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A NEW GUIDE TO THE ENGLISH TONGUE; IN FIVE PARTS;

CONTAINING

I. Words, both common and proper, from one to six syllables; the several sorts of monosyllables in the common words being distinguished by tables, into words of two, three, and four letters, &c. with six short lessons at the end of each table, not exceeding the order of syllables in the foregoing tables. The several sorts of polysyllables also being ranged in proper tables, have their syllables divided, and directions placed at the head of each table for the accent, to prevent false pronunciation; together with the like number of lessons on the foregoing tables, placed at the end of each table, as far as to words of four syllables, for the easier and more speedy way of teaching children to read.

The whole being recommended by several Clergymen and eminent Schoolmasters, as the most useful performance for the Instruction of Youth, is designed for the Use of SCHOOLS in Great Britain, Ireland, and in the several English Colonies and Plantations abroad.

BY THOMAS DILWORTH, Author of the SCHOOLMASTER'S ASSISTANT, YOUNG BOOK-KEEPER'S ASSISTANT, &c. and Schoolmaster in Fopping.

MONTREAL: PRINTED BY NAHUM MOWER; 1816.
To the Reverend and Worthy Promoters of the several Charity-Schools in Great Britain and Ireland.

Gentlemen,

The tender regard which you have always shewed, and still continue, for the salvation of souls, is eminently discovered in your care for the education of children. To you it is, that the poorer sort of people owe their obedience, and indeed these kingdoms their thankfulness, for your endeavouring to rescue so many poor creatures from the slavery of Sin and Satan.

Thus, Gentlemen, it is your happiness, that you are at the same time promoting the glory of God, by your careful undertaking to save these little ones from utter destruction.

Your preference of the Protestant Religion is herein gloriously discovered by those principles of that best constituted church, as professed in the Church of England, which you cause to be taught, and ingrafted in the tender age of your pupils.

Therefore, go on, worthy Sirs, with your wanted zeal for the glory of God, and the public good of these nations, united in the true faith of Christ; and that your pious endeavours may always obtain their desired success, and yourselves that reward which is promised to those who convert a sinner from the evil of his way, is the earnest and hearty prayer of,

Gentlemen,

Your most obedient, and humble servant,

T. Dilworth.

Wapping School, June 14th, 1740.
A small learning gradually ascends from the first knowledge and use of letters, syllables, and words, what better work can the instructor of youth undertake, than endeavor to propagate this knowledge, prevent and rectify the mistakes, and root out the ill habits contracted by many in a wrong method, either through the ignorance or neglect of the teacher? Letters are the foundation of all learning, being those parts of which all syllables, words, sentences, and speeches, are composed; the shape and form of those commonly used in the English, Latin, German, French, Spanish, Portuguese, and Italian languages, are described in the first page of this book. Their number in English is twenty-six. They are naturally divided into vowels and consonants; and again into single and double letters.

A syllable is the uniting one or more consonants with a vowel, by which each letter receives its perfect sound in pronunciation; as you may find in the examples of the second and third pages.

Words consist of one or more syllables, and are given us by the all-wise God, as a means by which not only one man may make his thoughts known to another, but that, we thereby may also arrive at the knowledge of the will of him our Creator, revealed in the sacred oracles of his divine words. Wherefore as the use of letters, syllables, and words, is of so great consequence to human creatures, great care should be taken to shew, that we have acquired a true knowledge thereof, by giving each letter its proper place, each syllable its right division and true accent, and each word its natural sound; without which, no one can pretend to write or read intelligibly to others.
Yet it is found by daily experience, that even many who have attained the art of writing a good hand, are so unfortunate in spelling, that neither themselves, nor others, can guess at the meaning, couched under such a preposterous jumble of letters put for words; because, having never been taught the general force, or power, and sound of the English letters, nor the customary and various use of diphthongs—not to mention their total ignorance of the derivation of words—they neither spell according to custom, sound, nor derivation. Wherefore, for the sake of such unhappy scholars, and as much as in me lies, to prevent the growth of such an evil, I have in the following sheets collected as many different forms of spelling as the English tongue affords in common practice. As monosyllables not only make the greatest part of our tongue, but are the substantial parts of all words of more than one syllable; I have been the more particularly careful to reduce them into such an order, as at the same time to take off much trouble from the teacher, and to be of more general advantage to the young beginner; for though it be true, that other performances of this nature have pretended to proceed step by step; yet it is also true, that none of them have provided those gradual paces for their scholars to ascend by, till they arrive at the perfection of spelling.

In the several Praxes, or lessons of monosyllables, hitherto published in our Mother Tongue, instead of rising step by step, children are taught to jump before they can go; and if they prove incapable of taking such long strides as reach sometimes from monosyllables of two to others of seven or eight letters, before they are informed of those coming between, they must be thumped and lugged forward, without being once instructed in the right knowledge of the most common and useful parts of our tongue. Certainly this is as barbarous in literature, as it would be cruel in behaviour, to bid a child take care how it comes up stairs, and then to beat it because it cannot stride up seven or eight steps at once.

If it be reasonable, in the order of words, to begin with those of one syllable, as all spelling authors agree; it must be also granted as reasonable, that monosyllables, which consist of various quantities of letters, should be taught in the same order, proceeding gradually from words of two letters to words of three, four, five, &c. letters, as is exemplified in the following tables. Besides, experience, which must be
allowed to be the best master, will soon declare in the favour of this method. Therefore, I have first collected words of only two letters; then words of three letters; afterwards words of four letters, &c. with short easy lessons between each table of words, adapted in such a manner, that no lesson contains any one word which does not belong to a preceding table.

And though I am apprehensive that some may object to the shortness of these lessons, it is without judgment for any one who instructs children, will readily grant, that it is better for the learner to read a short lesson twice or thrice over at one reading than a long lesson but once.

By way of apology, it is hoped the skilful teacher will pardon the change of some words in these lessons taken from scripture, when I declare it was with this view alone, for the ease of the scholar, that I have substituted an easy word in the place of one of more difficult pronunciation; where, nevertheless, I have always kept up the true sense, though I have taken the liberty to alter the expression.

It must be acknowledged, that the first six lessons do but just make English; yet I hope whoever considers the difficulty of composing sentences to be read in lessons, wherein each word is confined to three letters, will readily overlook the baseness of the language, it not being our province to teach the politeness of style, but only to provide proper materials, from which all diction is composed. Yet great care is taken to avoid all such words, in every part of this book, as might tend to excite loose and disorderly thoughts, or put youth or modesty to the blush; all my tables are filled with the easiest words in our language; even such as a child may have some idea of at the first pronunciation. Moreover, as we have many words in English which agree with orthography, but differ in sound, I have admonished the learner thereof, by enclosing such words within a parenthesis, thus (done) (gone) (none) as at the bottom of page 20.

Having thus, with much pains, collected monosyllables, which are the most useful part of our language, and reduced them into such an order as seemed to me to serve the purposes of an easy instruction much better than any of those collections published before, I must assure you, that my care has been equally as much concerned how to facilitate the compounding and dividing such words as consist of more syllables than one. For this purpose, I have consulted the method of
THE PREFACE.

spelling or dividing syllabifies in long words, both according to their sound, and to the rules of grammar. And therefore, in the perusal of this essay towards spelling, you will find, that whenever a word occurs that may be divided one way by sound, and another by grammar, the scholar is directed how to understand the doubtful division by this mark (') over the right side of the vowel, which, according to the sound, ought to be joined with the following consonant, which is nevertheless contrary to the rules of grammar; and therefore divided in such a manner as you find printed.

As to the lessons proper to each table of words of many syllables, the same care has been continued, not to admit any word to be read in the same, but such only as shall belong to some of the foregoing tables. And I hope it will be esteemed a perfection, that I have omitted all superfluous Hebrew and obsolete names, and not defined the learner from the attainment of more useful words, by stopping his progress in search of those names proper to places and things, as others have done before, by filling many pages with such names of persons, which are not commonly received or used among us, which too often nauseate the young beginner; and prevent the desired effect of the diligent teacher, whose place it is to instruct his scholars in the most necessary parts of literature.

Here I should finish my account of this first part of spelling, were it not my province to explode that erroneous pretence of teaching children to spell altogether by the ear. In opposition to which, I will fairly ask those teachers, whether their scholars did ever obtain a right judgment of spelling, by that method, till they were afterwards better instructed according to rule; and if this be true, as it is most certainly, that there can be no true method of spelling without rule; I will appeal to my readers how inconsistent it is, first to teach by the former way; those things which afterwards can never be attained but by the latter! Certainly every one will join with me in this particular, that it is the greatest folly in the world to learn things that must afterwards be learned in another manner.

Consequently I may presume to be instrumental in teaching children to pronounce their words clearly and distinctly, without tone or distorted countenances; which ill habits, it is well known, are too frequently contracted under such bad methods of instruction as I have endeavoured to root out: habits which, it is too true to be concealed, persecute as it were the learners.
through the different stages of life; for having been accustomed to a bad tone in their early pronunciation, they are scarcely ever able afterwards to quit their lamentable way of reading with hens and haws.

The second part contains such words as agree in sound but differ in significations; and therefore the learner ought to be well acquainted with them, in order to prevent his writing one word for another of the same sound.

The third part is a compendium of English grammar, designed only for English Schools, to enable such as are intended to rise no higher to write their Mother Tongue intelligibly, and according to the rules of grammar; and I hope it will answer the end proposed.

As practice, in all arts and sciences, is the great medium of instruction between master and scholar, I would advise all teachers, when they find that their learners comprehend the rules of this part, to enjoin them at the same time to read the best English authors, the Spectator, Guardian, Tatler, &c. whereby they may both apply the rules herein contained towards procuring a good style, and banish from their eyes such Grub-street papers, idle pamphlets, lewd plays, filthy songs, and unseemly jests, as serve only to corrupt and debauch the principles of those who are so unhappy as to spend their time upon them.

The fourth part contains several divine, moral, and historical sentences, both in prose and verse, and several useful and easy fables, with their morals; which may not only serve the master to exercise his scholars, by way of evening copies, but may render reading as useful and pleasant as possible to the learner.

The fifth part is founded upon that excellent order of all Charity Schools in these dominions, which obliges every master to join with his scholars in prayer, both morning and evening; teaching them thereby, as is intended, that all their dependence is on God; "By whom we live, and move, and have our being;" I have therefore here published several short forms of prayer for their assistance in this divine exercise.

To conclude: "The knowledge of letters" (says the celebrated Dr. Watts), "is one of the greatest blessings that ever God bestowed on the children of men: by this means, "we preserve for our own use, through all our lives, what "our memory would have lost in a few days, and lay up a-
rich treasure of knowledge for those that shall come after us.
By the arts of reading and writing we can sit at home and
acquaint ourselves with what is done in all the distant parts
of the world, and find what our fathers did long ago in the
first ages of mankind. By this means, a Briton holds cor-
respondence with his friend in America or Japan, and man-
gages all his business. It is this which brings all the pas-
sages of men at once upon the stage, and makes the most
distant nations and ages converse together, and grow into
acquittance. And it is this, by which God has discovered
his power, and justice, his providence, mercy, and grace,
that we who live near the end of time, may learn the way to
Heaven and everlasting happiness.
A New Guide to

THE ENGLISH TONGUE

PART L

THE ALPHABET

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<td>slu</td>
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<td>swu</td>
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<td>who</td>
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<td>wra</td>
<td>wre</td>
<td>wri</td>
<td>wro</td>
<td>wru</td>
</tr>
</tbody>
</table>

### OF MONOSYLLABLES.

#### TABLE I.

Words of Two Letters, viz. One Vowel and one Consonant.

AM an as at ax ay. If in is it. Of oh on or ox.

Up us. Be he me we ye. Go ho lo no so. Wo.

(Do to). By ly my py vy.

#### TABLE II.

Words of Three Letters, viz. One Vowel and two Consonants.


mob rob sob. Cub rub tub. Bad had lad med.


rid. God nod rod. Bud cud mud.
Bag cag fag gag hag nag rrag tag. Beg leg.
Big dig fig gig jig pig wig. Bog dog fog hog
jog log. Bug dug hug jug lug mug rug tug.
Dam ham ram. Gem hem. Dm dm rim.
Gum mum rum sum. Can san man pan (wan).
Ben den fen hen men pen ten. Din fin gin kind pin
sin tin win. Con (son ton won). Bun fun gun
nun pun run sun tun. Two.
Cap gap lap map rap tape. Dip hip lip nip rip
sip tip. Fop hop lop mop sop top. Cup sup. Bar
far jar mar tar (war). Her. Fir sir. For. Has
(was). His. Bat cat fat hat mat rat.
Bet get jet let met net set wet yet. Bit fit hit
nit pit sit wit. Dot got hot jot lot not pot rot sot.
But cut gut hut nut put rut tut. Lax wax. Kex
sex vex. Fix six.
Box fox. The. Who. Cry dry fly fry pry pry shy
sly sty thy try why. Act all and apt ark arm art
ash ask asp ass. Ebb egg ell elm end. Ill ink.
Odd off oft old.

TABLE III
Words of Three Letters, viz. One Consonant and two Vowels,
or a Diphthong.

P E A sea tea yea. Bee fee see. Die fie lie. Doe
foe roe toe. Due rue sue. Caw daw law jaw
maw paw paw raw saw. Dew few hew mew new pew
(sew). Bow low mow row sow tow.
Cow how mow now sow vow. Coo too woo.
Bay day gay hay jay lay may nay pay ray say way.
(Key) (eye). Boy coy joy toy. Ace age ape art
ash ask asp ass. Ebb egg ell elm end. Ill ink.
Odd off oft old. Use (use). You.
TO THE ENGLISH TONGUE.

Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Letters.

LESSON I.

NO man may put off the law of God.
The way of God is no ill way.
My joy is in God all the day.
A bad man is a foe to God.

LESSON II.

To God I cry all the day.
Who is God, but our God?
All men go out of the way of thy law.
In God do I put my joy, O let me not sin.

LESSON III.

Pay to God his due.
Go not in the way of bad men.
No man can see God.
Our God is the God of all men.

LESSON IV.

Who can say he has no sin?
The way of man is ill, but not the way of God.
My son, go not in the way of bad men.
No man can do as God can do.

LESSON V.

Let me not go out of thy way, O God.
O do not see my sin, and let me not go to the pit.
Try me, O God, and let me not go out of the way of thy law.

LESSON VI.

The way of man is not as the way of God.
The law of God is joy to me.
My son, if you do ill, you cannot go to God.
Do as you are bid; but, if you are bid, do no ill.
**TABLE IV.**

*Words of Four Letters, viz. A Vowel placed between the two former Consonants.*

<table>
<thead>
<tr>
<th>Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>much, such</td>
<td>Back, jack, lack</td>
</tr>
<tr>
<td>pack, sack</td>
<td>Deck, neck, peck</td>
</tr>
<tr>
<td>jack, lack</td>
<td>Kick, lick, nick, pick</td>
</tr>
<tr>
<td>pack, sack</td>
<td>Doeck, lock, mock</td>
</tr>
<tr>
<td>sock, fact</td>
<td>Buck, duck, luck</td>
</tr>
<tr>
<td>much, such</td>
<td>Deck, neck, peck</td>
</tr>
<tr>
<td>kick, lick, nick, pick, sick</td>
<td>Doeck, lock, mock</td>
</tr>
</tbody>
</table>

*Some Examples:*

- Cold, fold, hold, sold, told, sold, told (gold).
- Calf, half, Self, Wolf, Gulf.
- Balk, talk, walk, Milk, silk, Folk.
- Bulk, hulk, Call, fall, gall, hall, tall, wall.
- Bell, fell, sell, tell, well, Bill, fill, hill, kill, mill, pill, till, will.
- Bob, roll, toll, (Bull, pull) dull, gull, hull.
- Balm, calm, palm, Alas.
- Help, yelp, Gulp, pulp, Halt, malt, salt.
- Belt, felt, melt, pelt.
- Gilt, hilt, jilt, mild, wilt.
- Colt, jolt, pelt.
- Lamb, Limb, Comb, (bomb), tomb, womb.
- Dumb.
- Pump, bump, jump, lump, pump.
- Band, hand, land, sand, (wand).
- Bound, fend, lend, mend, rend, send, tend.
- Bind.
- find, bind, mind, rind, wind.
- Bond, fond, pond, Bang, gang, hang.
- King, ring, sing, wing, Long, song.
- Bung, dung.
- Bank, lank, rank.
- Link, pink, sink, wink.
- Monk, Cant, pant, rant, (want).
- Bent, dent, lent, rent, sent, tent, vent, went.
- Dint, hint, lint, mint, (pint).
- Hunt, runt.
- Garb, Herb.
- verb.
- Curb, Card, hard, yard, (ward).
- Herb.
- Bird.
- gird, (lord, lord, (ford), (word).
- Curd, Turf.
- Bark, dark, lark, mark, park, Jerk, Fork, (pork), (work).
- Lurk, turk, Girl.
- Curl, hurl, purl, Farm, harm, (warm), Term, Firm, Firm.
TO THE ENGLISH TONGUE.

Form (worm). Barn yarn (warn). Fern fern
hern yern. Born corn horn morn (born torn worn).
Burn turn. Carp harp (warp). Cart dart hart
part tart (wart). Dirt girt. Fort port sort (wort).
Hurt. Cash dash gash hash lash mash rash sash
(wash). Dish fish. (Bush push) gush hush rush

Bake dust husk musk. Gasp hasp rasp (wasp).
Moss toss. Cast fast last past vast (hast) (wast).
Best jest nest rest vest west west. Fist list mist.
Cost lost lost (lost) host host post post post post post.
Dust lust must rust. Bath bath path (nath). Pith with.
Both doth loth moth. Next.

Some easy Lessons in the foregoing Tables, consisting of Words not exceeding Four Letters.

LESSON I.

HOLD in the Lord, and mind his word.
My son, hold fast the law of the Lord.
My son, mind not thy own way, but the way
of God.
Do not tell a lie, and let not thy hand do hurt.

LESSON II.

Let all men mind the will of the Lord.
Let no man hurt you, if you can help it.
Do as well as you can; and do no ill.
The Lord is my rock.

LESSON III.

Who is God but the Lord? And who is on
high but our God?
I will call on the Lord all the day long.
To the Lord will I lift up myself.
O cast me not out with bad men.

B 2
LESSON IV.

God is kind to me, and doth help me.
Mark the man that doth well, and do so too.
Let thy eye be on me, O Lord, my God.
Help such men as want help, and do not sin.

LESSON V.

Hurt no man; and let no man hurt you.
Let thy sins put you in mind to mend.
Send aid to help me, O Lord, my God.
Use not thyself to tell a lie.

LESSON VI.

My son, walk not in the way of bad men, but
walk in the law of the Lord.
Let not God go out of thy mind, for he is thy
rock.
The Lord can tell what is best for me: to him
will I go for help.

TABLE V.
Words of Four Letters, viz. A Vowel placed between the two
latter Consonants.


TO THE ENGLISH TONGUE.


More easy Lessons on the foregoing Tables; consisting of Words not exceeding Four Letters.

LESSON I.

The eye of God is on them that do ill. Go not from me, O God, my God. The Lord will help them that cry to him. My son, if thy way is bad, see that you mend it.

LESSON II.

When just men do well, then ill men fall. I will mind my way, that I may not sin. He that doth go with ill men will fall. Do all that is just; and let no ill will be in thy mind.

LESSON III.

Shun them that will hurt you, lest you be hurt by them. My son, walk not with them that are bad, lest you be so too; but walk in the law of the Lord, and God will help you. Hold in the Lord, and lend an ear to his word.

LESSON IV.

My son, hold fast in the law of the Lord. My son, mind not thy own will, but the will of God. My son, mind the law of God, and you will do well. My son, call on the Lord, and he will help you.
LESSON V.

Go from that man who will hurt you; and hurt no man thyself.
All men go out of the way, and do not mind God.
God doth see us, and all that we do.
I will sing of the Lord all the day long.

LESSON VI.

With my lips do I tell of the law of God; and I will talk of his word.
I will run the way of thy law; O help me in it.
I am glad that the Lord doth lend an ear to me: for this, I will call on him, and pay my vow.

TABLE VI.

Words of Four Letters, viz. Two Consonants and two Vowels; the latter Vowel serving only to lengthen the Sound of the former, except where it is otherwise marked.

TO THE ENGLISH TONGUE.

More easy Lessons on the foregoing Tables, consisting of Words not exceeding Four Letters.

LESSON I.

G O D doth mind all that we say and do. This life is not long; but the life to come has no end.

We must love them that do not love us, as well as them that do love us.

We must pray for them that hate us.

LESSON II.

We must do to all men as we like to be done to. The Lord he is God; it is he that hath made us.

He must live well, that will die well.

He doth live ill, who doth not mend.

LESSON III.

A bad life will make a bad end.

We must let the time past put us in mind of the ill we have done.

In the time to come, we must do ill no more. Be kind to all men, and hurt not thyself.
LESSON IV.

Woe be to me, if I live not well.
We can hide no work from God; for the Lord he is God, and he is Lord of all.
Mind what is best: do all that is just; and love all whom you have to do with.

LESSON V.

He that doth love God, God will love him.
One God doth rule all. The Lord is God.
None is like to God, and we are all in his hand.
The Lord is my king; he is Lord of all: and by the word of the Lord all was made.

LESSON VI.

God is the most high God; he sets up men, and he doth help them that are just.
Go not far from me, O Lord my God.
The time will come when all men must be put in the dust.

TABLE VII.

Words of Four Letters, viz. Two Consonants and a Diphthong.

<table>
<thead>
<tr>
<th>LAID</th>
<th>maid, paid</th>
<th>Fail, jail, nail, rail, sail, tail</th>
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</thead>
<tbody>
<tr>
<td>Maim</td>
<td>Fain, gain, main, pain, rain, vain</td>
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</tr>
<tr>
<td>Fail</td>
<td>hair, pair</td>
<td></td>
</tr>
<tr>
<td>Bait</td>
<td>wait, Void</td>
<td></td>
</tr>
<tr>
<td>Void</td>
<td>Soil, toil</td>
<td></td>
</tr>
<tr>
<td>Coin</td>
<td>joint</td>
<td></td>
</tr>
<tr>
<td>Daub</td>
<td>Thou, Loud</td>
<td></td>
</tr>
<tr>
<td>Thou</td>
<td>Foul, soul</td>
<td></td>
</tr>
<tr>
<td>Pour</td>
<td>sour (your)</td>
<td></td>
</tr>
<tr>
<td>Gout</td>
<td>rout</td>
<td></td>
</tr>
<tr>
<td>rout</td>
<td>Flee, free</td>
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<tr>
<td>Flee</td>
<td>knee, thee</td>
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</tr>
<tr>
<td>thee</td>
<td>tree</td>
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</tr>
<tr>
<td>heed</td>
<td>need</td>
<td></td>
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<tr>
<td>need</td>
<td>seed</td>
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<td>meet</td>
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<td>wood</td>
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<td>look, took</td>
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<tr>
<td>took</td>
<td>rook</td>
<td></td>
</tr>
<tr>
<td>rook</td>
<td>Coil, pool, tool (wool)</td>
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<tr>
<td>tool</td>
<td>Doom, room</td>
<td></td>
</tr>
<tr>
<td>Doom</td>
<td>Moon, no</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>seen</td>
<td></td>
</tr>
<tr>
<td>seen</td>
<td>Coop, hoop, loop (soup)</td>
<td></td>
</tr>
</tbody>
</table>
Ease. Dead head lead (read bead). Deaf (leaf).
Leak reak weak. Deal heal meal seal. Beam seam
team. Lean mean wean. Heap leap reap. Bear tear
wear (dear fear hear near year). Heat meet seat.
Load road toad. Loaf. Soak. Coal goal. Foam
Chaw draw flaw gnaw spaw thaw. Dawn fawn
Blow crow flow glow grow know slow snow slow
(plow brow). Bowl fowl howl. Down gown town,
Bray clay dray fray gray play pray slay stay
Clue glue true.

More easy Lessons on the foregoing Tables, consisting of
Words not exceeding Four Letters.

LESSON I.

WHEN we go out, and when we come in, we
are not out of the eye of God.

When we pray to God with a pure mind, he
will hear us and help us; but if our mind be not
pure when we pray to him, then he will not hear
us.

All the day long, God does mind what we do
with our time.

LESSON II.

