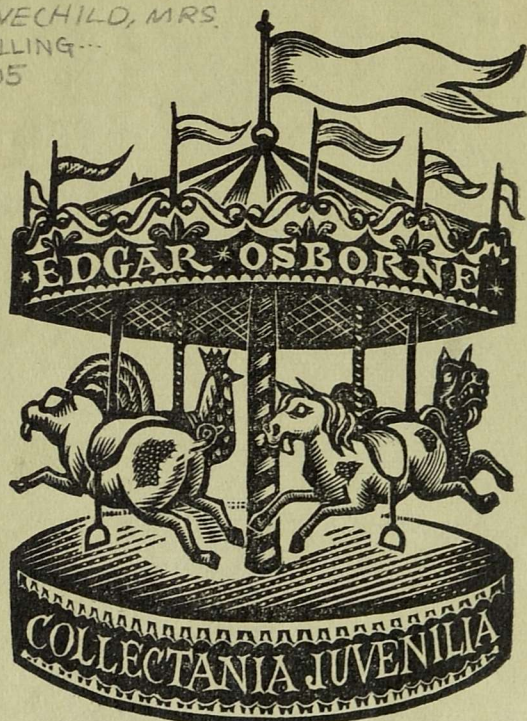


BI
LOVECHILD, MRS.
SPELLING---
1805



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I, 118

FRONTISPIECE.



SPELLING BOOK,

WITH

Easy Reading Lessons,

BEGINNING WITH

WORDS OF THREE LETTERS,

AND

PROCEEDING GRADUALLY

TO

THOSE OF AS MANY SYLLABLES.

BY THE AUTHOR OF

*THE CHILD'S AND MOTHER'S GRAMMARS, PARSING
LESSONS, INFANT'S FRIEND, &c. &c.*

London:

PRINTED FOR J. HARRIS, SUCCESSOR TO E. NEWBERRY, AT THE ORIGINAL
JUVENILE LIBRARY, THE CORNER OF ST. PAUL'S CHURCH-YARD.

1805.

H. Bryer, Printer,
Bridge-street, Blackfriars.

PREFACE.

FEMALES seem appointed to be our first Teachers, as well as Nurses. An elderly woman, who has had experience, appears to be most able to prescribe rules, and provide lessons, for exercising the Infant Pupil; a lively, young one, the most proper person to engage in the delightful task of making use of them.—In the first character, I have exerted my endeavours, and am flattered with assurances that I have not been unsuccessful in my attempts to assist young Mothers in their essays to teach Rudiments. In my opinion, when once the monosyllables are thoroughly acquired, the difficulty of learning to read is over; always supposing that the Teacher will provide lessons in short sentences, composed of short words, and consisting of prattle like their own, and that on subjects familiar and interesting to Childhood; giving the Pupil to understand that he is to read as he would speak—if, indeed, there be need of any precepts to the Learner. It is the young
Teacher

ROMAN ALPHABET, DERANGED.

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

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

ITALIC

ITALIC 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

ITALIC ALPHABET, DERANGED.

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

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

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

VOWELS.

a e i o u y.

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.

VOWELS.

A E I O U Y.

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

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

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.

VOWELS.

a e i o u y.

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.

VOWELS.

A E I O U Y.

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

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

ROMAN ALPHABET, DERANGED.

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

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

DIPHTHONGS.

æ œ. Æ Œ.

DOUBLE LETTERS.

ct sh sb sk st sl fl fi ff ff ffi ffi ffi æ œ.

ITALIC ALPHABET, DERANGED.

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

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

DIPHTHONGS.

æ œ. Æ Œ.

DOUBLE LETTERS.

ct sh sb sk st sl fl fi fi ff ff ffi ffi ffi æ œ.

Alphabets.

Roman.		Italic.		Black.	
A	a	A	a	A	a
B	b	B	b	B	b
C	c	C	c	C	c
D	d	D	d	D	d
E	e	E	e	E	e
F	f	F	f	F	f
G	g	G	g	G	g
H	h	H	h	H	h
I	i	I	i	I	i
J	j	J	j	J	j
K	k	K	k	K	k
L	l	L	l	L	l
M	m	M	m	M	m
N	n	N	n	N	n
O	o	O	o	O	o
P	p	P	p	P	p
Q	q	Q	q	Q	q
R	r	R	r	R	r
S	s	S	s	S	s
T	t	T	t	T	t
U	u	U	u	U	u
V	v	V	v	V	v
W	w	W	w	W	w
X	x	X	x	X	x
Y	y	Y	y	Y	y
Z	z.	Z	z.	Z	z.

ab	eb	ib	ob	ub
ac	ec	ic	oc	uc
ad	ed	id	od	ud
af	ef	if	of	uf
ag	eg	ig	og	ug
ak	ek	ik	ok	uk
al	el	il	ol	ul
am	em	im	om	um
an	en	in	on	un
ap	ep	ip	op	up
af	ef	if	of	uf
as	es	is	os	us
at	et	it	ot	ut
ax	ex	ix	ox	ux
az	ez	iz	oz	uz

The Teacher had better take her Pupil now to the short words beginning "bad," as the vowels have the same sound.

ba	be	bi	bo	bu	by
ca	ce	ci	co	cu	cý
da	de	di	do	du	dy
fa	fe	fi	fo	fu	fy
ga	ge	gi	go	gu	gy
ha	he	hi	ho	hu	hy
ja	je	ji	jo	ju	jy
ka	ke	ki	ko	ku	ky
la	le	li	lo	lu	ly
ma	me	mi	mo	mu	my
na	ne	ni	no	nu	ny
pa	pe	pi	po	pu	py
qua	que	qui	quo	---	quy
ra	re	ri	ro	ru	ry
sa	se	si	so	su	sy
ta	te	ti	to	tú	ty
va	ve	vi	vo	---	vy
wa	we	wi	wo	---	wy
ya	ye	---	yo	yu	---
za	ze	zi	zo	zu	zy

LETTERS.

LETTERS.

CONSONANTS.

b.

It is mute in debt, subtle, doubt, lamb, limb, dumb, thumb, climb, comb. It is vocal before *l* and *r*.

c.

c sounds hard like *k*, before the vowels *a*, *o*, *u*.

cake, colt, curd.

c sounds soft like *s*, before *e*, *i*, *y*.

cell, cit, cinque, cingle :

sell, sit, sink, single.

ch sounds like *tsh* in church, chin; like *k* in choler.

g.

g is hard before the vowels *a*, *o*, *u*.

ga, go, gu ; gay, got, gun : before *e*, it is variable ; being sometimes hard, as in get, geese, gew-gaw, but usually soft, like *j*, in jet.

gem, germ, gentle.

And before *i* uncertain; being hard in give, gimlet, gill of a fish; soft in gin, gible, gill a measure, giant, gibe, Giles.

ph.

Ph sounds like *F*.

Philip, Pharaoh, Sophy, Soph.

Phillip Faro, Sofy, Soff.

gh.

gh, beginning a word, is *hard g*.

ghost, ghastly. At the end, it is sounded like *double f*.

Laugh, cough, trough; but it is sometimes mute; as in though.

g.

g is mute before *n*; as sign, feign, gnash, gnat.

k

Has the sound of *hard c*.

It is used before *n*, as knell, knee, knot, but not sounded.

l.

l is sometimes mute, as in calf, half, could, would, psalm, talk, salmon, falcon.

n is

n.

n is sometimes mute after *m*, as hymn.

p.

p is sometimes mute, as in psalm, and between *m* and *t*, as tempt.

q.

q is always followed by *u*, as quaint, queen, quince, quota. *Qu* is sometimes sounded like *k*, as conquer, liquor, risque, chequer.

rh.

rh is used in words derived from the Greek, as myrrh, rheum, rheumatic, rhyme.

re.

re, at the end of some words derived from the Latin or French, is pronounced like a weak *er*, as theatre, sepulchre.

s.

s has a hissing sound, as sister. A single *s* seldom ends a word, except in the third person of verbs, as loves, grows; and the plurals of nouns, as trees, bushes; the pronouns this, his, &c. the adverb thus, and words derived from the Latin, as rebus, surplus: the close
being

being in *se*, as house, horse ; or in *fs*, as guefs, drefs, lefs, lofs. The long *f* should be used on these occasions : the affectation of the present times substitutes the short, loss.

s single, at the end of words, has a grosser sound, like that of *z*, as trees, eyes : except this, thus, rebus, surplus. It sounds like *z* before *ion*, if a vowel go before, as intrusion ; and like *sh*, if it follow a consonant, as conversion. It sounds like *ze* mute, as refuse ; and before *y* final, as rosy ; and in those words, bosom, desire, wisdom, prison, present, damsel, casement.

s is mute in isle, island, demesne, viscount.

t.

ti before a vowel has the sound of *si*, as in salvation (rather surely like *sh*) except an *s* go before as question ; excepting likewise derivatives from words ending in *ty*, as mighty, mightier.

th.

th has two sounds ; the one soft, as thus, whether ; the other hard, as thing, think. The sound is soft in these words, thou, thence,

and there, with their derivatives and compounds ; and in that, these, thou, thee, thy, thine, their, they, this, those, them, thus ; and in all words between two vowels ; as father, whether ; and between *r* and a vowel, as burthen. In other words, it is hard, as thick, thunder.

Where it is softened at the end of a word, an *e* silent must be added, as breath, breathe ; cloth, clothe.

w.

w sounds *ou*, as water ; ouater.

x.

x begins no English word ; it has the sound of *ks*, as axle, extraneous.

y.

y, when it follows a consonant, is a vowel ; when it precedes a vowel or diphthong, is a consonant ; ye, young.

z.

z begins no word originally English ; it has the sound as its name izzard, or *s* hard expresses, of an *s* uttered with a closer compression

pression of the palate by the tongue, as freeze, froze.

VOWELS.

a.

a has three sounds; the slender, open, and broad.

The *a* slender is found in most words, as face, fate; and in words ending in ation, as creation: this is the proper English *a*.

The *a* open is the *a* of the Italians, or nearly resembles it, as father, rather, congratulate, fancy, glass.

The *a* broad resembles the *a* of the Germans, as all, wall, call.

The short *a* approaches to the *a* open, as grass.

The long *a*, if prolonged by *e* at the end of the word, is always slender, as graze, fame.

a forms a diphthong only with *i* or *y*, and *u* or *w*; *ai* or *ay*, as in plain, wain, gay, clay, has only the sound of the long *a* slender, and
differs

differs not in the pronunciation from plane, wane.

au, or *aw*, has the sound of the German *a*, as raw, naughty.

ae is no English diphthong ; and is more properly expressed by single *e*, as Cesar, Eneas.

e.

e is the letter which occurs the most frequently in the English language.

e is long, as in scene, or short, as in cellar, separate, celebrate, men, then.

It is always short before a double consonant, or two consonants, as in cellar, medler, blessing, felling.

e is always mute at the end of a word, except in monosyllables that have no other vowel, as the ; or in proper names, as Penelope, being used to modify the foregoing consonant, as since, once, hedge, oblige ; or to lengthen the preceding vowel, as ban, bane ; can, cane ; pin, pine ; tun, tune ; rob, robe ; tub, tube.

e final does not always lengthen the foregoing vowel, as glove, live, give.

It has sometimes, in the end of words, a sound obscure, and scarcely perceptible, as open, shapen, thistle, participle, lucre. This faintness of sound is found when *e* separates a mute from a liquid, as in rotten; or follows a mute and a liquid, as in cattle.

e forms a diphthong with *a*, as near; with *i*, as deign, receive; and with *u*, or *w*, as new, flew.

ea.

ea sounds like *e* long, as mean; or like *ee*, as dear, clear, near.

ei.

ei is sounded like *e* long, as seize, perceive.

eu.

eu sounds as *u* long and soft.

eau.

eau are combined in beauty and its derivatives, but only the sound of *u*.

In bureau, the three vowels have the sound of *o*.

e may

e may be said to form a diphthong by reduplication, as agree, sleep.

eo.

eo is found in yeoman, where it is sounded as *e* short; and in people, where it is pronounced like *ee*.

i.

i has a sound long, as fine; and short, as fin.

The long sound in monosyllables is always marked by the *e* final, as thin, thine.

i is often sounded before *r* as a short *u*, as flirt, first, shirt.

It forms a diphthong only with *e*, (as field, shield), which is sounded as the double *e*, except in friend, which is sounded as frend.

i is joined with *eu*, in lieu; and *ew*, in view; which triphthongs are sounded as the open *u*.

o.

o is long, as bone, obedient, corroding; or short, as block, knock.

Women is pronounced wimen.

o short

o short has sometimes the sound of close *u*, as son, come.

o coalesces into a diphthong with *a*, as moan, groan, approach; *oa* has the sound of *o* long.

o is united to *e* in some words derived from the Greek, as *œconomy*; but *æ* being not an English diphthong, they are better written as they are sounded, with only *e*, *economy*.

o is united with *i*, as oil, soil, recoil, noisome;

With *o*, as book, cool.

With *u*, or *w*, as our, power, flower; but in some words has only the sound of *o* long, as in soul, bowl, sow, grow.

These different sounds are used to distinguish different significations; as bow, an instrument for shooting; bow, a depression of the head; sow, a female swine; sow, to scatter seed; bowl, a round body; bowl, a wooden vessel.

ou is sometimes pronounced like *o* soft, as court; sometimes like *o* short, as cough; some-

sometimes like *u* close, as could ; or *u* open, as rough, tough, which use alone can teach.

ou is frequently used in the last syllable of words which from the Latin are made English, as honour, labour, favour. Johnson blames those “innovators” who eject the *u*.

u.

u is long in use, confusion ; short in us, concussion.

u coalesces with *a*, *e*, *i*, *o*, but has rather in these combinations the force of the *w*, as quaff, quest, quit, quite, languish ; sometimes in *ui*, the *i* loses its sound, as in juice.

It is sometimes mute before *a*, *e*, *i*, *y*, as guard, guest, guise, buy.

u is followed by *e* in virtue ; but the *e* has no sound.

ue is sometimes mute at the end of a word, in imitation of the French, as prorogue, synagogue, plague, vague, harangue.

y.

y is a vowel ; it supplies the place of *i* at the end of words, as thy ; before an *i*, as dying ;

dying ; and is commonly retained in derivatives where it was part of a diphthong in the primitive, as destroy, destroyer ; pray, prayer ; say, sayer ; day, days.

MONOSYLLABLES,

ARRANGED AGREEABLE TO THE SOUND.

ad.

* bad	nag	nap	ram	hat
had	rag	rap	pam	mat
lad	tag	sap	man	rat
mad	wag	tap	pan	sat
pad	cap	ban	ran	van
sad	gap	can	tan	lax
bag	hap	fan	van	tax
hag	lap	ham	bat	wax.
lag	map	jam	cat	

ed.

bed	red	keg	hen	ten
fed	wed	leg	men	wen.
led	beg	fen	pen	

* *A child may be led to the sound thus : a-d, ad ; b-a-d, bad, &c.*

en.

en.

ten	hem	let	set	sex
wen	bet	met	wet	vex
gem	get	net	yet	web

ib.

bib	big	fin	nip	his
fib	dig	gin	rip	pit
nib	fig	pin	sip	sit
rib	gig	sin	tip	wit
bid	jig	tin	bit	fix
did	pig	win	fit	six
hid	rig	dip	hit	
kid	wig	hip	kit	
lid	din	lip	nit	

ob.

bob	job	mob	sob.
fob	lob	rob	

od.

God	fog	hop	dot	rot
nod	hog	lop	got	sot
rod	jog	mop	hot	wot
bog	log	sop	jot	box
cog	nog	top	not	fox.
dog	fop	cot	pot	

ub.

cub	gum	fun	tun	hut
rub	hum	gun	cup	nut
tub	mum	nun	sup	put
bud	rum	pun	but	rut.
cud	sum	run	cut	
mud	bun	sun	gut	

The eye might be offended to go at once to words of four letters ; but a pupil will perhaps find it easier to acquire such in which the vowel is the sound to which he is accustomed.

It would now be easier to a child to go to page 29, "back," &c. as the letters there have similar sounds to those which he has acquired.

ay.

bay	hay	may	ray
day	jay	nay	say
gay	lay	pay	way.

ew.

dew	jew	pew	hue
few	mew	yew	rue
hew	new	due	sue

oy.

boy	hoy	toy	coo	woo
coy	joy		too	two.

ow.

