediate time.
- Mean ... low, base.
- Mean ... to purpose or intend.
- Meet ... to come face to face.
- Meet ... proper, suitable.
- Minute ... a minute, portion of time, 60 seconds.
- Minute ... to minute down in writing.
- Moor ... to fasten a ship by an anchor.
- Moor ... a native of Morocco in Africa.
- Moor ... a tract of heathy country.
- Mortar ... to pound things in ; hence, mortar the

- cement used for building, the sand and lime being well mixed together.
- Mortar ... a short cannon for throwing bombs.
- Mould ... rich earth; hence moulder, to turn to mould or dust, to crumble.
- Mould ... a form or shape, in which things are cast or modelled; as a mould for jelly, a mould for a cast or statue.
- Nail ... a small sharp spike of metal.
- Nail ... of the finger; hence,
- Nail ... a short measure, from the second joint of the finger to the end of the nail, two inches and a quarter.
- Pale ... wan, of a faint colour.
- Pale ... a stake for a paling or enclosure; hence,
- Pale ... a district or boundary; the pale of the church.
- Palm ... the inside of the hand.
- Palm ... a tree, whose leaves have some resemblance to the palm of the hand; worn by conquerors as a signal of victory.
- Palm ... to conceal in the palm of the hand, like jugglers; hence palm, to impose upon by fraud.
- Partial ... fond of, inclined to favour one party more than another.
- Partial ... belonging to a part, not universal.
- Part ... a portion of the whole; and hence,
- Part ... to separate.
- Perch ... a pole measuring seven yards.
- Perch ... to sit upon a perch or bough.
- Perch ... a kind of fish.
- Pike ... a long lance or spear.
- Pike ... a voracious fish with a sharp snout.
- Pitch ... the resin of the pine tree.
- Pitch ... to fix tents in the field.

- Pitch ... to throw headlong, or strike against ;
to pitch a ball, to fall and pitch on
the head.
- Pitch ... high station, elevation. He has at-
tained the highest pitch of grandeur ;
he sung at the pitch of his voice.
- Poach ... to boil slightly ; as, to poach an egg.
- Poach ... to poke, or bag, and steal game.
- Port ... a gate or other entrance ; hence,
- Port ... a harbour for ships.
- Port ... holes through which the guns of ships
are pointed.
- Port ... carriage or mien.
- Port ... wine from Oporto in Portugal.
- Porter ... a gate or door keeper.
- Porter ... a man who carries loads for hire.
- Porter ... strong beer.
- Pound ... a weight ; hence twenty shillings is
commonly called a pound, because
in former times it weighed a pound
of silver, now it weighs about one
third of a pound.
- Pound ... to beat or bruise in a mortar.
- Pound ... an enclosure to shut up stray cattle.
- Rank ... overgrown, luxuriant, rampant.
- Rank ... rancid.
- Rank ... a row or line.
- Rank ... a degree of dignity.
- Rarity ... scarcity, uncommonness.
- Rarity ... thinness, subtilty.
- Rock ... a vast mass of stone.
- Rock ... to shake, to rock a cradle ; a ship rocks
in a storm.
- Sable ... a small animal, having a very fine
dark fur.
- Sable ... dark, black.
- Sash ... an ornamental part of dress.

- Sash ... a window which lets up and down with pulleys.
- Scale ... a ladder having steps at regular distances.
- Scale ... to measure distances proportionally.
- Scale ... to climb by means of ladders, as to scale the walls of a town.
- Scale ... the shelly skin of a fish.
- Scale ... a balance.
- Set .. to place in order, as to set the room to rights, to set a watch, to set a razor.
- Set ... a set of tea things or of fire-irons; that is, things *set* down together as suited to each other.
- Shaft ... an arrow, any thing long and strait; hence,
- Shaft ... of a carriage,
- Shaft ... of a mine, a narrow deep pit.
- Shoal ... a shallow or sand bank.
- Shoal ... of fish, a great number together.
- Sole ... a flat fish, shaped like the sole of the foot.
- Sole ... alone, only, or entire; as, my sole hope.
- Sound ... a noise, any thing audible.
- Sound ... a shallow sea, which can be sounded with a plummet; hence, to
- Sound ... a person is to try his depth on a subject.
- Sound ... healthy, sane, wise, uninjured; as, he is a man of sound principles.
- Spring ... to rise up unexpectedly or imperceptibly; as the shoots of plants; and hence,
- Spring ... upon; as a wild beast seizes its prey, or a cat catches a mouse.
- Spring ... the season in which plants spring up.
- Spring ... a well of water, springing up out of the ground.

Stern	...	the hind part of a ship, from whence it is steered.
Stern	...	austere, harsh.
Stick	...	a long slender piece of wood, a staff.
Stick	...	to adhere, to fasten with gum or cement to any thing.
Strain	...	to squeeze or press violently, to force or constrain; hence to strain one's ankle, to strain a point.
Strain	...	a song in music.
Subject	...	under the dominion of.
Subject	..	matter of a discourse, painting, &c.
Subject	...	liable to.
Supine	...	indolent, careless.
Supine	...	a verbal noun.
Taper	...	a wax candle.
Taper	...	formed like a taper, slender, ending in a point.
Tender	...	soft, delicate.
Tender	...	small vessels which attend upon fleets.
Usher	...	a person to introduce company.
Usher	...	a teacher at a school.
Utter	...	to speak out words, to publish, to vend.
Utter	...	uttermost, extreme, outer.
Vault	...	an arched cellar.
Vault	...	to leap in an arched direction.

