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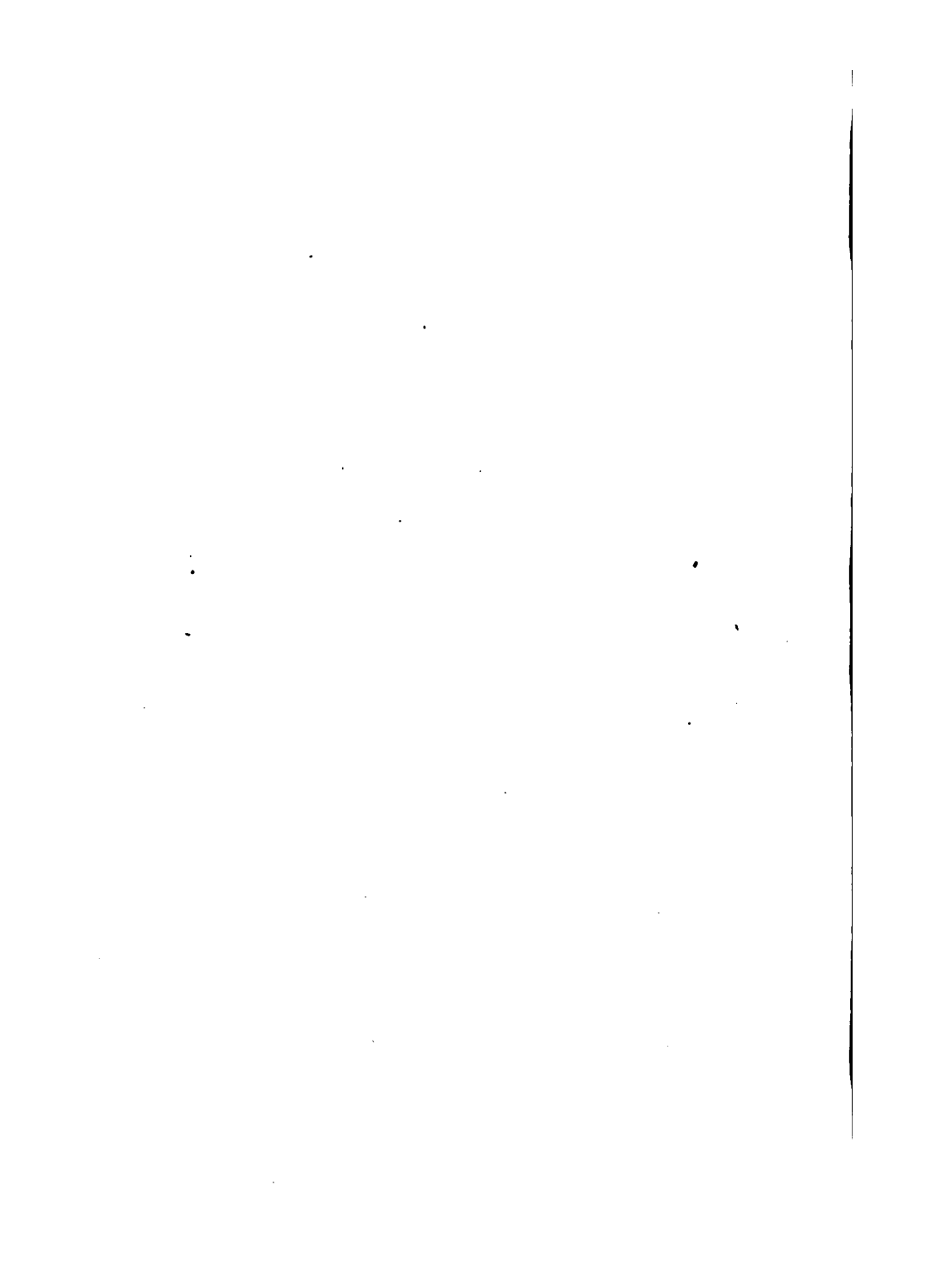
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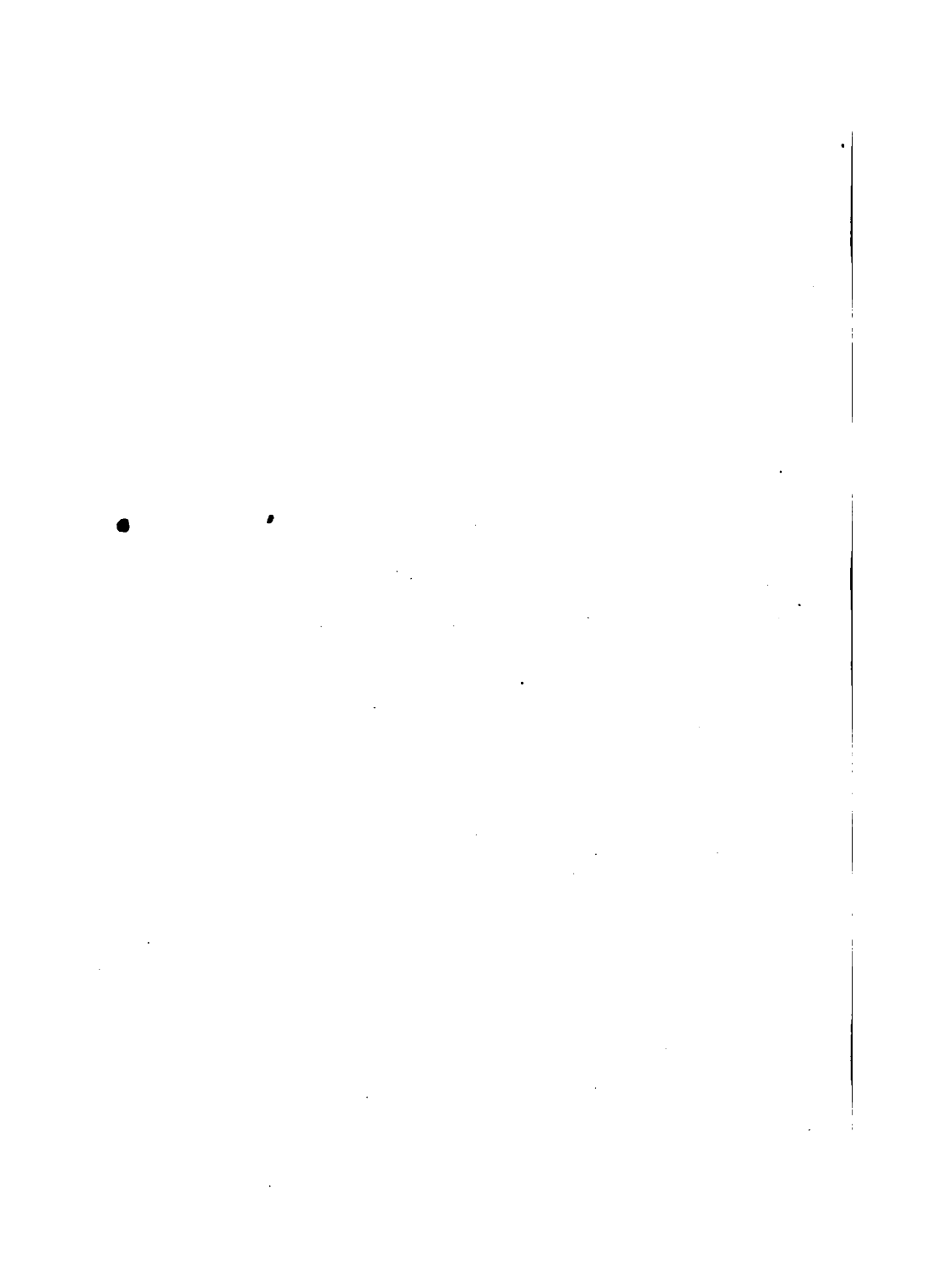
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## P R E F A C E .