* bow	low	mow	sow
cow	how	now	vow.

long o.

doe	soe	mow	tow
foe	toe	row	—
hoe	† bow	sow	owe
roe	low	sew	own.

ee.

bee	lea	pea
fee	see	rea.

eb.

ebb	ell	elk	elm	end.
-----	-----	-----	-----	------

il.

ill	imp	inn	ink	odd.
-----	-----	-----	-----	------

* Of the head.

† To shoot with.

ae.

awe	haw	kaw	maw	saw
caw	jaw	law	paw	taw
daw				

a.

ace	age	ale	ape	are.
-----	-----	-----	-----	------

ai.

aid	air.	may	ray
ail	bay	nay	say
aim	lay	pay	way

ee.

ear	eat	eye	ice.
-----	-----	-----	------

long o.

oak	oar	ore	coy	toy
oaf	oat	boy	hoy	oil.

like u.

<i>sun</i>	one	she	me	and
son	use	the	—	apt
ton	bee	he	act	ash
won	key			

ar.

arm	art	car	jar	par
ark	bar	far	mar	tar.

or.

dor	for	nor	war	orb
-----	-----	-----	-----	-----

ur,

ur.

bur	bey	owe	few	she
cur	ail	ewe	rue	key
fur	air	—	sue	—
fir	eel	you	mew	one
her	awl	yew	—	won
sir	oil	pew	ask	—
pur	elt	jew	asp	off
—	all	hue	alms	oft
urn	owl	hew	—	—
bay	our	new	he	old

This set of syllables are difficult of pronunciation, and not needed till the pupil comes to longer monosyllables; therefore it appears to be expedient to pass them over at present, and recur to them at a proper time.

bla	bra	wra	dwa	qua
cla	cra	sma	kna	—
fla	dra	sna	swa	bre
gla	fra	spa	twa	cre
pla	gra	sta	sca	dre
sla	pra	cha	ska	fre
—	tra	pha	sha	gre

pre	—	bro	glu	fly
tre	chi	cro	plu	gly
wre	kni	dro	slu	ply
ble	shi	fro	—	sly
cle	sci	gro	bru	tly
fle	ski	pro	cru	bry
gle	phi	quo	dru	cry
—	qui	tro	fru	dry
bli	thi	wro	gru	fry
cli	spi	—	pru	gry
fli	sti	cho	tru	pry
gli	swi	kno	—	try
pli	tri	pho	chu	wry
sli	whi	sto	scu	sty
—	smi	swo	shu	thy
bri	sni	tho	sku	chy
cri	blo	—	smu	ply
dri	clo	two	snu	shy
fri	flo	who	spu	sky
gri	glo	—	stu	thy
pri	plo	blu	bly	why
try	flo	clu	cly	she
wri	—	flu	dly	the

MONOSYLLABLES OF FOUR LETTERS.

ac.

back hack jack lack pack rack sack
tack | camp damp lamp vamp |
band hand land sand | bank hank
lank rank sank tank | cant pant tant |
lamb | lamp ramp | bang hang rang
sang

ash.

cash dash gash hash lash mash rash
sash.

ass.

lass mass pass.

ast.

cast fast last mast past.

asp.

gasp hasp rasp.

ask.

cask mask.

ath.

bath lath path hath (waste) est left
kept heft.

ar.

bard card hard yard | carp harp |
harm farm or as warm.

ess.

less mess mest best jest nest pest rest
test vest west.

en.

bend fend lend mend rend send tend
vend | bent lent rent sent tent vent.
went.

el.

bell dell fell sell tell well | beck
neck peck | help yelp | pelf self |
held | belt felt melt pelt | next text
vext | desk,

er like ur.

herb verb herd term fern perk yern
jerk.

il.

bill fill gill hill kill mill pill rill sill
till will | guilt hilt jilt milt silt tilt wilt.

in.

dint hint lint mint.

ick.

ick.

kick lick nick pick rick sick tick
wick | king ling ming ring sing wing |
gift lift sift | bilk milk silk | limb
hymn | swim.

ink.

link pink sink wink.

iss.

hiss kiss miss | lisp wisp pith with
risk | fist hist kist list mist wist | mild
wild | bind find hind mind rind wind.

ir, er, ur.

bird gird herd curb curd hurt turf girl
firm curl furl hurl purl blur slur spur.

on.

bond fond pond long song | toss
tost cock dock hock lock mock rock
sock | comb.

Mamma should say, o-l-d spells old.

old.

bold cold fold gold hold mold sold
told | boll poll joll roll toll bowl |
bolt colt dolt holt | doll.

o-f-t, oft.

loft soft | moth.

like oo.

bomb tomb womb boom coom room.

or.

born corn horn fork form cord lord.

ost.

host most post.

uc.

buck duck luck muck suck tuck |
 buff cuff huff muff puff ruff | cull
 dull gull hull mull null | bump hump
 lump mump rump | sunk monk. |
 gush hush rush tush | busk husk
 tusk musk rusk | bust dust must rust |
 dumb | hunt | gulp pulp bung dung
 hung rung sung.

Mamma must give the sound of the first.

bull full pull bush push.

ab.

blab crab drab stab | clad glad | brag
 drag flag stag | dram sham | flax |
 bran

bran clan plan span than | brat chat
gnat flat plat that | chap clap flap
snap trap wrap.

ar and al.

barm farm harm balm calm halm
palm psalm.

ed.

bred bled fled shed | head dead read
them then when wren what fret step.

ib.

crib glib | brim grim skim trim swim
whim | chin grin shin skin spin thin
twin whin chip clip ship skip slip
trip whip | knit slit spit whit | brig
grig twig whig.

od.

clod plod shod trod | clog flog frog |
from | chop crop drop prop shop
slop stop | blot plot slot knot spot trot.

um.

crum drum | club chub drub grub
drug plug slug snug glut shut | bust
dost slut shun stun | shed fled.

ur, ir.

blur slur spur stir whirl.

*ee.*leek meek reek seek week feel heel
peel reel seem team beef deep keep
peep weep deer jeer leer peer been
keen seen feet meet.*as ee.*flea plea lead mead read beak leak
weak deal heal meal Neal peal seal
teal veal weal beam ream seam team
lean mean wean heap leap neap reap
beat heat meat neat peat seat dear fear
hear near year ease.*like long a in are.*

bear tear wear, as bare tare ware.

*oo.*good hood wood book cook hook
look nook rook took foot soot hoof
roof cool fool tool | mood doom room
moon noon soon hoop loop soap boot
hoot root.

like

like *long o*.

goad load road toad woad coal foal
goal soal foam loam roam boat coat
goat moat boar hoar roar loaf oath
coax soap.

oi.

oil soil boil coil toil foil void coin join.

aw.

raw crawl draw flaw gnaw thaw claw
dawn fawn lawn pawn daub.

ay.

bray dray fray gray pray tray clay
play slay stay flay grey they whey.

ew.

brew crew drew blew flew slew stew
view | lieu blue clue flue glue true |
hare hair.

ou.

loud foul howl fowl gout pout rout
plow down gown town | soul.

ap.

scrap strap sprat adge.

on.

bond wand want.

iv.

give live sieve.

ow.

owl bowl cowl foul fowl howl.

ee.

eel kneel wheel steel steal steed speed
 sleep steep sweep cheer steer fleet sheet
 sweet street freeze frieze sneeze squeeze
 cheese sleeve fleece.

oo.

bloom gloom broom groom spoon swoon
 droop scoop sloop swoop stool school
 booth soothe goose loose choose noose.

like ee.

each peach reach teach breach preach
 beak creak freak streak wreak bleak
 sneak speak squeak steam bream cream
 dream stream scream clean glean cheap
 sneap knead plead sheaf heath sheath
 wreath east beast feast least.

ear.

ear.

blear clear spear | ease fleas pease
teaze cease lease peace | mean mien.

eat.

bleat cheat treat wheat cleave heave
leave weave breathe sheathe wreathe
writhe.

like ur.

earl pearl purl earn learn earth yearn
dearth.

like ed.

bread dread spread tread thread dead
head read (*did read.*)

like long a.

bare swear sware ware wear hare hair.

et.

sweat | breast threat breadth cleanse
health wealth stealth realm whelm threat
wretch friend.

like long o.

coach poach roach broach boast coast
roast toast float throat cloak croak pork
forge porch torn worn.

like

like *ar.* | *ou.*

heart hearth | our hour.

ow.

throw thrown know known grow grown
broad groat.

ow, as in *gown*.

gown brown crown drown frown clown.

like *ee.*

fief chief thief brief grief niece piece
fiend field yield wield shield priest
fierce pierce tierce seize wheeze grease
siege.

like *long u.*

suit fruit juice bruise cruize.

like *long i.*

guide guile quite quire choir squire.

aw.

awol brawl crawl drawl brawn drawn
prawn.

in.

since wince prince.

oo.

croup group scroup sloop whoop stoop |
whom | guard | friend | tongue | wasp
| wolves shelves.

batch catch hatch match patch etch
fetch vetch itch flitch witch |
broke smoke stroke.

like *o*.

wan wand want watch.

EXAMPLES

OF

E FINAL LENGTHENING THE SYLLABLE.

Al ale	con cone	fin fine
ar are	cor core	fir fire
bab babe	cub cube	for fore
bid bide	dam dame	gat gate
bit bite	din dine	har hare
cam came	dar dare	hat hate
can cane	dot dote	her here
car care	fan fane	hid hide
cap cape	fat fate	hop hope
		kin

kin kine	pat pate	tin tine
kit kite	pin pine	ton tone
lad lade	pip pipe	top tope
lob lobe	rat rate	tub tube
mad made	rip ripe	tun tune
man mane	rob robe	van vane
mar mare	rod rode	vil vile
mat mate	rot rote	vin vine
mop mope	sam same	wad wade
nap nape	sir sire	win wine
nod node	sit site	wil wile
not note	tap tape	wit wite
or ore	tar tare	spit spite
pan pane	tim time	writ write.

die fie hie lie pie tie

cry dry fry pry try wry spy

fly ply sly shy thy why sty sky.

bade cade fade jade lade made wade
dace face lace mace pace race cage
page rage sage wage bake cake lake
make

make rake sake take wake came dame
fame game lame name same tame safe
bane cane lane mane pane vane wane
bale dale gale hale male pale sale tale
vale wale whale bare care dare fare
gare hare mare pare rare tare ware
yare bate date gate hate late mate pate
rate sate base case cape nape rape tape
cave gave lave nave pave rave save
wave maze here mere.

bide hide ride side tide wide dice mice
nice rice vice life wife pike like lime
rime time bile file mile pile tile vile
wile dine fine kine line mine nine
pine vine wine rise wise pipe ripe wipe
dive five hive bite kite mite rite site
wite bone hone tone bole cole dole hole
mole pole cope hope mope pope rope
core lore more pore sore tore wore yore
joke poke woke yoke yolk dose hose
nose pose rose dote mote note rote vote
hone none duke puke Luke fume tune
mule pule rule lute mute muse.

laid maid paid bail fail hail jail mail
 nail pail rail sail tail vail wail fain
 gain lain main pain rain vain wain
 fair pair bait wait maim wain beer peer
 pier mere here.

ee.

bead lead mead feed reed weed.

like o.

rear warm warn warp want wash.

like e.

dead head lead read stead breath deaf
 tread dread.

To be acquired as they are sounded at the end of words.

ble cle dle fle gle kle ple sle tle zle
 bre cre tre chre.

Examples.

sta-ble rab-ble fad-dle bun-dle suc-kle
 fon-dle raf-fle ruf-fle bun-gle an-gle ap-ple
 sup-ple rat-tle pes-tle bub-ble an-kle
 fic-kle ob-sta-cle a-cre lu-cre sa-bre fi-bre
 mi-tre lus-tre scep-tre the-a-tre se-pul-chre.

LONGER MONOSYLLABLES.

If the Teacher will always remember to lead the Child on, it will much facilitate the task—a-m-p, amp.

Clamp stamp blank flank frank prank
stank thank black clack slack crack stack
sprat stand brand grand strand shall shalt
plant scant match patch snatch thatch
trash gnash clash flash slash hanch lanch
branch stanch class glass brass grass blast
clasp grasp.

Arch march parch larch marsh harsh
bless cress dress stress flesh fresh thresh
bench rench wench stench tench wrench
tenth length strength blend spend shred
check speck blent spent scent meant
cleft theft shell smell spell swell stern
perch lurch church screw shrew threw
knew strew shew chill skill spill still
swill drill shrill spilt sprig split drift shift
swift thrift scrip strip smith withe bring
fling cling sling sting swing thing spring
string flint print stint fifth sixth brink
chink drink stink think nymph fitch
stitch

stitch twitch switch witch which swink
 brink think high nigh night right fight
 height flight blight white wight light
 might sight tight bright mild wild child
 blind ninth bind find mind rind wind
 flirt shirt skirt shirk blurt spurt squirt
 wort worse word worth world whirl twirl
 birch lurch churl scurf nurse purse block
 clock flock frock knock shock stock
 throng prong strong wrong tongs throb
 front knot bout scout flout south mouth
 cross dross floss gloss broth froth cloth
 scorn thorn stork storm snort scorch
 torch horse gorse both loth sloth gross
 forth fourth blush flush brush crush bluff
 snuff stuff strut drunk trunk scrub shrub
 plump stump thump trump plum thumb
 blunt brunt grunt brace chace grace place
 space trace blade shade spade trade brake
 crake drake flake shake snake stake steak
 brake break scale stale blame flame
 frame shame crane plane crape grape
 shape glare scare share snare spare stare
 prate grate great scate slate state brave
 crave

crave grave knave shave slave glaive
bathe swathe baste haste paste taste waist
waste chaise phrase stage.

Creak creek wreak freak tweak barge
large charge carve starve have chance
dance prance trance hence fence pence
thence whence sense french drench tench
trench wench wrench delve twelve twelfth
herse verse terce terse tierce nerve serve
swerve serge verge there where flare
ridge bridge mince rince since wince
prince singe hinge cringe fringe swinge
twinge.

Price slice spice twice thrice trice bribe
scribe tribe knife strife spike strike smile
stile style spine spire prize chime chimb
crime prime slime brine shine swine thine
mine whine gripe tripe stripe snipe drive
strive thrive tithe blithe writhe wreath
wreathe shire broke choke smoke stroke
drone prone stone throne score shore
snore store swore chose close prose those
clove drove grove globe slope smote
wrote stroll scroll whole love glove shove
probe

probe clothe loathe both loath coach
 loach poach broach brain drain chain
 sprain train stain strain chair frail faint
 paint saint taint plaint feint faith saith
 heir their eight freight weight eighth
 neigh weigh voice choice broil spoil
 joint point noise poise moist joist foist.

Quick squib prick trick quilt guilt
 brisk frisk drift thrift daunt fraud caught
 taught haunt taunt vaunt pause gauze
 sauce.

Draff laugh quaff draught bound found
 ground hound mound pound round sound
 wound stound couch pouch vouch crouch
 slouch croud proud shroud cloud clout
 doubt scout shout snout spout sprout
 stout trout mouth south mount count
 plough slough house louse mouse nouse
 rouse ounce bounce pounce bought fought
 ought nought cough trough | dough
 though | could would should truth
 youth earth dearth coarse course mourn
 cheek sleek bleed breed speed steed
 queen green spleen screen blain brain
 drain

drain chain grain slain stain swain train
twain.

Beach beech leech peach reach teach
bleach breach breech preach.

el.

realm health wealth stealth breadth search
| please tease sheath sheathe Greece
grease bruise cruise.

TO
TEACHERS.

I SUPPOSE the little pupil to have gone over the monosyllables repeatedly, and to know the words at sight; when that is the case, it ceases to be expedient for him to read them in order; as they are arranged in the Spelling Lessons: as he would be apt to contract a tone from the continual recurrence of similar sounds. Yet he should still be confined to single words; and those of *equal* length: else he will slur over such as are new to him; and articulate too strongly those with which he is familiar: or, on the contrary, drawl out the long words; and pass too lightly over the short.

The names of things are the best first Lessons for infantine readers: you can shew them to him, if present: or recal to his mind that he has seen them. Cuts will render Lessons delightful

Each word to be read distinctly, and with force as if you asked a question, pointing to the object, "What is that?" and the child were to answer, "A fan."