Exercises on Words spelt and pronounced alike, but differing in Signification.

I am sharpening the *blade* of my scythe to cut down every *blade* of grass in the field; and then I shall make my dinner on this *blade* bone of mutton.

The rose-bush is in full *blow*, I hope the

wind will not *blow* off the flowers: the gardener would give me a *blow* if I dared to gather one.

A sailor laid down a *board* for us to go on *board* the vessel, and the captain supplied us with bed and *board* during the voyage.

It is against the regulations of the *club* to bring a *club* stick into the *club* room, for fear of quarrels, but a *club* foot is admitted.

I have sown the *corn* in the field, and now I am going to *corn* the beef. The *corn* on my foot aches sadly!

I have but poor *crops* of corn, so I can spare but little for the *crops* of my pigeons. Now I am going to the barber who *crops* my hair.

Dear friend, — I *date* my letter from India, having just eaten a *date* from under a *date* tree.

Dear me! how glad I am to see you, my little *dear*! did you come by the railroad? No, the fare was too *dear*, so I walked.

Care was taken to *deck* out the admiral's ship with flags before he came on board and walked the *deck*.

Charley *flags* behind the others, in order that he may gather a nosegay of blue *flags*.

I am *drawing* the picture of a horse which is *drawing* a cart.

We have been to the *fair* at Richmond, and we had *fair* weather and a *fair* wind for sailing down the river: there were a great many *fair* maidens buying fairings; but they did not get them at a *fair* price, and I fear were not fairly dealt by.

Fold up the table-cloth and put away the

things; and then you may go and pen the sheep in the *fold*.

We have killed a large quantity of *game* this morning, and in the evening we shall have a *game* at chess.

Grate some nutmeg into the saucepan of milk which stands on the bars of the *grate*; it is to make a custard.

A *grave* and solemn procession of his friends followed him to the *grave*, and an epitaph was engraven on his tombstone.

Look how bright the sun's *beams* shine on the *beams* of the house.

How *long* I shall be learning this *long* task!
How much I *long* to get through it!

I do not *mean* to make acquaintance with that man, his conduct is too *mean* for me ever to like him.

I am going to *poach* an egg for Dick before he goes after those men who mean to *poach* his master's game.

The vessel had a noble *port* when she sailed into *port*. She is laden with *port* wine.

I am going to *pound* a *pound* of loaf sugar in the mortar; and do you go and *pound* those stray cattle which are eating our grass.

Whilst I *rock* the cradle the kid may make his escape and scramble up the *rock* where I cannot follow him.

The clock goes wrong, I must *set* it right; and you, Willy, may *set* the room to rights, and then fetch your nine pins and *set* them up in a row; but take care not to bowl against the *set* of china jars under the table. Now I am going to *set* a song to music.

I *strain* my voice in singing that *strain*, it is set so high.

I do not think any *subject* of Her Majesty is so unfortunate as I am. I am *subject* to a variety of diseases, and have lately been made the *subject* of a caricature and an epigram.

LESSON V.

ON THE ASPIRATION OF THE LETTER H.

“OUR lesson on spelling to-day,” said Mrs. B., “shall be on those words in which the letter *h* is aspirated or is not aspirated.

“I will first write out those words in which the *h* is not aspirated.

Heir	...	an inheritor.
Honesty	...	justice, uprightness.
Honour	...	dignity.
Hour	...	a portion of time, 60 minutes.
Humour	...	disposition.

“I will now give you a list of words in pairs, which are pronounced alike, excepting that in the latter of each pair the *h* is aspirated.

Ardour	...	warmth of affection.
Harder	...	firmer.
Arras	...	tapestry.
Harass	...	to vex, to tease.
Artless	...	without art.
Heartless	...	without feeling.
Awe	...	reverence.
Haw	...	a berry.

Awl	...	a cobbler's tool.
Hawl	...	to pull.
Axe	...	to chop wood.
Hacks	...	chops.
Coward	...	a fearful person.
Cowherd	...	one who tends cows.
Eight	...	a number.
Hate	...	to dislike.
Err	...	to mistake.
Her.	...	the possessive case of she.
Eye	...	the organ of sight.
High	...	tall, lofty.
Islands	...	lands surrounded by water.
Highlands		a mountainous district.
Owe	...	to be indebted.
Hoe	...	a garden tool.
Owes	...	is indebted.
Hose	...	stockings.
Own	...	to acknowledge.
Hone	...	a whetstone.

“In this list you will observe that, independently of the *h*, the words are none of them spelt alike; but, in the following, the words are both spelt and pronounced alike, excepting that the latter of each pair begins with an *h*, which is aspirated.