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“ Words give wings to thought.”

**Is the spelling-book losing ground?**—It is said that nineteen-twentieths of those examined for the Public Service under the competitive system in England fail in spelling. Those placed by government in control of educational affairs report, “ Spelling is not what it ought to be. Text-books should be used for this subject.” “ What we want is to *teach* spelling and not merely to practice spelling.” A spelling-book revival in England seems to be the result.

In the foremost educational center of our own country, the experiment of teaching spelling without the aid of a special text-book has been tried with results so far from satisfactory that the spelling-book has been restored. Wherever the subject of spelling has been most seriously considered, a strong reaction in favor of a suitable text-book is evident.

**Is there a substitute for the spelling-book?**—In the lower primary grades, the work of copying words and sentences from the black-board and of writing exercises in connection with “ oral language-lessons ” is undoubtedly far more profitable than conning the “ *primary speller* ” as now constructed.

For the more advanced grades, copying from the reading-book, writing compositions, and making abstracts of daily lessons in geography, history, etc., afford good practice in spelling; but will and can the average teacher, without sacrifice of the time belonging to the subject-matter of the “ lessons in geography, history, etc., ” exercise that unremitting vigilance in criticism, correction, and recorection which is necessary to make these “ abstracts ” in any measure a substitute for daily exercises in the spelling, pronunciation, and use of short lists of judiciously selected words ?

There are certain difficulties in spelling which are well known to be common and almost universal. So far as these are found in words that are, or should be, in the pupil's vocabulary, is it not more economic to meet them directly and persistently than to wait for them to occur incidentally at long intervals in the work of copying or of general composition ?

**This book was made with the conviction:—**

1. That the faults of the average spelling-book could be avoided, and that a book of *word-lessons* could be made so interesting and suggestive as to become an indispensable aid in the all-important work of learning to express thought correctly.

2. That the pronunciation and *use* of words should be taught in connection with their spelling.

3. That, after excluding the unusual words of the "old-time speller," more than one-half of the modern spelling-book words should be dropped as not likely to be misspelled by the average learner.

4. That all exercises should be graded with reference to the natural growth of the child's vocabulary.

5. That there should be variety in the character of the lessons and in the methods of classification.

6. That the principles of association, or of comparison and contrast, should be regarded in meeting such difficulties as arise from the use of different symbols for the same or similar sounds.

7. That the "homonyms" are among the most useful and most troublesome words in the language.\*

8. That, as the child is likely to carry through life what is copied or repeated from school books, illustrative sentences should, as far as possible, present the richest thoughts and the choicest gems of expression that can be gathered from literature.

9. That pupils in the common school should be so introduced to the study of word-analysis that they will be encouraged to consult the dictionary for the derivation of words, and to trace the links connecting the original with the current meaning.†

10. That there is no more valuable intellectual discipline than the study of synonyms, and that a series of lessons may be so presented as to lead the pupil almost unconsciously into the habit of weighing words and making nice, yet sound, distinctions.‡

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\* See pp. 15, 16, etc. (For the *general plan* of these elliptical exercises we are indebted to the "Royal School Series.") † See pp. 163, 164, etc. ‡ See pp. 153, 157, etc.

## METHODS OF TEACHING SPELLING.

---

SPELLING is chiefly a habit of the eye, and is of practical use only in writing. The pupil should therefore be trained to see word-forms correctly, and to reproduce them on the slate or on paper till correct writing becomes easy and natural. The large, clear type, the open page, and the variety of exercises in this book are designed to this end.

For the lower grades, copying the choice selections found in the following pages will afford excellent practice in spelling, and in the use of capital letters and punctuation marks ; but such exercises should be subjected to rigid examination, and no careless work should be accepted.

In assigning a lesson the teacher should see that the pupils are able to pronounce all the words correctly, and that they know something of the use of each word. The following lessons are so arranged as to present a thorough and carefully graded course in the principles of pronunciation without defacing the page or confusing the eye to any considerable extent with diacritical marks. The spelling, pronunciation, and use of words are so associated that they can better be taught together than separately. Pupils should be required to illustrate the use of all words except names grouped topically.