The word of God is true; it is gone from his
lips, and will come to pass.

He that took on him the form of man to save
us, is God, and came down from God.

This is he, who, when he came, did shew to us
the way of life, that we may work the work of
God.
LESSON III.

All my joy is in the Lord, and in them that love his ways.
The Lord is nigh to all them that call on him. It is good to draw near to God, that he may draw near to us.
I will call on the Lord for help, that I may be safe from them that hate me.

LESSON IV.

The ways of God are not like the ways of man. The Lord God is God of gods, and Lord of all. Just and true are thy ways, O Lord God: thy word is true.
I am the Lord; I AM that I AM; this is my name.

LESSON V.

The word was with God, and the word was God.
None but God can tell what is to come.
I must not do an ill act; if I have done it once, I must do so no more.
No man can say, he has seen God; for none hath seen him, and none can see him.

LESSON VI.

He that doth love God, will keep his laws. All ye that love the Lord, see that ye hate sin.
I will love thee, O Lord, as long as I live.
Keep me, O God, for my hope is in thee.
My son, call on the Lord for help, that you may be safe from them that hate you.
Words of Five, Six, &c. Letters, viz. One Vowel, and the rest
Consonants.


Chuck cluck pluck truck struck. Tract.
Strict. Didst midst. Chaff staff. Cliff skiff stiff
whiff. Scoff. Bluff gruff snuff stuff. Craft graft

(Shall) small stall scroll. Dwell shell smell spell
thumb. Cramp stamp. Shrimp. Plump stamp
thump trump. Nymph. Brand grand stand

Bring fling sting swing thing spring string.
Thong strong throng wrong. Tongs. Lungs.
Blank flank frank plank prank shank thank.
Brink chink drink shrink stink think. Drunk
trunk. Chant grant plant slant scant. Scent
spent. Flint print. Front.

Blunt brunt grunt. Third. Sword. Scarf (dwarf
Chirp. Smart start (thwart). Flirt shirt skirt.
Sport (short snort). Blunt spurt.


Birch. (Porch) torch scorched. Lurch church.

Corps. Hars- marsh. First thirst.


Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Six Letters.

LESSON I.

LOVE not the world, nor the things that are in the world; for all that is in the world, the lust of the flesh, and the lust of the eye, is not of God, but is of the world.

In God I have put my trust, I will not fear what flesh can do to me.

LESSON II.

Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy might. All things wax old, and fade; but God is, and will be the same: he hath no end.

The Son of God came to wash us from all sin we might save us: I will be glad in his name.
LESSON III.

Let us all do that which is the best, and this will be the way to make God love us.

The Lord God shall bless me, as my right way has been seen by him; and as my hands have been pure, so shall he save me.

The way of the Lord is pure, and so is his word: he helps all them that trust in him.

LESSON IV.

Some men will pass by an ill act, and some will not; but if we will fear God and keep his word, he will not cast us off.

Let all the world fear the Lord.

Flee from vice, and love that which is good.

The fear of God is with them that love him.

LESSON V.

We have one God, by whom are all things made.

The works of man are not like God's works.

Mind what the man of God says; for he shews to you the way of life.

God shall rid me from my strong foes, and from them which hate me; for they are too strong for me.

LESSON VI.

God hath made my feet like harts' feet; and he hath set me up on high.

O my God, I cry to thee in the day-time, but thou dost not hear; and in the night I take no rest.

We will call on thy name, O Lord, so shalt thou save us: we will put our trust in thee, and thou wilt keep us.
TABLE IX.

Words of Five, Six, &c. Letters, viz. Two Vowels and the ster Consonants; the latter Vowel serving only to lengthen the Sound of the former, except where it is otherwise marked.

**BRIBE** tribe scribe. **Globe**. **Brace** chace grace. Place space. **Price** slice spice thrice twice. **Sluice**. **Spruce**. **Blade** shade spade trade. **Chide** pride slide stride. **Chase. Kniff** strife. Stage. **Drake** flake shake snake stake spike strike. **Broke** choke cloke smoke stoke stroke.

Scale stale. **Smile** stile while. **Strole** scrole whole. **Blame** flame frame shame. Scheme theme. **Chime** crime prime sline. **Crane** plane. **Brine** shine swine thine twine. **Drone** prone stone throne. **Prune**. **Crape** grape shape. **Gripe** tripe stripe snipe. **Slope**.

**Blare** glare share scare snare spare. There where. spire shire. **Score** shore snore store. Chase (phrase). Close prose (chose closo) those (whose).

**Prate** scate slate state. **Smite** spite white. **Blote** smote. Flute brute. **Brave** crave grave knave shave slave stave. Drive strive thrive.

**Clove** grove strove. (Glove shove.) (Prove), **Blaze** glaze craze graze. Prize. **Chance** dance prance trance. Hence fence pence thence whence sense. **Mince** princesince. Once. (Sconc). **Dunce**.

**Badge** fadge. **Edge** hedge wedge sledge pledge fledge. **Ridge** bridge. **Dodge** lodge. Judge grudge trudge. Range change-strange. **Hinge** singe cringe fringe swinge twinge. **Plunge** spunge. **Farce. (Scarce)**.

**Herse** verse. **Horse. (Worse)**.
TO THE ENGLISH TONGUE.


More easy Lessons on the foregoing Tables, consisting of Words not exceeding Six Letters.

LESSON I.

SHEW me the right way, O Lord, and guide me in it.

O think not on my past sins; but think on me:
O Lord, for my good.
All the paths of the Lord are truth to such as keep his laws.
He that doth love the Lord shall dwell at ease,
and his seed shall have the land.

LESSON II.

Put thy trust in God, and he will help thee.
It is a good thing to give thanks, and to call on the name of the Lord.
Let us sing psalms to the Lord our God.
When thou shalt make a vow to the Lord thy God, thou shalt not be slack to pay it.

LESSON III.

That which is gone out of thy lips, thou shalt keep: and if a man vow to the Lord, he shall keep his oath.
Let us stand fast. Let us strive to be good.
Charge them that are rich in this world, that they do good, and be glad to give.

C. 2.
LESSON IV.

Turn yourselves from all your sins; else God will whet his sword, and bend his bow.
Let us judge ourselves, that God may not judge us.
Let us not mind high things, nor be as those who do their works to be seen of men.

LESSON V.

Thanks be to the Lord, for he hath been kind to me in a strong place.
Be strong all ye that trust in the Lord.
Fear the Lord all ye that dwell in the word.
The man is blest whose trust is in the Lord.
Keep thy tongue and thy lips from ill.

LESSON VI.

See that ye lose not those things that be good.
The Day of Christ is at hand; and he will judge the world, both the quick and dead.
We shall all change at the last trump; and all that are in the grave shall then come forth, that God may judge them.

TABLE X.

Words consisting of Five, Six, &c. Letters, viz.: A Diphthong and the rest Consonants, except some few which end in a final.


Daunt haunt taunt vaunt flaunt slaunt. Cause
gause pause. Couch pouch vouch crouch slouch
touch). Cloud crowd proud shroud. Cough
through) Ought bought fought sought sought
brought thought (drought).
Mould (could should would). Cance bounce
pounce. Bound hound pound round sound
House house mouse (spouse reas). Clout doubt
scout shout spout stout treat sprout. Mouth south
(youth). Fourth: Three.
Leech speech. Bleed breed speed steed. Cheek
sleek. Kneel steel wheel. Green queen screen
spleen. Creep sheep sleep steep sweep. Cheer steer
sneer. Cheese. (Geese fleece). Fleet sheet street
Brook shook. School stool (wool). Bloom
broom groom. Spoon swoon. Droop scoop sloop
Tooth (booth smooth). Each reach preach teach.
Dread tread spread (knead pleat). Sheaf League.
Bleak sneak speak steak squeak.
Realm. Dealt. Health wealth. Cream dream
Clear shear smear spear (swear). Search. Earl
Flea please tease.
Cease lease crease peace. East beast feast least
(breast). Bleat cheat treat wheat (great). Sweat
threat. Death breath (heath sheath). Breathe
sheathe wreathe. Heave leave weave cleave. Coach

More easy Lessons on the foregoing Tables.

LESSON I.

I WILL give thanks to thee, O Lord, with all my heart; and will praise thy name.
I will praise the name of God with a song; for this shall please the Lord.
Serve the Lord with fear, and let your heart stand in awe of him.
He that fears not God is in the way to death.

LESSON II.

Great is the Lord, and great is his name.
Seek the Lord while he may be found; call on him while he is near.
Trust in the Lord with all thy heart.
In thee, O Lord, have I put my trust; let me not be put to shame; but help me, lend thine ear to me, and save me.

LESSON III.

Thou, O Lord, art the thing that I long for; thou art my hope from my youth.
O let my mouth be full of thy praise, that I may sing of thee all the day long.
Cast me not from thee in the time of age; and leave me not when my strength doth fail me.
I will go forth in the strength of the Lord God; and will praise thee more and more.
TO THE ENGLISH TONGUE.

LESSON IV.

Thou, O God, hast taught me from my youth up till now; and I will tell of thy great works.

Great things are they that thou hast done: O God, who is like to thee?

The Lord doth know the way of good men, and the way of bad men shall come to nought.

I did call on the Lord with my voice, and he heard me out of his hill.

LESSON V.

O ye sons of men, how long will ye hate God? Know this, that the Lord will choose the man that is good: when I call on the Lord, he will hear me.

Stand in awe, and sin not: search your own heart by yourself, and be still.

Pour out your praise to God; and put your trust in the Lord.

LESSON VI.

I will lay me down in peace, and take my rest; for it is thou, O Lord, that dost make me dwell in peace.

O hear thou my voice, my king and my God, for to thee will I pray.

My help doth come from God, who doth keep all them that are true of heart; and for this I will praise the name of the Lord most high.
### OF DISSYLLABLES.

#### TABLE I.

Some easy Words, accented on the first Syllable, whose Spelling and Pronunciation are nearly the same.

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Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Two Syllables.

LESSON I.

It is God that girdeth me with strength of war; and maketh my way perfect.

He makest my feet like harts' feet; and setteth me upon high.

My foes shall cry, but there shall be none to help them: yea, even unto the Lord shall they cry, but he shall not hear them.

For this cause will I give thanks unto thee, O Lord, and sing praise unto thy name.

LESSON II.

Unto thee, O Lord, will I lift up my soul: my God, I have put my trust in thee.

Lead me forth in thy truth, and learn me; for thou art the God of my health: in thee hast my hope all the day long.
To the English Tongue.

Call to mind, O Lord, thy tender mercy, which hath been of old.

The secret of the Lord is with them that fear him; and he will shew them his law.

Lesson III.

Hear my voice, O Lord, when I cry unto thee; have mercy on me and hear me.

O hide not thou thy face from me; nor cast thy servant from thee in thy wrath.

Teach me thy way, O Lord, and lead me in the right way.

O my soul, wait thou on the Lord; be strong, and he shall comfort thine heart; and put thou thy trust in the Lord.

Lesson IV.

Unto thee will I cry, O Lord, my strength: think no scorn of me, lest if thou make as though thou didst not hear, I be made like them that go down into the pit.

The Lord is my strength and my shield; my heart hath trusted in him, and I am helped: therefore my heart danceth for joy, and in my song will I praise him.

Lesson V.

I sought the Lord, and he heard me: yea, he saved me out of all my fear.

O taste and see how good the Lord is: blessed is the man that trusteth in him.

O fear the Lord, ye that are his saints; for they that fear him, want no good thing.

The lions do want and suffer much; but they who seek the Lord, shall want no manner of thing that is good.
LESSON VI.

What man is he that lusteth to live; and would fain see good days?

Keep thy tongue from evil; and thy lips that they speak no guile.

The eyes of the Lord are over good men; and he doth hear them when they pray.

The Lord doth save the souls of his servants: and all they that put their trust in him, shall not want help.

TABLE II.

Words accented on the first Syllable: the Spelling and Pronunciation being different.

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| high-ly      | li"nit       | mu"slin      | plan-tain    | ro"        |
| high-way     | li"quid      | mu"stard     | plea-sant    | ral"k         |
| hi"ther      | li"quar.     | mu"ster      | plea-sure    | ro         |
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| ho"mage      | lu"stef      | Name-less    | po"store     | ru"fle       |
| ho"nest      | Ma"dam       | na"sty       | prat-tle     | Sal        |
| host-ess     | ma"gic       | naugh-ty     | preach-er    | sam        |
| hour-ly      | ma"lice      | need-ful     | prin-cess    | sau        |
| hum-ble      | man-gle      | neigh-bour   | pro"duce     | sau"age      |
| hun-dredth   | man-hood     | ne"ther      | pro"duct     | saw        |
| hun"ger      | ma"ster      | ne"ver       | pro"fer      | sch        |
| hun"gry      | ma"stiff     | noi-sy       | pro"gres     | ise        |
| hu"sky       | match-less   | nose-gay     | pro"mise     | scri        |
| I"mage       | mea- sure    | no"thing     | pro"spec     | scru        |
| in-sight     | mea-zles     | no"vel       | pro" sper    | scu        |
| Jaun-dice    | Oat-meal     | Oat-meal     | pro"gress    | seca        |
| jew-el       | Pad-lock     | Pad-lock     | psalm-ist    | seca        |
| journ-al     | pam-phlet    | pam-phlet    | psal-ter     | seca        |
| joy-ful      | pas-time     | pas-time     | pu"nish      | seca        |
| juice-less   | pa-stry      | pa-stry      | puz-zle      | seca        |
| jui-cy       | pa"sture     | pa"sture     | Quick-en     | seca        |
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| knight-ho"
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| lan"guid     | mouth-ful    | po"ster      | re"fuge      |
| lau-rel      | moun-tain    | phren-zy     | re"fuge      |
|             |              | pi-ous       | rest- less    |
|             |              |             | rhu-barb     |  |
| riffle       | smug gle       | ta lent       | vir tue       |
| riddle      | soft ten       | ta long       | vi sit        |
| rigid       | so lid         | tan gle       | Up right      |
| rigor       | so ty          | tat gle       | Waist coat    |
| ripen       | span gle       | ta vern       | wal nut       |
| rinse       | speak er       | tempt er      | wa ter        |
| river       | spec kle       | te nant      | weal thy      |
| rock et     | spi got        | texture      | wea ry        |
| roguish     | spi nage       | thatch er     | wea ver       |
| roll er     | spi rit        | thick en      | wed lock      |
| rough ly    | spit tle       | thiev ish     | weigh ty      |
| ruffle      | spright ly     | thir ty       | whee dle      |
| Salmon      | star tle       | tho rough     | whee ler      |
| samp le     | sta ture       | threat en     | where fore    |
| saucer      | stea dy        | thread dle    | whirl pool    |
| sausage     | stee ple       | throw ster    | whirl wind    |
| saucy       | stic kle       | tic kle       | whit low      |
| saus age    | tick lish      | ti ger        | wick ed       |
| saw yer     | straight en    | ti gress      | wi dow       |
| scho lar    | strait ly      | tin ker       | wo man        |
| scis sous   | straight way   | won drous     | won drous     |
| scribble    | tip ple        | woody         | woody        |
| scrub ble   | stream er      | work man      | wo r sted     |
| seam fle    | strength en    | worm wood     | wran gle      |
| sea son     | suc gle        | wor sted      | wrap per      |
| sha dow     | sup ple        | wran sted     | wre stle      |
| shal low    | sure ly        | Youth ful     | wrist band    |
| show er     | sure ty        | Zea lot       | writ er       |
| sic kle     | swar thy       | Youth ful     | Youth ful     |
| sickness    | swea ty        | Zea lot       | Youth ful     |
| simple      | twi ling       | Zea lot       | Youth ful     |
| si new      | twink ling     | Zea lot       | Youth ful     |
| sweet ness  | Va lue         | Zea lot       | Youth ful     |
| Ta ble      | ve nom         | Zea lot       | Youth ful     |
| tay lor     | ver juce       | Zea lot       | Youth ful     |
NEW GUIDES

Lessons on the foregoing Tables, consisting of
Words not exceeding Two Syllables.

LESSON I.

I will always give thanks unto the Lord; his praise shall ever be in my mouth.
My soul shall make her boast in the Lord: the humble shall hear of it, and be glad.
O praise the Lord with me; and let us bless his name always.
I sought the Lord, and he heard me; yea, he saved me out of all my fear.

LESSON II.
The Angel of the Lord standeth round them that fear him, and saveth them.
The Lord doth order a good man's going, and maketh his way pleasant to him.
Though he fall, he shall not be cast off; for the Lord keepeth him.
The Lord is nigh unto them that are of a contrite heart: and will save such as are of an humble spirit.

LESSON III.
Thy mercy, O Lord, reacheth unto the heavens, and thy truth unto the clouds:
Thou, Lord, shalt save both man and beast.
How great is thy mercy, O God! and the children of men shall put their trust under the shadow of thy wings.
For with thee is the well of life: and in thy light shall we see light.
LESSON IV.

Have mercy on me, O Lord, for I am weak.
O Lord, hear me, for my bones are vexed.
My soul also is sore troubled: but, Lord, how long wilt thou punish me?

Turn thee, O Lord, and save my soul: O save me for thy mercy's sake.

For in death no man doth think on thee: and who will give thee thanks in the pit?

LESSON V.

O clap your hands, all ye people; O sing unto God with the voice of joy!

For the Lord is high, and to be feared: he is the great King over all the earth!

God is gone up with a merry noise: and the Lord with the sound of a trump!

O sing praises, sing praises unto our God: O sing praises, sing praises unto our King!

LESSON VI.

A wicked doer giveth heed to false lips: and a liar giveth ear to a naughty tongue.

Children's children are the crown of old men; and the glory of children are their fathers.

Let a bear, robbed of her whelps, meet a man, rather than a fool in his folly.

He that is first in his own cause seemeth just; but his neighbour cometh and searcheth him.
Note. The Accent of the following Words is on the second Syllable.

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**Moral Reflections**

The doth of the day, I never forget.

As we sit upon the grass,

While the wind doth blow,

The wickes, we are never in care.

I will make a lasting mark.

I will not let the day pass,

The health of my soul.

The wickes, we are never in care.
trans-gress  un-cut  un-like  un-true
trans-late  un-dress  un-lock  un-truth
trans-plant  un-fair  un-made  un-twist
trans-port  un-fit  un-man  un-twist
trans-pose  un-fold  un-mask  up-on
tre-pan  un-gain  un-paid  Where-as
un-apt  un-glue  un-ripe  where-by
un-arm  un-hasp  un-safe  where-in
un-bend  un-heard  un-say  where-of
un-bind  un-hinge  un-screw  where-to
un-bolt  un-horse  un-seen  where-with
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un-cloath  un-kind  un-teach  with-in
un-close  un-lace  un-tie  with-out
un-close  un-tie  with-stand

More easy Lessons on the foregoing Tables, consisting of
Words not exceeding Two Syllables.

LESSON I.

The wicked hath said in his heart, Tush, God
doth forget: he hideth away his face, and he will
never see it.

Arise, O Lord God, and lift up thine hand:
forget not the poor.

Wherefore should the wicked blaspheme God,
while he doth say in his heart, Tush, thou God
carest not for it.

LESSON II.

I will rejoice in thee: yea, my songs will I
make of thy name, O thou Most High.

I will shew all thy praises within the ports of
the daughter of Sion: I will rejoice in thy saving
health.

The Lord is known to do judgment: the
wicked is trapped in the work of his own hands.
LESSON III.

A man's heart doth devise his way: but the Lord doth direct his steps.

A divine sentence is in the lips of the king: his mouth doth not transgress in judgment.

A just weight and balance are the Lord's: all the weights of the bag are his work.

The highway of the upright is to depart from evil; he that keepeth his way doth preserve his soul.

LESSON IV.

The wicked man shutteth his eyes to devise froward things: moving his lips, he bringeth evil to pass.

The hoary head is a crown of glory, if it be found in the way of goodness.

He that is slow to anger, is better than the mighty: and he that ruleth his spirit, than he that taketh a city.

LESSON V.

O my soul, thou hast said unto the Lord, Thou art my God, my goods are nothing unto thee.

All my delight is upon the saints that are in the earth: and upon such as excel in virtue.

I will thank the Lord for giving me warning; my reins also chasten me in the night season.

I have set God always before me; for he is on my right hand, therefore I shall not fall.

LESSON VI.

The Lord is my shepherd; therefore can I lack nothing.

He shall feed me in a green pasture; and lead me forth beside the waters of comfort.
Thou shalt prepare a table before me, against them that trouble me; thou didst anoint my head with oil, and my cup shall be full.

But thy loving kindness and mercy shall follow me all the days of my life: and I will dwell in the house of the Lord for ever.

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<td>won-der-ful</td>
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Some easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Syllables.

LESSON I.

REJOICE in the Lord, O ye righteous; for it doth become well the just to be thankful.

Praise the Lord with a harp: sing praises unto him with the lute, and instruments of ten strings.

Sing unto the Lord a new song: sing praises lustily unto him with a good courage.

For the word of the Lord is true; and all his works are faithful.

LESSON II.

A virtuous woman is a crown to her husband: but she that hath no shame is as roteness in his bones.

The hand of the diligent shall bear rule: but the slothful shall be under tribute.

The righteous is more excellent than his neighbour: but the way of the wicked doth seduce them.

LESSON III.

I will magnify thee, O God, my king: and I will praise thy name for ever and ever.

Every day will I give thanks unto thee: and praise thy name for ever and ever.

Great is the Lord, and marvellous; worthy to be praised: there is no end of his greatness.

The Lord is loving unto every man; and his mercy is over all his works.

LESSON IV.

A king that sitteth in the throne of judgment, scattereth away all evil with his eyes.

There is gold and a multitude of rubies; but the lips of knowledge are a precious jewel.
Bread of deceit is sweet to a man; but afterwards his mouth shall be filled with gravel.

Say not thou, I will recompense evil; but wait on the Lord, and he shall save thee.

LESSON V.

The Lord is righteous in all his ways, and holy in all his works.

The Lord is nigh unto all them that call upon him: yea, all such as call upon him faithfully.

He will fulfill the desire of them that fear him: he also will hear their cry, and will help them.

The Lord doth preserve all them that love him; but scattereth abroad all the wicked men.

LESSON VI.

The robbery of the wicked shall destroy them; because they hate judgment.

The wicked shall be a ransom for the righteous: and he that doth transgress, for the upright.

A wise man scaleth the city of the mighty, and casteth down the strength and confidence thereof.

The slothful coveteth greedily all the day long; but the righteous giveth and spareth not.

Note. The Accent of the following Words is on the second Syllable:

A-bun-dance  ap-pa-rent
ac-com-plish  ap-pear-ance
ad- mo-nish  ap-pen-dix
a-mend-ment  ap-pren-tice
an-o-ther  arch-an-gel
a-po-stle  arch-bi-shop
ap-pa-rel  as-sem-ble
at-tend-ance
Be-got-ten
be-hold-en
blas-phe-mer
com-mand-ment
com-mit-tee
com- pen-sate
com-po-sure
con-du-cive
con-fine-ment
con-jec-ture
con-sider
con-tent-ment
con-vul-sive
De-ceit-ful
def-i-nce
defi-ver
des-ter-
des-mo-tion
des-mo-nstrate
di-le-ma
di-mish
di-rect-ly
di-sci-ple
di-co-ver
di-cre-dit
di-fi-gure
di-grace-ful
di-ho-nest
di-or-der
dis-plea-sure
dis-sem-bled
dis-stil-ler
dis-tin-guish
dis-tri-bute
E-le-venth
em-bas-sage
em-bow-el
en-a-bie
en-coun-ter
en-gage-ment
en-joy-ment
en-no-ble
en-tan-gle
e-stab-lish
ex-am-plo
ex-a-mine
ex-tin-guish
Fan-tas-tic
fore-run-ner
for-get-ful
for-give-ness
for-saken
Here-a-f ter
he-ro-ic
Ig-no-ble
il-le-gal
il-ru-strate
im-ma-gine
im-bit-ter
im-mo-dest
im-mor-tal
im-port-ant
im-pris-on
im-pro-fer
im-prove-ment
in-clo-sure
in-cum-ber
in-den-ture
in-hu-man
in-ju-stice
in-qui-ry
in-tire-ly
in-trea-ty
in-vec-tive
in-ve-nom
Ma-je-stic
mis-car-ry
mis-for-tune
mis-go-vern
mis-ma-nage
mis-sha-pen
more-over
Ob-server
ob-tru-der
oc-cur-rence
of-fend-er
of-fer-sive
op-po-ser
op-pres-sor
Par-ta-ker
pa-ter-nal
pa-the-tic
per-form-ance
po-ma-tum
pre-fer-ment
pro-duct-ive
pro-hi-bit
pro-ject-or
pro-phe-tic
pur-su-ant
Re-ceiv-er
re-ci-tal
re-cord-er
re-co-ver
re-deem-er
re-fine-ment
re-fi-ner
re-form-er
re-fresh
re-fuse
re-gain
re-mend
re-mit
re-peal
re-seal
Se-cure
se-duce
se-ven
sin-cer
spec-tor
stu-por
sub-mit
sub-sist
sub-sec-tor
suc-cend
sur-render
THOU, O Lord, hast maintained my right and my cause: thou art set it the throne that judgest right.