Ail	...	to be ill.
Hail	...	frozen rain.
Air	...	to breathe.
Hair	...	of the head.
Ale	...	strong beer.
Hale	...	healthy, strong.
All	...	every one.
Hall	...	the entrance to a house.

Alter	...	to change.
Halter	...	a rope.
Am	...	to be.
Ham	...	a leg of salted pork.
And	...	also.
Hand	...	a member of the human body.
Arbour	...	a bower.
Harbour	...	a shelter for ships.
Arm	...	a limb or branch.
Harm	...	hurt, mischief.
Arrow	...	a weapon.
Harrow	...	an instrument to rake the soil.
Art	...	skill, a trade.
Hart	...	a male deer.
As	...	like.
Has	...	possesses.
Ash	...	a tree.
Hash	...	minced meat.
Asp	...	a serpent.
Hasp	...	a fastening.
At	...	in, near, to, &c.
Hat	...	covering for the head.
Ear	...	to hear with.
Hear	...	to hearken.
Eat	...	to consume.
Heat	...	warmth.
Eaves	...	the edges of the roof.
Heaves	...	throws.
Edge	...	the sharp part of a blade.
Hedge	...	a fence of bushes.
Eel	...	a serpentine fish.
Heel	...	of the foot.
Elm	...	a tree.
Helm	...	a rudder.

Ewer	...	a water jug.
Hewer	...	one who cuts down.
Ill	...	unwell.
Hill	...	a rising ground.
Is	...	it is from the verb to be.
His	...	belonging to him.
It	...	that thing.
Hit	...	to strike.
Oar	...	to row a boat.
Hoar	...	white.
Old	...	aged, ancient.
Hold	...	to keep, to possess.
Osier	...	twigs for baskets.
Hosier	...	one who deals in stockings.
Otter	...	an amphibious animal.
Hotter	...	more hot.
Owl	...	a bird.
Howl	...	the cry of a dog."

"I hope," said Caroline, "there are some exercises for dictation on these words in pairs."

"I have not written out any," replied her mother; "but it will be easy to do so. I will begin; and then those who can think of a sentence may follow me.

"I like an *artless* woman, but I despise a *heartless* man. Now who is ready to follow?"

"I am," said Sophy. "Our *cowherd* is no *coward* among cows."

"It is my turn now," said Caroline. "I *owe* a shilling for the *hoe* I have bought."

Then they went on alternately.

That man is *hale* because he never gets tipsy with drinking *ale*.

I am quite *ill* with the fatigue of walking up this *hill*.

It is wrong to *hit* the child.

I bought a pair of stockings of the *hosier*, and put them in an *osier* basket.

The water in which the *otter* swam was *hotter* than he liked.

“Well, now I suppose I must go on, as you are both silent,” said Mrs. B.

John Styles *owes* three shillings for the *hose* he bought of me.

Hark how dismally the *owl howls*.

Hold your peace, boy, or speak more respectfully to that *old* man.

Am I to have a slice of that nice *ham*?

Come, lean on my *arm*, I shall do you no *harm*.

What a pretty *hasp* you have to fasten your cloak, it is in the form of an *asp*.

I cut the *hedge* with the sharp *edge* of my shears.

He cut down an *elm* tree to make a rudder for the *helm* of the ship.

I understand that he can *hear* with only one *ear*.

He left his *hat* at my house.

The *heat* of this pie is burning; I cannot *eat* it.

Lend me a *hand*, and help me to get up.

I saw from the *arbour* in which I was seated the vessel sail into the *harbour*.

LESSON VI.

ON THE SPELLING OF VERBS AND NOUNS.

“Now that you have learnt how to conjugate a verb,” said Mrs. B., “I must observe to you, that in spelling verbs you must not form the plural of verbs as you commonly do those of nouns, by adding the letter *s*. It would not do to say *we writes, you writes, they writes.*”

“But,” said Sophy, “I have heard the common people say so.”

“They make this mistake because they have never learnt grammar; and it seems to them very natural that, if the plural of one sort of words ended with an *s*, those of other words should also.”

“But is it not strange,” observed Sophy, “that the third person singular should have an *s* at the end of the verb? for we say he writes, or she walks, or it lies.”

“It is not more strange than that the plural of verbs should not have an *s* at the end of the word. I see no reason why the plural of verbs should end like those of nouns.

“Verbs like adjectives may be often converted into nouns by changing the termination as follows:—

<i>Verb.</i>	<i>Noun.</i>
To admire.	Admiration.
To agree.	Agreement.
To amaze.	Amazement.
To consider.	Consideration.
To instruct.	Instruction.
To sleep.	Sleepiness.
To weary.	Weariness.

“ There are several words which are both nouns and verbs, and yet these words are spelt alike.”

“ How can that be ?” said Sophy, “ for a noun is the name of a thing, and a verb of an action ?”

“ These words, though spelt alike, are pronounced differently. For instance, what part of speech is an *ob'ject* ?”

“ An *ob'ject*,” said Caroline, “ is certainly the name of a thing, for you can see it ; so it is a noun.”

“ And if I say, I *object* to your going out, what part of speech is *object* now ?”