READING LESSONS,

IN

SINGLE WORDS.

 NOUNS.

Mamma may say, *Nouns are the names of persons, places or things.—They may be seen.*

Lad leg wig dog bug bag hen fan
 pin man boy pen cap bed ham fig kid
 rod kit hog bun fly nut pig gun doe
 cow ape ass pie rat jay cat eel ram bee
 yew oak dor asp elk roe key ace elm
 pea ice owl sea hut egg ear eye boy
 ink ark oil ash awl jew fir.

Mamma may say, *Nouns can be seen ; you see the fly on the window ; you see me ; you see the pen ; look about you ; the room is full of nouns, and the room is a noun ; it is a place, you know.*

 DRESS.

cap bow hat fur bag bib fan tag wig.

D

UTENSILS.

UTENSILS.

Bed box cup mat mug pan pot jug urn
mop hoe *jar can* bar.

Italic characters denote that the word is not invariably the same part of speech.

PARTS OF THE BODY.

Eye ear lip arm rib toe leg hip gum jaw.

PERSONS.

Man lad boy nun jew son foe elf.

PLANTS.

Ash asp bay box elm fig fir hay hip
hop may nep nut oak pea rue rye tea
oat yew.

BEASTS.

Ai ape ass bat bey cat cay cow cur
doe dog elk ewe fox hog kid kit nag
ox pig ram roe say sow.

BIRDS.

BIRDS.

Alp auk daw jay mew hen owl pie
un.

FISH.

Bib but cod dab eel ray rud.

INSECTS.

Ant bee bug fly dor net.

REPTILE.

Eft.

WORMS.

Lob lug.

Mamma may say, The words which you have read as lessons have been names: we call them *nouns*.

A noun is the name of a person, place, or thing. *Papa* is a person; *mamma* is a person; the *garden* is a place; the *table* is a thing. You can *see* all these, and you can *feel* them; if they were not nouns, you could not.

But there are words which tell the *quality* of any person, place, or thing. The garden may be *dry*, or it may be *wet*; your shoes may be *red*, or they may be *black*. Perhaps you do not quite understand this yet; but we will return to it, as we go on.

It is supposed the CHILD'S GRAMMAR is so small a purchase, that no scruple need be made of referring to it. The FRIEND OF MOTHERS, likewise gives directions for enlivening lessons. Both are sold by HARRIS, St. Paul's Church-yard.

ADJECTIVES.

Apt bad bay big coy due dun dry gay
hot *ill* low new old *pot* raw red sad wan
wet one two six ten *fat* fit.

VERBS.

See Child's Grammar, page 6, for a familiar explanation.

Am be is are had do go act ask add
aim *aid* bid beg buy can go cut get hie
let may mew owe pay pop buy hug
row run see saw sew tug sow tie win
vie vow woo did die dig put pat pur
wag lie *lye* lay put sit *low* set mow try
fit coo cry rob rub *tar* use sob lag *fib* *pot*
net cut.

The words in *Italics* sometimes vary ; for instance,
ill is occasionally an adverb.

PRONOUNS.

I thou he she we ye they me thee
him her us you them it who whom
whose which this that who-so-ever whom-

so-e-ver my thy his her our your their
mine thine his hers ours yours theirs.

See CHILD'S GRAMMAR, page 4, &c.

A FEW PARTICLES.

A, an, the, are a-mong the par-ti-cles :
these are call-ed ar-ti-cles ; they are placed
be-fore nouns. See CHILD'S GRAMMAR, page 1.

A an the at if or no on in by to of
oh ! ah !

Out off for too why yes but nor and
nay.

Soon late much most from when then
here with from.

There where through ve-ry up-on a-
mong un-der o-ver per-haps sure-ly in-
deed a-gainst be-fore be-hind a-bout.

NOUNS.

Kate Anne Jane John Luke Mark
Jude.

King babe wife lord girl maid hand
room lamb swan wasp worm leaf bust
door comb coat mill bell bolt wall muff
curl gnat frog toad newt heel wood bowl
beef.

Parts of the Body.

Head hand face nail skin bone side
vein shin neck back foot heel nose knee
hair calf palm fist feet.

Dress.

Hood gown vest robe ring ruff lace
silk muff lawn shoe hoop veil cuff belt
tape sash band coat hook.

Persons.

King duke earl lord peer page maid
cook dame wife girl aunt John Jane
Turk babe.

Plants.

Balm bark bean beet behn cale cane
 crab date dill dock fern flag flax gale
 hemp gill kale kelp leek lime mace
 mays mint moss palm pear pink pine
 pipe plum poke rape reed rice rock
 rose root rush sage seed sloe tare vine
 whin woad yame.

Furniture and Utensils.

Jack bowl book dish desk fork lamp
 pail form line bell cask tray cork roll
 rake vase.

House and Grounds, &c.

Bolt door sash roof room shop wall
 lath gate hall lime beam step arch cave
 barn cell yard park wood dale lawn dell
 boat hill vale room lake road town ship.

Beasts.

Bear boar buck bull calf dart deer
 fawn foal gnou goat guib hare hart hind
 lamb

lamb loir lynx mare minx mole mule
musk seal stag wolf.

Birds.

Chat cock coot crow dove hawk gray
grouse gull kite knot lark nope rock ruff
shag swan teal tern whin wren.

Fish.

Bret carp chub cook dace dare grey
grig hake jack hake maid monk parr pike
poor scad shad sole tusk tope.

Insects.

Crab flea gnat moth tick wasp.

Reptiles.

Frog newt toad swift snake.

Worms.

Worm, whelk, and wreath.

*Mamma may say, Now we leave nouns, and go to
adjectives, which express the quality of the noun.*

ADJECTIVES.

Arch bald bare *best* bold cool cold
 dear fair fine true free good kind high
lean base meek mild neat nice poor deep
 pure loud dull deaf dead just damp dark
 dumb lame sick rash blue pink mean
 dire tame ripe *well* hard soft vain vile
 safe glad thin four five nine.

 VERBS.

Call want wish *ring* bawl bind *bear*
 bore beat burn *care* *help* dare heal give
 have keep whet hear hire live *kiss* hold
walk will jump bite kick tear leap wear
 ride swim roar seek look *wind* rise *step*
 roam rove *plow* play find *wink* turn tell
 bark wade soar pull talk *love* crow *fear*
 show knot know tire fall bray sing roll
 bake brew boil kill hurt pick grin flow
 hide like take taste were warn *shut* stun
 went melt *rule* seem sink grow make
 wash *hope* save reap read lose.

A FEW NOUNS.

George clock sword spade globe coach
 grate nurse James friend child peach
 grape knife flute chain watch spoon goose
 horse queen youth field sheep.

ADJECTIVES.

Brown broad black blank bleak blunt
 grave great green plain queer right sweet
 tight young loose large white clean clear
 light sharp eight bright cross strong stout
 square small short strange worse false chief
 wrong proud firm strict fresh worst.

*For adjectives of two syllables, see the list at page 103,
 beginning Ab-ject.*

VERBS.

Speak laugh whine chear neigh croak
 growl leave thump mourn break shoot
 trudge scream shriek skulk slide tread
 scate bring throw search pitch shall
 thresh reach charm teach learn doubt
 write

write please dance sting scour weave scald
 scorn bleat smell strike sport drink drive
 fight prance reign steer sweep dress roast
 broil spread fetch knead frisk kneal croak
 steal bless raise judge think smile spoil
 trust claim yield treat boast found shear
 could serve choose build freeze shake
 thrive threat tempt dream weigh brood
 twirl shrink whirl.

That a verb signifies, to do, to suffer, or to be, may be committed to memory, but will not be readily comprehended by a young child; but take an active verb, and you may soon give him an idea:—You stand, I speak.

For verbs of two syllables, see the list at page 99, beginning Bor-row.

For verbs of three syllables, see page 113, beginning Ab-di-cate.

N. B. In these separate lists, each part of speech is arranged according as the accent is placed.

NOUNS.

Parts of the Body.

Skull spine wrist thumb mouth tongue
 chest lungs cheek throat joint blood
 lymph breast heart gland tooth teeth
 thigh groin pulse brain flesh.

Dress.

Boots clogs stays shoes beads cloak
 glove cloth sleeve fringe shawl flounce
 scarf gauze shirt shift point frock whisk
 stock clasp skirt grasp stuff plumes clasp
 pearls broach.

Persons.

Queen prince knight swain niece scribe
 knave drone groom clerk youth friend
 priest child nurse.

House, Grounds, Furniture, Utensils, &c.

House bench stool chair couch chest
 screen shelf shelves grate broom brush
 knife stove quilt plate spoon wheel weight
 2 tongs

tongs scythe whisk floor hinge board
 stone slate stair porch choir vault church
 field street grove yatcht square lodge heath
 glade court barge school porch mount
 grange hedge close bridge.

Plants.

Beech birch blite brake brank broom
 clove cress gorse gourd grass grain grape
 furze heath maize peach plane quick
 quince snails stork squill sedge spelt thorn
 thyme thrift vetch wheat whorts would
 wrack spurge dwale peach.

Beasts.

Drill horse hound moose morse mouse
 quoll sheep shrew skunk sloth stint stoat
 swine whelp.

Birds.

Goose grebe reeve snipe stare swift
 thrush twite.

Fish.

Fish.

Basse bleak bream charr launce loche
pearl perch please pride roach raffe shark
skate smelt sprat tench torsk trout twaite
whale whiffe wrasse.

Insects.

Louse midge sphinx thrips.

Now it is time to begin reading short sentences.
What follows is a prelude to them.

Mamma says, Now you know words well at sight, you shall read some sentences—You will perhaps ask, “What are sentences?”—They are two, or more words together.

Now we will suppose that I ask, “What is that little creeping thing?” and you answer, “An ant.”

I ask again, “What is that large animal with horns? (she gives milk for your breakfast):” you answer briskly, “A cow.”

You will read all these little sentences, as if they were answers to my questions, stopping between each; “An ant; a bat;” and so on.

And if you know which is the noun, you will read the sentences properly; *a, an, the*, are little insignificant words: we call them *articles*.

Ant is something which you can see; and so is *dog*, &c. &c.

Ladies must judge how much to attempt, and remember the old proverb, “Fair and softly goes far.” How delightful is the task of instructing an apprehensive child! but a lively mother must be cautioned against precipitation; she must remember Quintilian’s remark: he compares the mind of a child to a vessel with a narrow neck; much may be instilled gently, drop by drop; but if you attempt to pour any liquid in, the purpose is defeated, and the labour lost.

READING LESSONS,

IN

SHORT SENTENCES.

A man

a fly

a jay

a boy

a nut

an ace

a cat

a rat

an ape

a dog

a fig

the ice

a hen

a pea

the sea

a gun

an egg

an ash.

My cap

my hen

my cow

his hat

our bed

our cot

her fan

his wig

her bag

a live eel

a tame fawn

a high tree.

Our old cow.

The new dog.

A tall girl.

A good fish.

A long nail.

A fine ring.

A blue gown.

A deep well.

A loud bell.

A damp room.

A ripe pear.

A soft hand.

A fox is sly. I love the dog. The cat
 gets mice. The dog gets hares. How
 mild

mild the lamb is ! poor thing ! My frock
is white. Your horse is black. Taste this
plum. Let us walk. Is it cold ? Does
it snow ? Eat some cake. Take a tart.

The fox will bite. The sow has pigs.
Look at puss. Call the dog. The hen
lays eggs. Get the book. Here is a pin.
Pick up my pen.

Lay by the book. Ring for the man.
Let us go out. Cut a rose. See the dog.
Wag ! run to me ? Call him : Wag !
The cat is here.

Puss ! go to the kit. Take care ! go :
run with Wag. Here is the dog. Run, boy !
Run, dog ! Well done ! You run fast..
So does Wag.

READING LESSONS,

IN

LONGER SENTENCES.

I.

I met a man. Did you? Yes; and he had a boy by him. And had he a dog? He had; and the dog ran to try to get a cat; but she ran off, and got in.

II.

Our boy has a fox: one day he bit the dog, and the dog bit him; but Tom and Sam ran and got him off: I ran too, but I did not get to him; and the fox bit the lad, who did.

III.

I saw a cow. Was it red? No, it was not. Our old cow is red, but the new one is not; she is in the car; you may see her; let us go and see her; we may go so far.

IV.

IV.

Did you see our dog? I met a cur. So did I. Was it an old dog? Yes, it was. Do try to get him for me: cry to him. Wag, Wag: Oh, Wag! why did you go?

V.

Our old fox has a cub; but it is so shy, I can not get it: I try, but I can not. It is red; let us go and see it: how sly a fox is! Ah! see! it can see us now.

VI.

Cats and dogs have claws. Cats get mice. The fox has claws; he gets cocks and hens; he eats them, or takes them to his cubs, for them to eat. One got our old hen; it did vex me; it was her I fed; and she came to me: she ran, if she saw me.

READING LESSONS,

IN

REGULAR SENTENCES.

<i>Art.</i>	<i>Noun.</i>	<i>Art.</i>	<i>Noun.</i>	<i>Art.</i>	<i>Noun.</i>
An	ant	a	bat	a	bug
a	cow	a	dog	a	pen
a	wig	a	jay	a	hog
<hr/>					
a	crab	the	park	a	hawk
a	deer	a	toad	a	shoe
a	teal	a	trap	a	pail
<hr/>					
a	mouse	a	horse	a	child
a	snake	a	quail	a	whelp
a	hound	a	drake	a	coach
<hr/>					
a	friend	a	youth	a	nurse
a	prince	a	queen	a	sheep
a	knife	a	swine	a	wheel

Mamma.—A pen may be *bad*, or it may be *good* ; a cow may be *old*, or *not* ; a pie may be *hot*, or *cold* ; we have words called *adjectives*, to mark the qualities of persons, places or things.

Art.

<i>Art.</i>	<i>Adj.</i>	<i>Noun.</i>	<i>Art.</i>	<i>Adj.</i>	<i>Noun.</i>
An	old	cow	an	odd	boy
a	hot	pie	a	bad	pen
a	sly	fox	the	old	hen
a	new	dog	a	raw	egg
a	red	cow	a	fat	hen

A	deep	well	a	dear	girl
a	wide	room	a	neat	coat
a	high	gate	a	blue	gown
a	loud	drum	a	grey	mare
a	poor	girl	a	rich	king

A	black	horse	a	large	spoon
a	great	peach	a	young	child
a	white	goose	a	sharp	knife

<i>Noun.</i>	<i>Verb.</i>	<i>Noun.</i>	<i>Noun.</i>	<i>Verb.</i>	<i>Noun.</i>
Beasts	have	hair.	Crabs	have	shells.
Birds	have	plumes.	Stags	have	horns.
Sheep	have	wool.	Cows	have	tails.

Fish	have	scales.	Birds	have	wings.
Cows	have	hoofs.	Dogs	have	toes.
Cats	have	claws.	Ships	have	sails.

Art.	Noun.	Verb.	Art.	Noun.	Verb.
The	sheep	bleats.	The	horse	neighs.
The	worm	crawls.	The	mouse	squeaks.
A	whelp	whines.	A	child	speaks.

Noun.	Verb.	Adjective.	Noun.	Verb.	Adjective.
Wolves	are	fierce.	Sheep	are	mild.
Moles	are	sleek.	Plums	are	sweet.
Thorns	are	sharp.	Calves	are	brisk.

Beasts have milk for their young. Birds make a nest; they lay eggs, and sit on them till they hatch.

Most insects lay eggs; some are a sort of grub at first.

Most fish have eggs, which we call spawn; some are born a-live.

Frogs lay spawn in ponds. Tad-poles come from the spawn, and turn to frogs.

Some worms live in the ground; some live in shells.

Mamma had better read this aloud.

HE who made us, made all things, and made all to be of use to man. We must be good and kind to all that lives, as God is good to all. The way to be like the great God who made us, is to be as kind to all as we can. We must love God, and fear Him; we must learn in His word, what we ought to do; we must pray to Him for what we want, and thank Him for what we have; and then we may hope to live with Him.

GOING ABROAD.

Who is to go? I am to go, and Tom. And am I? Yes, you are, and so is Sam. We may all go; but you two are to go at six, and we at ten. And why so? Nay, I did not ask why; let us get fit; bid Tom get his hat.

CAT AND KIT.