The usual method of dictating written exercises in spelling is a good one. The teacher pronounces the words, which the pupils write on their slates or in their blank-books. Slates are then exchanged, and the teacher or one of the pupils gives the correct spelling of each word, while every pupil checks the mistakes found on the slate which he holds. The slates are then returned, the number of errors reported, and corrections made by rewriting the words in a separate column.

It is customary for the teacher to give the illustrative sentences when dictating the words ; but the suggestions given in connection with the following lessons will enable the *pupils* to give the illustrations, which is far better. If the illustrations are given orally, it would be well to have several pupils at the blackboard to write such of the sentences as

have particular merit, or such as the teacher may wish to present for criticism.

It is hoped that the character of the illustrative phrases and sentences in this book will aid the teacher in resisting the tendency of pupils to put meaningless, trashy stuff into their exercises. Such examples as the following are too generally encouraged in the text-books: "The bad boy hit the good girl in the eye;" "*Pour* water on the fire, that Albert may not see to *pore* over that foolish picture illustrating the *pores* of the skin;" "The *bear* tore his *bare* leg in such a manner that I could not *bear* to look at it."\*

Pupils should be required to keep a list of the words which they misspell, and to rewrite them frequently, in sentences and separately.

Written and oral spelling should be combined. The best results are obtained by addressing both eye and ear.

Oral spelling should be made an aid to correct pronunciation. Pupils should be required to pronounce and spell each word in a clear, natural tone of voice, making a slight pause between the syllables. This is better than the following tedious, confusing process: i-n in c-o-m com in-com p-r-e pre incompre h-e-n hen incomprehen s-i si incomprehensi b-l-e ble incomprehensible.

In oral spelling, the teacher may stimulate the interest of the pupils by allowing them to "go up," or to win rank by correcting misspelled words, and an occasional old-fashioned spelling-match will add fresh zeal to the work.

It is believed that the "directions" given in connection with the different lessons throughout this book will aid both teacher and pupil.

In most of the lessons on synonyms the teacher will notice that each group of synonymous words has a certain relation to the following group. This will enable the pupil, in writing illustrative paragraphs, to pass, by an easy transition, from one group to another, weaving the whole into one connected composition. The importance of this work in synonyms can hardly be overestimated.

For suggestions concerning the teaching of word-analysis see p. 163.

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\* The last two illustrations are typical sentences from a popular *English* word book—one from which American compilers have drawn most largely.

# PART I.

## LESSON 1.

ā, long, in hāte.

To the pupil.—Look at each word till you can turn away and see a perfect picture of it in your mind. Study down the columns, then from left to right.

ā	ā	āi	āy
trace	case	aid	lay
chase	place	aim	fray
vase	scale	praise	gray
space	skate	claim	spray
grace	haze	faint	sway
ache	bathe	jail	stray

Direction.—Copy the following sentences. Note carefully the capital letters and the punctuation.

*Now comes a faint trace of gray.*

*The sun will chase away the haze.*

*Let another man praise thee.*

*Where does space begin and end?*

*The dew bathes every spray.*

To the Teacher.—Let the pupils give short sentences orally for the words of the lesson not found in the script exercises. Drill in the pronunciation and the use of the words in the next lesson.



## LESSON 2.

ă, short, in hăt.

**To the Teacher.**—Call attention to the silent letters.

ă	ă	ă	ă
badge	spasm	shrank	track
crash	match	snatch	twang
chasm	scalp	sprang	lack
gnash	scamp	thrash	catch
add	scrap	thatch	patch
knack	scratch	batch	quack

**Direction.**—Copy the following sentences with care. Remember that the punctuation is a part of the written sentence.

*Avoid a nasal twang.*

*He never shrank from duty.*

*Thatch the roof with straw.*

*The scamp sprang into the track.*

*Crash! it went down the chasm.*

*The dean was famous in his time,  
And had a kind of knack at  
rhyme.*—Swift.

**To the Teacher.**—Call attention to the punctuation, capitals, rhyme, etc.

## LESSON 3.

ē, long, in mē.

To the pupil.—Look at each word till you can turn away and see a perfect picture of it in your mind. Study down the columns, then from left to right.

ē	ēa	ēa	ēe
eve	bleak	near	kneel
mere	preach	means	cheer
scene	cheat	peak	fleece
scheme	heave	please	screen
sphere	least	sheaf	freeze
theme	leave	streak	queer

Direction.—Copy the following sentences.

*Life is but a means unto an end.*

*Bleak blows the blast.*

*Least said is soonest mended.*

*Be of good cheer.*

*He chose a queer theme.*

*Was it a scheme to cheat?*

*How sweet are childhood's scenes!*

*Her locks are like a golden fleece.*

To the Teacher.—Call attention to the silent letters in the next lesson.

## LESSON 4.

ě, short, in mět.

**Direction.**—Study down the column, then from left to right.

ě	ě	ěa	ěa
debt	fence	breadth	health
dense	hedge	death	meant
tempt	jest	cleanse	stealth
edge	knell	deaf	sweat
pledge	ledge	dread	threat
quench	wedge	dreamt	wealth

**Direction.**—Copy the following sentences.*An idle man tempts the devil.**Words pay no debts.**Wealth cannot buy health.**The guilty soul dreads death.**Many waters cannot quench love.**Beads of sweat stood on his brow.**A dense hedge served as a fence.**His threat was meant as a jest.***To the Teacher.**—Help the pupils to grasp the thoughts contained in these exercises, and encourage them to put meaning into their original sentences.

**LESSON 5.**

**i, long, in prime.**

**ī, short, in pin.**

<b>ī</b>	<b>ī, y</b>	<b>ī</b>	<b>ī</b>
blithe	twice	bridge	script
knife	gripe	glimpse	shrink
quite	rhyme	niche	stitch
sigh	type	prism	switch
high	scythe	quit	width
prize	pry	rinse	zinc

**Direction.**—Copy the following sentences.

*Up, Fairy! quit thy bower.  
A stitch in time saves nine.  
Time's scythe mows down all.  
I prize your friendship highly.  
No lark more blithe than he.  
The image stands in the niche.  
Keeping time, time, time,  
In a sort of Runic rhyme.—Poe.*

**To the Teacher.**—Call attention to the silent letters in the next lesson.

## LESSON 6.

ō, long, in nōta.