“ Oh ! then *object* has quite a different meaning ; it is a verb, and tells me I must not go out. It is true it is *written* in the same manner, but when *spoken* it sounds like another word.”

“ Because,” said Mrs. B., “ in the noun *ob'ject* you place the accent on the first syllable, and in the verb *object* you place it on the last ; and this is generally the case in words which belong to the two parts of speech ; thus in the word exile, an *ex'ile* is a person banished from his country ; *to ex'ilé* is the act of banishing him : you see that in the noun the accent is on the first syllable, in the verb it is on the last.”

“ But,” said Sophy, “ the meanings of the two words seem to me much the same ; for *an ex'ile*, or *to ex'ilé* both mean banishment, only the one is the thing itself, and the other is doing the thing.”

“ There is, however, some difference,” observed her mother, “ in exiling another person or being an exile yourself.”

“ You will in general find that the signification of a word which is both a noun and a verb is the same. This is a sweet *per'fume*, I will *perfume'* your handkerchief with it: the meaning of the word is the same, with this difference, that in the one case the word is a noun, which expresses the thing itself; in the other, it is a verb, and only points out the action.

“ Here is a list of these words, to which I have added some exercises for dictation; and in writing them out I desire that you will mark the nouns with a small *n* above the word, and the verb with a *v*.

Words being either Nouns or Verbs, which are spelt alike but pronounced differently.

<i>Nouns.</i>	<i>Verbs.</i>	<i>Nouns.</i>	<i>Verbs.</i>
Ab'stract . .	Abstract'.	Es'say . . .	Essay'.
Ac'cent . . .	Accent'.	Ex'port . .	Export'.
A'ttribute .	Attri'bute.	Ex'tract . .	Extract'.
Aug'ment .	Augment'.	Fer'ment .	Ferment'.
Com'pound	Compound'.	Im'port . .	Import'.
Con'cert . .	Concert'.	Im'press . .	Impress'.
Con'duct . .	Conduct'.	In'crease .	Increase'.
Con'fine . .	Confine'.	In'sult . . .	Insult'.
Con'flict . .	Conflict'.	In'terchange	Interchange'.
Con'sort . .	Consort'.	In'terdict .	Interdict'.
Con'test . .	Contest'.	Ob'ject . . .	Object'.
Con'tract .	Contract'.	Ov'ercharge	Overcharge'.
Con'trast .	Contrast'.	Ov'erflow .	Overflow'.
Con'vert . .	Convert'.	Ov'erthrow	Overthrow'.
Con'vict . .	Convict'.	Per'fume . .	Perfume'.
Con'voy . .	Convoy'.	Per'mit . .	Permit'.
Di'gest . . .	Digest'.	Pre'lude . .	Prelude'.
Dis'count .	Discount'.	Pres'age . .	Presage'.
Es'cort . . .	Escort'.	Pres'ent . .	Present'.

<i>Nouns.</i>	<i>Verbs.</i>	<i>Nouns.</i>	<i>Verbs.</i>
Pro'duce . . .	Produce'.	Sub'ject . . .	Subject'.
Pro'gress . . .	Progress'.	Sur'name . . .	Surname'.
Pro'ject . . .	Project'.	Sur'vey	Survey'.
Pro'test	Protest'.	Tor'ment	Torment'.
Reb'el	Rebel'.	Trans'fer	Transfer'.
Rec'ord	Record'.	Trans'port . . .	Transport'.
Ref'use	Refuse'.	Un'dress	Undress'.
Rep'rimand . .	Reprimand'.		

In the following verbs the letter s is pronounced like z:—

<i>Noun.</i>	Abuse	<i>Verb.</i>	Abuse.
<i>Adj.</i>	Close	<i>Verb.</i>	Close.
<i>Adj.</i>	Diffuse	<i>Verb.</i>	Diffuse.
<i>Noun.</i>	Excuse	<i>Verb.</i>	Excuse.
<i>Noun.</i>	Grease	<i>Verb.</i>	Grease.
<i>Noun.</i>	House	<i>Verb.</i>	House.
<i>Noun.</i>	Use	<i>Verb.</i>	Use.

“ To finish my catalogue of verbs which are pronounced more softly than the nouns from which they are derived, I give you the following: you will observe that there is some variation in the spelling, which also marks their difference.

<i>Nouns.</i>	<i>Verbs.</i>	<i>Nouns.</i>	<i>Verbs.</i>
Advice	Advise.	Life	Live.
Bath	Bathe.	Mouth	Mouthe.
Behoof	Behove.	Proof	Prove.
Belief	Believe.	Reproof	Reprove.
Breath	Breathe.	Sheath	Sheathe.
Cloth	Clothe.	Strife	Strive.
Device	Devise.	Thief	Thieve.
Grief	Grieve.	Wreath	Wreathe.”

LESSON VII.

EXERCISES FOR DICTATION FROM NOUNS AND VERBS WHICH ARE SPELT ALIKE BUT PRONOUNCED DIFFERENTLY.

How could the druggist *compound*' such a nauseous *com'pound*'?

His *con'duct* is intolerable; and if he return, I shall *conduct*' him to the door.