Thou hast rebuked the heathen; and destroyed the ungodly: thou hast put out their name for ever and ever.

The Lord will also be a defence for the oppressed; even a refuge in due time of trouble.
LESSON II.

The rich and the poor meet together: the Lord is the maker of them all.
A prudent man foreseeth the evil, and hideth himself: but the simple pass on and are punished.
He that oppresseth the poor to increase his riches; and he that giveth to the rich, shall surely come to want.
Rob not the poor, because he is poor: neither oppress the afflicted in the gate.

LESSON III.

Why standest thou so far off, O Lord; and hidest thy face in the needful time of trouble?
The ungodly for his own lust doth persecute the poor: let them be taken in the same craft that they have devised.
For the ungodly hath made boast of his own heart's desire; and speaketh good of the covetous, whom God abhorreth.

LESSON IV.

Be not amongst wine-bibbers; amongst riotous eaters of flesh.
For the drunkard and the glutton shall come to poverty: and drowsiness shall cover a man with rags.
The father of the righteous shall greatly rejoice: and he that begetteth a wise child shall have joy of him.

LESSON V.

The heavens declare the glory of God, and the firmament sheweth his handy-work.
One day telleth another, and one night doth certify another.
TO THE ENGLISH TONGUE.

There is neither speech nor language, but their voices are heard among them.

Their sound is gone out into all lands: and their words unto the ends of the world.

LESSON VI.

The fear of the Lord is clean, and endureth for ever; the judgments of the Lord are always righteous and true.

More to be desired are they than gold, yea, than much fine gold: sweeter also than honey and the honey-comb.

Moreover by them is thy servant taught: and in keeping of them there is great reward.

TABLE III.

Note. The Accent of the following Words is on the last Syllable.

A F-ter-noon dis*e-steem in-dis*creet
ap-ter-tain dis-o-bey in-dis-pose
ap-pre-hend dis-o-blige in-so-much
car-a-van dis-pos-sess in-ter-cede
com-pre-hend dis-re-gard in-ter-fere
con-de-scend dis-re-spect in-ter-leave
con-tra-dict dis-u-nite in-ter-line
Dis-a-gree in-ter-mix
dis-al-low in-ter-mix
dis-ap-peal in-*ter-rupt
mis-ap-ply
dis-ap-point in-tro-duce
mis-be-have
dis-ap-prove
dis-dis-plea
mis-in-form
dis-belief
in-dis-creet
dis-com-mend
in-dis-pose
in-dis-creet
dis-com-pose
in-so-much
dis-con-tent
in-ter-cede
dis-en-gage
in-ter-fere
in-ter-leave
in-ter-line
in-ter-mix
in-ter-rupt
in-tro-duct
mis-ap-ply
o-ver-born
o-ver-cast
o-ver-come
o-ver-grow
OVERLOOK  PREHEND  VIOLIN
OVER-run  PREMAND  VOLUNTEER
OVER-TAKE  RIGADOON  UNBELIEF
OVER-throw  SEVENTEEN  UNDERMINE
OVER-TURN  SUPERFINE  UNDERSTAND
RECOMMEND  SUPERSCRIBE  YESTER-DAY
RECONCILE  THEREABOUT  YESTER-NIGHT

More easy Lessons on the foregoing Tables, consisting of Words not exceeding Three Syllables.

LESSON I.

The Lord looketh down from heaven upon the children of men, to see if there were any that would understand and seek after God;

But they are all gone out of the way, they are all become vile: there is none that doth good no not one.

Their throat is an open sepulchre; with the tongues they have deceived: the poison of asp is under their lips.

LESSON II.

By the blessing of the upright, the city is exalted; but it is overthrown by the mouth of the wicked.

Where no counsel is, the people fall; but in the multitude of counsellors, there is safety.

He that is surety for a stranger, shall smart for it; but he that declineth to be a surety is sure.

The merciful man doth good to his own soul but he that is cruel troubleth his own flesh.

LESSON III.

O Lord, thou hast searched me out, and known me; thou knowest my down-sitting, and my up-rising; thou didst understand my thought long before.
Thou art about my path, and about my bed; and spiest out all my ways.

Try me, O God, and seek the ground of my heart; prove me, and examine my thoughts.

Look well if there be any way of wickedness in me; and lead me in the way of eternal life.

LESSON IV.

It is not good to accept the person of the wicked; to overthrow the righteous in judgment.

The heart of the prudent getteth knowledge; and the ear of the wise seeketh knowledge.

A man that hath friends must shew himself friendly; and there is a friend that sticketh closer than a brother.

Many will entreat the favour of the prince; and every man is a friend to him that giveth gifts.

LESSON V.

Deliver me, O Lord, from the evil man, and preserve me from the wicked man.

Who imagine mischief in their hearts; and stir up strife all the day long.

They have sharpened their tongues like a serpent: adders' poison is under their lips.

Keep me, O Lord, from the hands of the ungodly; preserve me from the wicked men, who are purposed to overthrow my goings.

LESSON VI.

The wisdom of the prudent is to understand his way; but the folly of fools is deceit.

The simple believeth every word; but the prudent man looketh well to his going.

A wise man feareth and departeth from evil; but the fool rageth, and is confident.

The evil bow before the good; and the wicked at the gates of the righteous.
WORDS OF FOUR SYLLABLES.

TABLE I.

Note. The Accent is on the first Syllable.

A
Acceptable
difficult
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Accesary
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Note. The Accent of the following Words is on the second Syllable.

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A NEW GUIDE

di-ges-ti-on: fru-gal-i-ty
di-rec-ti-on: fi-tu-ri-ty
dis-cern-i-ble: Ge-o^"gra-phy
dis-co^"ve-ry: ge-o^"me-try
dis-tinc-ti-on: gra-tu-i-ty
dis-trac-ti-on: Ha"bit-u-al
di-vi"si-on: har-mo-ni-ous
do-mi"ni-on: hi-sto-ri-an
dox-o"lo-gy: hi-sto-ri-cal
du-ra-ti-on: hy^"po^"cri-sy
E-di^"ti-on: I-dol-a-tor
ef-fec-tu-al: i-dol-a-try
encou"rage-ment: il-lu^"stri-ous
c-e-nu-me-rate: im-me-di-ate
er-ro-ne-ous: im-men-si-ty
et-er-ri-ty: im-mo^"de-rate
e-van-ge-list: im-mo^"va-ble
ex-cep-ti-on: im-pa-ti-en-ce
ex-cu-sa-ble: im-pe^"ni-ten-t
ex-e"cu-tor: im-pi-e-ty
ex-e"cu-trix: im-press-i-on
ex-pe-ri-ment: im-pu-ri-ty
ex-pe-ri-ence: in-ces-sant-ly
ex-po"stu-late: in-cli-na-ble
ex-press.i.on: in-cre^"di-ble
ex-tor-ti-on: in-du^"stri-ous
ex-tra"va-gant: in-fec-ti-on
Fe-li"ci-ty: in-firm-i-ty
fe-lo-ni-ous: in-ge-ni-ous
for-get-ful-ness: in-gre-di-ent
for-mal-i-ty: in-he"ri-tance
foun-da-tion: in-i"qui-ty
fra-ter-ni-ty: in-struc-ti-on

in-ter-pret-en:
in-ven-ti-on:

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re de:

Not:

A G
TABLE III.

Note. The Accent of the following Words is on the third Syllable.

AC ci dent al com men ta tor dis a gree ment al to ge ther com pre hen sive dis com po sure.
A "na bap tism cor re spond en ced is con tent ed.
ap pre hen sive De "tri ment al dis con ti "nue ap pre hen sive.
Be "he fac tor dis ad van tage dis in he "rit Be "he fac tor.
Ca "li "man co dis af fect ed E "ver last ing.
A NEW GUIDE

Fun da ment al Ma'nu fac ture su per vi sor
In co be rent me"mo ran dum Un ac quaint ed
in con sis tent mis de mean or un ad vi sed
in de pend ent mo"de ra tor un be com ing
in of fen sive O"pe ra tor un de fi led
in stru ment al op por tune ly un der ta ker
in ter ces sor o ver bur den un di vi ded
in ter med dle Re"gu la tor u ni ver sal
in ter mix ture Sa cra ment al un pre pa red
in tro duc tive se mi co lon un pro vi ded
Le gis la tive super struc ture When so e"ver
Note. The Accent is on the last Syllable.
A"ni mad vert mis're pre sent Su per a bound
Le"ger de main mis un der stand su per in duce
Mis ap pre hend Ne"ver the less su per in tend

WORDS OF FIVE SYLLABLES.

TABLE I.
Note. The Accent is on the first Syllable.

A C ti on a ble
Cir cu la to ry
con sci on a ble
cu"stom a ri ly
De"di ca to ry
dic ti on a ry
Ex pi a to ry
Fa"shi on a ble
fi"gu ra tive ly

Ju di ca to ry
Mar ri age a ble
Or di na ri ly
Pas si on ate ly
pen si on a ry
Que"sti on a ble
Sta ti on a ry
sup pli ca to ry
Vo"lun ta ri ly

TABLE II.
Note. The Accent of the following Words is on the second Syllable.

A Bo"ni na ble
af sec ti on ate
a po"the ca ry
Com me"mo ra ble
com mend a to ry
com mis si on er

Ab-sen ce
ac ce pe
ac cla be
ac cu si
ad mi ni stra tion
ad mo ra tion
ad van ted
Note. The Accent of the following Words is on the second Syllable.

Ab-so-lu-ti-on affect-a-ti-on
ac-cept-a-ti-on af-firm-a-ti-on
ac-ela-ma-ti-on ag-gra-va-ti-on
ac-cu-sa-ti-on al-ph-a-be-ti-cal
ad-mi-ra-ti-on al-ter-a-ti-on
ad-mo-ni-ti-on am-mu-ni-ti-on
ad-va-n-ta-ge-ous ap-pa-ra-ti-on
PROPER NAMES OF PERSONS, PLACES, &c.
OR WORDS USUALLY BEGINNING WITH A CAPITAL

Proper Names of One Syllable.

    Calne, Cerne, Chard, Charles, Christ, Clay.
    Coln, Cray, Czar. Deal, Disse, Dutch. Eve.
    Ham, Holt, Hull, Hythe. James, Jane, Jew.
    Joan, Job, John, Joyce, Jude. Kent. Leek.
    Lime, Lid, Lynn. Mark, March, May, Mere.
    Seth, Smith, Spain, Stone, Stroud. Throne.
    Tring, Troy, Turk, Tweed. Usk, Wales, Ware.
    Welch, Wells, Wilts. York.
PROPER NAMES OF TWO SYLLABLES:

TABLE I.

Note. The Accent is on the first Syllable.

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Ran-dal  Shan-non  Stan-don  Thurs-day
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Rea"ding  Shef-field  Stan-stead  Tick-hill
Re`ford  Shef-ford  Stan-ton  Tides-wall
Rope-ham  Shef-nal  Ste-ning  Tin-head
Rich-mond  Shep-ham  Ste-phen  Tin-mouth
Ring-wood  Shep-pey  Stil-ton  Towers
Rip-ley  Shep-way  Stock-port  Tru-vo
Rip-pon  Sher-ston  Stock-ton  True-yard
Ro`bert  Shet-land  Stokes-ly  Tun-bridge
Roch-dale  Ship-ton  Stone-henge  Tur-key
Ro`ger  Shir-burn  Strat-ford  Tux-ford
Roth-well  Shore-ham  Strat-ton  Vin-cent
Rother  Shrop-shire  Squiet-ham  Ul-ster
Row-land  Sid-land  Swaff-ham  Up-sal
Roy-ston  Sid-mouth  Swan-say  Up-ton
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Samp-son  So`dore  Swin-ton  Wan-tage
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Se`voy  South-wel  Tar-tar  Watch-er
Sax-on  South-wold  Taun-ton  Wat-ford
Scaars-dale  Spal-ding  Ter-ring  Wat-ten
Scot-land  Spa"nish  Thax-ten  Wat-ten
Sel-by  Spils-by  Tha-net  Web-ley
Set-tle  Spit-head  Thet-ford  Web-ley
### TABLE II.

*Note. The Accent of the following Words is on the last Syllable*

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### PROPER NAMES of THREE SYLLABLES.

### TABLE I.

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| Lowlands | Leicestershire | Lonnington |
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| Lydd | Leicestershire | Lonnington |
| Macleod | Leicestershire | Lonnington |
| Magdalen | Leicestershire | Lonnington |
| Malvern | Leicestershire | Lonnington |
| Malmesbury | Leicestershire | Lonnington |
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| Marlow | Leicestershire | Lonnington |
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| Marston | Leicestershire | Lonnington |
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| Menzies | Leicestershire | Longton |
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| Modena | Leicestershire | Longton |
| Muir | Leicestershire | Longton |
| Neath | Leicestershire | Longton |
| Newbury | Leicestershire | Longton |
| Newbury | Leicestershire | Longton |
| Niobe | Leicestershire | Longton |
| Norfolk | Leicestershire | Longton |
| Notting | Leicestershire | Longton |
TO THE ENGLISH TONGUE.

Li"ver-pool  Ock-ing-ham  Shrews-bu"ry
Low-bo"rough  O-di-ham  Si"ci'ly
Lut-ting-ton  O"li-ver  Si"me-on
Lut-ter-worth  Om-bers-ley  Si"ting-bourn
Ly"di-a  O"ver-ton  Si"ting-ham
Mac-cles-field  O"ving-ham  So"lo-mon
Mag-da-len  Pad-ding-ton  So"mer-set
Ma-ho"net  Pe"ters-field  So"mer-ton
Ma"la-ga  Pe/ther-ton  Span"ni-ard
Malms-bu"ry  Pick-er-ing  Ste"ven-edge
Man-che"ster  Pock-ling-ton  Strath"na-verdi
Man-ning-tree  Por-tu-gal  Stur-min-ster
Mar-ga-ret  Prus-si-a  Sud-bu"ry
Mar-bo"rough  Puck-er-idg"e  Sud-min-ster
Mar-ma-duke  Queen-bo"rough  Sun-der-land
Mar-ry-land  Ra-ven-glass  Su"ther-land
Men-dles-ham  Ren-dles-ham  Swit-zer-land
Mex-i-co  Rick man-worthSy"ri-a
Mi-cha-el  Ro"bo"rough  Ta"bi-tha
Mic-kle-ton  Ro"che"ster  Tad-ca"ster
Mid-dle-bu"gh  Rock-ing-ham  Tan-ger-mund
Mid-dle-sex  Ro"scom-mon  Ten-bu"ry
Mid-dle-ham  Rot-ter-dam  Ten-ter-den
Mid-dle-ton  Ro"ther-ham  Tewks-bu"ry
Mid-dle-wich  Ro"ther-hithe  Thong-ca"ster
Mid-sum-mer  Rus-si-a  Thorn-bu"ry
Mod-bu"ry  Sa"mu-el  Til-bu"ry
Mu"sco-vy  Saltur-day  Ti"mo-thy
Ne"ther-lands  Scar-bo"rough  Ti"ver-ton
New-bu"ry  Sed-bu"ry  Tor-ring-ton
New-en-den  Se"ra-phim  Tow-ce"ster
Ni"cho-las  Se"ther-ton  Tri"ni-ty
Nor-man-dy  Se"ven-oak  Tud-bu"ry
Not-ting-ham  Shaf-ts-bu"ry  Tud-ding-ton
A NEW GUIDE

Tu'rcan'ny
Val'len tine
Ul ver ston
Upp'ing ham
Walling ford
Wall sing ham
Walth ham stow
War min ster
War ring ten
Water ford

Whit'ning ton
Wed nes day
Wel ling ton
Wen do ver
West bu'ry
West min ster
We'ther by
Whit sta bie
Whit sun day

Whit sun tide
Wil li am
Wim ble don
Win caun ton
Win chel sea
Win che ster
Worce ster
Za'bu lon
Za'cha ry
Zo di ac

---

TABLE II.

Note. The Accent of the following Words is on the second Syllable.

A'lep po
An ti'gua
Arch an gel
Au gu'stin
Au gu'stus
Ba ha ma
Bar ba does
Ber mu des
Bis sex tile
Ca'na da
Ca na ry
Car mar then
Car nar von
Church Stret ton
Col lump ton
Comb Mar tin
Cre mo na
Crick bow el
Cy're ne
Da ma'scus
Da ri us
De cem ber
De vi zes
Dro g he da
Dun gan non
Du raz zo
Di ana
E clip tie
E li as
E qua tor
Eu phra tes
Fa ler nus
Fer ra ra
For ren za
For mo sa
Ge'ne va
Gi'bral tar
Go li ah
Go mor rah
Gra na da
Ha'bak kuhl
Ho san na
Ho se a
Ja mai ca
Je ho vah
Jo si ah
Ju de a
La do ga
La n be de t
Le pan to
Li pa ri
Ma co co
Ma dei ra
Ma jer re

---

Note.

Ma lac
Mat th
Mes si
Mo de
Mo ro
New ca
New ha
New m
North
North
Oc to be
Oke ha
Pal er re

---

PROP.

Note.

A'ber
Al be ma
Am ster
A'nan de
Ba sing
Bo'ni n g
Bud des
Ca'ra va

---

A de der
A lex an
Al mon
TABLE III.

Note. The Accent of the following Words is on the last Syllable.

<table>
<thead>
<tr>
<th>Word</th>
<th>Accent</th>
<th>Word</th>
<th>Accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberdeen</td>
<td>Ca&quot;rol stad&quot;</td>
<td>Lan lieu doc</td>
<td></td>
</tr>
<tr>
<td>Aberdeen</td>
<td>Ca&quot;rol stad&quot;</td>
<td>Mil den hall</td>
<td></td>
</tr>
<tr>
<td>Albe marle</td>
<td>Char le ville</td>
<td>Mount se rat</td>
<td></td>
</tr>
<tr>
<td>Albe marle</td>
<td>Char le ville</td>
<td>Mount sor rel</td>
<td></td>
</tr>
<tr>
<td>Amster dam</td>
<td>Ea ston ness</td>
<td>Na&quot;za rene</td>
<td></td>
</tr>
<tr>
<td>Amster dam</td>
<td>Ea ston ness</td>
<td>Os we&quot;stree</td>
<td></td>
</tr>
<tr>
<td>&quot;anan dale</td>
<td>El si neur</td>
<td>Pam pe lune</td>
<td></td>
</tr>
<tr>
<td>Ba sing stoke</td>
<td>Fon te nelle</td>
<td>Scan de lune</td>
<td></td>
</tr>
<tr>
<td>Bo'nin gale</td>
<td>Har te poole</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bud des dale</td>
<td>In ver ness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ca&quot;ra van</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROPER NAMES OF FOUR SYLLABLES.

TABLE I.

Note. The Accent of the following Words is on the first Syllable.

<table>
<thead>
<tr>
<th>Word</th>
<th>Accent</th>
<th>Word</th>
<th>Accent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad der bu&quot;ry</td>
<td></td>
<td>Da&quot;ris bu&quot;ry</td>
<td></td>
</tr>
<tr>
<td>Alex an der</td>
<td>At the bo&quot;rough</td>
<td>Fe&quot;bru a ry</td>
<td></td>
</tr>
<tr>
<td>Al mond bu&quot;ry</td>
<td>Can ter bu&quot;ry</td>
<td>Fother ing ay</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 145x550
### TABLE II.

Note. *The Accent of the following Words is on the second Syllable.*

<table>
<thead>
<tr>
<th>Word</th>
<th>Accent on</th>
<th>Word</th>
<th>Accent on</th>
<th>Word</th>
<th>Accent on</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &quot;cha i a</td>
<td>E gyp ti an</td>
<td>Na tha&quot;ni el</td>
<td>Ni lo&quot;me ter</td>
<td>North al ler tou</td>
<td></td>
</tr>
<tr>
<td>A me li a</td>
<td>E li&quot;za beth</td>
<td>Pa la&quot;ti nate</td>
<td>Pam phy&quot;li a</td>
<td>Pe ne&quot;lo pe</td>
<td></td>
</tr>
<tr>
<td>A me&quot;ri ca</td>
<td>E pi&quot;pha ny</td>
<td>Plac en ti a</td>
<td>Sa ma ri a</td>
<td>Sa ma&quot;ri tan</td>
<td></td>
</tr>
<tr>
<td>A po&quot;cry pha</td>
<td>E sa i as</td>
<td>Sar di&quot;ni a</td>
<td>Scla vo ni a</td>
<td>Se ba&quot;sti an</td>
<td></td>
</tr>
<tr>
<td>A ra bi a</td>
<td>E uro pe an</td>
<td>Si le si a</td>
<td>Tar ta ri an</td>
<td>The o&quot;do lite</td>
<td></td>
</tr>
<tr>
<td>A ra ni a</td>
<td>E eze ki al</td>
<td>I ta&quot;li an</td>
<td>The o&quot;phi lus</td>
<td>Ther mo&quot;me ter</td>
<td></td>
</tr>
<tr>
<td>As phal ti des</td>
<td>Ga&quot;la ti a</td>
<td>Je ru sa lem</td>
<td>Thes sa li a</td>
<td>Ve ne ti an</td>
<td></td>
</tr>
<tr>
<td>As sy&quot;ri a</td>
<td>Ga&quot;li ci a</td>
<td>Le vi&quot;ti cus</td>
<td>Ti be ri us</td>
<td>Ve su vi an</td>
<td></td>
</tr>
<tr>
<td>Bar ba di an</td>
<td>Ga ma li el</td>
<td>Lieu te&quot;nan cy</td>
<td>Mol da vi a</td>
<td>Vir gi&quot;ni a</td>
<td></td>
</tr>
<tr>
<td>Bar ba ri an</td>
<td>Ge or gi a</td>
<td>Ma ho&quot;me tan</td>
<td>Mont go&quot;me ry</td>
<td>U tox e ter</td>
<td></td>
</tr>
<tr>
<td>Bar tho&quot;lo mew</td>
<td>Ho ra ti o</td>
<td>Mi ran du la</td>
<td>Mont pe li er</td>
<td>West pha li a</td>
<td></td>
</tr>
<tr>
<td>Bil le&quot;ri ca</td>
<td>Ho ra ti o</td>
<td>Mo ra vi a</td>
<td>Mo sa&quot;i cal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE III.

Note. The Accent of the following Words is on the third Syllable.

<table>
<thead>
<tr>
<th>Proper Name</th>
<th>Accent Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aberconway</td>
<td>Dal-ma-tha</td>
</tr>
<tr>
<td>Ana-baptist</td>
<td>E-le-zer</td>
</tr>
<tr>
<td>Ana-ni-as</td>
<td>E'ze-ki-an</td>
</tr>
<tr>
<td>Ba-al-ze-bub</td>
<td>Hal-le-lu-jah</td>
</tr>
<tr>
<td>Bar-ceilona</td>
<td>Hen-ri-ta</td>
</tr>
<tr>
<td>Be-ne-dic-tine</td>
<td>He'ze-ki-an</td>
</tr>
<tr>
<td>Be-ne-ven-to</td>
<td>I'za-bel-a</td>
</tr>
<tr>
<td>Cag-li-a-ra</td>
<td>Ge're-mi-an</td>
</tr>
<tr>
<td>Ca'ro-li-na</td>
<td>Je'ro-bo-am</td>
</tr>
<tr>
<td>Che-tel-hamp-ton-La-za-ret-to</td>
<td>Tra-co-ni-tus</td>
</tr>
<tr>
<td>Chipping-On-garMa'de-ga'scar</td>
<td>Wot-ton-Bas-set</td>
</tr>
<tr>
<td>C-ren-ce'ster</td>
<td>Mar-ga-ri-ta</td>
</tr>
<tr>
<td>Com-po-stel-a</td>
<td>Ne-he-mi-an</td>
</tr>
<tr>
<td>Ne-be-mi-a</td>
<td>Ze'che-ri-an</td>
</tr>
<tr>
<td>Ze'de-ki-ak</td>
<td></td>
</tr>
</tbody>
</table>

Note. The Accent is on the last Syllable.