ö, short, in nöt.

Direction.—Study down the columns, then from left to right.

ō	ōa	ōu, ōw	ö
yolk	loan	mourn	knob
folks	hoax	source	copse
comb	loam	though	lodge
gross	roam	owe	notch
ghost	loathe	known	dodge
rogue	hoarse	growth	knock

Direction.—Copy the following sentences.

*Idle weeds are fast in growth.**Ghosts exist only in the brain.**The sun is the source of light.**A hoax! cried the young folks.**Knock, knock! Who's there?**Blessed are they that mourn.**Owe no man anything.**The rogue dodged into the copse.*

## LESSON 7.

\* ū, long, in tūbe.

ū, short, in tūb.

dupe	cue	buzz	much
fuse	glue	crumb	numb
lure	sue	crutch	scud
cube	stew	dumb	shrub
plume	news	skulk	snuff
use	slew	judge	such

**Direction.**—Copy the following sentences.

*Evil news rides fast.*

*Pleasure oft is the lure to sin.*

*Judge not, that ye be not judged.*

*Use words that are in good use.*

*The ship scuds before the gale.*

*Give the cue, and I will speak.*

*He is only silent, not dumb.*

*A cube has six square sides.*

**To the Teacher.**—Drill the pupils on giving the long and the short sound of each vowel.

\* See Less. 24.

## LESSON 8.

## Review.

Direction.—Copy and study the following words.

<i>sphere</i>	<i>ache</i>	<i>zinc</i>	<i>source</i>
<i>breadth</i>	<i>badge</i>	<i>scythe</i>	<i>dodge</i>
<i>knell</i>	<i>gnash</i>	<i>comb</i>	<i>copse</i>
<i>wedge</i>	<i>scheme</i>	<i>ghost</i>	<i>crumb</i>

Direction.—Copy the following stanza, and pick out the words containing the sounds which you have learned.

*Across the blue sky together  
Raced three little clouds one day;  
The sun they had passed at noon-  
time,*

*The west was a league away.  
"Oh, he is so slow," they whispered,  
"So slow, and so far behind,  
We three can be first at sunset  
If only we have a mind."—"St. Nicholas."*

To the Teacher.—Talk with the pupils about the punctuation, the peculiar use and arrangement of words, the rhyme, poetic fancy, etc.

## LESSON 9.

## Words alike in sound (homonyms).

**To the Teacher.**—We would not advise the memorizing of these partial definitions.

The elliptical expressions will suggest a variety of interesting exercises. They may be filled out and copied, they may be used for oral recitation, or they may be written in class from dictation and corrected by exchange of slates.

ā, ē, î, ō, ū, ȳ.	ǎ, ě, ĭ, ǒ, ů, ȳ.
1 pain, ache. pane,—of glass.	6 bad, not good. bade, told.
2 be, to exist. bee, an insect.	7 bell,—for ringing. belle, a fine, gay lady.
3 stile, steps over a fence. style, fashion, manner.	8 him, that man or boy. hymn, a sacred song.
4 hole, an opening. whole, all.	9 knot, a tie ; a hard place in wood. not, a word of denial.
5 blew, did blow. blue, a color.	10 but, a connecting word. butt, larger end ; to strike with the head.

**Direction.**—Put the right word in the right place.

The (5) sky bends over all.—*Coleridge*. 'Tis (9) the (4) of life to live.—*Montgomery*. Sweet is pleasure after (1).—*Dryden*. So sweetly she (6) me adieu.—*Shenstone*. Thus (6) begins and worse remains behind.—*Shakespeare*. By turns a slattern or a (7).—*Goldsmith*. How soft the music of those village (7)s !—*Cowper*. A (2)-hive's hum shall soothe my ear.—*Shakespeare*. The foxes have (4)s.—*Bible*. Green vales and icy cliffs, all join my (8).—*Coleridge*.

(10) he lay like a warrior taking his rest,

With his martial cloak around (8).—*Wolfe*.

“The face against the (1).” “I am sitting on the (3), Mary.”—*Old Song*. The (10) of the whip. The beast (10)s me away.—*Shakespeare*. “It (5) a gale.” (3) of dress. Untie the (9). (9)ty timber. (2) just and fear (9).—*Shakespeare*.



## LESSON 10.

## Words alike in sound (homonyms).

To the pupil.—Which of the short sounds is missing here ?

ā, ē, ī, ō, ū.

- 1 made, did make.  
maid, a young woman.
- 2 hear, to listen.  
here, in this place.
- 3 time, days, years, etc.  
thyme, an herb.
- 4 wrote, did write.  
rote, mere repetition.
- 5 knew, did know.  
new, not old.

ǎ, ě, ĭ, ŭ.

- 6 rap, to strike.  
wrap, to infold.
- cent, a coin.
- 7 scent, an odor.  
sent, did send.
- 8 in, inside.  
inn, a public house.
- 9 plum, a fruit.  
plumb, perpendicular.

Direction.—Put the right word in the right place.

No blush of (1) is sweeter.—*Jean Ingelow*. (2) rests his head upon the lap of earth.—*Gray*. Then waste not (3), for (3) is the stuff that life is (1) of.—*Franklin*. I (2), yet say not much.—*Shakespeare*. Wisdom is not learned by (4). He builded better than he (5).—*Emerson*. Wise poets that (6) truth in tales.—*Carew*. I (7) the morning air.—*Shakespeare*. Shall I not take mine ease (8) mine (8)?—*Shakespeare*. Prunes are dried (9)s. The wall is (9). The Greeks burned the fragrant (3) as an offering to the gods. The baby, (5) to earth and sky.—*Holland*. There came a tapping as of some one gently (6)ping.—*Poe*. Jonah was (7) to Nineveh. Take care of the (7)s. The angel (4) and vanished.—*Leigh Hunt*.