Our cat has one kit. So has my cat. She has had six. My cat has had ten. Let

Let us go and see for kit. She will come if you call her. Will she run to get a ball? Oh, yes! My kit can not yet see; she is in a box; let us go and see her.

CAT AND RAT.

Can the cat get a rat? Yes, she can: she got one, and it was as big as she. No, no; but it was as big as her kit: she let it go; for she saw a dog; so she ran in, and hid her-self. Poor puss!

WAX DOLL.

I had a wax doll; but Bet has it now. Let us go and see my new one. She has on a red hat; and she has a muff. Has she a bow in her hat? No; but she has fur on it. My doll has a cap and a fan. Has she a bag? Yes.

TOYS.

What toys have you?

Tea-cups, and a pot; a mug, and an
E urn

urn for tea ; a bed for a doll, and a box to put all in.

My doll has a wig. Is it a man? Yes, an old man. Do let me see it. Bet has a boy ; but he is in a jam.

My bed is red ; and it is so big, I can put my doll in.

Do you put her on a cap?

Yes, if I put her in bed.

I am to get a new arm for my doll.

Let us go and see the bed.

Let me go in, and ask if we may.

Do.

THE FLY.

I met a boy : he was a bad boy.—Why so?—He had got a fly : he had it by the leg.—Oh, fie!—He let it go ; I bid him let it go ; for you do not let me get a fly.—No.—Nor an ant.—No.—Nor a bee.—No.—Nor a dorr.

THE KIT.

Let the cat be ; she has a kit ; do not go to her, now she has a kit.—Why may I not

not

not go to her now?—Did I not say, do *not* go?—Yes, you did.—If I bid you *do* so, you are to do it; if I bid you *not*, you are not to do it; and are not to ask why, but to do as you are bid.

THE EGG.

If my own hen lay an egg, I can eat it; may I?

Oh, yes; you may eat it.

May I go and see the hen?

Yes.

And may I see the old hen?

You may; and if she lay an egg, you may eat it.

May I let Bet eat one?

Yes.

And Tom too?

Yes; but she can lay but one in a day.

May I eat one raw?

Yes; go and get the egg.

THE BOW.

I met Sam; he did not bow, nor did he say, how do you do.

He did not see you.

But I saw him : why did not he see me ?

Did you bow to him ?

Yes, I did.

Did you say, How do you do ?

Yes, I did ; you bid me, if I met him : if he did not see me, the dog did : he ran to me.

THE BUN.

Had you a bun ?—Yes.—And had Sam one ?—We had all one. Let us cut my bun in two ; and do you eat a bit. I can cut it. Now eat it, and let us go out.—So let us. Let us run and see the fox.

THE FOX.

The cat and the dog run to me, if I go out : I pat the dog, and I pat the cat, but not the fox ; he bit Sam ; so I do not go to him, he is so sly. I saw him go by the sty, and fix his eye, to see if the sow was in the sty ; if she had not, he had got a pig.

THE ROOK.

It is true that the rook does now and then pick up a few beans or pease ; but it does us much more good than harm ; for it gets the grub, that lies at the root of corn and grass, and will kill them. Be sure to tell Tom he must not kill a rook : go now, and stop him ; for I saw him take his gun : yes ; and his son said, he had a bow, and he must get some for a pie. I beg him not to use his bow here.

A crow is like a rook.

Yes, it is ; but the crow does harm : it will pick out the eyes of a lamb, one that is just born, or a weak one.

THE CAT.

Our cat has kits, and she is so fond of them ! — I love to see her : let us look at them ; they lie in that box ; but they can not see yet. — How old are they ? — Not a week. — Oh then, they will not see till

two days more : the eyes are shut till they are nine days old.

THE BAT.

Birds fly by day.—Not all.—Owls fly at night.—And bats.—A bat is not a bird ; it has four feet ; it has a tough wing, like a glove, and with that it flits, just as we go to bed ; it gets moths and gnats ; it gets them as it flies.

DORR-HAWK.

Pa-pa says that there is a large bird which flies at night : it is call-ed dorr-hawk, and hawk-moth ; it gets both dorrs and moths as they fly ; the bird has a great wide mouth, and keeps it open as it flies, to catch the moths and dorrs. It has more names—night-jar, fern-owl, and churn-owl ; it makes a strange noise ; it goes whirr, whirr, whirr, like a wheel.

THE CAT.

Poor puss! how she purs! how she sets up her back! Why does she do so?

She does it to tell you that she loves you; and look, her tail says, "I love you, I love you."

I love her, and I love to feed her: may I ask for some milk?

Yes, ring the bell, or you may go to cook; beg that it may be warm.

May I not stay for it?

You may, if you like.

I will come back soon:—Puss will be glad to have her milk; she will run to meet me; as soon as I come in at the door, she will run: she will see what I have for her.

THE NEWT.

Will a newt hurt me?

Oh dear no!

Will it not bite?

No.

Sam saw the plow turn it up; and he said, "An eft! an eft! kill it!"

Did you not tell him, that they do no harm?

Oh yes! I said it is a newt; and my aunt says, that they do no harm.

And what did he say then?

He said, "It will bite the mare and foal: I dare not let it go."

I wish I had been with him.

I wish you *had*, to save the life of the poor newt.

Next time we meet with one, I will tell him what you say; but I *did* tell him, and he did not mind me.

THE PARK.

Let us walk in the park: I wish to see the deer; I want to feed them.—We will walk in the park, if you like; we may see the deer; but they are too wild to come to be fed; all but one doe; she will come; and her fawn is tame; but the dog must not go. Pray ask John to call him.—Go home, Wag! go to John.

THE GOAT.

We have a tame goat: have you?

No; mamma does not think it well to keep them; she says, they love to roam, and to climb the rocks, and they like best to browse on such plants as grow on high hills; then they are fond of buds, and so they hurt our trees and shrubs: they bite off the buds.

We had once a goat; but he was too bold; we did not like him to be quite so free as he was; he ran hard to Jane, and beat her down.

THE LAMBS: A FABLE.

There were four lambs in a pen; their mothers all went out, and bade them stay.—As soon as the sheep were gone, a fox came, to ask if they did not like to take a walk.

“No,” they all said, “we are not to walk out.”

“Well! who will like to ride?—I will take one of you on my back.”—He saw one

lamb look at him, and went on—"You do not know how nice it is to go on pig-back--I will run with you so fast!--Come, who goes first?"

The lamb who gave so much heed to him, went up to the fox, and got on his back.

The fox said, "I must just take hold of you with my jaws, and you will be safe."

The lambs, who were left in the pen, had much talk. One said, "I wish I had gone." The next said, "Not so: you know we were bid not; so I am glad that I am here."

The first lamb soon came back, half dead with fear.—"Ah," said she, "let us do as we are bid. I am glad to come back. If I had not met this good dog, you had seen me no more: the fox had got me near his den, for his cubs to eat."

SPELLING.

WORDS OF TWO SYLLABLES.

Accent on the first.

Ab-bess
ab-bot
ac-cent
a-corn
ad-vent
al-ley
al-mond
al-so
al-tar
al-ways
am-bush
am-ple
an-chor
an-gel
an-kle
an-vil
ap-ple
apt-ness
ar-bour
ar-gent
ar-gue
arm-ed
ar-my
a-zure

Bab-ble
ba-by
back-wards
ba-con
band-box
ban-quet
bas-ket
bel-low
ber-ry
be-som
bind-ing
bit-tern
bleed-ing
blos-som
blun-der
bo-dy
bon-fire
book-ish
brace-let
brief-ly
brit-tle
bub-ble
bul-let
burn-ing

Cab-bage
ca-bin
can-did
cap-tive
car-case
cas-tle
ce-dar
cen-sure
chal-dron
charm-ing
che-rish
chim-ney
ci-der
cis-tern
clam-my
clear-ly
cli-ent
cob-web
con-quest
crum-ple
cul-prit
cur-tain
cus-tom
cy-press

Dab-ble	Ea-ger	Fa-ble
dab-ber	ea-gle	fac-tor
dag-ger	ear-ly	faint-ness
dain-ty	earth-en	fal-con
dan-ger	eas-ter	fan-cy
dark-ness	e-cho	far-ther
dar-ling	ed-dy	fa-tal
dart-ing	e-dict	fa-vour
daz-zle	ef-fort	fawn-ing
dis-cord	e-gress	fear-ful
dis-tance	ei-ther	fee-ble
dol-lar	el-bow	feel-ing
dol-phin	el-der	feign-ed
dor-mant	em-blem	fe-lon
doub-let	em-met	fe-male
doubt-ful	em-pire	fer-tile
dow-las	emp-ty	fer-vent
drag-gle	en-ter	fid-dle
draw-er	en-voy	fi-nal
dra-gon	en-vy	flan-nel
dread-ful	e-phod	fla-vour
dream-er	e-qual	flut-ter
drink-ing	er-ror	fol-low
drip-ping	es-say	fol-ly
drop-sy	es-sence	fore-head
du-el	e-thic	for-tune
duke-dom	e-ven	fra-grant
du-ty	e-vil	fruit-ful
dwel-ling	ex-it	fu-ry
dwin-dle	eye-sight	fu-tile

Gab-ble

Gab-ble	Hack-ney	I-dle
gal-ley	had-dock	i-dler
gam-mon	hal-ter	i-dol
gar-den	ham-let	i-image
gar-land	hand-some	in-cense
gar-ment	hap-py	in-crease
gen-der	har-bour	in-dex
gen-tle	hate-ful	ink-horn
ges-ture	heal-ing	in-let
gib-bet	hear-ing	in-mate
gid-dy	hea-then	in-sect
gin-ger	hea-ven	in-stant
gir-dle	he-brew	in-stance
glad-den	hel-met	i-ron
glad-ness	hem-lock	is-sue
glim-mer	her-ring	i-tem
glo-ry	high-ness	jab-ber
gob-let	hil-lock	jar-gon
god-ly	hol-low	jas-per
gram-mar	ho-ly	Je-sus
gran-deur	ho-mage	jew-el
great-ness	hood-wink	jew-ish
gree-dy	hos-tile	jin-gle
gris-kin	house-hold	join-ture
groan-ing	hu-man	jol-ly
grot-to	hu-mor	jour-nal
ground-less	hun-ger	jour-ney
gun-ner	hun-gry	judg-ment
gus-set	hur-ry	jug-gle
guz-zle	hys-sop	ju-ry

Keen-ly

Keen-ly	Mag-got	Nap-kin
ken-nel	mal-let	na-tive
ker-nel	man-ner	na-vy
key-hole	mar-ble	neat-ness
kid-nap	mar-row	neck-cloth
kid-ney	may-pole	need-ful
kin-dle	mea-sure	neigh-bour
kind-ness	meek-ness	nei-ther
king-dom	me-tal	net-tle
kins-man	mild-ly	new-ly
kit-chen	mil-let	nib-ble
kneel-ing	mind-ful	night-cap
know-ing	min-gle	non-sense
know-ledge	mis-chief	num-ber
knuc-kle	mix-ture	nut-meg
La-bel	mo-del	Oat-meal
la-bour	mo-dern	ob-ject
lad-der	mo-ment	ob-long
lamb-kin	mourn-ful	o-chre
lan-cet	mouth-ful	of-fice
land-lord	mud-dle	o-gle
land-scape	mum-ble	oint-ment
law-ful	mum-my	o-live
lean-ness	mur-mur	o-men
lea-ther	mush-room	o-ral
le-per	mu-sic	o-range
li-bel	mus-ket	or-gan
light-ning	mus-tard	out-rage
li-on	mut-ton	o-ven
lum-ber	myr-tle	oy-ster

Pa-cer	Quag-mire	Sab-bath
pack-age	quaint-ness	sack-cloth
pad-dock	quar-rel	sa-vage
pa-gan	quar-ry	seem-ly
pain-ful	quar-ter	se-nate
paint-ing	que-ry	ser-vice
par-boil	quib-ble	sha-dow
parch-ment	quick-sand	shel-ter
par-don	qui-et	shil-ling
pass-port	quin-sey	ship-wreck
pa-tent	quin-tal	shock-ing
pave-ment	quit-rent	shoul-der
pelt-ing	qui-ver	shuf-fle
pet-ty	quo-rum	sick-ness
pew-ter	quo-ta	sight-less
phi-al	Rab-bit	sig-nal
phren-sy	ra-cer	skil-ful
phy-sic	ram-ble	skim-mer
pic-kle	ran-dom	slan-der
pil-lage	rap-ture	slip-per
pil-grim	rat-tle	sloth-ful
plain-tiff	ro-man	slum-ber
plum-met	ro-sy	smug-gle
plun-der	roy-al	snap-per
poi-son	rub-ber	sneak-ing
po-lar	ru-by	so-lace
pon-der	rue-ful	sor-ry
prac-tice	ru-in	spite-ful
pub-lic	rum-mage	sto-ry
pu-trid	rup-ture	sub-ject

Tab-by

Tab-by	Un-der	Wa-fer
ta-lent	up-per	wag-tail
ta-per	ur-gent	wake-ful
taste-less	u-rine	wal-let
tat-tle	u-sage	wal-nut
tem-per	ut-most	wan-der
tem-ple	ut-ter	wash-ing
ten-der	Va-cant	wel-fare
ter-race	vain-ly	whis-per
ter-ror	val-ley	whole-some
tes-ty	vas-sal	wi-dow
thank-ful	vel-vet	wil-ling
there-fore	ve-nom	wind-ward
thim-ble	ven-ture	win-ter
think-ing	ver-dant	wis-dom
thought-ful	ver-dict	wit-ness
throb-bing	ver-min	Year-ly
thun-der	ve-ry	yearn-ing
til-lage	vex-ed	yel-low
tim-ber	vi-car	yield-ing
ti-tle	vic-tor	yon-der
tit-tle	vil-lain	young-ster
ton-nage	vint-ner	youth-ful
tor-rent	vi-ol	Za-ny
trea-son	vi-per	zea-lot
tres-pass	vir-tue	zea-lous
tro-phy	vi-sage	ze-bra
trum-pet	vo-cal	ze-nith
tum-ble	vul-gar	ze-phyr
twi-light	vul-ture	zig-zag.

READING LESSONS.

DOLL'S FEAST:

Supposed to be in Mrs. Care's Room.

Miss Gay is to come. We are to play in your room, as mam-ma is out. May I make Doll's feast? I should like it, if I may.

What will you like to have?

I shall like some plums, some nuts, and a few grapes.

You shall have a prawn. Is your dish so large as to hold this pear?

I do think it is.

Well, then you shall have it. How nice it will be for the bot-tom! Will it not look like a haunch of ve-ni-son?—Whilst you dust your plates, I will see for some more things.

I thank you: you are so good!

THE OWL.

I HAVE been in the barn; and there I saw an owl. John says, it sits all day on the beam—You would laugh to see it wink: it has great eyes, and yet it seems as if it could not see, though it is daylight, and the sun shines.

Its eyes are made to see best in the dark; so are the cat's. They both catch their prey by night; and the ears of the owl are made so as to catch sounds which are below it, because mice (a part of its food) run on the ground. The white owl, which we call the barn-owl, is very use-ful to us; clear-ing our barns of mice. Some owls breed in hol-low trees. The brown owl lives all day in the woods; in the night they come near the house, make a great noise, and do us harm in the dove-house.

THE HORSE.

A Dialogue between John and George.

John. Where is your horse? I should like to see him.

George. He is in the field.

John. Do you ride with spurs?

George. Oh no! mam-ma will not let me; and I do not wish for them.

John. I like them; for I see men wear them. You have a fine large whip; have you not?

George. I have a whip, for form; but I do not want to use it. When I am a man, I will watch how my groom treats my horse, and not keep one who is un-kind.

John. When I am a great boy, I will ride fast.

George. I like to ride fast too; but mam-ma has taught me to think at all times; and if my horse be not strong, to walk or trot; in short, to treat him well: we ought to be kind to all things.

THE GARDEN.

WHAT can you have to a-muse yourself, when you have no boy to play with?

I work in my gar-den.

But it is so small, you can-not find work in it to em-ploy all your time.

I help my sis-ters in their work: their dress does not suit some parts of it; and I do the hard work for them.—I have a spade, and a rake, and a hoe, and a roll, and a bar-row; and I am to have a small whisk; for I have a small plat of grass. This bench just holds my sis-ters and me. Here we sit and read, when I am ti-red of dig-ging.—But now I must wa-ter my gar-den. Will you help me?