Bar-ceilonette, Or-le-a-nois, Phil'lip-pe-ville

PROPER NAMES OF FIVE SYLLABLES.

TABLE I.

Note. The Accent of the following Words is on the third Syllable.

<table>
<thead>
<tr>
<th>Proper Name</th>
<th>Accent Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alex-andria</td>
<td>Ce'pha-lo-ni-a</td>
</tr>
<tr>
<td>Ana-to-lia</td>
<td>Cle-burg-Mor-ti-mer</td>
</tr>
<tr>
<td>Anda-lu-si-a</td>
<td>Deu-te-ro'no-my</td>
</tr>
<tr>
<td>Apol-lo-mia</td>
<td>Di-o-ny'si-us</td>
</tr>
<tr>
<td>Cap-pa-do-ci-a</td>
<td>E-qui-noc-ti-al</td>
</tr>
<tr>
<td>Ca'ta-lo-ni-a</td>
<td>E-thi-o-pi-a</td>
</tr>
</tbody>
</table>
### Table II.

Note. The Accent of the following Words is on the fourth Syllable.

<table>
<thead>
<tr>
<th>Word</th>
<th>Accent on the fourth Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab-er-ga-ven-ny</td>
<td>E'stre'ma-du-ra</td>
</tr>
<tr>
<td>A-ha-su-crus</td>
<td>Hi'spa'ni-o-la</td>
</tr>
<tr>
<td>A'lex-an-dret-ta</td>
<td>La-o-di-ce-a</td>
</tr>
<tr>
<td>A'ri-an-the-a</td>
<td>Ne-bu-chad-nez-zar</td>
</tr>
<tr>
<td>Con-stan-ti-no-ple</td>
<td>Pe-lo-pon-ne-sus</td>
</tr>
<tr>
<td>Ec-cle-si-a'stes</td>
<td>Stur-min-ster-New-ton</td>
</tr>
<tr>
<td>E'pa-phro-di-tus</td>
<td>Thes-a-lo-ni-ca</td>
</tr>
</tbody>
</table>

### Proper Names of Six Syllables

Note. The Accent on the fourth Syllable.

<table>
<thead>
<tr>
<th>Word</th>
<th>Accent on the fourth Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ab-el-beth-ma-a-cah</td>
<td>Hi'sto-ri-o'gra-phy</td>
</tr>
<tr>
<td>Be-ro-dach Ba'la-dan</td>
<td>Me'di-ter-ra-ne-an</td>
</tr>
<tr>
<td>Ec-cle-si-a'sticus</td>
<td>Me-sc-po-ta-mi-a</td>
</tr>
</tbody>
</table>
# A New Guide to THE ENGLISH TONGUE.

## PART II.

A Table of Words, the same in sound, but different in Spelling and Signification.

<table>
<thead>
<tr>
<th>English Word</th>
<th>Signification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ail, to be troubled</td>
<td>Bare, naked</td>
</tr>
<tr>
<td>Ale, malt liquor</td>
<td>Bear, a beast</td>
</tr>
<tr>
<td>Air, one of the elements</td>
<td>Bass, in music</td>
</tr>
<tr>
<td>Are, they are</td>
<td>Base, vile</td>
</tr>
<tr>
<td>Heir, to an estate</td>
<td>Baize, cloth so called</td>
</tr>
<tr>
<td>All, every one</td>
<td>Bays, bay trees</td>
</tr>
<tr>
<td>Allow'd, granted</td>
<td>Beer, to drink</td>
</tr>
<tr>
<td>Aloud, with a noise</td>
<td>Bier, to carry the dead</td>
</tr>
<tr>
<td>Alar, for sacrifice</td>
<td>Bean, pulse</td>
</tr>
<tr>
<td>Alter, to change</td>
<td>Been, was at a place</td>
</tr>
<tr>
<td>An, a particle</td>
<td>Beat, to strike</td>
</tr>
<tr>
<td>Ann, a woman's name</td>
<td>Beet, an herb</td>
</tr>
<tr>
<td>Ant, a pismire</td>
<td>Betty, Elizabeth</td>
</tr>
<tr>
<td>Aunt, uncle's wife</td>
<td>Berry, a small fruit</td>
</tr>
<tr>
<td>Aray, good order</td>
<td>Bury, to lay in the grave</td>
</tr>
<tr>
<td>Array, to clothe</td>
<td>Bile, a swelling</td>
</tr>
<tr>
<td>Assent, an agreement</td>
<td>Boil, as water on the fire</td>
</tr>
<tr>
<td>Ascent, going up</td>
<td>Blew, did blow, as the wind</td>
</tr>
<tr>
<td>Augur, a soothsayer</td>
<td>Blue, a colour</td>
</tr>
<tr>
<td>Auger, for carpenters</td>
<td>Blight, a blast</td>
</tr>
<tr>
<td>Ball, a surety for debt</td>
<td>Blite, a flower</td>
</tr>
<tr>
<td>Bale, of cloth or silk</td>
<td>Board, a plank</td>
</tr>
<tr>
<td>Ball; without hair</td>
<td>Bow'd, made a hole</td>
</tr>
<tr>
<td>Ball'd, cried aloud</td>
<td></td>
</tr>
<tr>
<td>Ball, a round substance</td>
<td>Boar, a beast</td>
</tr>
<tr>
<td>Bowl, to cry aloud</td>
<td>Boor, a country fellow</td>
</tr>
<tr>
<td>Barbara, a woman's name</td>
<td>Bore, to make a hole</td>
</tr>
<tr>
<td>Barbary, a country</td>
<td>Bold, confident</td>
</tr>
<tr>
<td>Barberry, a fruit</td>
<td>Bowl'd, did bowl</td>
</tr>
</tbody>
</table>
Bolt, for a door
Boult, meal
Bow, to bend
Bough, a branch
Boy, a lad
Bury, to bear up
Bow, to shoot with
Beau, a fine gentleman
Brake, an herb
Break, to part asunder
Bread, to eat
Bred, brought up
Breeches, broken places
Breeches, to wear
Burrow, for rabbits
Borough, a corporation
By, near
Buy, for money
Brew, breweth
Bruise, to break
But, a particle
But, two hogsheads
Cain, Abel's brother
Cane, a shrub
Calais, in France
Chalice, a cup
Call, to cry out
Caul, a periwig
Calendar, an account of time
Calender, to smoth cloth
Can, to be able
Cann, to drink out of
Cannon, a gun
Canon, to rule
Capital, a chief
Capitol, a tower in Rome
Canvas, coarse cloth
Canvas, to examine
Curd, to play with
Card, to dress wool
Cart, to carry wool
Chart, a description of a place
Cashier, a cash-keeper
Cashire, to disband
Cell, a hut
Sell, to dispose of
Cellar, the lowest room
Seller, that selleth
Censer, for incense
Censor, a reformer
Cession, a resigning
Session, assizes,
Chair, to set in
Chair, a job of work
Choler, rage
Collar, for the neck
Ceiling, of a room
Sealing, setting of a seal
Cion, a young sprig
Sion, a mount so called
Chronical, of long continuance
Chronicle, a history
Clerk, a book-keeper
Clerk, a clergyman
Clause, of a sentence
Claws, of a bird or beast
Climb, to get up a tree
Clime, in geography
Close, to shut up
Clothes, garments
Coat, a garment
Cote, a cottage
Coarse, homely
Course, order
Complement, the remainder
Compliment, to speak obligingly
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concert</td>
<td>of music</td>
</tr>
<tr>
<td>Consort</td>
<td>wife of a sovereign</td>
</tr>
<tr>
<td>Cousin</td>
<td>relation</td>
</tr>
<tr>
<td>Cozen</td>
<td>to cheat</td>
</tr>
<tr>
<td>Council</td>
<td>an assembly</td>
</tr>
<tr>
<td>Counsel</td>
<td>to advise</td>
</tr>
<tr>
<td>Cruise</td>
<td>to sail up and down</td>
</tr>
<tr>
<td>Current</td>
<td>a running stream</td>
</tr>
<tr>
<td>Current</td>
<td>a little vessel</td>
</tr>
<tr>
<td>Cruse</td>
<td>a kind of vessel</td>
</tr>
<tr>
<td>Curent</td>
<td>a running stream</td>
</tr>
<tr>
<td>Currant</td>
<td>a berry</td>
</tr>
<tr>
<td>Courier</td>
<td>a messenger</td>
</tr>
<tr>
<td>Currier</td>
<td>a messenger</td>
</tr>
<tr>
<td>Creef</td>
<td>a seaman</td>
</tr>
<tr>
<td>Creivel</td>
<td>to make a noise</td>
</tr>
<tr>
<td>Cruel</td>
<td>fierce</td>
</tr>
<tr>
<td>Dane</td>
<td>a man of Denmark</td>
</tr>
<tr>
<td>Deign</td>
<td>to vouchsafe</td>
</tr>
<tr>
<td>Dam</td>
<td>to stop water</td>
</tr>
<tr>
<td>Damn</td>
<td>to condemn</td>
</tr>
<tr>
<td>Day</td>
<td>twenty-four hours</td>
</tr>
<tr>
<td>Dey</td>
<td>a magistrate in Barbary</td>
</tr>
<tr>
<td>Dear</td>
<td>of great value</td>
</tr>
<tr>
<td>Deer</td>
<td>in a park</td>
</tr>
<tr>
<td>Dew</td>
<td>from heaven</td>
</tr>
<tr>
<td>Due</td>
<td>a debt</td>
</tr>
<tr>
<td>Do</td>
<td>an act</td>
</tr>
<tr>
<td>Die</td>
<td>to decease</td>
</tr>
<tr>
<td>Dye</td>
<td>to stain cloth</td>
</tr>
<tr>
<td>Dire</td>
<td>dreadful</td>
</tr>
<tr>
<td>Dyer</td>
<td>a stainer of cloth</td>
</tr>
<tr>
<td>Disease</td>
<td>a sickness</td>
</tr>
<tr>
<td>Disseize</td>
<td>to dispossess</td>
</tr>
<tr>
<td>Doe</td>
<td>a female deer</td>
</tr>
<tr>
<td>Dough</td>
<td>paste or leaven</td>
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<tr>
<td>Done</td>
<td>acted</td>
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<tr>
<td>Dun</td>
<td>colour</td>
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<td>Dredge</td>
<td>a flour box</td>
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<tr>
<td>Drudge</td>
<td>a slave</td>
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<td>Earing</td>
<td>the time of harvest</td>
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<tr>
<td>Ear-ring</td>
<td>a ring for the ear</td>
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<tr>
<td>Eaten</td>
<td>devoured</td>
</tr>
<tr>
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<td>a town’s name</td>
</tr>
<tr>
<td>Er</td>
<td>the son of Judah</td>
</tr>
<tr>
<td>Err</td>
<td>to make a mistake</td>
</tr>
<tr>
<td>Fane</td>
<td>a weather-cock</td>
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<tr>
<td>Fain</td>
<td>desirous</td>
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<tr>
<td>Feign</td>
<td>to dissemble</td>
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<td>weary</td>
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<td>Feint</td>
<td>a false march</td>
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<tr>
<td>Fair</td>
<td>comely</td>
</tr>
<tr>
<td>Fare</td>
<td>a customary duty</td>
</tr>
<tr>
<td>Fellon</td>
<td>a whitlow</td>
</tr>
<tr>
<td>Felon</td>
<td>a criminal</td>
</tr>
<tr>
<td>File</td>
<td>a metal</td>
</tr>
<tr>
<td>Foil</td>
<td>to overcome</td>
</tr>
<tr>
<td>Fir</td>
<td>wood</td>
</tr>
<tr>
<td>Fur</td>
<td>skin</td>
</tr>
<tr>
<td>Flea</td>
<td>an insect</td>
</tr>
<tr>
<td>Flee</td>
<td>to run</td>
</tr>
<tr>
<td>Flew</td>
<td>did fly</td>
</tr>
<tr>
<td>Flue</td>
<td>soft hair of a rabbit</td>
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<td>for-bread</td>
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<td>of the field</td>
</tr>
<tr>
<td>Fort</td>
<td>abroad</td>
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<tr>
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<td>in number</td>
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<tr>
<td>Foul</td>
<td>nasty</td>
</tr>
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<td>a bird</td>
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<td>Frays</td>
<td>squirrels</td>
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<tr>
<td>Phrase</td>
<td>a sentence</td>
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<tr>
<td>Gall</td>
<td>a bitter substance</td>
</tr>
<tr>
<td>Gaul</td>
<td>a Frenchman</td>
</tr>
<tr>
<td>Gargil</td>
<td>a distemper in geese</td>
</tr>
<tr>
<td>Gargle</td>
<td>to wash the mouth</td>
</tr>
<tr>
<td>Gilt</td>
<td>with gold</td>
</tr>
<tr>
<td>Guilt</td>
<td>sin</td>
</tr>
<tr>
<td>Glare</td>
<td>to dazzle</td>
</tr>
</tbody>
</table>

**H 2**
Grate, for coals
Great, large
Greater, for the nutmeg
Graves, a town's name
Grase, to eat grass
Grease, nasty fat
 Greece, a country
Groan, to sigh
Grown, increased
Hail, to salute
Hale, to draw along
Hard, a beast
Heart, the seat of life
Hare, of the field
Hair, of the head
Here, in this place
Hear, to hearken
Here, to cut
Hue, colour
Hugh, a man's name
High, lofty
Hey, a ship
 Him, that man
Hymn, a sacred song
 Hire, wages
Higher, more high
Hear, frost
Whore, a lewd woman
Hole, hollowness
Whole, perfect
Hop, for a tub
Whop, to cry out
Hogue, to hamstring
Huff, to swagger
I, myself
Eye, to see with
I'll, I will
Ile, the side of a church
Ilse, an island
Oil, of olives
In, within
Inn, for travellers
Indict, to prosecute
Indite, to compose
Kill, to murder
Kiln, for bricks
Knav, a dishonest man
Nave, of a wheel
Knight, by-honour
Night, the evening
Know, to be acquainted
No, not so
Knew, did know
New, not old or used
Known, discovered
None, neither
Knows, he knoweth
Nose, of the face
Lade, to carry water
Laid, placed
Lain, did lie
Lane, a narrow passage
Leak, to let in water
Leek, a pot-herb
Lees, dregs of wine
Leese, to lose
Lessen, to make less
Lesson, a reading
Lier, in wait
Liar, or Lyar, a teller of lies
Lyre, a musical instrument
Limb, a member
Limn, to paint
Line, length
Loin, of veal
Lineament, the proportion of the face
<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liniment, a medicine</td>
<td></td>
</tr>
<tr>
<td>Lead, did lead</td>
<td></td>
</tr>
<tr>
<td>Lead, metal</td>
<td></td>
</tr>
<tr>
<td>Lie, to lie a long</td>
<td></td>
</tr>
<tr>
<td>Lye, a falsity</td>
<td></td>
</tr>
<tr>
<td>Lo, beheld</td>
<td></td>
</tr>
<tr>
<td>Low, humble</td>
<td></td>
</tr>
<tr>
<td>Made, finished</td>
<td></td>
</tr>
<tr>
<td>Maid, a virgin</td>
<td></td>
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<tr>
<td>Main, the chief thing</td>
<td></td>
</tr>
<tr>
<td>Mane, of a horse</td>
<td></td>
</tr>
<tr>
<td>Male, the he</td>
<td></td>
</tr>
<tr>
<td>Mail, armour</td>
<td></td>
</tr>
<tr>
<td>Mail, a wooden hammer</td>
<td></td>
</tr>
<tr>
<td>Maul, to beat</td>
<td></td>
</tr>
<tr>
<td>Manner, custom</td>
<td></td>
</tr>
<tr>
<td>Manor, lordship</td>
<td></td>
</tr>
<tr>
<td>Marten, a bird</td>
<td></td>
</tr>
<tr>
<td>Martin, a man's name</td>
<td></td>
</tr>
<tr>
<td>Mean, of low value</td>
<td></td>
</tr>
<tr>
<td>Mien, behaviour</td>
<td></td>
</tr>
<tr>
<td>Meat, to eat</td>
<td></td>
</tr>
<tr>
<td>Meet, together</td>
<td></td>
</tr>
<tr>
<td>Mete, to measure</td>
<td></td>
</tr>
<tr>
<td>Metal, gold, silver, &amp;c</td>
<td></td>
</tr>
<tr>
<td>Mettle, briskness</td>
<td></td>
</tr>
<tr>
<td>Mews, for hawks</td>
<td></td>
</tr>
<tr>
<td>Muse; to meditate</td>
<td></td>
</tr>
<tr>
<td>Mite, an insect</td>
<td></td>
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<tr>
<td>Might, strength</td>
<td></td>
</tr>
<tr>
<td>Moor, to lament</td>
<td></td>
</tr>
<tr>
<td>Mown, cut down</td>
<td></td>
</tr>
<tr>
<td>Moat, a ditch</td>
<td></td>
</tr>
<tr>
<td>Mote, in the eye</td>
<td></td>
</tr>
<tr>
<td>More, in quantity</td>
<td></td>
</tr>
<tr>
<td>Mower, that moweth</td>
<td></td>
</tr>
<tr>
<td>Mo, more</td>
<td></td>
</tr>
<tr>
<td>Mow, to cut down grass</td>
<td></td>
</tr>
<tr>
<td>Mortar, made of lime</td>
<td></td>
</tr>
<tr>
<td>Naught, bad</td>
<td></td>
</tr>
<tr>
<td>Nought, nothing</td>
<td></td>
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<tr>
<td>Nay, not</td>
<td></td>
</tr>
<tr>
<td>Neigh, as a horse</td>
<td></td>
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<tr>
<td>News, tidings</td>
<td></td>
</tr>
<tr>
<td>Noose, a knot</td>
<td></td>
</tr>
<tr>
<td>Not, denying</td>
<td></td>
</tr>
<tr>
<td>Knot, to entangle</td>
<td></td>
</tr>
<tr>
<td>Oar, of a boat</td>
<td></td>
</tr>
<tr>
<td>O'er, over</td>
<td></td>
</tr>
<tr>
<td>Ore, of metal</td>
<td></td>
</tr>
<tr>
<td>Of, belonging to</td>
<td></td>
</tr>
<tr>
<td>Off, at a distance</td>
<td></td>
</tr>
<tr>
<td>Oh, alas</td>
<td></td>
</tr>
<tr>
<td>Owe, to be indebted</td>
<td></td>
</tr>
<tr>
<td>One, in number</td>
<td></td>
</tr>
<tr>
<td>Won, did win</td>
<td></td>
</tr>
<tr>
<td>Our, of us</td>
<td></td>
</tr>
<tr>
<td>Hour, sixty minutes</td>
<td></td>
</tr>
<tr>
<td>Palate, of the mouth</td>
<td></td>
</tr>
<tr>
<td>Pallet, a little bed</td>
<td></td>
</tr>
<tr>
<td>Pale, colour</td>
<td></td>
</tr>
<tr>
<td>Pail, a vessel</td>
<td></td>
</tr>
<tr>
<td>Pall, a funeral cloth</td>
<td></td>
</tr>
<tr>
<td>Paul, a man's name</td>
<td></td>
</tr>
<tr>
<td>Pain, torment</td>
<td></td>
</tr>
<tr>
<td>Pane, a square of glass</td>
<td></td>
</tr>
<tr>
<td>Peal, upon the bells</td>
<td></td>
</tr>
<tr>
<td>Peel, the outside</td>
<td></td>
</tr>
<tr>
<td>Pear, fruit</td>
<td></td>
</tr>
<tr>
<td>Pair, a couple</td>
<td></td>
</tr>
<tr>
<td>Pare, to cut off</td>
<td></td>
</tr>
<tr>
<td>Peer, a lord</td>
<td></td>
</tr>
<tr>
<td>Pier, a large glass</td>
<td></td>
</tr>
<tr>
<td>Peter, a man's name</td>
<td></td>
</tr>
<tr>
<td>Petre, salt</td>
<td></td>
</tr>
<tr>
<td>Pint, half a quart</td>
<td></td>
</tr>
<tr>
<td>Point, a stop</td>
<td></td>
</tr>
</tbody>
</table>
IMAGE EVALUATION
TEST TARGET (MT-3)
Read, a shrub.

Place, of abode.

Plain, a fish.

Plains, a flat piece of metal.

Plants, to make smooth.

Plants, even.

Plants, courts of law.

Plant, a fold in a garment.

Plant, to erect.

Plain, a flat piece of metal.

Plain, to make smooth.

Plane, a fold in a garment.

Plane, to make smooth.

Plaque, a flat piece of metal.

Plaque, a fold in a garment.

Plague, to make smooth.

Plea, to content.

Plague, the instrument.

Plague, to make a furrow.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.

Plea, to content.

Plea, to make smooth.