To the Teacher.—The time of one recitation could be very profitably spent in aiding the pupils to develop the thoughts contained in some of the quotations. The quotations might be copied for another exercise.

## LESSON 11.

ä, *Italian*, in fär.

ä	ä	ä	äu
calf	ah	czar	jaunt
half	jar	arch	laugh
alms	scar	gape	daunt
calm	bath	parch	gaunt
salve	farce	wrath	haunt
psalm	barge	starve	craunch

**Direction.**—Copy the following.

*A soft answer turneth away wrath.  
 After tempests come such calms.  
 I laugh that I may not weep.  
 It was a scar nobly got.  
 Famine comes like a gaunt wolf.  
 No threat shall daunt us.  
 Well begun is half done.*

**To the Teacher.**—Call attention to the silent *l*'s in the first column, the silent *p* and *l* in *psalm*, and the silent *c* in *czar*.

## LESSON 12.

a, broad, in all.

Direction.—Study down the columns, then from left to right.

a	a	au	aw
talk	false	vault	fawn
balk	waltz	sauce	dawn
walk	dwarf	faults	gnaw
stalk	sward	gauze	yawn
scald	squall	caught	crawl
chalk	thwart	naught	scrawl

Direction.—Copy the following.

*Talk little, and think much.  
 'Tis the dawn of the Fairy day.  
 Our own misdoing balks our plans.  
 He was false; the fault was his.  
 Gauze was first made in Gaza.  
 Naught is seen in the vault on  
 high.*

**To the Teacher.**—Let the pupils see that *u* and *w* in the second column stand for the consonant sound of *w*, and that in the third and fourth columns *u* and *w* unite with *a* to equal *a*.

Drill on the pronunciation of the next lesson. See note, next page.

## LESSON 13.

\* *â*, *intermediate* (between *ä* and *ä*), in *ask*.

† *â*, *long before r*, in *câre*.

<i>ä</i>	<i>â</i>	<i>ä</i>	<i>â</i> , <i>âi</i> , <i>eâ</i>
last	lance	vast	scare
bask	dance	task	scarce
class	glance	staff	lair
grass	prance	quaff	chair
glass	chance	grasp	wear
clasp	branch	stanch	swear

Direction.—Copy the following.

*Chance and change are busy ever.  
 Much rain wears the marble.  
 The long day's task is done.  
 On with the dance!  
 Scornful glances wound the lowly.  
 The boy was the staff of my age.*

\* *â* represents one of the finest sounds of our language, and, when correctly given, adds much to the beauty of oral discourse. Avoid the extremes *ä* and *ä*.

† *â* represents the first, or "radical," part of *ä*, touched lightly, without the "vanish," or *e* sound. *â* is nearly equivalent to *ë* prolonged before *r*—*rë r*.

## LESSON 14.

o, in do (like oo in moon).

To the pupil.—Be careful not to give the *u* and *ew*, in this lesson, the sound of *ū*. Study down the columns, then from left to right.

o	oo = o	u = o	ou, ew ÷ o
*lose	woo	ruse	group
tomb	ooze	sure	wound
move	*loose	truce	through
prove	noose	brute	grew
whom	soothe	crude	strew
whose	smooth	spruce	shrewd

Direction.—Copy the following.

*Prove all things.*

*Make no truce with error.*

*The smooth stream gently flows.*

*God moves in a mysterious way.*

*Gilded tombs do worms infold.*

*Hard eyes oozed pitying tears.*

*Strew flowers in life's way.*

\* Be careful to distinguish, in pronunciation, *lose* and *loose*. In the former *s* has the sound of *z*, in the latter its natural or sharp sound.

## LESSON 16.

u in pull (like ö in wööl).

\*ü (ü before r) in für (like ö in wörk, ë in här, i in air).

Direction.—Study down the columns, then from left to right.

u = öö	ü, ö	ë	i
full	purr	err	stir
soot	durst	fern	dirge
bush	purse	pert	whirl
push	word	herb	mirth
nook	worm	stern	thirst
shook	worst	verse	squirm

Direction.—Copy the following.

*How forcible are right words!  
Mirth can into folly glide.  
Winter loves a dirge-like sound.  
Fern seeds grow on the leaf.  
The worst praise is self praise.  
He writes a noble verse, and full  
Of things that stir the blood.*

\* Between ü and ö. Some careful speakers discriminate between ü (= ö) and ö (= i), making the former a modification of ü, and the latter of ö.

## LESSON 16.

\*oi in oil.

\*ou in out.

Direction.—Study down the columns, then from left to right.

oi = oy	ou	ou	ow = ou
hoist	cloud	scout	scowl
voice	doubt	scour	frown
quoit	hound	ounce	crowd
moist	flounce	slouch	crown
choice	bounce	shroud	drowse
cloy	drought	pounce	browse

Direction.—Copy the following.

*Words are the voice of the heart.  
 Every cloud has a silver lining.  
 Our doubts are traitors.  
 A good name needs no scouring.  
 This evil shrouds all in gloom.  
 The hoary head is a crown of  
 glory.*

\* oi = ɔɪ, and ou = ʊə (not ɔə).

## LESSON 17.

### Review.

**Direction.**—Copy and study the following words.

<i> czar </i>	<i> swear </i>	<i> sure </i>	<i> quoit </i>
<i> alms </i>	<i> waltz </i>	<i> ooze </i>	<i> doubt </i>
<i> salve </i>	<i> gnaw </i>	<i> tomb </i>	<i> whirl </i>
<i> psalm </i>	<i> chalk </i>	<i> shrewd </i>	<i> squirm </i>

**Direction.**—Copy the following stanza, and note the letters standing for the sounds you have learned.

*The winds are whist, and the owl is  
still,  
The bat in the shelvy rock is hid,  
And naught is heard on the lonely  
hill  
But the cricket's chirp and the an-  
swer shrill  
Of the gauze-winged Katy-did,  
And the plaint of the wailing  
whip-poor-will.*

“The Culpit Foy.”—Drake.