THE NOSEGAY.

LET us ga-ther some flow-ers for mam-ma. I will cut this charm-ing rose.—Oh, how sweet it is!—She loves pinks: let us choose some of the best.—And we will cut some sweet bri-ar.—Take off the thorns.

Oh!

Oh ! I have hurt my fin-ger !—Sis-ter, I will take care of the bri-ar: my gloves are thick.—Here, bro-ther, is a nice branch ! How pret-ty it is, with these buds ! And how sweet thus ear-ly !—Have you a string: we must tie them up.—I want a white flow-er to mix with these.—Look in my gar-den: see there, at the cor-ner.—This will do. Let us run to mam-ma.—Here she comes !

SAFETY.

A GID-DY lit-tle boy saw a spar-row fly-ing a-bout near the win-dow. Oh ! thought he, I should like to fly ; and he climb-ed to the top of a chair, in or-der to go out ; when the maid bade him get down, else he would have broke his bones.

Af-ter this, he was high-ly pleas-ed to see the fish sport-ing in a ca-nal ; and he wish-ed to join them. It is well he was taught to do as he was bid, else he had lost his life. In the first in-stance, he thought that he might be safe, as the birds were ;
but

but birds have wings, and can sup-port them-selves in the air. In the se-cond, he said, the lit-tle fish are safe in the ca-nal, but did not go in, as the maid bade him *not*.

You know fish are made to live in the wa-ter.

This gid-dy lit-tle boy did not know but he could fly like a bird, or swim like a fish; and if he had not done as he was bid, he had lost his life.

THE ROBINS.

Do you not feed the ro-bins in win-ter? —We give them oat-meal and bread; we ga-ther up all the crumbs at ta-ble, and car-ry them in-to the gar-den. My sis-ter has a shelf un-der her win-dow, and she has always crumbs on that. The birds are so tame, that they come close to us; they seem as if they knew we would not hurt them; they sit and sing near us, and one will come up-on my sis-ter's hand: he of-ten car-ries food to a young one, which is less bold.

THE HEN.

I LIKE to see the poul-try fed.

So do I; and I love to feed the hen which is un-der the coop. She can-not run a-bout in search of food; and she is so good, that she gives all the meat to her chick-ens: she will not touch a bit till they have had e-nough. The hen which is loose, calls all her chick-ens to follow her, and shews them grain, and crumbs, or what she finds that is pro-per for them; she leads them to their food. Small birds car-ry the food to their young. How bold the hen is, if she thinks her chick-ens in danger! she will fly at a dog.

THE SQUIRREL.

MAM-MA, I was quite pleas-ed with my vi-sit. I saw a squir-rel. What a pret-ty crea-ture a squir-rel is!

Very pretty, indeed.

Mam-ma, I should be glad to have a squir-rel.

You

You have seen them in the park.

Oh yes! of-ten.

And what did they do?

Oh, mam-ma! they ran up and down the trees, and frisk-ed a-bout, and were so hap-py!

And you love to see them hap-py?

Yes, sure-ly.

Now think whe-ther such an ac-tive, nim-ble crea-ture can be hap-py in a cage, where it has scarce-ly room to turn it-self; and do as you would be done by; let them run and frisk where they please.

THE PARROT.

Does your mam-ma keep birds?

None, ex-cept a par-rot.

My mam-ma does not ap-prove of keep-ing birds: she says, it is cru-el to con-fine a-ny crea-ture.

My mam-ma says the same; but do you not know that par-rots are na-tives of a hot coun-try; they can-not en-dure the ri-gour

ri-gour of our cli-mate ; there-fore it would be cru-el to turn them out : they could not live a-broad. They live on fruit. Look how strong the beak is : it serves to crack stones, and helps him to climb.

FRUIT.

Jane and Mary.

Jane. What fruit do you like best ?

Mary. I like any, and am con-tent with what mam-ma may please to give me. I al-ways know that she gives me what is pro-per. Mam-ma loves to in-dulge me.

Jane. I eat grapes, and al-monds, and rai-sins, and cher-ries, and peach-es, and sweet cakes be-side.

Mary. And are you ne-ver sick ?

Jane. Some-times ; but I do not mind that—I am so fond of nice things !

Mary. I had ra-ther be ru-led by my mam-ma, and eat on-ly as much as she thinks right. I love fruit and sweet things as well as you ; but I am sure mam-ma is wi-ser than I am.

NOUNS OF TWO SYLLABLES.

Family.

Fa-ther mo-ther sis-ter bro-ther un-cle
 cou-sin ba-by ser-vant but-ler nurse-maid
 house-maid chap-lain bai-liff foot-man.

Apparel.

E-gret, jup-pon vel-vet flan-nel lea-ther
 jew-els tas-sel mus-lin pel-lis lus-tring sat-
 tin bon-net gor-get tip-pet stock-ing gar-ter
 waist-coat li-nen cot-ton breech-es pop-lin
 pock-ets a-pron cas-sock tuck-er jack-et
 trow-sers tu-nick sur-plice neck-cloth rib-
 bon brace-let bro-cade lap-pet gir-dle
 night-cap wrap-per bed-gown ear-rings
 trim-ming tab-by fil-let lock-et nan-kin.

Parts of the Body.

Bo-dy in-step el-bow eye-brow eye-lid
 eye-lash fin-ger fore-head knuc-kle an-kle
 ten-don tem-ple shoul-der pa-late.

VERBS OF TWO SYLLABLES,

Accented on the First.

Bor-row	mum-ble	Tit-ter
blis-ter *	mur-mur	tot-ter
Can-ter *	muz-zle	tram-ple
ca-per *	Nib-ble	tum-ble
En-ter	num-ber *	twin-kle
Has-ten	Po-lish *	Va-nish
hin-der	pon-der	van-quish
hob-ble	prat-tle *	var-nish *
Jug-gle	pub-lish	va-ry
jum-ble	pun-ish	ven-ture *
Kin-dle	Quar-rel *	vi-sit *
Loi-ter	Ram-ble *	vo-mit *
lin-ger	rum-ble	Wan-der
lis-ten	rum-ple	war-rant *
Med-dle	Scam-per *	wa-ver
men-tion *	slan-der *	whis-per *
me-nace *	slum-ber *	whis-tle *
min-gle	sof-ten	wor-ry
muf-fle	so-lace *	wor-ship *

In those words which are arranged under the denomination of verbs, adjectives, &c. an asterisk * denotes that the word is not always the same part of speech. They are sometimes nouns.

VERBS OF TWO SYLLABLES,

Accented on the Second.

A-base	com-mand *	Im-bibe
ab-hor	con-strain	im-pair
ac-cuse	con-vert	im-pel
ad-just	De-bar	im-plore
af-front *	de-lay *	in-cline
a-larm *	dis-claim	<i>in-crease *</i>
a-maze *	dis-guise *	in-dulge
ap-pal	dis-like *	in-fer
a-rise	dis-mount	in-tend
as-sent *	di-vide	in-trigue *
at-tend	di-vulge	in-trude
a-vow	E-clipse *	in-volve
Bap-tize	ef-face	La-ment
be-head	ef-fect *	lam-poon *
be-hold	em-brace *	Main-tain
be-lieve	en-chant	<i>ma-nure *</i>
be-stow	en-'wine	mis-cal
be-wail	ex-cite	mis-lay
be-ware	ex-clude	mis-give
blas-pheme	ex-pand	mis-lead
block-ade	Fa-tigue *	mis-take *
Ca-jole	fer-ment	mis-trust *
com-bine	fore-cast *	mis-use
<i>ce-ment *</i>	for-give	mo-lest
com-press	fore-tel	Neg-lect *

* Sometimes nouns. Those in *Italic* are then accented on the *first* syllable.

O-bey	<i>Re-bel *</i>	<i>Tor-ment *</i>
ob-ject *	re-build	tra-duce
ob-tain	re-ceive	trans-act
oc-cur	re-deem	tran-scend
of-fend	re-dress *	tran-scribe
op-pose	re-fer	trans-fer
op-press	re-gain	trans-form
or-dain	re-gret	trans-gress
out-bid	re-ject	trans-late
out-grow	re-lease	trans-mit
out-live	re-mark *	tran-spire
out-run	re-peat	trans-plant
out-sail	re-quire	trans-pose
out-shine	re-solve	tre-pan
out-wit	re-tain	trus-tee
Pa-rade *	Sa-lute *	Un-bend
par-take	se-clude	un-bind
per-fume *	se-cure	un-bolt
per-mit	se-duce	un-brace
per-plex	se-lect	un-do
post-pone	sub-due	<i>un-dress *</i>
pre-side	sub-ject	un-fold
pre-dict	sub-join	u-nite
pre-fer	sub-mit	un-tie
pre-pare	sub-vert	up-braid
pre-tend	suc-ceed	up-hold
pro-cure	suf-fice	u-surp
pro-fess	sug-gest	With-draw
promote	sup-port *	with-hold
pur-loin	sus-pend	with-stand

NOUNS OF TWO SYLLABLES,

*Accented on the First.**Persons.*

Ab-bot	Game-ster	Paint-er
ab-bess	gen-tile	ped-lar
au-thor	gun-ner	pen-man
Bab-bler	Jail-er	pi-lot
ba-by	jus-tice	po-et
bai-liff	Keep-er	post-man
beg-gar	La-dy	pre-late
bid-der	land-lord	pro-phet
brew-er	lim-ner	Read-er
bride-maid	Maid-en	rec-tor
bride-groom	ma-jor	ri-val
but-ler	mar-shal	rob-ber
Cap-tain	may-or	Sail-or
chap-lain	mem-ber	sex-ton
cob-ler	mer-chant	strip-ling
con-sul	mil-ler	Tin-ker
cu-rate	mi-ser	tu-tor
Dam-sel	mon-ster	ty-rant
drum-mer	Ne-gro	Um-pire
drunk-ard	neigh-bour	un-cle
Em-press	nig-gard	Va-let
en-voy	no-vice	vi-car
Fac-tor	Off-spring	Wi-dow
fa-ther	or-phan	Yeo-man
foot-man	oil-man	Za-ny

ADJECTIVES

ADJECTIVES OF TWO SYLLABLES.

Accented on the First.

Ab-ject	Ea-ger	I-dle
a-ble	emp-ty	jea-lous
ab-sent	end-less	jol-ly
a-cid	e-qual	joy-ful
a-ged	e-ven	joy-less
ar-dent	Faith-ful	Lan-guid
art-ful	faith-less	law-ful
art-less	fear-ful	le-vel
Bar-ren	fer-vent	life-less
bash-ful	fil-thy	lit-tle
bet-ter	fla-grant	live-ly
bloom-ing	for-mal	low-ly
brit-tle	friend-ly	Man-ly
Care-ful	fros-ty	mind-ful
care-less	for-ward	mo-dest
cer-tain	fruit-ful	mo-ral
charm-ing	Gal-lant	mor-tal
chear-ful	gen-tle	mourn-ful
child-ish	gid-dy	mud-dy
con-stant	glos-sy	Na-ked
cru-el	grace-ful	nar-row
Dain-ty	grace-less	na-tive
de-cent	Hand-some	na-val
dis-mal	hap-py	need-ful
dis-tant	help-less	need-less
dread-ful	hum-ble	nim-ble

Old-er	Scar-let	Taw-dry
o-pen	scorn-ful	ten-der
Pen-sive	shab-by	thank-ful
per-fect	shame-ful	thiev-ish
pla-cid	shame-less	thought-ful
play-ful	shi-ning	ti-dy
plea-sant	shock-ing	time-ly
pomp-ous	si-lent	tire-some
po-tent	sim-ple	tri-ple
pre-sent	sin-ful	trus-ty
pri-vate	so-lid	Up-right
Qui-et	spot-less	use-ful
Ram-pant	squeam-ish	Va-cant
re-al	state-ly	ver-dant
rest-less	stub-born	Wake-ful
ro-sy	sul-try	woc-ful
rot-ten	sur-ly	Youth-ful
roy-al	swar-thy	Zeal-ous

Accent on the Second Syllable.

A-lert	Con-cave	Pro-fane *
a-live	con-vex	pro-lix
au-stere	De-mure	pre-pense
a-wake *	Ex-act *	pro-pense
a-wry	Ma-ture *	Re-plete
Be-nign	mo-rose	Se-rene

* Sometimes verbs.

READING LESSONS.

THE OSTRICH.

Boy. Mam-ma, Betty tells me, she has heard of a bird which is large e-nough to car-ry a man : can it be true ?

Mamma. Yes, my dear, it is call-ed an os-trich.

Boy. I should like to ride on a bird—Oh dear ; I would make it fly so high !

Mamma. The bird does not fly.

Boy. What ! not fly !—Has it, then, no wings ?

Mamma. It has wings ; but they are use-less for flight ; yet they as-sist the bird in run-ning.

Girl. I do not like an os-trich, be-cause she neg-lects her young.—I am sure *that* is true ; for it is in the Bi-ble.

Mamma. My dear girl, you rea-son right-ly : it is true of the os-trich in the

coun-try where Job liv-ed. In a hot coun-try, the heat of the sun will suf-fice to hatch the eggs; in a cool-er, the birds sit by night; and in a still cool-er, they sit both night and day; and one may judge whe-ther they have a nest or no; for, if they have a nest, they will wheel round and round, so as not to lose sight of their charge; but if they have not a nest, they flee far off.

THE SILK-WORM.

Child. Mam-ma, how can silk-worms wear our clothes?

Mamma. What do you mean, my dear?

Child. My book of hymns says, that silk-worms have worn our clothes.

Mamma. The silk-worm is a fo-reign moth, and is the na-tive of a warm-er cli-mate. It spins to se-cure it-self in a silk-en cone, which we wind off, and pre-pare for our own use: thus we clothe our-selves with what a worm hath worn.

THE RACCOON.

A RAC-COON is a ve-ry pret-ty creature.

So I have heard. I wish I had been at home when you saw it. Can you tell me a-bout it?

It is very fond of sweet things, and likes to dip its food in water: it is pleas-ing to see the rac-coon run to a pan and sop its meat. It took a fan-cy to John, and would lick his boots; and pa-pa said, it was be-cause there was su-gar in the black-ing.

I should like to have one. I would try to make it ve-ry hap-py. I am sor-ry I was out; but I am to see the Mu-se-um when I go to Lon-don. I am to go next win-ter.

THE MOLE.

WHAT an odd thing a mole is! Look at it, mam-ma. John says, it has no eyes.—Poor thing! it is dead.

We will look at it—Come all of you, and see.

What an odd thing, and so strange, to have no eyes.

It has eyes; but they are on-ly the size of a large pin's head. He who made the mole, made it to suit its a-bode. You know that it lives un-der the ground; so it does not need much sight: it is thought to have just so much as to warn it, when it is near the sur-face of the earth, where it would be less safe than be-low. The eyes are not on-ly small, but hid in the fur, to keep them safe; and we are told that the mole can draw them back, or thrust them out. Its ears are quick, which guards it from dan-ger. The nose is long and sharp; this it thrusts in-to small holes. Its scent is quick, to find its food in the dark.

Mam-ma, what does it eat?

It eats worms, which it skins. The mole will come out at night, and go in search of snails; by which means it falls a prey to the owl.

Look at the fore-feet: they are short, strong and broad.

They

They are like hands.

They are, and much of the same use. You see they are placed side-ways, so that they can throw back the earth which they scoop out, to make their way in the ground; and its back parts are small, that it may glide through the earth with ease.

The skin is like plush!

It is; and that, we are told, is, that the earth may not stick to it: it lives in dirt, yet is clean, nay bright: we say, as sleek as a mole.

How soft!—It is warm too.

THE DOG AND CAT.

My book says a great deal of the dog; how useful and faithful he is—Too much can hardly be said of a dog which is taught. By nature they are fierce: they are beasts of prey; but they will learn almost any thing; and how they love their owners!

A cat is said not to care for those who keep he; but I think our's loves us.

Aye, sure!

It

It is true they have not so much sense as a dog; nor are they so much at-tach-ed; but they have not jus-tice done them. I am told that a cat was known to miss its master, who was con-fi-ned in the Tow-er; the poor thing found its way down a chimney, and so got to him.

How glad he must be to see poor Puss!

I do not doubt it; and you may be sure that he had been kind to her, or she would not have been so fond of him.

THE KITTENS.