Plea, courts of law.
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gelery</td>
<td>an herb</td>
</tr>
<tr>
<td>Scilly</td>
<td>an island</td>
</tr>
<tr>
<td>Silly</td>
<td>foolish</td>
</tr>
<tr>
<td>Saver</td>
<td>that saveth</td>
</tr>
<tr>
<td>Savour</td>
<td>taste or smell</td>
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<tr>
<td>Saviour</td>
<td>Jesus Christ</td>
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<tr>
<td>Scene</td>
<td>of a stage</td>
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<tr>
<td>Seen</td>
<td>beheld</td>
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<tr>
<td>Seas</td>
<td>great waters</td>
</tr>
<tr>
<td>Sees</td>
<td>seeth</td>
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<tr>
<td>Seize</td>
<td>to lay hold of</td>
</tr>
<tr>
<td>Sea</td>
<td>a great water</td>
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<tr>
<td>See</td>
<td>behold</td>
</tr>
<tr>
<td>Scar</td>
<td>to burn</td>
</tr>
<tr>
<td>Seer</td>
<td>a prophet</td>
</tr>
<tr>
<td>Sent</td>
<td>ordered away</td>
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<td>Scent</td>
<td>smell</td>
</tr>
<tr>
<td>Seignior</td>
<td>a lord</td>
</tr>
<tr>
<td>Senior</td>
<td>elder</td>
</tr>
<tr>
<td>Shoor</td>
<td>a prop</td>
</tr>
<tr>
<td>Shore</td>
<td>the sea coast</td>
</tr>
<tr>
<td>Shown</td>
<td>did shew</td>
</tr>
<tr>
<td>Shone</td>
<td>did shine</td>
</tr>
<tr>
<td>Site</td>
<td>situation</td>
</tr>
<tr>
<td>Site</td>
<td>to summon</td>
</tr>
<tr>
<td>Sight</td>
<td>seeing</td>
</tr>
<tr>
<td>Sink</td>
<td>to go down</td>
</tr>
<tr>
<td>Cinque</td>
<td>five</td>
</tr>
<tr>
<td>Sloe</td>
<td>fruit</td>
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<td>Slow</td>
<td>tardy</td>
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<td>So</td>
<td>thus</td>
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<td>Sow</td>
<td>the seed</td>
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<td>Sew</td>
<td>with the needle</td>
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<tr>
<td>Soal</td>
<td>of the shoe</td>
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<tr>
<td>Sole</td>
<td>a fish</td>
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<tr>
<td>Some</td>
<td>a part</td>
</tr>
<tr>
<td>Sum</td>
<td>the whole</td>
</tr>
<tr>
<td>Son</td>
<td>a man-child</td>
</tr>
<tr>
<td>Sun</td>
<td>the heavenly light</td>
</tr>
<tr>
<td>Sore</td>
<td>an ulcer</td>
</tr>
<tr>
<td>Soar</td>
<td>to mount upwards</td>
</tr>
<tr>
<td>Stare</td>
<td>to look earnestly</td>
</tr>
<tr>
<td>Stair</td>
<td>a step</td>
</tr>
<tr>
<td>Stains</td>
<td>spots</td>
</tr>
<tr>
<td>Staines</td>
<td>the name of a place</td>
</tr>
<tr>
<td>Starling</td>
<td>a bird</td>
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<tr>
<td>Sterling</td>
<td>English money</td>
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<tr>
<td>Steal</td>
<td>to rob</td>
</tr>
<tr>
<td>Steel</td>
<td>metal</td>
</tr>
<tr>
<td>Steer</td>
<td>a young bullock</td>
</tr>
<tr>
<td>Steer</td>
<td>to guide a ship</td>
</tr>
<tr>
<td>Stile</td>
<td>for a passage</td>
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<tr>
<td>Style</td>
<td>for writing</td>
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<td>Straight</td>
<td>not crooked</td>
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<tr>
<td>Strait</td>
<td>narrow</td>
</tr>
<tr>
<td>Succour</td>
<td>help</td>
</tr>
<tr>
<td>Sucker</td>
<td>a young twig</td>
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<tr>
<td>Subtile</td>
<td>cunning</td>
</tr>
<tr>
<td>Sutile</td>
<td>weight</td>
</tr>
<tr>
<td>Tacks</td>
<td>small nails</td>
</tr>
<tr>
<td>Tax</td>
<td>a rate</td>
</tr>
<tr>
<td>Tail</td>
<td>the end</td>
</tr>
<tr>
<td>Tale</td>
<td>a story</td>
</tr>
<tr>
<td>Tare</td>
<td>weight allowed</td>
</tr>
<tr>
<td>Tear</td>
<td>to rend in pieces</td>
</tr>
<tr>
<td>Team</td>
<td>of horses</td>
</tr>
<tr>
<td>Teem</td>
<td>to go with young</td>
</tr>
<tr>
<td>Threw</td>
<td>did throw</td>
</tr>
<tr>
<td>Through</td>
<td>quite through</td>
</tr>
<tr>
<td>Their</td>
<td>of them</td>
</tr>
<tr>
<td>There</td>
<td>in that place</td>
</tr>
<tr>
<td>Throne</td>
<td>a seat of state</td>
</tr>
<tr>
<td>Thrown</td>
<td>cast</td>
</tr>
<tr>
<td>The</td>
<td>a particle</td>
</tr>
<tr>
<td>Thee</td>
<td>yourself</td>
</tr>
<tr>
<td>Time</td>
<td>when</td>
</tr>
<tr>
<td>Thyme</td>
<td>an herb</td>
</tr>
<tr>
<td>To</td>
<td>unto</td>
</tr>
</tbody>
</table>
Too, likewise
Two, a couple.
Toe, of a foot.
Tow, draw along.
Told, as a tale.
Tol'd, as a bell.
Tour, a journey.
Tower, a fortified place.
Frays, a butcher's tray.
Trey, the number 3.
Vale, a valley.
Veil, a covering.
Vain, useless.
Vane, to shew the wind.
Vein, of the blood.
Vice, ill habit.
Vise, a screw.
Undo, to take to pieces.
Undue, not due.
Wade, to go in the water.
Weigh'd, in the balance.
Wait, to expect.
Weight, for the scales.
Wale, the mark of a whip.
Whale, a sea fish.
Ware, merchandise.
Wear, to put on clothes.
Were, was.
Where, at what place.
Waste, to spend.
Waist, the middle.
Way, to walk in.
Weigh, to poise.
Wey, forty bushels.
Whey, milk and runnet.
Weal, good.
Wheat, a pimple.
Wheel, of a cart.
Weak, not strong.
Week, seven days.
Weather, disposition of the air.
Whether, which of the two.
White, colour.
Wight, an island.
Wither, to decay.
Whether, at what place.
Wile, a trick.
While, in the mean time.
Wood, of trees.
Would, was willing.
Wrath, anger.
Wroth, to be angry.
Ye, yourselves.
Yea, yes.
Ewe, a sheep.
Yew, a tree.
You, yourself.
A New Guide
to
THE ENGLISH TONGUE:

PART III.

A PRACTICAL ENGLISH GRAMMAR.

CHAP. I.

OF GRAMMAR IN GENERAL.

Q. WHAT is Grammar? A. Grammar is the science of letters, or the art of writing and speaking properly and syntactically.

Q. What do you mean by English Grammar? A. The art of writing and speaking the English Tongue properly and syntactically.

Q. How is Grammar divided? A. Grammar is divided into Four Parts; Orthography, Prosody, Analogy, and Syntax.

OF ORTHOGRAPHY.

Q. What is orthography? A. Orthography teacheth the true characters and powers of the letters, and the proper division of syllables, words, and sentences.

OF LETTERS.

Q. What is a letter? A. A letter is a significant mark or note, of which syllables are compounded.

Q. How many English letters are there? A. Six and twenty.

Q. Which be they? A. They are these following, with their powers and names:
<table>
<thead>
<tr>
<th>Letters</th>
<th>Their names, and powers, or sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A or a</td>
<td>A long, as in <em>cape</em>; short, as in <em>cap</em>; broad, as in <em>half</em>.</td>
</tr>
<tr>
<td>B b</td>
<td>Bee.</td>
</tr>
<tr>
<td>C c</td>
<td>Cee.</td>
</tr>
<tr>
<td>D d</td>
<td>Dee.</td>
</tr>
<tr>
<td>E e</td>
<td>E long, as in <em>mee</em>; short, as in <em>mei</em>.</td>
</tr>
<tr>
<td>F f</td>
<td>Eff.</td>
</tr>
<tr>
<td>G g</td>
<td>Jee.</td>
</tr>
<tr>
<td>H h</td>
<td>Ayish.</td>
</tr>
<tr>
<td>I i</td>
<td>I long, as in <em>time</em>; short, as in <em>tie</em>.</td>
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<td>U u</td>
<td>Yu long, as in <em>tuwe</em>; short, as in <em>tue</em>.</td>
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<td>Double <em>yu</em>.</td>
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<td>W w</td>
<td>Double <em>yu</em>.</td>
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<td>X x</td>
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<td>Y y</td>
<td>Tri long, as in <em>mye</em>; short, as in <em>Eg land</em>.</td>
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<td>Zed.</td>
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Q. Do these Letters always keep their own natural sound?
A. No.

Q. What Letters are those which do not always keep their own natural sound.
A. They are *b, c, e, f, g, h, i, l, o, s, t, u, v, y*; and the double letters, *ch, gh*, and *ph*.

Q. Give me an example of each?
A. 1. *B* is sounded like *t* in *switve*.
2. *C* before *a, o, u, l*, and *r*, is always sounded like *k*; as in *cat*, cord, *cup*, cloth, cramp; but before *e* and *y*, is always sounded like *s*; as in *cellar*, civil, cypress: it is also sounded like *s* in muscle; and in words derived from the French, having *h* after it, as in *machine*.

*When e is not sounded at the end of a word, it is called *e* final: which sometimes serves to lengthen the sound of the foregoing vowel, as in *slope*; and sometimes is redundant, as in *gig*.**
3. *E* is sounded like a long, in *there*, *where*; and like *u* short in *her.*
4. *F* is sounded like *v*, in *of.*
5. *G* before *e* and *i* in some words, and almost always before *y*, is sounded like *j*; as in *gentleman*, a giant, *Egyptian.*
6. *I*, in words derived from the French, sounds like *ee*, as in *machine*; it also sounds like *w* short, as in *bird*, *third*, *&c.*
7. *L* is sounded like *m* in *salmon.*
8. *O* is sounded like a long in *alloy*; like *e* short in *women*; and like *u* short in *worm.*
9. *S* is frequently sounded like *z*, as in *present*, *prosive.*
10. *T* is sounded like *s* in *whistle*, *thistle*. *T* before a vowel is sounded like *s* or *th*, as in *nation*.
11. *U* is sounded like *e* short in *bury*; and like *i* short in *business.*
12. *X* hath no sound of its own, but at the beginning of a word is always sounded like *z*, as in *Xenophon*; and in the middle and end of words, like *ks*, as in *walk*, *Xerxes.*
13. *Y* at the end of monosyllables is sounded like *i* long, as in *by*, *my*; but in the middle of words of more than one syllable, it is sounded like *i* short, as in *Egypt*; and at the end of words of more than one syllable, it usually sounds like *v*, as in *many.*
14. *Ch* is sounded like *gu*, as in *choir*, *chorist.*
15. *Th* sometimes at the end of a word, and always *ph* when they come together in the same syllable, sound like *f*; as in *laugh*, *elephant*; except where *ph* sounds like *v*, as in *Stephen.*

Q. Where are the capital letters to be used, and where the small letters?

A. The capitals are to be used in the front of sentences, and at the beginning of verses, of all proper names of persons, places, rivers, &c. of arts and sciences, of dignities, festivals, and games, and of all words put for proper names, or that have any great emphasis in a sentence; also after a full stop, and at the beginning of a quotation, though it be not immediately after a full stop; likewise whole words, and sometimes sentences, are written in capitals, and then something is expressed extraordinarily great. They are sometimes used in the title of books, for ornament sake, and always the pronoun *I*, and the interjection *O*, are written in capitals; and in all other places the small letters must be used.

Q. When capital letters are placed single in a sentence, what do they stand for?
A. Sometimes they stand for whole words, as B. A. bachelor of arts; B. D. bachelor of divinity; D. D. doctor in divinity, or the like; as you may find more at large at the end of this third part; or else they stand for numbers, and are called Numeral Letters; thus,

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<td>MDCGCXII</td>
<td>One thousand eight hundred and twelve</td>
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Q. How are the letters naturally divided?
A. Into vowels and consonants.

Q. What is a vowel?
A. A vowel is a letter which gives a full and perfect sound of itself, and without which there can be no syllable.

Q. How many vowels are there in English?
A. There are six; a, e, i, o, u, and y when it follows a consonant.

Q. What is a consonant?
A. A consonant is a letter that cannot be sounded without a vowel; as b without e; therefore all letters, except the vowels, are consonants.

OF SYLLABLES.

Q. What is a syllable?
A. A syllable is either one letter, as a; or more than one, as man.

OF SPELLING, OR DIVISION OF SYLLABLES.

Q. How do you divide your syllables?
A. By taking words asunder into convenient parts, in order to shew their true pronunciation and original formation, which is commonly called spelling.

Q. In how many rules may the doctrine of spelling be contained?
A. All spelling or division of syllables, may be comprehended in seven general rules.
Q. What is the first general rule for division of syllables?
A. A consonant between two vowels goes to the latter syllable; as ba-nish.

Q. What is the first exception to this rule?
A. These consonants, w and x, go to the former syllable; as flow-er, ex-ile.

Q. What is the second exception?
A. Words formed and compounded must be divided according to the fifth and sixth general rules.

Q. What is the second general rule for division of syllables?
A. Two consonants in the middle of a word, that are proper to begin a word, must begin the syllable together; as du-ster.

Q. What exception have you to this rule?
A. All such derivatives, whose primitives ending in e, are often used to begin syllables, though they begin no words; as id-dle, tur-ble, wri-ble, pus-ble.

Q. What is the third general rule for division of syllables?
A. Two consonants in the middle of a word, that are not proper to begin a word, must be divided; as num-ber.

Q. What exceptions have you to this rule?
A. Two consonants in the middle of a derivative, though they be not proper to begin a word, must not be divided: as stan-ard.

Q. What is the fourth general rule for division of syllables?
A. If two vowels come together, not making a diphthong, they must be divided; as, ae in Je-el; ao in ex-tra-or-di-na-ry; eo in pi-te-ous; ia in vi-al; io in vi-ol; iu in di-ur-nal; oe in co-er-ci-on; ua in u-su-al; ue in du-ed; ui in ru-in, con-gru-i-ty; and uo in con-gru-ous.

Q. What is the fifth general rule for division of syllables?
A. v, w, u, and u become diphthongs after q; as quar-rel, ques-tion, qui-et, qui-ti-ous; likewise wa in per-suaded, per-su-a-sion, &c.

Q. Though eo cannot properly be called a diphthong, yet those vowels are not divided in peo-ple, leo-pard.
A. Let words formed or derived be divided according to their original, or primitive.

Q. What is the consequence of this rule?
A. These terminations, -age, -ed, -en, -er, -est, -et, -eth, -ing, -ish, -ous, -ard, -al, -or, ought to go by themselves in spelling: as herb-age, boast-ed, gold-en, know-est, latch-et, hear-eth, hear-er, hear-ing, fool-ish, ru-in-ous, stand-ard, mo-nu-ment-al, ex-act-or.

Q. What is the first exception to this rule?
A. Monosyllables, and words accented upon the last syllable, ending in a single consonant, without a dipthong foregoing, double their final consonant when they take any of the formative endings; and then it may be proper to put the latter consonant with the termination: as pot-age, blot-ted, blot-test, blot-eth, blot-ling, blot-ter, rot-ten, slut-ish, a-bet-tor.

Q. What is the second exception?
A. When words in e final take any of these terminations, e final is lost even in writing, and then a consonant may be put to the termination: as, write, wri-test, wri-eth, writer, writ-ting.

Note 1. Where casting away the e would create any confusion in the sense, I advise to retain it: as, from the verb sing, I would write singeth, sing-ing, to distinguish it from sing-eth, sing-ing, when the word happens to be written on two different lines for want of room.

2. If words in e final have the last syllable short, it is a much better guide to the ear to let the termination go by itself: as forgiv-en, for-giv-ing, for-giv'er, coming.

3. Such primitives as take only y after them, have some of the foregoing consonants joined to it: as ear-thy, but after u, y, and a, it must come alone: as glu-y, flay-y, daw-y.

RULE VI.

Q. What is the sixth general rule for division of syllables?
A. Let compound words be reduced into their primitive parts.

Q. What is the first consequence of this rule?
A. A preposition, as, ad-, in-, un-, sub-, per-, dis-, re-, pre-, must be pronounced by itself; as, ad-equate, in-equi-ty, un-equal, sub-urbs, per-ad-ven-ture, dis-nite, re-probate, pre-nous. Yet we say per-use, instead of per-use.

Q. What is the second consequence of this rule?
A. Beth will be the first syllable in Beth-a-ny, Beth-el, Beth-a-ba-ra, Beth-es-da, &c.

Q. What is the third consequence of this rule?
A. The termination -ham will go by itself at the end of proper names; as Chat-ham, Fe-vers-ham, Buck-ing-ham, Elt-ham, except South-an', and Wroth-am,
RULE VII.
Q. When three consonants meet in the middle of a word, how must it be divided?
A. 1. If they begin a word, they must also begin a syllable together; as il-lu-strate.
2. If they be proper to end a word, they may all end the syllable; as latch-er.
3. If the two last be proper to begin a word, or the last of all be l, they begin the syllable together; as kin-dred thim-ble.
4. If the two first of them be proper to end a word, the third may go to the latter syllable; as bank-rupt.
Q. What is a diphthong?
A. A diphthong is the uniting of two vowels in one syllable; as ai in laid.
Q. What is a triphthong?
A. A triphthong is the uniting of three vowels in one syllable; as ieu in A-dieu.

OF WORDS.
Q. Of what do words consist?
A. Of one or more syllables.
Q. What is the use of words?
A. To convey our sense of things to another person.
Q. After what manner?
A. By joining them together in sentences.

OF SENTENCES.
Q. What is a sentence?
A. Words duly joined together in construction make a sentence; as, Pride is a very remarkable sin.
Q. What things are necessary for the true writing and reading of sentences?
A. Stops and marks of distinction.

OF STOPS AND MARKS.
Q. Which are the stops and marks of distinction used in a sentence?
A. They are a comma, semicolon, colon, period, and notes of interrogation and admiration; to which may be added the parenthesis, parathesis, hyphen, apostrophe, diaeresis, caret, asterism, index, obelisk, and quotation.
Q. What is a comma?
A. The comma, marked thus ( , ) is a note of respiration, at which we may take breath, but must not tarry.
Q. What is the use of the comma?
A. It is of use for distinguishing words of the same kind;
as nouns, verbs, and adverbs, coming together in the same sentence; for dividing long sentences into short parts, and for the taking away of ambiguities.

Q. Give an example?
A. Nature clothes the beasts with hair, the birds with feathers, and the fishes with scales.

Q. What is a semicolon?
A. A semicolon, marked thus (;) notes a middle breathing between the comma and the colon.

Q. What is the use of the semicolon?
A. Its chief use is in distinguishing contraries and frequent divisions.

Q. Give an example?
A. You consider the power of riches; but not of virtue.

Q. What is a colon?
A. The colon marked thus (:) is a note of long breathing, as is exemplified below.

Q. What is the use of a colon?
A. It distinguishes a perfect part of a sentence, which has a full meaning of its own; but yet leaves the mind in suspense and expectation to what follows.

Q. Give an example?
A. Before all things, it is necessary for a man to take a true estimate of himself: for we mostly think ourselves able to do more than we can.

Q. What other use does a colon serve to?
A. It is also used before a comparative conjunction, in a similitude.

Q. Give an example?
A. As we perceive the shadow upon the sun-dial, but discern not its progression; and as the shrub or grass appears in time to be grown, but is seen by none to grow: so also the proficiency of our wits, advancing slowly by small improvements, is perceived only after some distance of time.

Q. What is a period?
A. The period is a full point thus (.)

Q. Of what use is the period?
A. It denotes the full ending and finishing of a whole sentence, at the conclusion of which it is always placed.

Q. Give an example?
A. There is no man without his peculiar failing.

Q. What are the proper pauses of these stops?
A. The proper pause or rest of each of these stops may be thus measured: the time of stopping, or resting, at the
TO THE ENGLISH TONGUE.

The note of interrogation is ( ? ),

Q. What is the mark of interrogation?
A. The note of interrogation is ( ? ).
Q. What is the use of this note?
A. To shew the reader when a question is asked.
Q. Give an example?
A. What is the use of this book?
Q. Which is the note of admiration?
A. The note of admiration is ( ! ).
Q. What is the use of this note?
A. It is used to express our wonder.
Q. Give an example?
A. What is the use of this book?
Q. Which is the note of admiration?
A. The note of admiration is ( ! ).
Q. What is the use of this note?
A. To shew the reader when a question is asked.
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A. The note of admiration is ( ! ).
Q. What is the use of this note?
A. To shew the reader when a question is asked.
Q. Give an example?
joined together, must be pronounced like a single word: as
bird-cage.
It is also used to connect syllables of the same word, written either for want of room in two different lines, or for instruction in spelling in one line; as al-tar.
Q. What is an apostrophe?
A. An apostrophe is a comma put at the top of a word, thus (').
Q. What is the use of the apostrophe?
A. It denotes the omission of a letter, to make the sound of the word more grateful to the ear; in verse, to cut off a syllable for the sake of the metre; as judg'd for judged; and in substantives, to shew them to be the genitive case singular.
Q. What is a diacritical?
A. The diacritical, or dialysis, is noted by two full points, placed at the top of the latter of two vowels.
Q. What is the use of the diacritical?
A. To dissolve the diphthong, and to divide it into two syllables; as Capernium.
Q. What is a caret?
A. The caret, marked thus (') is placed underneath the line.
Q. What does it denote?
A. It denotes that some letter, word, or sentence, is left out by mistake; and must be taken in exactly where it points upwards.
Q. Give an example?
A. Thou art a man.
Q. What is an asterism?
A. The asterism is marked thus (*).
Q. What is its use?
A. It directs to some note in the margin, at the bottom of a page. Several of them set together signify that something is wanting, defective, or immodest, in that passage of the author.
Q. What is an index?
A. It is a hand with the fore-finger pointing, thus (\).
Q. What is its use?
A. It declares that passage to be very remarkable over against which it is placed.
Q. What is an obelisk?
A. An obelisk is marked thus (†).
Q. What is its use?
A. It is used like the index. In dictionaries, it denotes a word either obsolete, unclassical, or out of use.
What is a quotation?
A. A quotation is a double comma reversed, thus (”) at the beginning of a line.

What is its use?
A. It denotes that passage to be quoted or transcribed from some author in his own words.

Why are particular words printed in the italic characters?
A. To inform the reader that the stress of the sentence lies therein, or that they are written to the praise, or to the dispraise, of some person. Besides it is usual to print all proper names in this character.

How are books divided?
A. Books are usually divided into chapters, sections, paragraphs, and verses.

What are chapters?
A. Chapters contain the principal heads, subject, or argument of a book.

What are sections?
A. Sections are the largest divisions of a chapter, in which the particular arguments of that chapter are distinctly divided and treated of separately.

By what mark are sections distinguished?
A. By this mark (§).

What are paragraphs?
A. Paragraphs are certain large members or divisions of a chapter, or a section; containing a perfect sense of the subject treated of, and calculated for the advantage of the reader; because at the end thereof, he may make a larger pause than usual at the end of a period.

By what mark are paragraphs distinguished?
A. By this mark (¶).

What is a verse?
A. In prose, it is the shortest division in a chapter, as is largely exemplified in the Holy Bible; but in poetical writings, it conveys unto us an idea of a certain number of syllables artifically compacted in one line, to gratify the ear.

CHAP. II.

OF PROSODY.

What is prosody?
A. Prosody teacheth the true pronunciation of syllables and words, according to the proper qualities, and tones or accents.
OF THE QUANTITIES OF WORDS.

1. What mean you by the quantity of a word?
A. The quantity of a word, or syllable, is that by which we measure the time allowed for the pronunciation thereof.

2. How is the quantity of a word divided?
A. It is divided into short and long.

3. How is the short quantity known?
A. By a quick pronunciation; as, not.

4. How is the long quantity known?
A. By a slow pronunciation, or twice the time of a short quantity; as, note.

OF THE TONE, OR ACCENT.

1. What is an accent?
A. A tone; or accent, denoteth the raising or falling of the voice on a syllable, according to the quantity thereof.

2. How many accents are there?
A. There are three accents; the long, the short, and the common.

3. What is the long accent?
A. It admonisheth us to pronounce the syllable slow; as, mind.

4. What is the short accent?
A. It admonisheth us to pronounce the syllable quick; as, lot.

5. What is the common accent?
A. It hath no regard to the grammatical quantity of a syllable; but being placed over a vowel, denotes the tone or stress of voice to be upon that syllable: as, plenty.

Note. These tones, or accents, are seldom noted by English writers, but only for difference sake, as to distinguish the substantive lead, from the verb lead, or loads; or else to fix the accent of words of more than one syllable, which though spelt alike, have different significations, and the accent on different syllables; as in the substantive contract, and the verb contract; or in the substantive minute and the adjective minute. But the long and the short are much used in Latin dictionaries and grammars, as also that which is called common, and the (a) are much in use among French writers.

CHAP. III.
OF ANALOGY.

1. What is analogy?
A. Analogy teaches us to know distinctly all the several parts of speech in the English Tongue.

2. How many parts of speech are there?
A. Eight: viz. noun, pronoun, verb, participle, adverb, conjunction, preposition, and interjection.

OF A NOUN.

Q. How many kinds of nouns are there?
A. Two; a substantive and an adjective.

OF SUBSTANTIVES.

Q. What is a noun substantive?
A. It is the name of any being or thing, perceivable either by the senses, or the understanding; as, a horse, a book.

Q. How many kinds of noun substantives are there?
A. Two: proper and common.

Q. What is a substantive proper?
A. It is the name of some particular person, creature, place, or thing; as, one man is called Thomas, another John; one horse is called Jolly, and another Whitefoot: one ship is called the Lion, and another the Sea-horse: one place is called London, and another Bristol.

Q. What is a substantive common?
A. It is the name of every thing of the same kind and denomination; as, a man, a dog, a tree.

Q. How many things belong to a noun?
A. There belong to a noun these seven things: number, case, gender, person, article, declension, and comparison.

OF NUMBER.

Q. What is number?
A. It is the distinction of one from many.

Q. How many numbers are there?
A. Two: the singular and the plural.

Q. How is the singular number known?
A. The singular number speaketh but of one; as, a book.

Q. How is the plural number known?
A. The plural number speaketh of more than one; as books.

Q. Have all nouns two numbers?
A. No: some nouns, such as the proper names of places, have no plural; as, London, York, &c. as also lime, slime, &c. others have no singular; as, ashes, bellows, &c. and some few are used in both numbers; as, sheep, swine, deer, &c.

OF CASE.