## LESSON 18.

## Words alike in sound (homonyms).

ā, ă, ä, a, à.

- 1 ate, did eat.  
eight, a number.  
jam, preserved fruit ; to  
squeeze.  
2 jamb, side-piece of a door  
or a fire-place.  
3 hart, a male deer.  
heart, the seat of life.  
4 all, the whole of.  
awl, a pointed tool.  
draft, an order for money ;  
5 a selection of men.  
draught, act of drawing ; a  
drink ; a current of  
air.

â, ô, ö, î, ï.

- 6 stâre, to gaze.  
stâir, a step.  
7 rêad a book.  
reed, a slender stalk.  
8 rêad, did rêad.  
red, a color.  
9 die, to expire ; a stamp.  
dye, a color.  
10 knit,—with needles ; to  
unite.  
nit, the egg of an insect.

**Direction.**—Put the right word in the right place.

They never fail who (9) in a great cause.—*Byron*. (7)ing maketh a full man.—*Bacon*. Not (4) that glitters is gold.—*Proverb*. To thee the (7) is as the oak.—*Shakespeare*. And (4) the world would (6).—*Cowper*. A beautiful (8) (9) is made from the bodies of insects. As the (3) panteth after the water brooks.—*Bible*. To sit in a (5) of air and drink (5)s of cold water. (10) stockings. Broken bones will (10). A flight of (6)s. We (1) breakfast at (1) o'clock. The (10) contains the germ of life. A shoemaker's (4). To (2) the finger. The (2) of the door. You should have (8) the (5) before cashing it. Look, then, into thy (3), and write.—*Longfellow*.

**To the Teacher.**—The copying of these elliptical exercises and the development of the thoughts suggested might profitably be given for separate lessons.

## LESSON 19.

## Words alike in sound (homonyms).

To the pupil.—Are all the sounds of *o* and *u* found here ?

<i>ō, o, ū.</i>	<i>ū, u, ū (ō, ē, ī).</i>
1 fore, in front. four, a number.	6 sun, the source of light. son, a male child.
2 forth, forward. fourth, last of four.	7 wood,—from trees ; a forest.
to ; as in "to write to me." 3 too ; as in "too much for me too." two, a number.	would ; as, "He would ' not."
4 threw (ew = <i>o</i> ), did throw. through ; as, "through a board or a gate."	8 fir, a tree. fur, fine, soft hair.
5 hew, to cut. hue, color.	9 earn, to gain. urn, a vase or vessel.
	10 whirl, to turn rapidly. whorl, a circle of leaves.

Direction.—Put the right word in the right place.

(9) rest from labor.—*Milton*. A wise (6) maketh a glad father.—*Bible*. Let not the (6) go down upon your wrath.—*Bible*. There is a pleasure in the pathless (7)s.—*Byron*. Go (2) under the open sky.—*Bryant*. (3) proud (3) learn.—*Cowley*. As brown in (5) as hazel nuts.—*Shakespeare*. (5) thee (3) tables of stone.—*Bible*. I (7) not live away.—*Bible*. Passed like a shadow (4) the field.—*Tennyson*. "The glorious (2)." The (3) (1) feet and the (3) hind feet make (1) feet. The pine and the (8) give us timber, pitch, tar, etc. The sailors (4) Jonah into the sea. The (8) trade of Alaska. The loud hissing (9) throws up a steamy column.—*Cowper*. The leaves grow in (10)s around the stem. Gray, iron skies and (10)s of March dust.—*Carlyle*.

## LESSON 20.

\*Signs used for  $\bar{a}$ . $\bar{a}$  =  $\bar{a}i$ ,  $\bar{a}y$ ,  $\bar{e}i$ ,  $\bar{e}y$ ,  $\bar{o}a$ ,  $\bar{u}$ .**Direction.**—Study down the columns, then from left to right.

$\bar{a}$	$\bar{a}$	$\bar{a}$	$\bar{a}$
brace	quaint	bray	they
glaze	frail	tray	they
craze	maim	dray	ey'ry
plague	strain	ray	break
vague	train	skein	great
graze	chaise	freight	gauge

**Direction.**—Copy the following.*Life is a tangled skein.**Folly brings evil in its train.**We shall break their bonds.**Your ideas are too vague.**We drove a quaint old chaise.**A fault glazed over is not cured.**Frail vessels carry light freight.*

\* The long sound of a single vowel followed by a consonant is often indicated by a final *e*, and the short by the absence of the *e*; as, *cape*, *odp*, *hills*, *hdt*, *hope*, *hdp*, etc.; but *hde* and *hde* (*ax* or *axe*, *adz* or *adze*) are exceptions.

$\bar{a}$  usually has no substitutes, *plid* and *guaranty* being exceptional.

## LESSON 21.

Signs used for ä, a, and â.

ä = äu, eä, uä.

a = aw, au, ou, o, eö, oa.

â = ai, ea, ei, é.

ä	a	â	â
flaunt	drawl	thought	flare
launch	lawn	wrought	lair
taunt	squaw	gorge	tear
heart	sprawl	thorn	heir
hearth	daub	broad	where
guard	fraud	George	ere

Direction.—Copy the following. Note the sounds of *a* in the last two lines.

*Our thoughts are heard in heaven.*

*Fraud cheats the doer most.*

*Where there's a will there's a way.*

*Look before you ere you leap.*

*Never answer a taunt.*

*Up, Guards! and at them!*

*Evil is wrought by want of thought*

*As well as want of heart.—Hood.*

## LESSON 22.

## Signs used for ē and ě.

ē = ēa, ēe, iē, ēi, ī, ēy, uay, ēo.

ě = ěa, ai, ěo, a, ěi, uě, iě, ay, u.