It rains; so we can-not go a-broad; but I will find some-thing to a-muse you: the cat has a lit-ter of kit-tens; we will look at them.

Child. Poor things! they have no eyes.

Friend. Yes, they have eyes; but they re-main clo-sed till the ninth day; so do those of pup-pies, and those young birds which are hatch-ed on high trees; they do not see at first: sight would be of no use to them. The pa-rents car-ry their food
to

to them, and put it in-to their beaks in turn. I be-lieve that lit-tle boys of-ten kill their nest-lings with kind-ness; for the young birds know when they have had e-nough, and re-fuse to re-ceive any more (it were well if lit-tle boys and girls were al-ways as wise): these boys force o-pen the beaks of the young birds, and cram the food down their throats.—I wish boys would not take nests. It is hard for the poor birds to lose all their pains; and they love their young ones, and grieve to miss them, when they come back to the nest with food for them. Think what we should feel to lose you, and you to miss my care and love for you. Think; and do as you would be done by.

THE PELICAN.

WHAT a great pouch that is! What is it for?

To con-vey food to its young ones: it is as good as a bas-ket.

It is bet-ter than a bas-ket; for it will like-wise hold wa-ter, to sup-ply the nest-lings

lings with drink. We are told by travellers of credit, that the old birds fill the nests with water, and that the wild beasts of the desert come and quench their thirst, without injuring the young birds.

Mam-ma, is it true that the pe-li-can feeds her young ones with her blood?

No, my dear, it is a fa-ble; but it may be, that some one who saw the bird feed her nest-lings from the pouch, might think so.

THE BUSTARD.

Is it true that the bus-tard has a pouch? I once saw a bus-tard; and I look-ed; but I could see none.

That is be-cause the pouch is with-in: the male bird has a pouch, which will contain a good deal; it is said to be de-sign-ed to car-ry wa-ter to the nest, which is u-su-al-ly at a dis-tance from wa-ter.

VERBS OF THREE SYLLABLES,

Accented on the First.

Ab-di-cate	es-ti-mate *	No-mi-nate
a-bro-gate	ex-e-crate	no-ti-fy
ac-tu-ate	ex-e-cute	O-bli-gate
a-ni-mate	ex-er-cise *	oc-cu-py
au-thor-ise	ex-pi-ate	o-pe-rate
Be-ne-fit *	For-ti-fy	o-ver-flow
Cal-cu-late	Gar-ri-son *	pa-ci-fy
cap-ti-vate	glo-ri-fy	pe-cu-late
ca-te-chise	gra-ti-fy	pe-ne-trate
ce-le-brate	gra-vi-tate	per-pe-trate
cer-ti-fy	I-mi-tate	pro-se-cute
cir-cu-late	im-pli-cate	pe-tri-fy
cla-ri-fy	im-pre-cate	Re-no-vate
con-se-crate	in-di-cate	ru-mi-nate
con-sti-tute	in-flu-ence *	rus-ti-cate
coun-ter-feit *	in-no-vate	Sa-cri-fice *
cru-ci-fy	in-sti-tute *	sanc-ti-fy
cul-ti-vate	in-ter-dict *	sa-tis-fy
De-di-cate	in-vo-cate	suf-fo-cate
de-ro-gate	jus-ti-fy	To-le-rate
de-vi-ate	Mag-ni-fy	ty-ran-nise
E-du-cate	† ma-ni-fest *	Ve-ne-rate
e-mu-late	mi-ni-ster *	vi-o-late

* Sometimes nouns.

† Manifest is likewise sometimes an adjective.

Accented

Accented on the Second.

A-ban-don	Dis-a-ble	en-light-en
a-bo-lish	dis-co-ver	en-ve-lope
ac-com-plish	dis-cou-rage	e-stab-lish
ac-cus-tom	dis-fi-gure	ex-hi-bit
ac-know-ledge	dis-pa-rage	ex-tin-guish
ad-mo-nish	dis-qui-et	ex-tir-pate
a-dum-brate	dis-sem-ble	Il-lus-trate
as-sem-ble	dis-tin-guish	i-ma-gine
a-sto-nish	dis-tri-bute	im-pri-son
at-tem-per	E-li-cit	in-cul-cate
at-tri-bute	em-bez-zle	in-ha-bit
Be-wil-der	em-bow-el	in-hi-bit
Com-pen-sate	em-broi-der	in-spi-rit
con-fis-cate	em-pan-nel	in-ter-pret
con-jec-ture	en-a-ble	in-vei-gle
con-si-der	en-coun-ter	Re-lin-quish
con-tem-plate	en-cou-rage	re-mem-ber
con-tri-bute	en-dea-vour	re-plen-ish
con-cen-trate	en-er-vate	re-sem-ble

Accented on the last.

Ac-qui-esce	dis-an-nul	in-ter-vene
ap-per-tain	dis-ap-pear	Mis-ap-ply
ap-pre-hend	dis-ap-point	mis-be-have
Cir-cum-scribe	dis-ap-prove	O-ver-flow
cir-cum-vent	dis-be-lieve	o-ver-turn
co-in-cide	dis-com-mend	o-ver-whelm
com-plai-sant	dis-com-pose	Per-se-vere
com-pre-hend	dis-en-gage	un-der-go
com-pro-mise	dis-es-teem	Re-col-lect
con-de-scend	dis-o-bey	re-com-mend
con-tra-dict	dis-u-nite	re-in-force
con-tro-vert	En-ter-tain	re-pre-hend
cor-re-pond	Im-por-tune	re-pre-sent
coun-ter-mine	in-com-mode	re-pri-mand
coun-ter-vail	in-ter-cede	Su-per-scribe
coun-ter-mand	in-ter-cept	su-per-sede
De-com-pose	in-ter-fere	Un-der-mine
dis-a-buse	in-ter-lope	un-der-stand
dis-a-gree	in-ter-mix	un-der-take
dis-al-low	in-ter-rupt	Vo-lun-teen

It is needful here to observe, that cion, sion, and tion, either in the middle or at the end of words, sound like shon; ci, sci, si, and ti, sound like sh; therefore cial and tial sound like shal; cian and tian, like shan; cient and tient, like shent; cious, scious, and tious, like shus; and science and tience, like shence; all in one syllable.

A FEW EXAMPLES,

IN

WORDS OF THREE SYLLABLES, PRONOUNCED AS TWO;

Divided as they are pronounced.

Ac-tion	lus-cious	pre-cious
an-cient	Man-sion	Quo-tient
auc-tion	mar-tial	Sanc-tion
Cap-tious	men-tion	spa-cious
cau-tious	mo-tion	spe-cial
con-science	Na-tion	spe-cious
con-scious	no-tion	sta-tion
Dic-tion	nup-tial	suc-tion
Fac-tion	Par-tial	Ter-tian
fac-tious	pas-sion	Unc-tion
Gra-cious	pa-tience	Ver-sion
Lo-tion	pa-tient	vi-sion

READING

READING LESSONS.

THE STABLE.

I have been at a toy-shop, mamma, and my uncle gave me a shilling.

Well, what did you purchase?

I bought a stable full of horses, because my uncle says, that I can amuse myself with them at any time. I shall make believe to curry them; then lead them abroad, and take them to water; and then I shall put on the saddles.

Very well: all this you may do. I have only to say, that I hope you will treat them kindly.

Why, mamma, they cannot feel.

It is very true, my dear: I trust, if they *could*, you would be very sorry to hurt them; but I would have you be gentle even in making believe, else you might contract very evil habits.

But I shall call some of them colts, and I must break them.

Even

Even then you must be tender. If your dear papa were in England, he would direct you better than I can.

Mamma, do not sigh so. Papa will come home again. Tell me what he would say.

I have heard him say often, that, if horses were broken by gentle methods, and used by humane persons, they would be as docile as dogs. Once, when I was riding in Hyde Park, I saw an instance which I shall never forget.

Do tell me, mamma.

I was riding in the king's private road, in Hyde Park, and saw a man alight, and walk along the terrace, his horse keeping pace with him. The pretty creature watched each motion. If his master stopped, so did he; if his master walked fast, then the horse trotted; and we were told he would do the same in a thronged street. This degree of attachment can only be expected from an animal that has been treated with kindness.

THE DOLL'S CHAMBER.

I want to furnish Doll's house.

For whom is it?

For my little sister.

What have you ready?

I have a bed, and bolster, and pillows, and a small blanket.

A blanket, indeed!

Yes; I made it of a piece of thin flannel; and I have a case, but no feathers in it.

And of what are the hangings?

They are of fine cotton?

What colour?

Purple and yellow? I want a bit of nice muslin for a quilt.

Have you sheets?

Yes, Mary gave me a bit of cambrick; and dear little Susan made them herself; and now she is hemming some napkins.

The linen is ready, I find, for the chamber. After dinner, we will go to the toy-shop.

THE TOY-SHOP.

WE can here purchase every thing you want.

To finish Doll's chamber, I want a bottle and basin.

Here is an ewer: that is better than a bottle.

I shall like to have some water in it.

Have you carpets?

Oh, no!

I will give you a small piece of canvas; and I have some crewels.

I thank you.

Have you tea-things?

My tea-pot is broken. I have six cups and saucers, a cream-pot, and several basins; and two plates; one is for bread and butter; but Betty will not let me have any.

She is right: cake is more cleanly.

I want to furnish the parlour too.

You must not purchase too many things: there should not be much money laid out upon Dolls.

My

My brother will make a sofa, an arm-chair, and screen ; he is carver ; and my elder sister will be gilder : she has some nice gold paper.

THE HEDGE-HOG.

MAMMA, I have seen the oddest thing ! a ball with bristles upon it. I was looking at it, and some boys came running : they did not stay to speak, but gave it a great kick, and away it went, and they after it.

I am sorry to say that it was a hedge-hog. They are quite harmless, and most patient creatures : they are said not to utter a groan, when cruel persons injure them.

So it was alive !

Yes ; and if it had been let alone, it would have unrolled, and you would have seen a little nose like a pig's. The only mode of defence it has, is to roll itself, and so present the prickles on its back. Silly people fancy that they injure the cattle, by sucking them ; but it is a great mistake. The food of the hedge-hog consists of roots,
G fruit,

fruit, worms, and insects. It keeps close in the day, but roams by night, in search of food.

THE BADGER.

THIS is a beast of great strength: it has strong teeth, like those of beasts of prey; yet its food consists of roots, fruit, grass, and insects: it will indeed eat frogs.

Nature, not having given the badger speed to escape from those who would injure it, has supplied it with such weapons of offence, that it is said few creatures would venture to attack it; few can defend themselves better, or bite harder: when pursued, they come to bay, and fight. It sleeps much, and is very fat. It burroughs under ground, like the fox, and confines itself to its hole during the whole day, feeding only at night. It is very cleanly.

Men hunt the badger for their flesh: the hams are thought equal to the best bacon. The skin is used for pistol-cases, dressed with the hair on; and the hair is used for making brushes to soften shades in painting.

THE TIPPETS.

LADIES, if we were playing at forfeits, I would enjoin you all to tell me what your muffs and tippets are made of?

I doubt you would puzzle some of us.

They are made of feathers, you see.

Mamma, can you tell me more?

There are birds called grebe or loon, which (like all those which frequent the water) have plenty of soft down to preserve them from the cold. The skins of one species (found in the moors of Shropshire and Cheshire) are made into tippets, which are sold at as high a price as those that come from Geneva. This bird is a tender nurse, feeding her young with the utmost care, chiefly with small eels; and when the infant brood are tired, she will carry them either on her back or under her wings. The bird feeds on fish, for which it dives. It is never seen on land, and shews only its head on the water.

THE EIDER DUCK.

MR. CLARKE says, that the quilt which he uses when he has the gout, is stuffed with the down of the eider duck. I wish to read about it.

It lays its eggs among the stones or plants near the shore, and prepares a soft bed for them, by plucking the down from its own breast. The natives watch, and take away both eggs and nest. The duck lays again, and repeats the plucking of its breast. If she be robbed again, she will still lay ; but the drakes must supply the down, as her stock is done ; but if the eggs are taken a third time, she deserts the place.

This useful species is found in the western isles of Scotland ; but in greater numbers in Norway, Iceland, and Greenland ; whence much of the down called eider, or edder, is brought. It is so warm and light as to prove a great blessing to those persons who can ill bear the weight of common blankets.

ADJECTIVES OF THREE SYLLABLES,

Accented on the First.

Af-fa-ble	cour-te-ous	ex-cel-lent
a-li-en *	co-vet-ous	ex-qui-site
a-mo-rous	cre-di-ble	Fa-bu-lous
a-ra-ble	cri-mi-nal *	fal-li-ble
ar-ro-gant	cri-ti-cal	fa-ther-less
Beau-ti-ful	cu-bi-cal	fe-ver-ish
bois-ter-ous	cul-pa-ble	fla-tu-lent
boun-ti-ful	cu-ri-ous	fraud-u-lent
bro-ther-ly	Dan-ger-ous	fri-vo-lous
bur-den-some	de-li-cate	fu-ri-ous
Ca-su-al	de-so-late	Ge-ne-ral *
cla-mor-ous	des-pe-rate	ge-ne-rous
cir-cum-spect	des-ti-tute	glut-ton-ous
com-fort-less	di-li-gent	Hi-de-ous
co-mi-cal	dis-so-lute	Im-pu-dent
con-gru-ous	do-lor-ous	in-di-gent
con-ju-gal	du-ra-ble	in-do-lent
con-tra-ry *	E-di-ble	in-fi-nite
cor-di-al *	e-le-gant	in-no-cent
cor-po-ral *	e-mi-nent	in-ti-mate
cor-pu-lent	e-ve-ry	in-tri-cate
coun-ter-feit *	e-vi-dent	jo-cu-lar

* Sometimes nouns.

jo-vi-al	o-pu-lent	Ra-di-cal
La-te-ral	or-der-ly	ra-ven-ous
li-be-ral	or-tho-dox	re-qui-site
li-te-ral	Pal-pa-ble	re-tro-grade
Ma-la-pert	pec-to-ral *	re-ve-rend
mas-cu-line	pe-tu-lant	right-e-ous
mer-ci-ful	phy-si-cal	sa-vo-ry
mis-chiev-ous	plen-ti-ful	scrip-tu-ral
mo-de-rate †	po-li-tic *	scr-u-pu-lous
mu-si-cal	po-pu-lar	se-cu-lar
mu-ta-ble	po-pu-lous	sen-su-al
Na-tu-ral	pos-si-ble	se-pa-rate †
ne-ga-tive	por-ta-ble	se-ve-ral
no-ta-ble	po-ta-ble	si-nis-ter
nu-me-rous	pre-va-lent	slip-pe-ry
Ob-du-rate	prin-ci-pal	stre-nu-ous
ob-so-lete	pro-ba-ble	sub-se-quent
ob-sti-nate	pro-fli-gate *	suc-cu-lent
ob-vi-ous	pros-per-ous	Ti-tu-lar
o-di-ous	punc-tu-al	trac-ta-ble
o-dor-ous	pu-ru-lent	trea-che-rous
o-mi-nous	Quar-rel-some	tur-bu-lent
op-po-site *	que-ru-lous	U-su-al

† Sometimes verbs.

Accented on the Second.