If he should come within the *con'fine* of your ground, would it not be more prudent to *con'fine*' him?

That might produce a *con'test*, and I do not wish to *contest*' the matter with him.

It is of no use to *convict*' him, he is a *con'vict* already.

If you sign the *con'tract*, you *contract*' with the party.

If I allow a *dis'count* on this bill, you will expect me to *discount*' the next.

I could not have a better *es'cort* to *escort*' me home.

He now *export's* goods to China, where his *ex'ports* will find a ready sale.

When I have finished this Latin *ex'tract*, I must *extract*' some passages from the Greek.

I *increase'* my income annually by my industry; but last year I made a greater *in'crease* than usual.

I did not *insult*' you, nor will I put up with an *in'sult* from you.

If you *misconduct*' yourself, you must expect me to reprimand you for your *miscon'duct*.

I grieve that you *object*' to the *object* of my choice.

Your handkerchief you always *perfume*' with a most fragrant *per'fume*.

Will you *permit*' me to ask you for a *per'mit*.

I intend to *present*' this doll as a new year's *pre'sent* to my little daughter.

I fear that the *pro'duce* of your farm will not *produce*' you a great income.

I *project*' many things, but my *pro'jects* are seldom accomplished.

I *protest*' that you are wrong; and if you persist, I shall enter a *pro'test* against your proceedings.

If you *rebel*' against the government, you must expect to be arrested as a *reb'el*.

Do you wonder that he should *refuse*' to accept the *ref'use*.

I am going to take a *sur'vey* of the estate; I wish you would help me to *survey*' it.

I must *transfer*' this deed to his heir, for it contains a *trans'fer* of his property.

The prisoner was in a *trans'port* of joy when he found that the judge was not going to *transport*' him.

In the following Exercises the s in the Verb is sounded like z.

It is a great *abuse*, I admit; but it is not my fault, so do not *abuse* me for it.

I *close* my door to those who are *close* in their dealings.

You need not make any *excuse*, I *excuse* you already.

His hands are covered with *grease*, because he has been obliged to *grease* the carriage wheels.

I have no place to *house* the corn in but an out *house*.

You should draw more frequently, for when you *use* the pencil, you make a very good *use* of it.

I *advise* you to follow my *advice*.

Exercises on Nouns and Verbs spelt differently.

I *reprove* you for your *reproof*.

I *grieve* for your *grief*.

May I *bathe* in your *bath*?

Here is *cloth* to *clothe* the poor.

I will *wreathe* you a *wreath* of flowers.

LESSON VIII.

GENERAL RULES FOR SPELLING.

RULE I.

MRS. B. told her children that she should now give them a few general rules for spelling.

“You may have observed,” said she, “that words often end in the letter *y*, but you seldom find that letter in the middle of a word: the diphthong *ie* is generally put in its stead.”

“Pray what is a diphthong, mamma?” asked Caroline.

“When two vowels come together in the same syllable,” replied her mother, “they form a diphthong: a diphthong generally lengthens the sound; thus the words *pain* and *rain* are pronounced long, whilst the words *pan* and *ran*, which have each of them but one vowel, have a much shorter sound.

“Now to return to the 1st Rule: I can show you many examples of the diphthong *ie* being put in the place of *y* in forming the plural of nouns.

“Story is not written in the plural *storys*, but *stories*.

Novelty . . . novelties.		Colony . . . colonies.
Nursery . . . nurseries.		Victory . . . victories.
Robbery . . . robberies.		Lily . . . lilies.”

“And is it the same with adjectives?” inquired Caroline.

“It cannot be,” said Sophy; “because adjectives have no number.”

“True,” replied her mother; “but they vary in forming degrees of comparison; and when the adjective ends in *y*, it changes to *i* in both the comparative and the superlative; as,

“A lively child, a livelier child, the liveliest child.

“A pretty picture, a prettier picture, the prettiest picture.

“This change from a *y* to an *i* takes place also when the noun becomes an adjective; as,

<i>Noun.</i>	<i>Adjective.</i>		<i>Noun.</i>	<i>Adjective.</i>
Bounty . . .	Bountiful.		Beauty . . .	Beautiful.
Envy	Envious.			

And also when the adjective is changed into a noun ; as,

<i>Adjective.</i>	<i>Noun.</i>		<i>Adjective.</i>	<i>Noun.</i>
Merry . . .	Merriment		Lively	Liveliness.
Cleanly . .	Cleanliness.		Clumsy . . .	Clumsiness.

“ You will find this change the same in the verbs, varying not with the singular and plural as it does in nouns, but with the different persons of the verb, as I cry, thou criest, he cries.”

“ I think,” said Caroline, “ the *i* is a sort of pronoun to the letter *y*, it so often stands in its stead.”

“ Only in the middle of a word,” replied Sophy: “ *y* is a lazy letter, never ready to be placed in the middle of a word, so it comes in, like a loitering school-boy, lag-last.”

“ The rule I have been explaining to you,” observed their mother, “ is not without exceptions ; when the letter *y* is joined to another vowel forming a diphthong it does not change into *ie*. For instance, in the word boys there are two vowels making the diphthong *oy* ; therefore the plural of boys is not boies but boys. And in the word destroy or buy, in short, wherever the *y* is preceded or followed by another vowel, the *y* does not change.”