ē	ě	ě	ě
leaf	fierce	death	man'y
plea	seize	breath	heif er
cease	va lise'	said	guess.
squeak	key	a gain'	friend
steer	quay	leop'ard	says
sneeze	peo'ple	a ny	bur'y

Direction.—Copy the following.

*Bear up and steer right onward.*

*In his grave rained many a tear.*

*Death borders upon our biith.*

*We all do fade as a leaf.*

*Sweet is the breath of morn.*

*Can the leopard change his spots?*

*We all guess more than we know.*

*How the people crowd the quay!*

## LESSON 23.

Signs used for  $\bar{i}$  and  $\dot{i}$ . $\bar{i}$  =  $\bar{y}$ ,  $\bar{ie}$ ,  $u\bar{i}$ ,  $e\bar{i}$ ,  $\bar{y}e$ ,  $u\bar{y}$ ,  $a\bar{i}$ ,  $e\bar{y}a$ . $\dot{i}$  =  $\dot{y}$ ,  $u\dot{i}$ ,  $ee$ ,  $e$ ,  $u$ ,  $\dot{ie}$ ,  $o$ .

$\dot{i}$	$\bar{i}$	$\dot{i}$	$\bar{i}$
flight	guide	prince	been
writhe	height	since	pretty
lyre	rye	lynx	English
style	buy	myth	bus y
tie	aisle	build	sieve
pie	eye	guilt	wom'en

Direction.—Copy the following.

*Error is not always guilt.**The busy have no time for tears.**Every myth conveys a truth.**Put not your trust in princes.**Drink, pretty creature, drink.**The lynx has a sharp eye.**The poet touched his lyre.**The simplest style is the best.*

## LESSON 24.

Signs used for  $\bar{o}$ ,  $\check{o}$ ,  $\text{ø}$ . $\bar{o}$  =  $\bar{o}a$ ,  $\bar{o}w$ ,  $\bar{o}u$ ,  $\bar{o}e$ ,  $\bar{o}o$ ,  $ew$ ,  $ean$ . $\check{o}$  =  $a$ ,  $\check{o}w$ . $\text{ø}$  =  $\text{ø}d$ ,  $u$ ,  $\text{ø}u$ ,  $ew$ ,  $ui$ ,  $ue$ ,  $\text{ø}e$ .

$\bar{o}$	$\bar{o}$	$\check{o}$	$\text{ø}$
brogue	gourd	prompt	scoop
sword	foe	chaps	prune
shoal	woe	swamp	tour
goal	floor	swap	screw
sown	door	watch	bruise
bowl	sew	wand	true
court	beau	knowledge	shoe

Direction.—Copy the following.

*One kindness prompts another.**The grave is not life's goal.**Watchman, what of the night?**Knowledge comes; wisdom lingers.**Teach me to feel another's woe.**The fairy waved her wand.**The pen is mightier than the sword.*

## LESSON 25.

Signs used for ū, ŭ, u, ũ.

ū = ew, ūe, eū, ūi, ieu, iew, eaū.

ŭ = ó, oŭ, óo, óe.

u = óó, q, ou.

ũ = é, í, ô, éa, õu, ʃ.—See note p. 21.

ū	ŭ	u	ũ
clew	once	pull	verge
deuce	sponge	crook	twirl
sub due'	front	wool	world
juice	touch	bo'som	earth
a dieu'	young	wom an	hearse
view	blood	could	scourge
beau'ty	does	should	myr'tle

Direction.—Copy the following.

*Good-bye, proud world!*  
*We cannot sponge out our record.*  
*The scourge falls on every back.*  
*We stand on the very verge.*  
*We need some clew to guide us.*  
*The earth is full of beauty.*



## LESSON 26.

## Review.

Direction.—Copy the following words.

any      dence      gauge      people  
 seize      adieu      writhe      leopard  
 cry      heifer      pretty      English  
 aisle      valise      guard      wrought  
 busy      many      women      knowledge

Direction.—Copy the following, and note the letters standing for sounds you have learned.

Suppose your task, my little man,  
 Is very hard to get;  
 Will it make it any easier  
 For you to sit and fret?  
 And wouldn't it be wiser  
 Than waiting like a dunce  
 To go to work in earnest  
 And learn the thing at once?

Phæbe Cary

## LESSON 27.

## Words pronounced alike (homonyms).

ā.	â.
1 gait, manner of walking.	6 bare, naked.
gate, a kind of door.	6 bear, an animal; to suffer.
grate, to rub roughly;—for	6 fair, beautiful; just; a
2 a fire.	7 market.
great, large, noble.	7 fare, food; cost of passage.
3 hail, frozen rain; to salute.	8 hair,—of the head.
hale, sound, healthy.	8 hare, an animal.
4 lain, reclined.	pair, a couple.
lane, a narrow road.	9 pare, to cut off.
mail, a bag of letters;	pear, a fruit.
5 armor.	10 their, belonging to them.
male, a he-animal.	there, in that place.

Direction.—Put the right word in the right place.

Hark! the lark at heaven's (1) sings.—*Shakespeare*. (3), holy light!—*Milton*. To (6) is to conquer our fate.—*Campbell*. None but the brave deserve the (7).—*Dryden*. The very (8)s of your head are all numbered.—*Bible*. It is a long (4) that has no turning.—*Proverb*. The (2) fishes eat up the little ones.—*Shakespeare*. The (5) bird wears the finest clothes. We thought him strong and (3).—*Swift*. Does he not strut in his (1) ?—*Shakespeare*. The grizzly (6) of the Rocky Mountains. A bright fire in the (2). (2) the teeth. Send by (5). We paid (10) (7). He has (4) down. The trees are (6). Coat of (5). Coarse but healthful (7). (9) the apple. Ay, (10) is the rub.—*Shakespeare*. An old (9) tree. Like a (9) of loving turtle doves.—*Shakespeare*. They have the voice of lions and the act of (8)s.—*Shakespeare*.

To the Teacher.—Explain the more difficult expressions. The copying of these quotations might be given for a separate lesson.