A-bu-sive	di-ur-nal	im-post-hume
at-ten-tive	do-mes-tic	im-pos-tor
au-then-tic	dra-ma-tic	im-pos-ture
Co-he-rent	Ef-fec-tive	im-pru-dent
con-sist-ent	ef-ful-gent	in-car-nate
con-sump-tive	e-lec-tive	in-clu-sive
cor-ro-sive	e-le-ven	in-de-cent
De-ceit-ful	e-lu-sive	in-fer-nal
de-ci-sive	e-mer-gent	in-for-mal
de-cre-pit	e-mul-gent	in-he-rent
de-fen-sive	er-ra-tic	in-hu-man
de-form-ed	e-ter-nal	in-si-pid
de-light-ful	ex-alt-ed	in-struc-tive
de-lu-sive	ex-ter-nal	in-ter-nal
de-struc-tive	fan-tas-tic	in-tes-tate
de-ter-gent	for-get-ful	in-trin-sic
dis-fu-sive	for-sa-ken	† <i>in-va-lid</i> *
dis-dain-ful	Gi-gan-tic	La-co-nic
dis-grace-ful	Her-met-ic	Mag-ni-fic
dis-ho-nest	he-ro-ic	ma-lig-nant
dis-junc-tive	hi-ber-nal	ma-ter-nal
dis-taste-ful	I-den-tic	me-cha-nic *
dis-tract-ed	im-mo-dest	mo-nas-tic
dis-trust-ful	im-mor-tal	Neg-lect-ful

† *Invalid*, when a noun, is accented on the last syllable, and rather less strongly on the first.

noc-tur-nal	re-morse-less	un-e-qual
O-bli-ging	re-nown-ed	un-friendly
or-gan-ic	re-proach-ful	un-fruit-ful
of-fen-sive	re-sist-less	un-god-ly
out-land-ish	re-spect-ful	un-grate-ful
Pa-ci-fic	re-venge-ful	un-ho-ly
pa-the-tic	Sar-cas-tic	un-ru-ly
pel-lu-cid	scor-bu-tic	un-skil-ful
per-sua-sive	sub-mis-sive	un-thank-ful
pre-sump-tive	Trans-pa-rent	un-time-ly
pro-phet-ic	tri-umph-ant	un-wel-come
Re-dun-dant	Un-com-mon	un-wor-thy
re-lue-tant	un-daunt-ed	vin-dic-tive

Accented on the last Syllable.

A-la-mode	Im-ma-ture	in-cor-rect
De-bo-nair	in-com-plete	in-dis-creet

PERSONAL NOUNS OF THREE SYLLABLES,

Accented on the First.

Ad-mi-ral	De-pu-ty	He-re-tic
al-der-man	dow-a-ger	In-fi-del
an-ces-tor	Em-pe-ror	Kid-nap-per
Ba-che-lor	e-ne-my	La-bour-er
book-bind-er	Fish-er-man	Ma-ri-ner
bor-row-er	free-hold-er	Po-ten-tate
Can-di-date	Gar-den-er	Tra-vel-ler

READING LESSONS.

THE MUSK.

THE Chinese call it Che-hiang.

This animal is timid and solitary; it is very swift, climbs the steepest mountains, and descends the most dreadful steeps, with the utmost ease; his hearing is acute, and he flees at the slightest noise.

His food is wild herbs; and to the tender branches of the cedar many impute his perfume. When caught, he lies upon his back, in order, the hunters say, to be thus in the best posture of defence; they say, too, that he tears the bag, or tumour, under his body, which contains the musk, when he is warmly pursued or caught.

The author of the work whence this account is taken, thinks that the musk was given to the creature for its defence. As the wolves and tygers are fond of his flesh,

he stops their pursuit by tearing the bag of his musk, and thus filling the air with the odour.

The snare, the net, and the gun, are used ; and the poor beast is said to be decoyed within reach of the latter, by the notes of a flute, and sometimes those of a child.

THE CIVET.

We read of above thirty of the weasel tribe : the civet is one. The drug called civet, which some esteem a perfume, is found in a bag. Some persons keep the poor creatures in a cage, and scrape their bag twice in a week.

All weasels have a strong scent : in most of them it is a stink. There are four foreign species, which find their safety in their stench. Dogs that are not true bred, run back when they perceive the smell ; those that have been used to it, will kill the animal, but are obliged to relieve themselves by thrusting their noses into the ground ;
nor

nor can a dog be borne to be near its master for many days after killing one.

THE RATEL.

THIS also is a weasel, and one of the four very stinking ones. He lives on honey, and watches the bird called the honey-guide cuckoo, which, by its noise, directs men, as well as this beast, to the trees where bees are to be found. The hair of the ratel is very stiff; and his hide is so tough, that a dog cannot wound it. It resists stoutly, by biting and scratching, besides the stench which he is said to emit. The thickness of his hide fits him for attacking the bees.

THE DORMOUSE.

THIS Ray stiles the sleeper, because at the approach of winter he retires, and rolls himself up, lying torpid; sometimes, in a warm day, he will revive, take a little food, and relapse into his former state again. It

lives in thick hedges, makes its nest in the hollow of a low tree, or in a thick bush, near the bottom, of grass, moss, or dead leaves, and brings three or four young. The dormouse seldom appears far beyond its retreat. It takes its food sitting up like a squirrel. The dormouse forms magazines of nuts. Ladies keep these little animals in cages; and perhaps confinement is less irksome than to creatures of a more lively nature; but doubtless liberty is dear to them.

THE ALPINE MARMOT.

THIS little creature inhabits the loftiest summits of the Alps and Pyrenean mountains. It feeds on insects, roots and vegetables. While they are at food, they place a centinel, who gives a whistle on seeing any sign of danger; on which they instantly retire into their holes, the centinel the last. They form holes under ground, with three chambers, of the form of a Y, with two entrances, line them well with
moss

moss and hay, and about Michaelmas retire into them, stopping up the entrances with earth. Here they continue in a torpid state till April. They lodge in society, from five to a dozen in a chamber, and walk on their hind feet, lift up their meat to their mouths with their fore feet, and eat it sitting up. They are very playful. They are sometimes eaten, but generally taken to be shewn, especially by the Savoyards. They soon grow tame, and will then eat any thing, but are said to prefer milk.

THE GUINEA PIG.

So the Restless Cavy is called, being supposed to come from that country. It inhabits Brasil and Guinea. We are ignorant of its manners in a wild state ; it is domesticated in Europe, and well known.

The Guinea pig is a restless, grunting little animal, per-pe-tu-al-ly running from corner to corner. It feeds on bread, grain and vegetables. They are very tender : multitudes

tudes of young and old perish by cold and moisture. Cats kill them. Rats are said to avoid their haunts. They eat incessantly, and feed on all kinds of herbs, but especially on parsley, which they prefer to grain or to bread. They are likewise fond of apples and other fruit. They must be kept in a dry, warm, wholesome place. When they feel cold, they assemble, and croud close together, and, after all, perish in this state. They are mild, but form no attachment.

THE APE.

APE is the family name, including baboon and monkey. They are numerous, and are almost confined to the torrid zone.

They are, in general, lively, full of frolic, chatter and grimace. From their form, they have many actions in common with the human kind; most of them are fierce and untameable; some are of a milder nature, and will shew a degree of attachment, but
in

in general are endowed with mischievous intellects.

They feed on fruit, leaves and insects; inhabit woods, and live on trees. In general, they go in vast companies. They leap with great ac-ti-vi-ty from tree to tree, even when loaded with their young, which cling to them. They are the prey of leopards, and others of the cat kind; and also of serpents, which pursue them to the summit of the trees, and swallow them entire. They are not car-ni-vo-rous, but for mischief will rob the nests of birds, of both eggs and young. In the countries where apes most abound, the feathered tribes fix their nests beyond the reach of these invaders.

THE HUMMING BIRD.

THESE curious little birds are otherwise called honey-suckers. Latham gives sixty species; the least, he says, is not so large as some species of bees, as it weighs no more than twenty grains when fresh killed. They
live

live upon honey, which they suck from flowers, and that with their tongue, supporting themselves in a steady position, without lighting, by the motion of their wings, which is so very rapid as to be almost in-vi-si-ble. In this po-si-tion, they insert their tongues, consisting of two fine fleshy threads, into the cavity of a flower, and suck the honey. During this time, the quick motion of their wings makes a humming noise, like that of a bee. Captain Davis kept some alive a few months, by making artificial flowers, and filling the bottom with sugar and water. They soon grew fa-mi-li-ar, and indeed are not very shy, when at large, but will enter rooms where the windows are open. They are, in general, most beautiful little creatures, the lustre of their plumage resembling that of precious stones. Ladies wear them, as ornaments, hung to ear-rings.

WORDS OF FOUR SYLLABLES,

Accented on the first.

Ab-so-lute-ly	ar-bi-tra-ry	co-pi-ous-ly
ac-cept-a-ble	ar-ro-gant-ly	cor-ri-gi-ble
ac-ces-sa-ry	au-di-to-ry	cus-tom-a-ry
ac-cu-ra-cy	a-vi-a-ry	De-li-ca-cy
ac-cu-rate-ly	Bar-ba-rous-ly	des-pi-ca-ble
a-cri-mo-ny	beau-ti-ful-ly	dif-fi-cul-ty
ac-tu-al-ly	bril-li-an-cy	di-li-gent-ly
a-de-quate-ly	bur-go-mas-ter	dis-pu-ta-ble
ad-mi-ra-ble	Ca-ter-pil-lar	dro-me-da-ry
ad-mi-ral-ty	ce-li-ba-cy	Ef-fi-ca-cy
ad-ver-sa-ry	cen-su-ra-ble	e-le-gant-ly
ag-gra-vat-ed	ce-re-mo-ny	e-li-gi-ble
a-la-bas-ter	cir-cu-la-ted	ex-cel-len-cy
a-li-e-nate	cog-ni-za-ble	ex-e-cra-ble
al-le-go-ry	com-fort-able	ex-o-ra-ble
al-ter-a-tive	com-ment-a-ry	ex-qui-site-ly
a-mi-ca-ble	com-mis-sa-ry	Fa-vor-a-ble
a-mo-rous-ly	com-pa-ra-ble	Fe-bru-a-ry
a-ni-ma-ted	com-pe-ten-cy	fluc-tu-at-ing
an-nu-al-ly	con-quer-a-ble	fri-vo-lous-ly
an-swer-a-ble	con-se-quent-ly	Ge-ne-rous-ly
an-ti-cham-ber	con-sti-tut-ed	He-te-ro-dox
an-ti-mo-ny	con-ti-nent-ly	hos-pi-ta-ble
an-ti-qua-ry	con-tro-ver-sy	Ig-no-mi-ny
ap-pli-ca-ble	con-tu-ma-cy	in-ven-to-ry
		Ja-nu-a-ry

Ja-nu-a-ry	mu-ti-nous-ly	so-li-ta-ry
ju-di-ca-ture	Ne-ces-sa-ry	spe-cu-la-tive
La-pi-da-ry	ne-cro-man-cy	spi-ri-tu-al
li-te-ra-ture	nu-me-rous-ly	sta-tu-a-ry
Ma-gi-str-a-cy	Ob-du-ra-cy	sub-lu-na-ry
mal-le-a-ble	ob-vi-ous-ly	Ta-ber-na-cle
man-da-to-ry	of-fer-to-ry	ter-ri-to-ry
ma-tri-mo-ny	o-pe-ra-tive	tran-si-to-ry
me-lan-cho-ly	Pa-ci-fi-er	Va-lu-a-ble
me-mo-ra-ble	pa-tri-mo-ny	va-ri-a-ble
mer-ce-na-ry	pre-bend-a-ry	ve-ge-ta-ble
mi-li-ta-ry	pro-mis-so-ry	ve-ne-ra-ble
mi-se-ra-ble	Sanc-tu-a-ry	vir-tu-ous-ly
mo-na-ste-ry	se-cre-ta-ry	vo-lun-ta-ry
mo-ral-i-zer	ser-vice-a-ble	What-so-e-ver

Accented on the Second Syllable.

Ab-bre-vi-ate	am-bas-sa-dor	Bar-ba-ri-an
ab-do-mi-nal	am-bi-gu-ous	be-a-a-tude
a-bi-li-ty	a-na-to-my	be-ha-vi-our
a-bo-mi-nate	a-na-to-mist	be-ne-fi-cence
a-bun-dant-ly	an-ge-li-cal	bi-o-gra-phy
a-ca-de-my	a-no-ma-lous	bi-tu-mi-nous
ac-com-pa-ny	an-ti-pa-thy	Ca-la-mi-tous
ac-cu-mu-late	a-po-lo-gise	ca-lum-ni-ous
a-ci-di-ty	a-rith-me-tic	ca-pi-tu-late
a-dul-te-ry	as-sas-si-nate	ca-tas-tro-phe
a-gree-a-ble	at-te-nu-ate	cen-so-ri-ous
al-low-a-ble	a-vail-a-ble	chi-rur-gi-cal
		con-

con-sis-to-ry	e-qui-vo-cate	Ma-te-ri-al
con-ti-gu-ous	er-ro-ne-ous	me-tro-po-lis
co-o-pe-rate	e-the-re-al	mi-ra-cu-lous
cor-po-re-al	e-va-po-rate	Na-ti-vi-ty
cor-ro-sive-ly	ex-ceed-ing-ly	non-sen-si-cal
De-bi-li-tate	ex-tre-mi-ty	no-to-ri-ous
de-fi-ni-tive	Fas-ti-di-ous	O-be-di-ent
de-for-mi-ty	fa-ta-li-ty	o-ri-gi-nal
de-ge-ne-rate	fe-li-ci-ty	Par-ti-cu-lar
de-ject-ed-ly	fra-gi-li-ty	pre-ca-ri-ous
de-li-ne-ate	fu-tu-ri-ty	pro-ge-ni-tor
de-mo-cra-cy	Ge-o-gra-phy	Quo-ti-di-an
de-plo-ra-ble	ge-o-me-try	Ra-pi-di-ty
de-po-pu-late	gram-ma-ri-an	re-cep-ta-cle
de-pre-ci-ate	gram-ma-ti-cal	re-frac-to-ry
dex-te-ri-ty	Ha-bi-li-ment	re-luc-tan-cy
dis-co-ve-ry	ha-bi-tu-ate	re-mark-a-ble
dis-u-ni-on	hi-la-ri-ty	re-mu-ne-rate
di-vi-ni-ty	hu-mi-li-ty	Sa-ga-ci-ty
dox-o-lo-gy	I-do-la-ter	si-mi-li-tude
du-pli-ci-ty	im-men-si-ty	sim-pli-ci-ty
E-bri-e-ty	im-pos-si-ble	so-lem-ni-ty
ef-fec-tu-al	in-a-ni-mate	so-li-ci-tor
e-ja-cu-late	i-ti-ne-rant	Tau-to-lo-gy
e-la-bo-rate	ju-ri-di-cal	ter-ra-que-ous
em-pi-ri-cal	La-bo-ri-ous	the-o-lo-gy
en-thu-si-ast	le-gi-ti-mate	ty-ran-ni-cal
e-pis-co-pal	le-gu-mi-nous	U-na-ni-mous
e-pi-to-my	lux-u-ri-ous	va-cu-i-ty

WORDS OF FIVE, SIX, AND SEVEN
SYLLABLES.

A-bo-mi-na-ble
an-ti-tri-ni-ta-ri-an
a-pos-to-li-cal
a-ri-sto-cra-ti-cal
au-tho-ri-ta-tive
Be-a-ti-fi-cal-ly
Ce-re-mo-ni-ous-ly
con-gra-tu-la-to-ry
con-tu-me-li-ous-ly
Di-a-bo-li-cal-ly
di-a-me-tri-cal-ly
dis-o-be-di-ent-ly
dis-sa-tis-fac-to-ry
Ec-cle-si-as-tes
ec-cle-si-as-tic
e-ja-cu-la-to-ry
em-blem-a-ti-cal-ly
e-ty-mo-lo-gi-cal
ex-pos-tu-la-to-ry
ex-tra-or-di-na-ry
Fa-mi-li-a-ri-ty
Ge-ne-a-lo-gi-cal
ge-ne-ral-is-si-mo

He-te-ro-ge-ne-ous
his-to-ri-o-gra-pher
Im-mu-ta-bi-li-ty
im-pe-ne-tra-bly
in-con-si-der-a-ble
in-con-si-de-rate-ly
in-di-vi-si-ble
in-fal-li-bi-li-ty
in-ter-ro-ga-to-ry
in-vo-lun-ta-ri-ly
La-ti-tu-di-na-ri-an
Ma-gis-te-ri-al-ly
me-ri-to-ri-ous-ly
Pe-cu-li-a-ri-ty
pre-des-ti-na-ri-an
Re-com-men-da-to-ry
Se-mi-di-a-me-ter
su-per-an-nu-at-ed
su-per-in-tend-en-cy
su-per-nu-me-ra-ry
Un-phi-lo-so-phi-cal
va-le-tu-di-na-ri-an
va-le-tu-di-na-ry

A CONVERSATION.

THERE were four boys, whose names were Freestone. They had been reading together, in a friendly, pleasing manner, in the Lessons for Children, written by Mrs. Barbauld: they were suited to the youngest, who was then about five years of age; but these sweet young boys were all so affectionate, and fond of each other, that the elder ones were always ready to condescend to read with the younger, even to the babes: in short, they were the Family of Love, each striving to oblige and please the rest. It was the Fourth Part of Mrs. Barbauld's Lessons.