Q. How many cases are there in a noun?
A. Six cases, singularly and plurally.

Q. Which be they?
A. The nominative, the genitive, the dative, the accusative, the vocative, the ablative.
OF GENDER.

Q. What is gender?
A. Gender is the difference of nouns according to their sex.

Q. How many genders are there?
A. Three: the masculine, the feminine, and the neuter.

Q. What nouns are of the masculine gender?
A. All nouns of the male kind; as, a father, a son, a horse, a lion.

Q. What nouns are of the feminine gender?
A. All nouns of the female kind; as, a mother, a daughter, a mare, a lioness.

Q. What nouns are of the neuter gender?
A. All nouns that are neither of the male nor female kind; as, a stick, or a stone.

Q. Have all nouns these distinctions?
A. There are some nouns, common to both sexes, which are called Epicene; as, a sparrow, a servant, a cat, a rabbit.

Q. How is the sex or gender distinguished?
A. By the help of some other distinguishing words; as, a cock-sparrow, a hen-sparrow, a man-servant, a maid-servant, a he-cat, a she-cat, a he-rabbit, a she-rabbit.

Note. There are some words which, though they be of the neuter gender, are often (by custom) used as if they were of the masculine or feminine gender. For thus we say of the sun: His going forth is from the end of the heaven, and his circuit unto the ends of it. Ps. xix 6. And of the church we say: She hath nourished her children, but they have rebelled against her.

OF PERSON.

Q. How many persons belong to a noun?
A. There are three persons in both numbers; the first, who is always he that speaketh; the second, who is always the person or thing spoken to; the third, who is always the person or thing spoken of.

Q. Give an example?
A. Singular, 1. I; 2. Thou or you; 3. He, she, it, this, and that.
   Plural, 1. We; 2. Ye or you; 3. They, those, and those.

Note. That all nouns are of the third person, except I and thou or you.

OF THE ARTICLES.

Q. What is an article?
A. It is a word set before a substantive, for the clearer and more particular expressing of its case and signification.

Q. How many articles are there?
A. Two: a or an and the.

Q. When is a or an used?
A. _A_ or _an_ is used in a general and unlimited sense; as, _A man_ (that is, _any man_) shall be commended according to his wisdom. _An organ_ (that is, _any organ_) is the best of all other musical instruments.

Note. _A_ is used before a consonant; _an_ before a vowel.

Q. When is the article _the_ used?

A. _The_ is used to convey a certain idea of that thing or person spoken of; as, _The man_ (or this very man) who teacheth the art of true spelling, has done me much good.

Note. Substantives proper have naturally no articles set before them except when some word is understood; as, _the Thames_, _the Tyne_, etc.; or else when it is used by way of eminence; as, _The God of the Hebrews_.

Q. Do the adjectives admit of any article before them?

A. They do; but it is by virtue of some substantive expressed or understood; as _a good servant_ generally makes _a good master_. _They gathered the good [fishes]_ into vessels, but cast the bad away. Matt. xiii 48.

**OF THE DECLENSION OF A NOUN.**

Q. What is meant by the word _declension_?

A. _Declension_ is the variation of a word by cases.

Q. How are nouns declined or varied by cases?

A. Thus:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dat. To a book</td>
<td>Dat. To books</td>
</tr>
<tr>
<td>Acc. The book</td>
<td>Acc. The books</td>
</tr>
<tr>
<td>Voc. O book</td>
<td>Voc. O books</td>
</tr>
<tr>
<td>Abl. From a book</td>
<td>Abl. From books</td>
</tr>
<tr>
<td>Nom. A church</td>
<td>Nom. Churches</td>
</tr>
<tr>
<td>Gen. Of a church</td>
<td>Gen. Of churches</td>
</tr>
<tr>
<td>Dat. To a church</td>
<td>Dat. To churches</td>
</tr>
<tr>
<td>Acc. The church</td>
<td>Acc. The churches</td>
</tr>
<tr>
<td>Voc. O Church</td>
<td>Voc. O churches</td>
</tr>
<tr>
<td>Abl. From a church</td>
<td>Abl. From churches</td>
</tr>
</tbody>
</table>

Note. All nouns, which make the plural number by the addition of _es_ or _s_ to the singular, are regular; the rest are irregular: as,

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. Man</td>
<td>Nom. Men</td>
</tr>
<tr>
<td>Gen. Of a man</td>
<td>Gen. Of men</td>
</tr>
<tr>
<td>Dat. To a man</td>
<td>Dat. To men</td>
</tr>
<tr>
<td>Acc. The man</td>
<td>Acc. The men</td>
</tr>
<tr>
<td>Voc. O man</td>
<td>Voc. O men</td>
</tr>
<tr>
<td>Abl. From a man</td>
<td>Abl. From men</td>
</tr>
</tbody>
</table>

Note 1. _Penny_, in the singular number, makes _piece_ in the plural. But from several particular silver coins, which speak their own...
the word *pence* is made a singular number, and its plural becomes *pences*. Thus, in the singular number, we say, one *six-pence*, one *four-pence*, one *three-pence*, and one *two-pence*; but in the plural number, two or more *six-pences*, *four-pences*, *three-pences*, and *two-pences*.

2. A *penny* when spoken of a *silver penny*, makes *pennies* in the plural. thus we say in the singular number, one *silver penny*, but in the plural, two or more *silver pennies*.

**OF ADJECTIVES.**

Q. What is an adjective?  
A. It is a word that expresses the quality or manner of a thing; as, *good, bad, great, small*.

Q. Where is the adjective to be placed?  
A. Before its substantive; as, *a good boy*. Yet sometimes, when there are more adjectives than one joined together, or one adjective with other words depending on it, the adjective may be set after the substantive: as, *a general both wise and valiant*: *A man skilful in numbers*.

Q. What do you observe of two substantives put together in composition?  
A. The first takes to itself the nature of an adjective, and is commonly joined to the following substantive by a hyphen; as, *a sea-fish*.

Q. How are substantives and adjectives declined together?  
A. Thus:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nom. A good boy</td>
<td>Nom. The good boys</td>
</tr>
<tr>
<td>Gen. Of a good boy</td>
<td>Gen. Of good boys</td>
</tr>
<tr>
<td>Dat. To a good boy</td>
<td>Dat. To good boys</td>
</tr>
<tr>
<td>Acc. A good boy</td>
<td>Acc. The good boys</td>
</tr>
<tr>
<td>Voc. O good boy</td>
<td>Voc. O good boys</td>
</tr>
<tr>
<td>Abl. From a good boy</td>
<td>Abl. From good boys</td>
</tr>
</tbody>
</table>

**OF THE COMPARISON OF ADJECTIVES.**

Q. What is meant by comparison?  
A. It is the variation of a word by degrees, according to the quantity of its signification.

Q. What adjectives admit of comparison?  
A. All those whose signification may increase or be diminished; none else.

Q. How many degrees of comparison are there?  
A. Three: the *positive*, the *comparative*, and the *superlative*.

Q. What is the positive degree?  
A. The *positive* degree mentioneth the thing absolutely, without any increase or diminution; as, *long, short, wise*.

Q. What is the comparative degree?  
A. The *comparative* somewhat increaseth or diminisheth its
positive in signification; as, longer, or more long; shorter, or more short; wiser, or more wise.

Q. What is the superlative degree?
A. The superlative increaseth or diminisheth the signification of its positive, to the utmost degree; as, longest, or most long; shortest, or most short; wisest, or most wise.

Q. Are all adjectives, that admit of any comparison, compared thus?
A. No. Some adjectives are irregular; as, good, better, best; bad, worse, worst; much, more, most; little, less, least.

CHAP. IV.
OF PRONOUNS.

Q. What is a pronoun?
A. A pronoun is a part of speech that supplieth the place of a noun.

Q. How many things belong to a pronoun?
A. There belong to a pronoun, number, case, gender, person, and declension.

Q. How many kinds of pronouns are there?
A. Two: substantive and adjective.

Q. Which are the pronoun substantive?
A. These: I, thou or you; he, she, it; and their plurals, we; ye or you; they.

Q. Which are the pronouns adjective?
A. My, mine, thy, thine, our, ours, your, yours, who, which, what, this, that, same, himself, herself, itself, &c.

Q. What is the use of these pronouns adjective?
A. By some a question is asked; as, Who teachest me? What new method is this? By others we learn the true possessor of a thing; as, This is my book. By some we call to mind something that is past; as, This is the book which I lent you. By others we demonstrate our meaning; as, What I said to John, the same I say to you; Live well.

Note. Pronouns have no articles before them, except for distinction, or by way of eminence; as, God is the same yesterday, to-day, and for ever.

Q. What pronouns are of the first person?
A. I and we.

Q. What pronouns are of the second person?
A. Thou or you, ye or you. The rest are of the third.
Q. How is the pronoun I declined?
A. Thus:

Singular.
Nom. I,
Gen. Of me,
Dat. To me,
Acc. Me,
Voc. Is wanting,
Abl. From me.

Plural.
Nom. We,
Gen. Of us,
Dat. To us,
Acc. Us,
Voc. Is wanting,
Abl. From us.

Q. How is the pronoun thou or you declined?
A. Thus:

Singular.
Nom. Thou or you,
Gen. Of thee or of you,
Dat. To thee or to you,
Acc. Thee or you,
Voc. O thou or you,
Abl. From thee or from you.

Plural.
Nom. Ye or you,
Gen. Of you,
Dat. To you,
Acc. Ye or you,
Voc. O ye or you?
Abl. From you.

Q. How are the pronouns he, she, it, declined?
A. Thus:

Singular.
Nom. He,
Gen. Of him,
Dat. To him,
Acc. Him,
Voc. Is wanting,
Abl. From him.

Nom. She,
Gen. Of her,
Dat. To her,
Acc. Her,
Voc. Is wanting,
Abl. From her.

Nom. It,
Gen. Of it,
Dat. To it,
Acc. It,
Voc. Is wanting,
Abl. From it.

Plural.
Nom. They,
Gen. Of them,
Dat. To them,
Acc. Them,
Voc. Is wanting,
Abl. From them.

Note. His, hers, its, and theirs, being pronouns possessive, are frequently used for the genitive cases of he, she, it, and they.

CHAP. V.
OF A VERB.

Q. What is a verb?
A. A verb is a part of speech that betokeneth being; as, I live: doing; as, I love: or suffering; as, I am loved.

Q. How many kinds of verbs are there?
A. Three: active, passive, and neuter.
Q. What is a verb active?
A. A verb active is a verb that denoteth action; but in such a manner as to admit after it the accusative case of the thing it acts upon; as, I loved him.

Q. What is a verb passive?
A. A verb passive betokeneth suffering; as, I am loved.

Q. What is a verb neuter?
A. A verb neuter signifies the state or being, and sometimes the action, of a person or thing, but has no noun after it to denote the subject of action.

Q. How many different ways is a verb neuter expressed?
A. Two ways: sometimes actively; as, I fight: and sometimes passively; as, I am sick.

Q. How many things belong to a verb?
A. Four: mood, tense, number, and person.

OF THE MOODS.

Q. What is a mood?
A. It is the manner by which a verb shows its significatibn.

Q. How many moods are there?
A. Six: the indicative, the imperative, the optative, the potential, the subjunctive, and the infinitive.

Q. How are these moods known?
A. 1. The indicative mood directly declareth a thing true or false; as, I read; or else asketh a question; as, do I read?

2. The imperative mood biddeth or commandeth; as, read thou.

3. The optative mood wisheth or desirseth; as, I wish I could read.

4. The potential mood showeth power, or the want of it; and is known by these signs, may, can, might, would, should, could, or ought; as, I can work or play, just as I please; John would play, but his master will not let him.

5. The subjunctive mood is conditional, having always a conjunction joined to it; as, when I can love; or, if I may read.

6. The infinitive mood affirmeth nothing, but signifieth indefinitely; having neither number, nor person, nor nominative case before it; and it is commonly known by this sign to before it; as, to love.

Q. Of what do moods consist?
A. Of tenses.

OF THE TENSES.

Q. What is a tense?
A. It is the distinction of time.
Q. How many tenses are there?
A. Three: present, past, future tenses, viz. present tense, preterperfect tense, and the future tense.

There is also another division of time after this manner: the preterperfect tense, is subdivided into the preterimperfect tense, or the time not perfectly past; and the preterpluperfect tense, or the time long past. And to these may be added, what the Greeks call a second future.

Q. How is the present tense known?
A. It is known by the signs do, dost, does, doth, and speaketh of an action now a-doing but not finished; as, I do read, that is, I have not yet done reading.

Q. How is the preterperfect tense known?
A. It is known by these signs, have, hast, hath, and has, and speaketh of the time perfectly past, and of the action finished, without regard to any thing else; as, I have read, or quite done reading.

Q. How is the preterimperfect tense known?
A. By the signs did and didst, and speaking of the time past, but shows that something was then a-doing but not finished at that time which we speak of; as, I did read while you were at play.

Q. How is the preterpluperfect tense known?
A. By the signs had and hadst, and speaketh also of the time past, and shows that something had been done before another thing that was done and past; as, I had read an hour before I wrote my exercise.

Q. How is the first future tense known?
A. The first future tense is known by the signs shall and will; and speaketh of a short space of time to come; as, I will read presently: You shall write to-morrow.

Q. How is the second future tense known?
A. The second future tense is known by the signs shall or will hereafter, and speaketh of a long space of time to come, as, I shall read hereafter.

OF THE NUMBER OF VERBS:

Q. How many numbers are there in verbs?
A. Two: the singular and the plural.

Q. How do you know the number of the verb?
A. By the number of its nominative case.

Q. Have all verbs numbers?
A. All, but verbs of the infinitive mood, which have no number, because they admit of no nominative case.
TO THE ENGLISH TONGUE.

OF THE PERSON OF VERBS.

Q. How are verbs otherwise divided?
A. Into personals and impersonals.

Q. What is a verb personal?
A. Any verb that will admit the pronouns I, thou, he, she, or their plurals, we, ye, or they, before it.

Q. What is a verb impersonal?
A. It is an absolute verb, which hath only one person; and therefore can only admit of the pronoun it before it; as, it raineth: it freezeth: it is hot: it is cold.

Q. How many kinds of impersonals are there?
A. Two, active; as, it raineth: it freeth: it is hot: it is cold.

Q. What is a helping verb?
A. It is a verb that is prefixed to another verb, to denote or signify the time or the mood, or the manner of the verb.

Q. Which are the helping verbs?
A. Do, dost, does, did, didst, have, hast, has, had, hadst, will, wilt, shall, shall, may, mayst, can, canst, might, mightst, would, wouldst, should, shouldst, could, couldst, ought, oughtst, let, am, are, is, was, were, been, and be.

See the formation of verbs both personal and impersonal, through mood and tense, in the several pages following.

OF THE FORMATION OF THE VERB ACTIVE, TO EDUCATE.

Q. Conjugate the verb active, educate, through mood and tense.

A. INDICATIVE MOOD.

Present Tense.

SING. I educate or do educate; thou educatest or dost educate; or you educate or do educate, he educateth, educateths, educateths, educateth, educateths, educateth; or doth or does educate.—Plur. We educate or do educate; ye or you educate or do educate; they educate or do educate.

Preterperfect Tense.

SING. I have educated; thou hast or you have educated; he hath or has educated.—Plur. We have educated; ye or you have educated; they have educated.

Preterimperfect Tense.

SING. I educated or did educate; thou educatedst or didst educate, or you educated or did educate; he educated or did educate.—Plur. We educated or did educate; ye or you educated or did educate; they educated or did educate.

Preterperfect Tense.
he had educated.—Plur. We had educated; ye or you had educated.

First Future Tense.

Sing. I shall or will educate; thou shalt or wilt, or you shall or will educate; he shall or will educate.—Plur. We shall or will educate; ye or you shall or will educate; they shall or will educate.

Second Future Tense.

Sing. I shall or will educate hereafter; thou shalt or wilt, or you shall or will educate hereafter; he shall or will educate hereafter.—Plur. We shall or will educate hereafter; ye or you shall or will educate hereafter; they shall or will educate hereafter.

IMPERATIVE MOOD.

Sing. Educate thou; let him educate.—Plur. Let us educate; educate ye; let them educate.

POTENTIAL MOOD.

Present Tense.

Sing. I may or can educate; thou mayst or canst, or you may or can educate; he may or can educate. Plur. We may or can educate; ye or you may or can educate; they may or can educate.

Preterperfect Tense.

Sing. I might or could have educated; thou mightst or couldst, or you might or could have educated; he might or could have educated.—Plur. We might or could have educated; ye or you might or could have educated; they might or could have educated.

Preterimperfect Tense.

Sing. I might or could educate; thou mightst or couldst, or you might or could educate; he might or could educate.—Plur. We might or could educate; ye or you might or could educate; they might or could educate.

Preterperfect Tense.

Sing. I might or could have had educated; thou mightst or couldst, or you might or could have had educated; he might or could have had educated.—Plur. We might or could have had educated; ye or you might or could have had educated; they might or could have had educated.

First Future Tense is wanting.

Second Future Tense.

Sing. I may or can educate hereafter; thou mayst or canst, or you may or can educate hereafter; he may or can educate.
THE ENGLISH TONGUE

We may or can educate hereafter; ye or you may or can educate hereafter; they may or can educate hereafter.

The Optative Mood is made by prefixing an adverb of wishing to the Potential Mood; as, 0 that I might educate; &c.

The Subjunctive Mood is made by prefixing a conjunction to the Potential Mood; as, if I could educate, &c.

INFINITIVE MOOD.

Present Tense, To educate.
Preterimperfect Tense, To have educated.
Preterperfect Tense, and \( \) are wanting.

First Future Tense, To educate hereafter.

PARTICIPLE of the Present Tense, Educating.

OF THE FORMATION OF THE VERB PASSIVE.

TO BE EDUCATED.

Q. How is the verb passive conjugated?

A. By the help of the verb am or be, and their derivatives.

Q. Give an example?

A. INDICATIVE MOOD.

Present Tense.

SING. I am educated; thou art or you are educated; he is educated.

Plur. We are educated; ye or you are educated; they are educated.

Preterimperfect Tense.

SING. I have been educated; thou hast, or you have been educated; he hath or has been educated.

Plur. We have been educated; ye or you have been educated; they have been educated.

Preterperfect Tense.

SING. I was educated; thou wast, or you were educated.

Plur. We were educated; ye or you were educated.

Preterpluperfect Tense.

SING. I had been educated; thou hadst, or you had been educated; he had been educated.

Plur. We had been educated; ye or you had been educated; they had been educated.

First Future Tense.

SING. I shall or will be educated; thou shalt or wilt, or you shall or will be educated; he shall or will be educated.

Plur. We shall or will be educated; ye or you shall or will be educated.

Second Future Tense.

SING. I shall or will be educated hereafter; thou shalt or wilt, or you shall or will be educated hereafter; he shall or will be educated hereafter.

Plur. We shall or will be educated hereafter; ye or you shall or will be educated hereafter; they shall or will be educated hereafter.
IMPERATIVE MOOD.

Sing. Be thou educated; let him be educated.—Plur. Let
us be educated; be ye educated; let them be educated.

POTENTIAL MOOD.

Present Tense.

Sing. I may or can be educated; thou mayst or canst, or
you may or can be educated; he may or can be educated.—
Plur. We may or can be educated; ye or you may or can
be educated; they may or can be educated.

Preterperfect Tense.

Sing. I might or could have been educated; thou mightst
or couldst, or you might or could have been educated; he
might or could have been educated.—Plur. We might or
could have been educated; ye or you might or could have
been educated; they might or could have been educated.

Preterimperfect Tense.

Sing. I might or could be educated; thou mightst or couldst,
or you might or could be educated; he might or could be
educated.—Plur. We might or could be educated; ye or you
might or could be educated; they might or could be educated.

First Future Tense is wanting.

Second Future Tense.

Sing. I may or can be educated hereafter; thou mayst,
or canst, or you may or can be educated hereafter; he may or
can be educated hereafter.—Plur. We may or can be educated
hereafter; ye or you may or can be educated hereafter; they
may or can be educated hereafter.

The Optative Mood is made by prefixing an adverb of wishing to the
Potential Mood; as, O that I could be educated! or, O that I could be
educated, &c.

The Subjunctive Mood is made by prefixing a conjunction to the Poten-
tial Mood; as, If I could be educated, &c.

INFINITIVE MOOD.

Present Tense, To be educated.

Preterperfect Tense, To have been educated.

Preterimperfect Tense,

Preterperfect Tense, and if are wanting.

First Future Tense,

Second Future Tense, To be educated hereafter.

PARTICIPLE of the Pretor Tense, Educated.
Q. How are verbs neuter formed?
A. Some like verbs active, and some like verbs passive.

Q. How are verbs impersonal formed?
A. Impersonals are formed throughout all moods and tenses in the third person singular only.

Q. Give an example of the formation of the verb impersonal active, It rains.

A. INDICATIVE MOOD.

Present Tense, It rains, or doth or does rain, or it raineth.
Preterperfect Tense, It hath rained.
Preterimperfect Tense, It rained or did rain.
Preterpluperfect Tense, It had rained.
First Future Tense, It shall or will rain.
Second Future Tense, It shall or will rain hereafter.

IMPERATIVE MOOD, Let it rain.

POTENTIAL MOOD.

Present Tense, It may or can rain.
Preterperfect Tense, It might or could have rained.
Preterimperfect Tense, It might or could rain.
Preterpluperfect Tense, It might or could have had rained.
First Future Tense is wanting.
Second Future Tense, It may or can rain hereafter.

THE INFINITIVE MOOD is wanting.

Q. Give an example of the formation of the verb impersonal passive, It is reported.

A. INDICATIVE MOOD.

Present Tense, It is reported.
Preterperfect Tense, It hath or has been reported.
Preterimperfect Tense, It was reported.
Preterpluperfect Tense, It had been reported.
First Future Tense, It shall or will be reported.
Second Future Tense, It shall or will be reported hereafter.

IMPERATIVE MOOD, Let it be reported.

POTENTIAL MOOD.

Present Tense, It may or can be reported.
Preterperfect Tense, It might or could have been reported.
Preterimperfect Tense, It might or could be reported.
Preterpluperfect Tense, It might or could have been reported.
First Future Tense is wanting.
Second Future Tense, It may or can be reported hereafter.

The Optative Mood is made by prefixing an adverb of wishing to the Potential Mood; as, O that it might rain! &c.
The Subjunctive Mood is made by prefixing a conjunction to the Potential Mood; as, If it might rain, &c.

THE INFINITIVE MOOD is wanting.
CHAP. VI.
OF THE PARTICIPLE.

Q. WHAT is a participle?
A. A participle is a part of speech derived from a verb, and signifies being, doing, suffering, and also implies time, as a verb does; but is otherwise like a noun adjective.

Q. How many participles are there?
A. Two; the active participle that ends in ing; as loving, and the passive participle that ends in d, t, or n; as, loved, taught, slain.

CHAP. VII.
OF AN ADVERB.

Q. WHAT is an adverb?
A. An adverb is a part of speech commonly set before a verb, either to declare and fix the meaning thereof, or to give some force and distinction thereto; as, There is sorrow where there is pain.

Q. Which are adverbs?
A. These following most commonly occur; already, always, as, aunder, by and by, by or hard by, downwards, elsewhere, enough, ever, far off, hence, henceforth, here, hereafter, herefore, hither, how, how great, how many, how much, indeed, many, never, no, not, now, nowhere, often, oftentimes, peradventure, perhaps, rather, seldom, then, thence, there, thither, to-day, to-morrow, very, upward, when, whence, where, whither, yea, yes, yesterday, yesternight: also all such adverbs in ly, as are derived from adjectives; as, justly, wisely, truly, prudently, bravely, &c. and all ordinals; as, once, twice, thrice, four times, five times, &c.

CHAP. VIII.
OF A CONJUNCTION.

Q. WHAT is conjunction?
A. A conjunction is a part of speech that joins words and sentences together; shews the reason of a thing, or lays the subject under a condition.

Q. How many sorts of conjunctions are there?
A. Many; but the chief are copulative, disjunctive, causal, and conditional.

Q. What is the use of the conjunction copulative?
A. It joins both the words and the sense of a sentence: as, I study, and Peter plays.