“ Yes,” said Sophy, “ you do not write destroyies but destroys, nor buies but buys.”

“ There is also another exception to this rule,” observed Mrs. B. ; “ it is when the word

is terminated by the syllable *ing* the *y* remains, though in the middle of the word; as

Magnify . . . magnifying.	Comply . . . complying.
Satisfy . . . satisfying.	Deny . . . denying.
Multiply . . . multiplying.	Supply . . . supplying.

“Try to find out the reason of this exception.”

“I think I know,” said Sophy. “If you put an *i* at the end of the word deny, when it is changed into denying, it would make *deniing*, and the double *i* would be very awkward, so I suppose the *y* is not changed on that account.”

“You are quite right.”

Exercises for Dictation on Rule I.

I have been admiring your *nursery*: of all the *nurseries* I ever saw it is the most *cleanly*; and *cleanliness*, I think, is almost a virtue.

The children are all *merry* little creatures; I think the *merriest* I ever saw.

Jack has a *pretty* book full of prints; but Susan has one still *prettier*.

Ann did her work but *clumsily*, but she will try to be less *clumsy* another time.

Richard has gained the *victory* over his passion, which is the best of all *victories*.

The thief declared it was the first *robbery* he had ever committed; but he is known to have been guilty of two *robberies* before.

That is a *beautiful* walking-stick, but you are more in want of one that has strength than *beauty*.

What a large *fly* that is! he is bigger than any of the other *flies* in the room.

Do not you think John has a very *manly* appearance? He is the *manliest* person I have seen, and I like *manliness* above all things.

I wonder that *clumsy* child should be so *lively*; its *clumsiness* does not prevent its *liveliness*.

The sweep swept the parlour *chimney*, and then all the other *chimneys* of the house.

John has been away only one *day* at present, but he will stay several *days* longer.

If that *boy* *employs* himself in throwing stones at the other *boys* he may do some mischief. He had better be *employed* in some useful occupation.

How very *merry* those children are. They almost tempt me to join in their *merriment*.

The *way* I went was through Hyde Park, but there are several *ways* which are not quite so near.

You wear a *shabby* coat, but John's is *shabbier*, and mine is the *shabbiest* of all.

That balloon appears rising into the *skies*, and yet the *sky* is far distant from it.

The ground is *dry* to day, the sun has *dried* it, but it will be *drier* to-morrow if the weather continues fine.

That gentleman is very *bountiful* to the poor, and many families have been saved from starvation by his *bounty*.

If I *deny* it you will not believe me, so there is no use in *denying* it.

Pray tell the child to cease *crying*. I cannot bear to hear children *cry*.

If I *comply* with your wishes, and *satisfy* you, the others will not be *satisfied*; therefore *complying* is of no use.

LESSON IX.

RULE II.

“WORDS ending in a single consonant,” said their mother, “such as *beg*, *rob*, *commit*, double the last letter when another syllable is added to them. For example; if to the word *beg* you add the syllable *ing*, it makes the word *begging*, in which you see the last letter, *g*, is doubled.”

“I am very glad to hear that,” said Caroline, “for I was always at a loss to know when I was to put double letters instead of a single one in the middle of a word; now that I have a rule to go by, I shall easily remember.”

“It is not quite so easy as you imagine, for there are other conditions belonging to this rule; and I did not tell them you all at once for fear of perplexing you.”

“Well, then,” said Sophy, “if you explain them to us one at a time, they will be more easy to understand.”

“The consonant at the end of the word,” observed their mother, “must be preceded by a single vowel, as it is in the case of the words to *beg*, to *rob*, to *commit*; but if it is preceded by a double vowel or diphthong, as in the word *learn*, the last consonant is not doubled when

a syllable is added; for you do not write *learnning*, *learnned*, *learnner*, but *learning*, *learned*, *learner*."

"And it is the same with the word *dream*," said Caroline; "you write *dreamer*, *dreaming*, *dreamed*, and the last consonant is not doubled."

"You are quite right. The third condition is, that the syllable added must begin with a vowel, as is the case with the syllables *ing*, *er*, and *ed*; but if the syllable added be *ry*, *ment*, or any other beginning with a consonant, the final consonant of the word is not doubled, as *revelry*, *commitment*, *interment*."

"The fourth and last condition of this rule is, that the accent should be on the last syllable, if there be more than one syllable."

"Then," said Sophy, "in words of only one syllable the accent must be on the last syllable, as there is no syllable after it."

"True; such words are called monosyllables. But there are a very great number of exceptions to this fourth condition, as you will see by the following lists of words which are accented on the first syllable, and yet double their final consonant.

Travel . . . travelling . . . travelled . . . traveller.
 Cavil . . . cavilling . . . cavilled . . . caviller.
 Counsel . . . counselling . . . counselled . . . counsellor.
 Equal . . . equalling . . . equalled.
 Grovel . . . grovelling . . . grovelled . . . groveller.
 Level . . . levelling . . . levelled . . . leveller.
 Libel . . . libelling . . . libelled . . . libeller.
 Marvel . . . marvelling . . . marvelled . . . marveller.
 Model . . . modelling . . . modelled . . . modeller.