William was the youngest of these four boys. He had just read the fable of the two naughty little Cocks, who *would* fight, though their mother often bade them not—Do you remember it, little reader?—One beat the other; and he who was beaten, was sullen, and full of spite; and he went and called the Fox to come and eat his brother;

brother; and the Fox came and ate his brother up, and then ate *him* too. He was well served, a naughty, spiteful thing!— But now for my Conversation.—

William. Why does this book talk of the two Cocks quarrelling and fighting? It cannot be true, because they were brothers.

George. It is a fable, and designed as a lesson for Boys. If one Cock picked up a barley-corn, the other wanted it. Just so it is with naughty Children, about their toys.

William. Why did the Cock that had been beaten, slink away, and hide himself, and then go to the Fox, and fetch him to eat his brother?

George. If you and I were to fight, and I were to beat you, and then you were to go and tell Papa, and to seem pleased to see him punish me, or hear him chide me, and he should turn to you, and say, “ I have punished George, because he was naughty; and now I will punish you, for you have been as bad as he.”——

William,

William, running to George, kisses him, and exclaims, I hope we shall never quarrel. If we had fought, I would not go to tell of you. I should be sorry to see you vexed, or have papa angry with you.

John. You must take care never to want the same thing at the same time; for so it is that little boys begin to quarrel.

Edward. It often happens, that a toy lies by neglected—One child sees it, and picks it up—He goes to play—The rest (as soon as the sight of the toy recals to their minds the joy they have had in playing with it) all want it directly.

John. Or a new thing makes them still more eager.

George. If I had beaten my brother, I would not have boasted of it, as Chanticlear did—I would have asked his pardon.

William. And I would have forgiven you, and kissed you.

George. Which Cock was the worst?

John. They were both very naughty to quarrel, and not to mind what their mother said to them.

Edward.

Edward. But surely the least Cock was more wicked than the other, because he was so spiteful as to wish to have his brother hurt.

John. Chanticlear was insolent : he crowed over the other, when he had conquered him.

Edward. And the other was malicious : he sought revenge.

Papa. Boys, I have heard your debate—The fable was designed to teach Children to shun anger. Those of one family should agree like the birds in a nest, or as the rest of the chickens in this brood did.—The passion of anger shews itself in different shapes ; so does pride ; both are very wicked passions ; and each of the Cocks was guilty of both—Chanticlear crowed in triumph ; the other slunk away—The pride of Chanticlear shewed itself in a haughty boast ; that of the other turned to hatred and malice—May such evil passions be far from all of you !—Solomon says, “ The beginning of strife is as when one letteth out

out water ;” that is, when people begin to quarrel, they cannot tell where they shall stop—Beware, therefore, my dear children, of beginning !

THE INFANT MISER.

A Lady at work ; at her elbow a little Boy, who stands as if repeating his lesson ; a book lies open, which Mrs. Watchwell closes, saying,

GOOD child ! kiss me—You have repeated very well.

Boy. Mamma ! I know what are in that paper : they are half-pence—Mamma, you used to give me a penny upon repetition day.

Mrs. W. Sometimes.

Boy. You have not lately.

Mrs. W. I have not.

Boy. Why, mamma ?

Mrs. W. Do you want any half-pence ?

Boy. If you please, mamma.

Mrs. W. For what do you want them ?

Boy. Mamma, I want a penny very much.

Mrs. W. Why?

Boy. Because I have five-pence.

Mrs. W. An odd reason! — I wish you to explain this.

Boy. If I had another penny, then I would change my halfpence, and get a sixpence.

Mrs. W. And what would you do with it?

Boy. Oh, mamma, I would lay it up carefully.

Mrs. W. Lay it up, my dear! — But I want to know how you came by so much money.

Boy. My papa raffled with me in play; and I won two-pence; and you had given me a penny that morning; and my grand-mamma gave me a penny.

Mrs. W. This makes but four-pence — How did you get the other penny?

Boy. Mr. Brown gave me one penny.

Mrs. W. Mr. Brown, my dear! — How came that about? — I hope you did not ask him for it?

Boy.

Boy. No, indeed, mamma, I did not—I only said, I wanted some more half-pence.

Mrs. W. Oh fie !

Boy. Mamma, is it naughty to wish to have six-pence ?

Mrs. W. It is *naughty* to be a miser, and *mean* to be a beggar ; and you are both.

Boy. Mamma, I am very sorry.

Mrs. W. We will talk a little—I am not angry—I remember the story of the raffle—I observed that you kept the money ; so I gave you no more.

Boy. Mamma, you keep your money ; and I have got a little purse to keep mine in.

Mrs. W. I want a part of my money to purchase things that are ne-ces-sa-ry ; but you have every thing that you want. Those half-pence which you carry in your pocket, would buy a loaf to feed a poor family, if you had not had the penny for which you spelt.

Boy. I wish I had not been so silly as to think of having six-pence to put in my purse.

Mrs. W. If you had wished for it, to

give to some poor woman, I would have made it up for you ; but a miser, striving to save up a sum of money, deserves no favour. Now, tell me, have you not omitted to give a penny, for the sake of hoarding your half-pence, to make up this six-pence.

Boy (taking out his money.) Mamma, pray let me send the penny to Mr. Brown ; and with the four-pence I will buy a loaf for Dame Scant, if you please.

Mrs. W. Good child ! Now there is a penny, that you may have the pleasure to give it to some poor child.

Boy. Mamma, I thought that when I had got a six-pence to carry in my pocket, then I would give away all my half-pence, as I used to do.

Mrs. W. But when you had obtained this six-pence, then you would have wanted a shilling ; and so you would have gone on, growing more covetous every day.—Always do good when you can. If you have a penny, and you see a poor child wanting bread, relieve it.

Boy.

Boy. Oh, mamma ! I hope I shall never be so hard-hearted again—I did not think about it.

Mrs. W. I wish you never to play for money. When you go to school, you will find that there are many ways of trying which boy shall get the other's money.

Boy. I should not like to win money from another person, because I should not like to lose mine.

Mrs. W. A good reason ; but if you ever play, you will grow selfish and greedy—I wish your papa had not raffled with you : it was winning those two pence that first gave you a notion of hoarding.

Boy. Yes ; for I used to be in a hurry to find some poor child, if I had a penny to give.

Mrs. W. The day after you won those two pence, you passed little Tom Need, and took no notice of him ; you were ashamed to shew that you saw him, and did not give him any thing.

Boy. Dear mamma ! you know my
H 3 thoughts—

thoughts—I think, if I had a great deal of money, I would buy warm clothes for poor children, because I love warm clothes.

Mrs. W. My dear little boy! do all the good you *can*; and do not amuse yourself with fancying what you *would* do, if you were in a different situation.

Boy. Do you think I shall not be kind to the poor when I am a man?

Mrs. W. I hope you will, but not if you now get a habit of denying your penny to buy a loaf for a poor child.—Come and kiss me—I am very much pleased with your readiness to part from your money now—Take it, my love, and ring the bell—You shall have the pleasure of going to the baker's.

Boy (jumps and rings.) I thank you, mamma.

Enter Servant.

Mrs. W. James, take John to Meal's shop; let him buy a loaf, and then go with him to Dame Need's.—You will see the poor people rejoice.

Exit Boy, jumping.

THE ERROR RETRIEVED.

Mr. and Mrs. W.

Mrs. W. My dear, you remember rallying me, when you had been raffling with John: you recollect that I said you had laid the foundation of covetousness and the love of gaming.

Mr. W. I have heard the instance: I met John in the hall.

Mrs. W. The dear child shone in his readiness to acknowledge and retrieve his error; but let it be a warning in future, to use great caution how you allow any trials of chance, or exercises of skill, to win or lose money.

Mr. W. Ha! ha! You make me laugh.

Mrs. W. Indeed, it is a serious affair—You are little aware what great vices spring from the most minute beginnings.

Mr. W. Money is only as pebbles to him, if he pick it up, and dispose of it directly.

Mrs. W. I wish him sometimes to purchase a trifle for himself, in order that he may have merit in what he gives; and mean soon to make him a small weekly allowance, in order that he may acquire proper habits of expenditure.

Mr. W. There I think you judge rightly; it is important for a boy to learn how to regulate his expences before he goes to school. A little boy, who gives away a bit of his apple, or parts from half his slice of bread, when hungry himself—such a child shews some self-denial: there it is actual generosity.

Mrs. W. Certainly—Here he comes.

Enter Boy, running to his Mamma.

Boy. I have been, mamma.—I was delighted!—A poor little babe was crying—I gave it a bit of my bread, and it stopped directly, and was so pleased!

Mrs. W. Is it not better than keeping money in your pocket?

Boy. Oh, mamma, yes! a great deal.—I gave my penny to the eldest girl: she made

made me a curtesy, and away she ran, to buy a cake for her little brother.

Mr. W. Your mother is going to make you an allowance, to be paid weekly; and I will buy a pocket-book, in which you may keep your accounts; you must set down what you receive, and what you spend.

THE POCKET-BOOK.

Mr. W. I have written your name in your book of accounts.

Boy. I thank you, papa.

Mr. W. And I have written a maxim, which I wish engraven on your memory, so as never to be effaced.

Boy. I will endeavour to remember; pray what is it?

MAXIM.

First be JUST, then CHARITABLE, then
GENEROUS.

Boy. I do not quite understand.

Mr. W. To be just, is to pay for every thing which you buy: be sure never to
run

run in debt. The Scripture says, "Owe no man any thing, save to love one another;" for love is a debt always paying, yet never paid: we ought always to be doing kind actions.

Boy. I am thinking that you have bills.

Mr. W. Yes; tradesmen like to receive a good sum at once, and that at the season when they have payments to make; so some bills I have; but they are regularly paid at stated periods—You are going soon to school: it is a little world; the habits which you contract there, will influence your whole life.

Mrs. W. (sighing) Alas! his whole existence! — Heaven preserve him from the temptations with which he will be surrounded.

Boy (running to his Mother, and clasping her.) Mamma, I always tell you, I will remember you, and that will keep me good.

Mrs. W. With prayer to The Almighty. I hope it will.

Mr.

Mr. W. I remark to you, that the habit of running in debt at school has been the ruin of many men.

Boy. Did Mr. Squander run in debt at school—They say he is ruined.

Mr. W. I was not with him; but I have heard that he never had a six-pence in his pocket. His allowance of cash, though great, was never equal to the demands of those who had trusted him. He was honest in paying away all his money as soon as he received it; but he was unjust, as well as imprudent, to run in debt beyond what he could easily pay. This habit, which I hear he contracted at school, was the cause of his ruin.

Boy. Mamma, you told me that I ought not to hoard my money.

Mrs. W. At school you will have many things to buy—You should take care never to leave your purse empty; and, above all, never to borrow.

Boy. But I shall spend my money very fast: you say, I must not be a miser.

Mrs.

Mrs. W. True ; but neither must you be a spendthrift—He who spends his money carelessly, is often as selfish as the miser who hoards it. If you would be happy, you must learn to moderate your wishes. You will meet with many boys at school, who have more money than your papa can afford to give you, and, indeed, more than he would choose you should have—Do you learn to be content.

Boy. But Master Smith says, that friends who come to see me, will give me money : then I shall be rich.

Mrs. W. He only is rich, who keeps his expences within his income. If young folk would avail themselves of the experience of their seniors, how wise they might be !—Your father could instruct you ; he could teach by examples, drawn from real life.

Mr. W. Lord Lavish is gone far away, forced to quit the kingdom, never more to return. From being the heir of a wealthy nobleman, he is become an actual beggar, and that through his own fault. When at school,

school, he had a considerable allowance, a great deal too much for a boy to spend; and what was the consequence? He was always in debt—would borrow of one boy to give to another—had never a penny in his pocket—never did one truly kind or charitable act—was flattered by parasites, but despised by the whole school. When he went to college, the same carelessness involved him in difficulties, whence he never could extricate himself.

To be CHARITABLE, is to help **those** who are in want—I hope you will never fail to apply a part of what **you** have to the relief of the **poor**: this is a duty, and made the mark of being a true disciple of Him who went about doing good. It is the subject of enquiry at the great day of retribution. (Your mother will read to you the chapter.)

The foundation of all must be œconomy: it is the source whence supplies must arise.

To be GENEROUS is to serve and oblige those who are not actually in want, with a part of what you can spare.

Mrs. W. This your papa could exemplify in himself; but he is too modest to quote his own example. I have heard your aunt say, that he never came home for the holidays, but he brought some little presents for his sisters: these he purchased out of the money which he had received as compliments from friends.

MAXIM.

ECONOMY is the PARENT of GENEROSITY.

If you indulge yourself in buying every toy which strikes your fancy, you will never have it in your power to gratify your wish to oblige.

WASTE NOT, WANT NOT.

This is another maxim which I have seen engraved in a nobleman's kitchen.

Our

OUR BLESSED SAVIOUR, who had all Nature at his command—who, with a word, could encrease the bread and fishes, which were barely sufficient for his disciples, to such an amazing degree as to feed above five thousand persons—He, I say, ordered that the fragments should be gathered up, so that nothing should be lost; and those very fragments were more than the loaves and fishes were, before His disciples began to distribute them to the multitude.

REPTILES.

It is frequently very difficult, and sometimes even impossible, to remove the prejudices imbibed in the nursery—How important, then, is it to watch over infancy!

One of the first objects of attention in early education, should be to prevent a child from conceiving a dislike to certain uncouth

uncouth forms among insects and reptiles. We should accustom children to viewing representations of those animals, whose appearance is rather disgusting, and the creatures themselves when opportunity offers, but with caution, not to excite alarm.

How often are poor harmless reptiles and insects the objects of detestation, nay victims of persecution ! it is so very difficult to eradicate early prejudice : reason and experience are so inadequate to the task, that Pennant himself, who assures his readers that, in this happy isle, the viper is the only venomous reptile, and that frogs and toads are perfectly inoffensive—even he confesses that such was his unhappy aversion to them, that he could not himself examine them to determine the species.

The following short account of a few of the reptiles of this kingdom, is designed to enable ladies to counteract the nonsense of nurses.

THE COMMON FROG.

NATURE hath finely adapted its parts; the fore members of the body being lightly made; the hind legs and thighs very long, and furnished with very strong muscles. Its spring, or power of taking large leaps, is remarkably great; and it is the best swimmer of all four-footed animals.

While in a tadpole state, it is entirely a water-animal; and, as in several other species, the tadpole is furnished with a kind of small tubular sucker beneath the lower jaw, by means of which it hangs, at pleasure, to the under-surface of aquatic plants. At the change, they leave their vegetable food, and live on snails, worms and insects.

The frog retires to the water during the heats of summer, and in the frosts of winter. During the latter period, it lies in a state of torpidity, either deeply plunged in the soft mud at the bottom of stagnant waters, or in the hollows beneath their banks. The common frog is not so much in request for
I eating

eating as the gibbous species, named on that account *edible*. Its colours are vivid, of a yellowish green, marked with black spots, not unlike a baker's plum-cake.

THE TOAD,

THOUGH deformed, is perfectly harmless. They have been frequently handled with impunity; and there have been instances of a toad being perfectly tame, and coming to be fed on a table.

Toads are common food to buzzards, owls, Norfolk plovers, ducks and snakes. The frothy fluid which they emit when irritated, is free from any noxious quality. They hide in the earth during winter, and will dig and cover themselves with great agility.

LIZARDS.

THEY are all harmless. We have three or four kinds. They live on insects. Some species are natives of the water, and those have a fin, which drops off when they take to the land. Lizards are eaten by birds of prey.

SERPENTS.

SERPENTS.

COMMON snakes are harmless. They are oviparous. They lay eggs on dunghills. They are asserted to have the power of stinking in self-defence.—A gentleman kept one some time, which was as sweet in its person as any other animal, whilst in good humour; but when a dog or a cat entered the room, it fell to hissing, and filled the room with a very nauseous effluvia.

VIPER.

THIS is the only venomous reptile found in these kingdoms. It is smaller than the common snake, and most beautifully marked with rhomboidal black spots. There is a variety wholly black; but still the spots are conspicuous. The head of the viper is inflated, which distinguishes it from the common snake. The instruments of poison somewhat resemble a small pen, and have a bag of poison at the bottom.

The remedy for the bite is sallad oil.

THE END.

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