Q. What is the use of a disjunctive?

A. It separates the words or sentences.
A. It joins words but disjoins the sense; as, I or Peter shall be punished.

Q. What is the use of a causal?
A. It shows the cause or reason of a thing; as, I do study that I may be learned.

Q. What is the use of a conditional?
A. It renders the speech doubtful; as, If the sky falls, we shall cast larks.

Q. Give me a list of the principal conjunctions?
A. Also, although, and, as, because, but, either, except, for, howsoever, if, likewise, moreover, namely, neither, nevertheless, nor, or, otherwise, save, since, that, therefore, therewith, unless, whereas, wherefore, whether, whither.

CHAP. IX.

OF A PREPOSITION.

Q. What is a preposition?
A. A preposition is a part of speech regularly set before a word of another part of speech; either separated from it or joined to it, to signify its rest, alteration, and manner of motion.

Q. Give an example?
A. Alexander travelled into Persia; here into is the preposition separated from the noun; but in this, The conclusion will shew the matter, the proposition con is joined to clusion.

Q. By what name do you call the preposition that stands separate?
A. It is called apposition.

Q. How call you that preposition which is joined to the noun?
A. It is called composition.

Q. Which are the prepositions set separate, or by apposition?
A. They are these that follow: above, about, after, against, among or amongst, at, before, behind, before or in presence of, beneath, below, between, betwixt, beyond, on this side, by or through, beside, for, from, in, into, on or upon, over, off, out of, to or unto, towards, under, up, to, with, within, without.

Q. Which are the prepositions joined or set in composition?
A. These that follow, which are proper to the English tongue only:

1. A, which is used for on, or in; as, a foot, for on foot; a bed, for in bed; though it is sometimes redundant; as, in abide for abide, awake, for wake.

2. Be, which is used for about; as, in besprinkle, i.e. to sprinkle about; for by, or nigh; as, beside, i.e. by or nigh.
the side, for in; as, betimes; i.e., in time or early; for before; as, to bespeak, i.e., to speak for.

3. Counter, which signifies opposition, or contrariety; as, counterbalance, counterscarp, counterfeit.

4. For, which signifies negation, or privation; as, to forbid, to forsake.

5. Fore, which signifies before; as, to foresee to foretell.

6. Mis, which denotes defect or error; as, misdeed, mistake.

7. Over, which signifies eminency or superiority; as, to overcome, to oversee. It denotes also excess; as, overhasty.

8. Out, which signifies excess, excellency, or superiority; as, to out-do, to out-run, out-wit.

9. Un, which denotes negation, and contrariety; as, unpleasant, unworthy; also dissolution; as, to unsay, to undo.

10. Up, which denotes motion upwards, or places and things that lie upwards; as, upland, upside.

11. Sur, which signifies on, over, or upon, derived from the Latin super; as, surface.

12. With, which signifies against, or opposition; as, to withstand, i.e., to stand against. Sometimes it signifies from or from, as, to wish-hold, to with-draw.

Q. Which are the prepositions, in composition borrowed from the Latin?

A. 1. A and ab, whose natural signification is from, of, and out of; but compounded with an English word, serve either to denote excess; as, about, afore, abhor, abuse, abroad, or else to signify separation; as, to abstain, to abolish.

2. Ad, which signifies to or at; as advocate, advent, adverb.

3. Ante, which signifies before; as, antecedent, to antedate.

4. Circum, which signifies about, as, circumlocution, circumvallation, circumscribe.

5. Co, col, com, and con, for cum, signify with, or together; as, copartner, colloquy, commerce, convocation.

6. Contra, which signifies against, and denotes opposition or contrariety; as, to contradict.

7. De, which signifies a kind of motion from; as, decant, detract, deduce, and so is properly used to extend the sense of a word; as, to demonstrate, to deplore. It also denotes contrariety; as, to demerit.

8. Di, which serves to extend, stretch out, or lessen the sense of the word it is compounded with; as, direct, diminish, dilate.

9. Dis, which signifies separation, difference, or diversity, giving a signification contrary to the primitive usage of the word it is compounded with; as, to disagree, to discharge.
10. *E or ex*, which signifies *out*, *out of*, or *off*; as, event, the falling out; to *eject*, *i.e.* to cast out; to *exclude*; *i.e.* to shut out.

11. *Extra*, which signifies *beyond*, *over*, and *above*; as, extravagant extraordinary.

12. *In* or *im*, which generally denote the *position* or *disposition*, or an *action* whereby one thing is, as it were, put into another; as, to *import*, to *impale* to *inclose*; or the impression whereby the thing receives such and such a form; as, to *inchant*, to incline. It likewise denotes want or imperfection; as, to *implore*, *importune*, *impovery*, *impair*, *impotent*, &c. greatness or largeness; as, immense, immensity; likeness, as, imitate, imitation: unchangeableness; as, immutable; purity; as, immaculate; *i.e.* unspotted: *inanity*; as, impede: *i.e.* to stop: force; as, to *impel*, *i.e.* to drive forward: accusation; as, to *impeach*: pride; as, imperious: *violence*; as, impetuous: *confinement*; as, *imure*; *i.e.* to shut up between two walls. It is also used at the beginning of words, to denote *privation*, or not: and gives a contrary sense to the word it is compounded with; as, *indecent*, *inhuman*, *injustice*, *imprudent*, *imperfect*, *impatient*. Also in one word where *in* is changed into *ig*: *as*, ignoble.

Note. In words derived from the French, instead of *in*, we commonly use *en*; *as*, to *engage*, to _encourage_; but then it never denotes *privation*, or not.

13. *Inter*, which signifies *between*; as, to intervene, to *interrupt*; *but* in *interdict*, it signifies as much as for *in*, forbid! sometimes we use *enter*, in words derived from the French.

14. *Intro*, which signifies *within*; *as*, to *introduce*.

15. *Ob*, which signifies *against*; as, *obstacle*, to *oppose*.

16. *Per*, which signifies *through*; and denotes a certain degree of excellence or excess; *as*, perfect, perforate, persecute.

17. *Post*, which signifies *after*; *as*, *Postscript*.

18. *Pre*, which signifies *before*; *as*, to *premeditate*, to *preengage*, *preface*.

19. *Pro*, which signifies *for* or *forth*; *but* it has also a great many other senses; *as*, to *profess*, protect, *pronounce*, *provoke*.

20. *Preter*, which signifies *against*; *as*, *preternatural*.

21. *Re*, which generally implies a *repeated action*; *as*, to *repeat*, *reengage*, *rechange*. Sometimes it denotes *opposition*; *as*, *repulse*; sometimes it denotes only the enlarging the sense of the simple verb; *as*, *repose*, *reposi*; *sometimes* it signifies the changing one thing or state into another; *as*, *reduce*, *reduction*; sometimes it denotes *contrariety*; *as*, *reverse*; sometimes *honour* and *esteem*; *as*, *regard*, *respect*; *and sometimes* *dislike* and *disesteem*; *as*, *reproach*, *reject*, *rejection*. 
22. Retro, which signifies backward; as, retrospect, retrograde motion.
23. Se, which signifies without or by itself; as, secure, separate, seclude.
24. Sub, which signifies under; as, to subscribe.
25. Subter, which also signifies under; as, subterfuge, i.e. a refuge under.
26. Super, which signifies upon, over, or above; as, subscription, superfluos.
27. Trans, which signifies over or beyond; as, to transport, to transgress; sometimes it signifies the moving from one place to another; as, to transplant, to transpose; sometimes it denotes the changing of one thing into another; as, to transform, transubstantiation.

Q. Which are the prepositions in composition derived from the Greek?
A. 1. A, which signifies privation or not; as, anonymous, anarchy.
2. Amphip, which signifies on both sides and about; as, amphibious, amphitheatre, amphibology.
3. Anta and ant, which signify against; as, antagonist, antichrist.
4. Hyper, which signifies over and above; as, hyperbole.
5. Hypo, which signifies under; as, hypocrisy.
6. Meta, which signifies beyond; or else denotes the changing of one thing into another; as, metaphor, metamorphosis.
7. Peri, which signifies about; as, periodical, periphery.
8. Syn, which signifies with or together; as, syntro, syntax.

**CHAP. X.**

**OF AN INTERJECTION.**

Q. **What** is an interjection?
A. An interjection is a part of speech, which denotes a sudden passion of the mind, without the help of any other words: and therefore interjections are as various as the sudden passions of the mind themselves. As, Ho, brave boys! here is news for you!

Q. Which are the interjections?
A. These following are some of them: ah! alack! alas! away! fie! foh! good lack! good sir! ha, ha, he! ha! heigh! hem! ho! hoi! how now! hush! how now! O! Oh! O brave! O strange! O ho! pish! shuh! sirrah! scho! tush! well done! well said! whoo! wo!
CHAP. XI.

OF THE DERIVATION OF WORDS.

Q. WHAT is the derivation of words?
A. It shows how every word may be formed in its proper case, mood, tense, and quality.

Q. How is the genitive case singular formed without the preposition of prefixed?
A. By putting 's to the substantive of the possessor; as, The master's eye, i.e. The eye of the master makes the horse fit.

Note 1. That the possessor or the thing possessed; with this termination's may be accounted either a substantive of the genitive singular, or an adjective possessive; as, My master's son, where master's is an adjective possessive, which may be properly rendered otherwise, by the genitive case, The son of my master.

Q. How are verbs derived from other parts of speech?
A. Many substantives, and sometimes adjectives; and sometimes the other parts of speech become verbs, by prefixing the sign to before them, or by adding the termination en to the adjective; as, from a house, comes to house; from warm, to warm; from hard, to harden.

Q. Do not substantives come sometimes from verbs?
A. Yes: almost every verb has some substantive coming from it; for by the addition of or to the ending of the present tense, comes a substantive signifying the agent or doer, which is therefore called a verbal noun; as, from to hear, comes a hearer; from to carry, a carrier.

Note. Some substantives are formed from verbs, by the addition of or to the ending of the present tense; as, from to govern comes a governor; from to solicit, a solicitor; from to visit, a visitor; from to possess, a possessor; from to sail, a sailor; from to vend or sell, a vendor; also from to contribute, comes a contributor, and from to survive, a survivor, dropping the e.

Q. Are not adjectives sometimes formed from substantives?
A. Yes: 1. By adding the termination y, are formed adjectives of plenty or of abounding; as, from wealth comes wealthy.
2. By adding the termination _en_, are formed adjectives, that signify the matter out of which any thing is made; as, from ash comes _ashen_; from birch, birchen; from oak, oaken, &c. as, an oaken stick, a birchen broom.

3. By adding the termination _ful_, are formed adjectives, denoting fulness; as, from joy, comes joyful; from youth, youthful; from sin, sinful; also, from to abash, bashful, &c.

4. By adding the termination _some_, are formed adjectives, denoting much the same; as, from trouble comes troublesome; from game, gamesome, &c. though sometimes the _e_ is left out.

5. By adding the termination _less_, are formed adjectives signifying want; as, from worth comes worthless; from help, helpless; from tooth, toothless, &c.

Note. The same thing is also signified by _un_, _is_, or _im_, prefixed to adjectives; as, unpleasant, indecent, improper, &c.

6. By adding the termination _ly_, are formed adjectives, which denote likeness; as, from man, comes manly; from God, godly; also from to fit, comes filly; from certain, certainly, &c.

7. By adding the termination _ish_, are formed adjectives, denoting the same thing; as, from wolf, comes wolfish; from child, childish; sheep, sheepish, &c. also from book, comes bookish; and from to tickle, comes ticklish.

Note. 1. From adjectives, by adding the same termination, are formed adjectives diminutive: as, from green, comes greenish; soft, softish; hard, hardish, &c.

2. There are also some national names which end in _ish_; as, English, Spanish, Danish, &c. and in ic: as, Britanic, Germanic, Baltic.

Q. By what other means are words derived from their primitives?

A. By adding _ship_, _-dom_, _-rick_, _-wick_, _-ness_, _-head_, _hood_.

1. Words ending in _ship_ denote office, employment, or condition; as, stewardship, fellowship, lordship, &c.

2. Words ending in _-dom_ signify office or charge with power and dominion, or without them; as, popedom, kingdom: also, they signify the state, condition, quality, property, and place, in which a person exercises his power; as, freedom, thraldom, whoredom, wisdom, dukedom, &c.

3. Words ending in _-rick_, and _-wick_, denote office and dominion; as, bishoprick, bailiwick.

Note. _ment_ and _age_ are purely French terminations, and have the same meaning with us as with them; and scarcely ever occur but in words derived from that language; as, commandment, usage.

4. Substantives ending in _ness_, signify the essence of the thing; and are formed from adjectives; as, from white, comes whiteness, from hard, hardness, &c.

Note. These are called abstract nouns.
5. Nouns that end in -head and -hood, denote the state, condition, and quality of a thing, or person: as, godhead, manhood, widowhood, brotherhood, livelihood, &c.

Note. There are also substantives (derived from adjectives and verbs) which are made by adding the ending th, with some small change; as, from long comes length; strong, strength; warm, warmth; moon, month, &c. also from to die, comes death; from grow, growth, &c.

OF SUBSTANTIVES DIMINUTIVE.

Q. What is a substantive diminutive?
A. It is another method of derivation, by which a noun is formed, to lessen the sense of its primitive word; as, from lamb, comes lambkin, which is a little lamb.

CHAP. XII.

OF THE SYNTAX.

Q. What is syntax?
A. It is the disposing of words in their right case, gender, number, person, mood, tense, and place in a sentence.

Q. Give an example?
A. Good boys are not beaten. Here the words are placed according to syntax: whereas should I say, Beaten not are boys good, it would be unintelligible; because here is no syntax in this sentence.

Q. How many kinds of sentences are there?
A. Two: simple and compound.

Q. What is a simple sentence?
A. It is that wherein there is but one verb, and one nominative word of the subject, either expressed or understood; as, The boy reads.

Q. What is a compound sentence?
A. It is two simple sentences joined together by a conjunction or by a relative; as, who, which, that; or by a comparative word; as, so, as, such, so many, as many more than; as, I am diligent and you are negligent. He is a naughty boy who deserves correction.

Q. What do you mean by a nominative word?
A. The word that goes before the verbs; and answers to the question who or what; as, Who do play? Answer, Boys.

Q. Does the nominative case or word always go before the verb?
A. Yes; except when a question is asked, and then the nominative case follows the verb, or more commonly the sign
of the verb; as, Did John go to London? Do I neglect my business?

Q. What is the construction of the verb with the nominative word?
A. The verb must be of the same number and person with the nominative word; as, I stand; thou standest; he standeth: not I standeth; thou standeth; he stand.

Q. Is the nominative case to the verb always a substantive?
A. No; sometimes the infinitive mood stands for the nominative word; as, To lie is shameful: and sometimes a whole clause foregoing; as, To rise betimes in the morning is the most wholesome thing in the world.

Q. If two or more substantives singular come together, how must the verb be put?
A. In the plural number; as, Peter and John fight.

Q. What number is the verb put in when it follows a noun of multitude?
A. It may be put in the plural, when circumstances absolutely determine the case to be more than one; but it is most commonly of the singular number; as, The multitude is very noisy. The heap is removed.

Q. Of what case must those nouns be which follow verbs, and are governed by them?
A. Sometimes the genitive; as, Take pity of me: sometimes the dative; as, I gave a book to the master: and sometimes the accusative; as, I love my master.

Q. What is the construction of the vocative?
A. The vocative is no part of the sentence, but only the person to whom the sentence is addressed; and is always of the second person singular or plural; as, John! where have you been, that you have stayed so long? Ladies! why do ye not mind your writing.

Q. Of what is the ablative case governed?
A. The ablative is always governed of some preposition expressed or understood; such as, in, which, through, for, from, by, and than: as, He took it from me: He went with you.

CHAP. XIII.

OF TRANSPOSITION.

Q. What is transposition?
A. It is the placing of words out of their natural order, to render the sound of them more agreeable to the ear.
TO THE ENGLISH TONGUE.

EXAMPLE.

It cannot be avoided, but that scandals will arise, and differences will grow in the church of God, so long as there is wickedness on earth, or malice in hell.

TRANSPOSED.

It cannot be avoided, so long as there is wickedness on earth, or malice in hell, but that scandals will arise, and differences will grow in the church of God.

Note. Where the natural order of the words is smooth and grateful to the ear, they ought not to be transposed, unless in poetry; and there only, when the necessity of the verse requires it.

CHAP. XIV.

OF THE ELLIPSIS.

Q. What is an ellipsis?
A. The leaving out of words in a sentence.

Q. Upon what account may words be left out?
A. 1. When a word has been mentioned just before, and may be supposed to be kept in mind. Therefore, in a relative sentence, the antecedent or foregoing word is seldom repeated: as, I bought the books, which [books] I read.

2. When any word is to be immediately mentioned, if it can be well understood, it ought to be left out in the former part as, Drink ye red [wine] or white wine?

3. When the thought is expressed by some other means; as, pointing to a man, you need not say, Who is that man? but Who is that?

4. Those words which, upon the mentioning of others, must needs be supposed to be meant, may be left out; as, When you come to St. Paul's [church], then turn to the left [hand].

5. Thing and act, are frequently left out when they may be understood; as, It is hard [i.e. a hard thing] to travel through the snow. It is easy [i.e. an easy thing or act] to do so.

6. The conjunction that is often left out in a compound sentence; as, I desire [that] you would write for me.

7. The relatives, that, which, who, whom, may be left out; as, There goes the man [that or whom] I beat yesterday. Is this the man ye spoke of? i.e. of whom ye spoke?

8. Sometimes a whole sentence is left out; as, It is our duty to pay a respect and deference, as to all those that are virtuous and courageous; so it is our duty to pay a respect and deference to those also who bear any office or command in the state.
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<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<td>Answer</td>
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<td>A. B.</td>
<td>Artium Baccalaureus, Bachelor of Arts</td>
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<td>Abp.</td>
<td>Archbishop</td>
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<td>Anno Domini, in the Year of our Lord</td>
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<td>A. M.</td>
<td>Artium Magister, Master of Arts: Ante Meridian, before Noon: &amp; Anno Mundi, in the Year of the World</td>
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<td>Centum, an Hundred</td>
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<td>Custus Privati Sigilli, Keeper of the Privy Seal</td>
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<td>denarius, a Penny</td>
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<td>Exempli gratia, as for Example</td>
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<td>France, French, Frans and Frances</td>
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<td>Abbreviation</td>
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<td>Ibid.</td>
<td>ibidem, in the same place</td>
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<td>Hum.</td>
<td>Humphrey</td>
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<td>Hund.</td>
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<td>in Number, 1</td>
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<td>Id.</td>
<td>Idem, the same</td>
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<td>i. e.</td>
<td>id est, that is</td>
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<td>J. H. S.</td>
<td>Jesus Hominum Salvator, Jesus Saviour of Men</td>
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<td>J. D.</td>
<td>Jurium Doctor, Doctor of Laws</td>
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<td>Jer.</td>
<td>Jeremy, Jerom</td>
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<td>Ld.</td>
<td>Lord</td>
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<td>l.</td>
<td>liber, Book, &amp; librae, Pounds</td>
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<td>Lam.</td>
<td>Lamentations</td>
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<td>Lady Day</td>
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<td>Legum Doctor, Doctor of Laws</td>
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<td>L. S.</td>
<td>Locus Sigilli, the Place of the Seal</td>
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<td>Lordship</td>
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<td>m.</td>
<td>manipulus, a handful</td>
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<td>M A.</td>
<td>Magister Artium, Master of Arts</td>
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<td>Ma.</td>
<td>Madam</td>
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<td>M. B.</td>
<td>Medicæ Baccalaureus, Bachelor of Physic</td>
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<td>Majesty</td>
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<td>Mart.</td>
<td>Martin, Martyr</td>
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<td>Middx.</td>
<td>Middlesex</td>
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<td>M. S.</td>
<td>Memoriae Sacrum, Sacred to the Memory</td>
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<td>Min.</td>
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<td>Nat.</td>
<td>Nathaniel, Nativity</td>
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<td>N. B.</td>
<td>Note Bene, Mark well</td>
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<td>Nic.</td>
<td>Nicodemus, Nicholas</td>
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<td>Nov. or 9ber</td>
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<td>N. S.</td>
<td>New Style</td>
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<td>Num.</td>
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Note.—These contractions ought to be avoided as much as possible, unless it be for one’s own private use, and where it would be ridiculous to write them at length; as, Mr. for Master, and Mrs. for Mistress, &c. It argues likewise a disrespect and slighting to use contractions to our betters, and is often puzzling to others.
A DESIRE to excel others in virtue is very commendable; and a delight in obtaining praise deserves encouragement, because it discovers an excellent mind; but he is wicked who employs his thoughts only to out-going the worst in villany. Such a contention is diabolical.

2. A wise man values pleasure at a very little rate, because it is the bane of the mind, and the cause of all misery; but he values no possession more than virtue, because it is the fountain of all public and private happiness.

3. Boast not of thy health and strength too much; only whilst thou enjoyest them, give praise to him that bestoweth all good things upon all men: use them well, lest he deprive thee of them. God doth give to thee, return him not evil.

4. By the fall of Adam from that glorious and happy state, wherein he was created, the divine image on his mind is quite changed and altered; and he who was created but a little inferior to the angels above, is now made but little superior to the angels below.

5. Children are such as their institution; infancy is led altogether by imitation: it hath neither words nor actions but what are infused by others: if it have good or ill language, it is borrowed; and the shame or thanks are only due to them that lent them.

6. Covetousness brings nothing home. Sometimes men are so blinded with avarice, that they contradict themselves, and lose what is honestly due to them, by coveting what is not justly their own, and thereby give others an opportunity of deceiving them.

7. Do not the work of God negligently; and let not your heart be upon the world, when your hand is lifted up in prayer: for that time, you may be confident, is gained, which is prudently and zealously spent in God's service.

8. Divine providence disposes all things most wisely; not only in what concerns the world in general, but every one of us in particular: so that in what condition soever he puts us, we may assure ourselves that it is best for us, since he chooses it, who cannot err.
9. Ever since the transgression of our first parents, the purity of human nature hath been miserably stained; its faculties have been sadly depraved; and its affections very liable to be deluded, influenced, and overcome by the world.

10. Enquire not into the secrets of God, but be content to learn your duty according to the quality of your person or employment. God's commandments were proclaimed to all the world; but his counsels are to himself, and his secret ones, when they are admitted within the veil.

11. Flatter not yourself that you have faith towards God, if you want charity towards your neighbour; for the one is a certain effect of the other. Neither follow a multitude to sin, lest God make you share with them in their punishments.

12. Gold, though the noblest of metals, loseth its lustre when continually worn in the same purse with copper, or brass; and the best men, by associating themselves with the wicked, are often corrupted with their sins, and partake of their punishments.

13. Gregory Nyssen compared an usurer to a man giving water to one in a burning fever; which does him more harm than good: so the usurer, though he seems for the present to relieve his brother's wants, yet afterwards he grievously torments him.

14. Happy is he who allows himself time and leisure to make his peace with God, and sign a truce with heaven; but more to be admired is he, who is obliged to live in the midst of temptations, and yet can be in love with religion to the last moment of his life.

15. He that only pleases himself, does himself no kindness, because he displeases God his creator; who commands us to be kind and good to all men, and to do unto others those things which we are willing should be done to ourselves.

16. If they go down to the pit, that do not feed the hungry, and clothe the naked; what will become of those that take away bread from the hungry, and clothes from the naked? If want of charity be tormented in hell, what will become of the covetous?

17. It is a commendable thing for a boy to apply his mind to the study of good letters; they will be always useful to him; they will procure him the favour and love of good men, which those, that are wise, value more than riches or pleasure.

18. King Darius' mother, when she heard of the death of Alexander, laid violent hands upon herself; not that she preferred an enemy before a son, but because she had experienced the duty of a son in him, whom she had feared as an enemy.

19. Let us never measure our godliness by the number of
sermons, which we hear; but by the fruit we bring forth; without which all our hearing will serve but to bring us into that portion of stripes, which belongs to him that knows his master's will and does it not.

20. Lazy folks take the most pains. Some people are so careless, that they will run all hazards, rather than help themselves at the expense of a little trouble; and it generally happens, that they are the greatest sufferers in the conclusion.

21. Men are generally governed more by appearances than realities; and the impudent man, in his air and behaviour, undertakes for himself that he has ability and merit, while the modest or diffident gives himself up as one who is possessed of neither.

22. Many men are grown so negligent of seeking divine mercy betimes, that they put that off to the last, which should have been the first part of their business; and many times their life is at an end, before they begin their repentance.