Quarrel . . quarrelling . . quarrelled . . . quarreller.
 Revel . . . revelling revelled reveller.
 Worship . . worshipping . . worshipped . . worshipper."

"And will you not also give us a list of the words which are not an exception to this rule of spelling, and some dictations in which they may be introduced?"

"That is less necessary; for if you make yourselves well acquainted with the rule and all its conditions, it will serve you as a guide. However, I will write out some to be introduced in dictations."

Beg begging . . . beggar.
 Begin beginning . . beginner.
 Bet betting . . . betted.
 Commit . . committing committed.
 Get getting . . . gotten.
 Knit knitting . . knitter.
 Let letting . . . letter.
 Rebel rebelling . . rebelled.
 Rob robbing . . . robbed.
 Rot rotting . . . rotten.
 Set setting . . . setter.
 Sin sinning . . . sinner.
 Sit sitting . . . sitter.
 Sob sobbing . . . sobbed.
 Thin thinner . . . thinnest.
 Wit witty wittily.

Exercises for Rule II.

He is but a *beginner* in drawing; but he improves, and every thing must *begin* with a *beginning*.

There is a *beggar* who has been a long while *begging* at the door, and he only *begs* for a halfpenny.

The poor child *sobbed* so long, I thought she would never leave off *sobbing*; but when I gave her some sugar-plums, her *sobs* were turned into smiles.

She is a capital *knitter*, she can *knit* a pair of stockings in a day, and her children's stockings are all of her own *knitting*.

This apple is not beginning to *rot*: it has been *rotting* some time, for it is *rotten* quite through.

All men *sin*; but he who goes on *sinning* without repenting is the worst of *sinner*s.

I went to the river to try the new *net* my sister *netted* for me.

Tom is grown *thin*, but Jack is *thinner*, and Sam the *thinnest* of the three.

He is a great *traveller*; he has *travelled* all over Europe. He is now *travelling* in America, and then he intends to *travel* through Asia.

Will you *bet* that it will rain before sunset? No, *betting* is a bad habit, and remember you *betted* wrong yesterday.

Has the gardener begun to *level* the bank which ought to be *levelled* by to-morrow?

They are *quarrelsome* people; they *quarrelled* yesterday, and are *quarrelling* again to-day.

That is a *beautiful* drawing, and you have copied it *beautifully*. You used a chalk *pencil*, and have *pencilled* it very correctly.

I told him not to *lean* against me; so he went and *leaned* against the chair.

I had a frightful *dream* last night, and awoke in agony; but I am not usually in the habit of *dreaming*.

LESSON X.

RULE III.

“WHEN,” said their mother, “words ending in *ll* are joined to other words, one *l* is omitted. Let us take the word *all* for example, as it is often compounded with other words: when *all* is affixed to the words *ready*, *most*, *though*, it is written with only one *l*, — *already*, *almost*, *although*; not *allready*, *allmost*, *allthough*.”

“And so it is, mamma, with the words *also*, *altogether*, *Almighty*. That will be very easy to remember.”

“If,” continued their mother, “*all* is affixed to the end instead of the beginning of another word, one *l* must also be omitted, as in the word *withal*. But there are other cases in which this rule prevails. When the syllables *ness*, *less*, *ly*, or *ful*, are added to words, one *l* is omitted, as in *dulness*, *skillless*, *fully*, *wilful*, and *chilly*, &c.”

“But,” said Sophy, “*skillless*, *fully*, and *chilly*, are written with double *l*. I suppose they are exceptions to the rule?”

“No; for there would be three *l*'s in each of these words if one were not left out; they would be written *skill-less*, *full-ly*, *chill-ly*.”

There are but a few exceptions to this rule; they are, illness, stillness, smallness, tallness: these words retain the *ll*, though ending in *ness*.

Exercises for Rule III.

Are the children *all* come into school?

Almost *all* of them are *already* in their places. They set out *altogether*, but one child could not walk so fast as the rest, as she has *chilblains* on her feet.

We had some *wilful* children here yesterday, and some whose *duIness* seemed to proceed from obstinacy: I hope they are *fully* aware of their fault, and will make *amends* to-day.

RULE IV.

“Words ending in *e*,” said their mother, “drop the last letter, when joined to syllables beginning with a vowel, and used in the formation of derivatives: such as, *al*, *er*, *y*, *ance*, *ish*, *ing*. Examples:

arrive arrival.	contrive . . . contrivance.
believe . . . believer.	knave knavish.
deceive . . . deceiver.	slave slavish.
bone bony.	love loving.
stone stony.	receive . . . receiving.”

“This,” said Sophy, “I suppose, is in order to prevent the two vowels coming together.”

“Yes; it would make an unnecessary number of vowels, and it would be very awkward to spell deceiver, *deceiveer*.

“Some words ending in *able* retain the *e*, as

peaceable, chargeable, changeable, serviceable : in these words, you see, the *e* is not omitted."