23. No man is so prosperous and happy, but he has some unfortunate and sad days; and on the contrary, no man is so miserable, but he has sometimes of refreshment. Prosperity and adversity by turns succeed one another, as rain does fair weather, and fair weather rain.

24. Nothing is more absurd than to extend our hopes and desires, our projects and designs for this world, beyond the term of our living here: and it is unreasonable for us to trouble ourselves about this world, longer than we are likely to continue in it.

25. Obedience comprehends the whole duty of a man both towards God, his neighbour, and himself; we should therefore let it be engraven on our hearts, that we may be useful in the commonwealth, and loyal to our prince.

26. Pride is a very remarkable sin; and often meets with very extraordinary judgments even in this life; but will certainly be punished in the next; for if God spared not the angels for this sin, but cast them into hell, let no man hope to speed better.

27. Personal merit is all a man can call his own. Whoever strictly adheres to honesty and truth; and leads a regular and virtuous life, is more truly noble than a debauched abandoned profligate, were he descended from the most illustrious family.

28. Riches are like dung, which stink in a heap; but being spread abroad, make the earth fruitful. It is but mere fancy to desire and esteem riches, except it be for the sake of using them. The best metals lose their lustre, unless brightened by use.
29. Repentance, though it is not to be rested in as any satisfaction for sin, or any cause of the pardon thereof, which is the act of God's free grace in Christ: yet it is of such necessity to all sinners, that none may expect pardon without it.

30. Servants should not deal worse with their masters for dealing better with them, but conscionably do their work, that the proverb may not be verified in them: He that pays his servants' wages beforehand, cuts off his right arm; that is, occasions him to be slothful and lazy.

31. The lawfulness of our actions may not be judged by the events, but by the grounds; the wise and holy arbiter of the world knows why, many times, the better cause hath the worse success: many a just business is crossed for a punishment to the agent.

32. Trade is so noble a master, that it is willing to entertain all mankind in its service: and has such variety of employments, adapted to every capacity, that all, but the lazy, may support at least, if not enrich themselves.

33. Time is one of the most precious talents in the world, which the author of it has committed to our management; so precious, that he gives it us by drops; nor ever affords us two moments at once; but always takes away one, when he lets us have another.

34. Very wholesome advice was that which was given by a heathen philosopher, viz. Make it no longer a matter of dispute, what are the marks and signs of a righteous man, but immediately set about it, and endeavour to become such an one.

35. Virtue (said a vicious man on his death-bed) as much outshines vice in splendour and light, as the glorious luminary of heaven, which runs its daily course in the lofty sky, does that small rushlight which stands glimmering by my bed-side.

36. Upbraid no man's weakness to discomfort him, nor report it to him to disparage him; neither delight to remember it to lessen him, or set thyself above him. And be sure never to praise thyself, or to disparage any man else, unless God's glory, or some good end do allow it.

37. Wicked breasts are false to themselves; neither trusting to their own choice, nor making choice of that, which they dare to trust. They will set a good face upon their secret displeasing sins; and had rather be self-condemned, than wise and prudent.

38. Young minds, being fullest of ignorance, want instruction most; are fittest to receive it, as being freest from prejudices, and worldly cares; and are apt to retain it best. being void of such corruptions as would otherwise expel it
To the English Tongue.

Chap. II.—Sentences in Verse.

Life is short and miserable.

Ah! few and full of sorrows are the days
Of miserable man. His life decays
Like that frail flower, which with the sun's uprise,
Her bud unfolds, and with the evening dies:
He, like an empty shadow, glides away,
And all his life is but a winter's day.

On the diligent Ant.

Ants in their cells converse,
The plunder'd forage of their yellow prey;
The little drudges trot about and sweat,
But will not strait devour all that they get;
For in their mouths we see them carry home,
A stock for winter, which they know must come.

On the Atheist.

Bold is the wretch, and blasphemous the man,
Who being finite, will attempt to scan
The works of Him, that's infinitely wise,
And those he cannot comprehend denies:
Our reason is too weak a guide to show,
How God Almighty governs all below.

A future State certain.

Brave youths the paths of virtue still should tread,
And not by error's devious track be led;
Till fruition, faith, and spotless is their mind,
Till fear it calms, and of the ethereal kind;
For we adore the lieue, wh'en'er we die,
We be that can accessible to heaven fly.

He repays in Love.

Chris. On Christ, and open to receive
All weary resurrection, as we leave;
For them the fruit of my soul abode;
Made son of it does in me believe;
To curc their want confine, nor hell
And died a death those, that will rely.

The will never, never die, ad.

Scripture.

Conceited thoughts, I have be admir'd,
Exclud all future knowledges, and inspir'd,
For he that thinks himself after, inspir'd,
In course all further knowledge, both worst and best,
And but for this, how many might
Just, reputable, wise, and honest.
On Death.

Death at a distance we but slightly fear;
He brings his terrors as he draws more near:
Through poverty, pain, slavery, we drudge on,
The worst of beings better please than none:
No price too dear to purchase life and breath,
The heaviest burden's easier borne than death.

On Ambition.

Dazzled with hope, we cannot see the cheat
Of aiming with impatience to be great.
When wild ambition in the heart we find,
Farewell content and quiet of the mind:
For glittering clouds, we leave the solid shore;
And wanted happiness returns no more.

On the Soldier.

Eager the soldier meets his desperate foe,
With an intent to give his fatal blow:
The cause he fights for animates him high;
Namely, religion, and dear liberty;
For these he conquers, or more bravely dies,
And yields himself a willing sacrifice.

On the Resurrection.

From ev'ry corner of the extended earth,
The scatter'd dust is called to second birth,
The sever'd body now unites again,
And kindred atoms rally into men:
The various joints resume their ancient seats;
And ev'ry limb its former task performs.

On Youth.

Fragrant the rose is, but it rise in the low;
The violet sweet, but quick-glimmering by day;
White lilies hang their heads to discomfit me;
And whiter snow in mind, neither delights nor slays.
Such and so with rising above him, nobly;
Which time or skill or praise any man boast,
And do allow it, end do allow it.

First to casts are false to them
The son, nor making reverence bow,
Next, They will sit a prince we owe;
And sins; and had rather children, sit respect,
Kindred we direct:
Young minds, before who grown beneath the weight
most; are fittest to want, commiserate.

On Mortality.

void of such corrupt, palaces we must remove,
Lodgings of a grave to prove;
TO THE ENGLISH TONGUE.

Leave the fair train, and the light gilded room,
To lie alone, benightened in the tomb.
God only is immortal; man not so:
Life, to be paid upon demand, we owe.

On honest Labour.

Go to the plough, or team; go hedge or ditch:
Some honest calling use, no matter which;
Be porter, postman, take the labouring oar;
Employment keeps the bailiffs from the door.
Though thou be mean, thy frugal industry,
Depend upon it, shall rewarded be.

On Heaven.

Heaven is our guard, and innocence its care;
Nor need the just the worst of dangers fear:
It pities the defenceless poor man's grief;
And sends him, when he calls, help and relief.
Its arm, the surest succour, and the best.
Delivers and revenges the distress'd.

On an active Life.

Happy is he, the only happy man,
Who out of choice, does all the good he can;
Who business loves, and others better makes,
By prudent industry, and pains he takes.
God's blessing here he'll have; and man's esteem.
And, when he dies, his works will follow him.

Misfortunes advantageous.

In all misfortunes, this advantage lies,
They make us humble, and they make us wise:
Let's bear it calmly, though a grievous woe,
And still adore the hand that gives the blow.
And he that can acquire such virtue, gains
An ample recompense for all his pains.

On CHRIST our Life.

I am the resurrection, saith the Lord;
Eternal life's the fruit of my eternal word;
Whoever firmly does in me believe,
The grave shall not confine, nor hell receive:
Nor only this; but those, that will rely
On what I teach, shall never, never die.

On the Scripture.

Let sacred writings always be admir'd,
Whose holy penmen truly were inspir'd,
Through all succeeding times, both worst and best.
They have run down, and borne the strictest test.
A spirit there in ev'ry line we see,
Of hope, love, joy, and immortality.

On the Fall of Man.
Man was by heaven made to govern all;
But how unfit, demonstrates in his fall:
Created pure, and with a strength endued
Of grace divine, sufficient to have stood:
But alienate from God, he soon became
The child of wrath, pride, misery, and shame.

No providence the Sceptic will allow;
Then let the ungrateful mortal tell me, how
His tender infancy protection found,
And how his childhood was with safety crown'd:
How through his youth he came to manly years,
Through many dangers which he sees and fears.

The Good of Evil.
One week's extremity may teach us more
Than long prosperity had done before:
Death is forgotten in our easy state,
But troubles mind us of our final fate:
The doing ill affects us not with fears,
But suffering ill brings sorrow, woe, and tears.

On Lying.
On all occasions to declare the truth
Is most praise-worthy in a virtuous youth,
A fault extenuated by a lye,
Is doubled in reality thereby:
And he that to this vice becomes a slave,
In fire and brimstone shall his portion have.

On Forethought.
Rashness and haste make all things unsecure:
All great concerns must delays endure:
Think on the means, the manner, and the end;
When any great design thou dost intend:
And if uncertain thy pretensions be,
Stay still till time wears out uncertainty.

On the Parliament.
See Britain's King upon his awful throne,
Striving to make each subject's heart his own;
By justice ruling, but with mercy mixt;
Supporting worship, as-by law 'tis fixt;
While lords and commons all as one agree
To settle firm his crown and dignity.
TO THE ENGLISH TONGUE.

On Trouble.

The happiest man that ever breath'd on earth,
With all the glories of estate and birth,
Had yet some anxious care to make him know
No grandeur was above the reach of woe:
To be from all things that disquiet, free
Is not consistent with humanity.

On the Almighty Power.

The lofty concave of the vast expanse,
Could never be the effect of giddy chance;
Those beauteous and amazing globes of light,
No power could make, that was not infinite;
But when He spake, each atom of this frame
From the dark womb of empty nothing came.

Trifle not in Devotion.

Whither thou goest conceive, and to what end,
When thine own feet the house of God ascend?
There rather hear his life directing rules,
Than offer up the sacrifice of fools,
For sinful are their gifts, who neither know
What they to God should give, or what they owe.

On Death.

When we have once resign'd our sinful breath,
(For we can die but once) then, after death,
Th' immortal soul immediately goes
To endless joys, or everlasting woes.
Wise then's the man, who labours to secure
His passage safe, and his reception sure.

CHRIST on the Cross.

Ye wand'ring travellers, that pass this way,
Stand still, awhile these agonies survey;
And on result of serious thoughts declare,
If ever sorrows might with mine compare.
But God, in mercy, hath decreed this cup,
Most willingly, therefore, I drink it up.

Live to Die.

You, whose fond wishes do to heaven aspire,
Who make those blest abodes your sole desire;
If you are wise, and hope that bliss to gain,
Use well your time, live not an hour in vain:
Let not the morrow your vain thoughts employ.
But think this day the last you shall enjoy.
He that will not help himself, shall have help from nobody.

FABLE I.
Of the WAGGONER and HERCULES.

As a Waggoner was driving his team, his waggon sunk into a hole, and stuck fast.
The poor man immediately fell upon his knees, and prayed to Hercules, that he would get his waggon out of the hole again.
Thou fool, says Hercules, whip thy horses, and set thy shoulders to the wheels; and then if thou wilt call upon Hercules, he will help thee.

THE INTERPRETATION.

Lazy wishes never do a man any service; but if he would have help from God in the time of need, let him not only implore his assistance, but make use of his own best endeavours.
AN aged hound being in pursuit of his game, caught it, but could not hold it, because his teeth were worn out; for which his master corrected him very severely.

The dog begged that he might not be punished, alleging, that he was old; yet, he said, he had been stout in his youthful days, and therefore hoped he might be pardoned, if it were only for his former services; but I see, continues he, nothing pleases without profit.

THE INTERPRETATION.

If a favour is not continued, it is forgotten. Many people are so ungrateful as to take no notice of the ninety-nine good turns which they have received, if the hundredth be denied them.
Young folks think old folks to be fools; but old folks know young folks to be fools.

FABLE III.

Of the KID, the GOAT, and the WOLF.

When the goat was going abroad, she charged the kid to shut the door after her, and open to none, till she should return; and then to look out of the window first.

Very well, mother, says the kid: if you had not told me, I should have had wit enough to keep the door shut, and to take care of myself.

At the same time the wolf happened to be behind the house, and heard the charge given to the kid.

Some time after the goat's departure, the wolf knocks at the door, and counterfeiting the goat's voice, demands entrance.

The kid, supposing it to be her dam, forgot to look out at the window, but immediately opened the door, and let in the wolf, who instantly made a prey of her and tore her to pieces.

THE INTERPRETATION.

Children should obey their parents, who are always better able to advise them than the children can themselves. It is convenient also for young men to lend an ear to the aged, who being more experienced in the affairs of the world, can give them better counsel, whereby they may avoid many dangers. Witness Eli's sons, and Rehoboam's fall.
TO THE ENGLISH TONGUE.

A man may forgive an injury, but he cannot easily forget it.

FABLE IV.

Of the HUSBANDMAN and the SNAKE.

A HUSBANDMAN had brought up a snake in his house; but being angry with her, stuck her with his hatchet, and wounded her, for which reason she fled from him.

Afterwards the husbandman falling into want, imagined that this misfortune befell him for the injury done to the snake, and therefore humbly requested of her that she would come and live with him again.

The snake replied, that she forgave him, but she would not return to live with one who kept a hatchet in his house; adding, that although the smart of the wound was gone, yet the mark was left, and the remembrance of it was still fresh in her memory.

THE INTERPRETATION.

It is not safe to trust that man who hath once made a breach in friendship. It is God-like to forgive an injury; but no harm to remember it, because it keeps us upon our guard.
Make no friendship with an ill-natured man.

FABLE V.

Of the WOLVES and the SHEEP.

The wolves made a league with the sheep, and hostages were given on both sides. The wolves gave their young ones to the sheep, and the sheep gave their dogs to the wolves.

Some time after, while the sheep were quietly feeding in the meadow, the young wolves began to howl for their dams; at which the wolves came rushing in among them, and charged them with breaking the league.

The sheep began to excuse themselves, saying, they were feeding by themselves, and therefore could not hurt the young wolves, not having any dogs with them.

But the wolves insisted on it, that they were guilty of a breach of friendship; alleging at the same time, that those innocents who never did any harm in their lives, would not make such dreadful lamentations, unless some violence had been offered to them; and knowing the sheep to be without their guard, they fell upon them, and tore them to pieces.

THE INTERPRETATION.

Be always upon your guard when an enemy is near. He who has always run counter to the rules of friendship, will never become a true friend, though you should bind him by the strongest engagements. —— and Rem.
OF THE TWO THIEVES and the BUTCHER.

A COUPLE of sharers went to a butcher's shop to buy some meat; but while the butcher was busied with other customers, one of them stole a piece of beef, and gave it to his fellow, who put it under his cloak.

The butcher presently missed the meat, and charged them with the theft.

But he that stole it, swore by Jove, that he had none of it; and he that had it, swore likewise, he did not take it away.

To whom the butcher replied, the thief to me is unknown, though I believe it to be one of you; but he by whom you have both sworn, can tell, and will reward you accordingly.

THE INTERPRETATION.

God Almighty is privy to all our actions; and though we may for a while deceive men, yet we cannot escape his all-seeing eye, who will reward or punish us according as we deserve.
A liar is not to be believed, though he speak the truth.

FABLE VII.

Of the SHEPHERD's BOY and the HUSBANDMEN.

As a boy was looking after some sheep in a meadow, he would oftentimes, in jest, cry out, that the wolf was among them; which made the neighbouring husbandmen come out to his assistance, and then he would laugh at them for being such fools as to come when he did not want them.

At last the wolf came in earnest; and the boy began to cry out as usual; but the husbandmen thinking that he only wanted to delude them again, never troubled themselves about him, but let him cry on; and so the sheep became an easy prey to the wolf, and were destroyed.

THE INTERPRETATION.

Some men have such a faculty of jesting, that the most important and sacred truths cannot escape them; others are as notorious for lying; the consequence of which is, a dislike to their company, and a total disregard to every thing they say: for when once the deceiver is known, his credit is lost, and he is for ever derided in every company.
Let envy alone, and it will punish itself.

FABLE VIII.

Of the DOG and the OX.

An ill-natured dog laid himself down in a manger full of hay. Presently came an ox to feed; but the dog in a surly manner bid him begone.

Well, replied the ox, thou wilt neither eat the hay thyself, nor suffer others to eat it; therefore stay there in this thy envious humour, and keep away every ox, and then thy envy will become thy punishment.

The dog did so, and by that means starved himself.

THE INTERPRETATION.

Envy torments both the body and the mind, and is deservedly its own punisher. Thus we see, some men are content to lose a blessing themselves, that others may not enjoy it.
One good turn deserves another.

FABLE IX.

Of the DOVE and the BEE.

A THIRSTY bee came to a fountain to drink; but being too hasty fell in.

A dove in a neighbouring tree seeing the bee struggling for life, set herself upon a branch that hung over the fountain, and by her weight brought it to the water, that the bee might get upon; and so saved her life.

Some short time after, a snare was laid for the dove; and while the fowler was drawing the net together, the bee (who at that instant was flying over), seeing her deliverer in such danger, stung the fowler so severely, that he was obliged to let the net go again, by which means the dove escaped.

THE INTERPRETATION.

Be helpful to thy friend; and always return thanks to those who deserve them.
Evil be to them that evil think. Also, Throw a crust to a surly dog, and he will bite you.

FABLE X.

Of the GOOD-NATURED MAN and the ADDER.

A GOOD-NATURED man being obliged to go out in frosty weather, in his return home found an adder almost frozen to death, which he brought with him, and laid before the fire. As soon as the creature had received fresh life by the warmth, and was come to herself, she began to hiss, and fly about the house; and at length killed one of the children. Well, says the man, if this is the best return that you can make for my kind offices, you shall e'en share in the same fate yourself; and so killed her immediately.

THE INTERPRETATION.

Ingratitude is one of the blackest crimes that a man can be guilty of: It is hateful both to God and man, and frequently brings upon such a graceless wretch all that mischief which he either did, or thought to do to another.
Lazy folks take the most pains. Also, Give a man his bread and cheese when he has earned it.

FABLE XI.

Of the OLD WOMAN and her MAIDS.

A CERTAIN old woman having about her a parcel of idle maids, would oblige them to rise every morning at the cock crowing.

But the maids looking on this as an hardship, resolved to put a stop to this growing evil, and so cut off the cock's head; thinking that they might then lie a-bed securely, and indulge themselves in their laziness.

But the careful mistress soon frustrated their designs, and ordered a bell to be brought to her, with which she ever after rung them up at midnight.

THE INTERPRETATION.

It is good to be industrious; for laziness is commonly punished with want; and drowsiness, saith Solomen, will cover a man with rags.
A bird in the hand is worth two in the bush.

FABLE XII.

Of the FISHERMAN and the FISH.

A FISHERMAN having cast his line into the water, presently after drew up a fish.

The little captive entreated the fisherman that he would spare her (she being but small) till she was grown larger; and then she would suffer herself to be taken by him again.

No, no, replies the fisherman, I am not to be so served: If I let you go, I must never expect to see you any more; neither should I have caught you now, if you had known there was a hook within the bait; and I was always of that temper, that whatever I could catch, I had rather take it away than leave it behind me.

THE INTERPRETATION,

Never let go a certainty for an uncertainty.
A New Guide
TO
THE ENGLISH TONGUE.

PART V.

PUBLIC PRAYERS
FOR
THE USE OF SCHOOLS.

In the Morning.

ALMIGHTY God, the fountain of all wisdom, we humbly beseech thee to pour into our hearts, as into their proper channels, the pure waters of learning. And because thou hast made no man for himself only, but all of us for the mutual help of each other, grant that we may so diligently apply ourselves to our studies, that, increasing every day in piety and good literature, we may at length become not only useful to ourselves, but ornamental also, both to the state we live in, and to the true holy catholic church. More especially we pray thee, to give us all grace to grow wise unto the eternal salvation of our immortal souls; and this we beg for Jesus Christ his sake; in whose holy name and words we further pray unto thee, saying,

OUR Father, which art in heaven, Hallowed be thy Name; Thy kingdom come; Thy will be done in earth, as it is in heaven: Give us this day our daily bread; And forgive us our trespasses, as we forgive them that trespass against us; And lead us not into temptation, But deliver us from evil: For thine is the kingdom, the power, and the glory, for ever and ever.
Amen.

THE grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Ghost, be with us all evermore.
Amen.

In the Evening.

ALMIGHTY God, and most merciful Father, we humbly pray thee to forgive all the errors and transgressions which thou
Hast beheld in us the day past; and help us to express our unfeigned sorrow for what has been amiss, by our care to amend it. What we know not, do thou teach us: instruct us in our duty, both towards thee and towards men; and give us grace always to do those things which are good and well-pleasing in thy sight. Whatsoever good instructions have been here given this day, grant that they may be carefully remembered and daily followed; and whatsoever good desires thou hast put into our hearts, grant that by the assistance of thy grace, they may be brought to good effect; that thy name may have the honour; and ourselves may have comfort at the day of account, through Jesus Christ our Saviour; in whose holy name and words we further pray unto thee, saying, Our Father, &c.

PRIVATE PRAYERS.

A Prayer for Wisdom and Knowledge.

To be said by a Child going into School, or at any other Time.

O ALMIGHTY Lord and merciful Father, Maker of Heaven and earth, who of thy free liberality givest wisdom abundantly to all, who with faith and full assurance ask it of thee, beautify by the light of thy heavenly grace, the towardness of my wit; the which, with all the powers of nature, thou hast poured into me, that I may not only understand those things, which may effectually bring me to the knowledge of thee, and the Lord Jesus our Saviour; but also with my whole heart and will, constantly follow the same, and receive daily increase through thy bountiful goodness towards me, as well in good life as doctrine: so that thou who workest all things in all creatures, mayest make thy gracious benefits shine in me, to the endless glory and honour of thine immortal majesty. Amen.

A Morning Prayer for a Child.

O LORD our heavenly Father, almighty and everlasting God, who hast safely brought me to the beginning of this day, defend me in the same with thy mighty power. Direct me in all my laudable and praiseworthy undertakings for the best, and bless me in them. Enlighten my understanding, strengthen my memory, sanctify my heart, and guide me in my life: Let the duties of this day be cheerfully undergone by me: and give me grace so to apply myself to my learning, that I may thereby
become a useful member of the commonwealth. Grant that I may be obedient to my parents, and to those who have the care of my education; to behave myself soberly, and with good manners to every one; and that I may lead an innocent and inoffensive life. Lord, protect and defend all my relations and friends; and grant that none of us may fall into sin, neither run into any kind of danger; but that all our doings may be ordered by thy governance, to do always that which is righteous in thy sight; through Jesus Christ our Lord, to whom with thee and the Holy Ghost, be all honour and glory, world without end. Amen.

An Evening Prayer for a Child.

O LORD God Almighty, by whose Providence I have been preserved this day from all dangers that might have befallen me, I humbly beseech thee to continue thy watchful providence over me this night. Let my guardian angels defend me from all the perils and dangers of it; and from all assaults of my spiritual enemies. And do thou, who art always more ready to hear than I am to pray, and art wont to give more than either I desire or deserve, pour down upon me the abundance of thy mercy; forgiving me those things whereof my conscience is afraid, and giving me those good things which I am not worthy to ask: graft in my heart the love of thy name; increase me in true religion; nourish me with all goodness, and of thy great mercy keep me in the same. And grant, O Lord, that I may so faithfully serve thee in this life, that I fail not finally to attain thy heavenly promises, which exceed all that I can desire, through Jesus Christ our Lord. Amen.

Grace before Meat.

SANCTIFY, we beseech thee, O Lord, these creatures to our use, and ourselves to thy service; through Jesus Christ our Lord. Amen.

Grace after Meat.

GOD'S holy name be blessed and praised for this present refreshment; and for all his mercies from time to time bestowed upon us; through Jesus Christ our Lord. Amen.
Grant that I may be unfolded, and with an innocent heart and mind open my relations to sin, neither doings may my Lord to which is Lord, to me and glory,

I have been been of the abund- whereof my thy name; goodness, and O Lord, that I fail not need all that

creatures to Jesus Christ