"If it were," said Caroline, "they would be *peacable, chargable, changable, and servicable,* which would be pronounced quite differently."

Exercises for Rule IV.

The road was so *stony* that our arrival was later than we expected ; indeed, we were sometimes obliged to stop to pick the *stones* out of the horses' feet.

I *believed* what he told me, and found out, too late, that the *knave* had *contrived* to *deceive* me with his *knavish* tricks ; but it is better to be a foolish *believer* than a false *deceiver*.

The weather is very *changeable*, which will not be *serviceable* to the crops.

They are a *peaceable* family, and were never *chargeable* on the parish.

RULE V.

When the syllable affixed begins with a consonant, the *e* remains ; as *pale, paleness ; love, lovely ; lone, lonely ; fierce, fierceness.*

The following are the exceptions : —

abridge abridgment.	judge . . judgment.
acknowledge . acknowledgment.	lodge . . lodgment.
awe awful.	true . . . truly.
due duly.	whole . . wholly.

"The exceptions seem to me to be more numerous than the rule."

"No ; they only appear so because I give you all the exceptions, and point out only a few examples of the rules."

Exercises for Rule V.

How *pale* you look! I suppose your *paleness* is caused by fatigue.

That *lone* man who lives in the *lonely* house, looks very *fierce*; but his *fierceness* does not intimidate me.

John was going to *see* the new carriage; but *seeing* a box in the hall, and *being* curious to know what was in it, he took care to *be* present when it was opened.

RULE VI.

“In words of more than one syllable,” said their mother, “ending in *k*, the *k* is now omitted; as in *public*, *music*, *critic*. These words were formerly written *publick*, *musick*, *critick*, &c. But observe that this is not the case with monosyllables ending in *k*, such as *lack*, *stack*, *crack*, *jerk*, *lurk*, *dirk*, &c.”

Exercises for Rule VI.

His *luck* has been so great at cards that the *public* think he has cheated.

He was going to give us some *music* when he found a *crack* in his flute.

I saw him *lurk* about for an hour or two in search of his prey.

RULE VII.

“When a word,” said Sophy, “begins with the syllable *mis*, which is joined to another word beginning with *s*, I am often at a loss to know whether I am to write the word with *ss*, or to leave out one of them. In the

words *dis-solve* and *dis-sever*, for instance, which should it be?"

"When," said Mrs. B., "the word to which you affix the syllable *dis* begins with an *s*, the double *s* must be retained. The same rule applies to the syllable *mis*, as in *mis-spell*, *mis-shapen*. When the word to which these syllables are affixed begins with any other letter, only one *s* is used.

Exercises for Rule VII.

I *dissolved* the sugar in water.

You must be careful, in writing, not to *mis-spell* your letters.

That poor boy is quite *mis-shapen*.

The *mischief* is done, so it is of no use crying; but I think it was done in *mistake*, and, if so, you shall not be punished for a *misfortune*.

Tom *misrepresented* the affair.

I had some *misgiving* about it, but find that his *mishap* was *misreported*.

He was *mised* by bad men, so nothing could be expected from one so *misguided*.

LESSON XI.

"I SHALL conclude these rules," said their mother, "by making some observations on punctuation or stopping; for it is not enough that your words should be well spelt, and that the grammar should be correct; the whole sense and meaning of a phrase may be spoilt by

placing your stops improperly. It is difficult for me to lay down precise rules for punctuation which would be intelligible to you, until you are more advanced. But I may, at least, tell you, that, in reading, you must stop frequently to breathe; and the places at which you are to fetch your breath are marked out for you by commas, and other stops, which divide the sentences. In writing you have to place the stops yourself; and you must endeavour so to place them, that, whilst they allow you to take breath, they may, at the same time, make your phrases more easily understood.

“To convince you how necessary it is that punctuation should be carefully attended to, I will give you an example of errors arising from putting the stops in the wrong places. Listen attentively to these verses:—

I saw a peacock with a fiery tail.

I saw a comet shower down hail.

I saw the clouds all in a flame of fire.

I saw a house high as the hills and higher.

I saw the stars entwined with ivy round.

I saw an aged oak slow creeping on the ground.

I saw a pismire swallow up a whale.

I saw the sea brim full of sparkling ale.

I saw a Venice glass fifteen yards deep.

I saw a well,” &c.

“This,” said Sophy, “is not only nonsense, but impossible.”

“I can assure you that I have seen all these wonders; and what will surprise you more is, that you have most of you seen a great part of them yourselves.”

“I cannot conceive,” said Caroline, “how

any stopping can explain such a number of impossibilities."

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I saw a peacock. With a fiery tail
 I saw a comet. Shower down hail
 I saw the clouds. All in a flame of fire
 I saw a house. High as the hills and higher
 I saw the stars. Entwined with ivy round
 I saw an aged oak. Slow creeping on the ground
 I saw a pismire. Swallow up a whale
 I saw the sea. Brim full of sparkling ale
 I saw a Venice glass. Fifteen yards deep
 I saw a well," &c.

The children laughed heartily at the different meaning of the lines when differently stopped.

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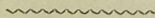
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