## LESSON 28.

Words pronounced alike (homonyms).

ā.	â, â.
1 ale, a kind of beer. ail, to be ill.	6 tare, a weed; weight al- lowed.
base, very mean; founda- tion.	tear, to pull apart.
2 bass, a part in music.	7 ware, goods. wear, to have on.
brake, for stopping wheels; a fern; a thicket.	8 ball, a round body. bawl, to shout.
3 break, to part by force.	hall, a passage way; a large room.
4 frays, quarrels; rubs. phrase, related words.	9 haul, to drag or draw.
5 main, chief. mane, long hair on an ani- mal's neck.	10 pause, a stop. paws, feet of a beast.

*Direction.—Put the right word in the right place.*

All creatures look to the (5) chance.—*L'Estrange*. This rock shall fly from its firm (2) as soon as I.—*Scott*. Like a dew-drop from the lion's (5).—*Shakespeare*. The (3)ing waves dashed high.—*Hemans*. We (7) a face of joy.—*Wordsworth*. The deer has sought the (3).—*Scott*. The parable of the (6)s of the field.—*Bible*. I (10) for a reply.—*Shakespeare*. Bloody (4). Faneuil (9), Boston. What can (1) him! A good (2) voice. The cloth (4) badly. Do not (6) away thyself from me.—*Shakespeare*. Brew (1) from barley and hops. Apply the (3), and stop the car. A neat (4), full of meaning. "Tin (7) to mend." Pitch the (8). The bear strikes heavy blows with his (10). Galling his kingly hands (9)ing ropes.—*Shakespeare*. A little child was (8)ing, and a woman chiding it.—*L'Estrange*.

**To the Teacher.**—These exercises might be copied for a separate lesson. With some help the pupils could profitably change some of the quotations into their own language.

## LESSON 29.

## Words pronounced alike (homonyms).

ā.	â, ă, ä.
1 nay, no.	air, what we breathe.
1 neigh, the cry of a horse.	6 e'er, ever.
2 pail,—for water, etc.	6 ere, before.
2 pale, white.	6 heir, one who inherits.
3 plait, to fold ; a fold.	7 quarts, more than one quart.
3 plate, a dish.	7 quartz, a kind of rock.
sail,—of a ship ; to move	8 aught, anything.
4 through the water.	8 ought, is bound by duty.
sale, a selling.	9 arc, a part of a circle.
5 slay, to kill.	9 ark, a vessel.
5 sleigh,—for travelling on snow.	

**Direction.**—Put the right word in the right place.

A dewy freshness fills the silent (6).—*Southey*. The (2), high-foaming with a milky flood.—*Pope*. Let (2)-faced fear keep with the mean-born man.—*Shakespeare*. Make us (6)s of all eternity.—*Shakespeare*. (7) scratches glass easily.—*Dana*. Though he (5) me, yet will I trust him.—*Bible*. Come down (6) my child die.—*Bible*. The earth being round, a ship must (4) over an (9). The (3)s on which we fed.—*Dryden*. A ready (4) for them.—*Spenser*. The soldiers (3)ed a crown of thorns.—*Bible*. The (5) of the Esquimaux is drawn by dogs. I tell you (1).—*Bible*. Eight persons were saved in the (9). The horses (1). Four (7) make a gallon. The question, wrangle (6) so long, is only this.—*Pope*. These things (8) not so to be. But go, my son, and see if (8) be wanting.—*Addison*.

**To the Teacher.**—Lead the pupils to put into their own language the best thoughts here suggested. A lesson in copying might be added.

## LESSON 30.

## \* A Review of Marked Letters.

**Direction.**—Pronounce the word, and then give the sound of its marked letter. Be able to give other words that would be marked in the same way.

1. ā, long, in *hāte*.
2. ă, short, in *hăt*.
3. â, Italian, in *fâr*.
4. a, broad, in *all*.
5. â, intermediate, in *ănk*.
6. â, long before r, in *căre*.

1. ō, long, in *mō*.
2. ö, short, in *mēt*.

1. ī, long, in *pīne*.
2. i, short, in *pīn*.

1. ō, long, in *nōte*.
2. ö, short, in *nöt*.
3. o (like long *oo*) in *do*.

1. ū, long, in *tūbe*.
2. ü, short, in *tüb*.
3. u (like short *oo*) in *pull*.
4. ü (before r) in *für*.

oi and oy (unmarked = *ai*),  
in oil, toy.

ou and ow (unmarked =  
*ao*), in out, now.

## One letter used for another.

- a = ö, as in *what*.  
ê = â, as in *where, hair*.  
e = â, as in *eight*.  
ē = ū (nearly), as in *her*.  
ī = ē, as in *police*.  
ī = ū (nearly), as in *sir*.  
ô = ü, as in *dōne*.  
o = u, as in *wolf*.

- ô = a, as in *form*.  
ō = ū, as in *worm*.  
oo = o, as in *moon*.  
oo = u, as in *wool*.  
u = o, as in *rude*.  
y = ī, as in *fly*.  
y = ī, as in *myth*.

\* **To the Teacher.**—The age and ability of the pupil must determine how much of this work should be attempted here.

The marks here given are those used in Webster's dictionary, except ê and ö. For the former Webster has â, and for the latter he has no mark.

When one vowel of a diphthong is marked, the other is silent.

† See note, p. 21.

**LESSON 31.****Pronunciation.**

**To the Teacher.**—Children learn to pronounce by imitation. Much will depend on your own practice.

One may be aided in getting an intermediate sound by first giving the two extremes; as, ä, ä, ä, ä.

These lessons in pronunciation should be frequently repeated, and correct pronunciation should be insisted on in the pupil's reading, recitation, and conversation.

**Direction.**—Practice on the following words till the correct pronunciation becomes the natural one.

äunt, än, änt, päth, päť, pääs, .  
 bäh, bäsk, bälm, bräss, cälf, cásk,  
 cälm, cást, gäpe, gräsp, läth, lást,  
 pälm, pänt, psälm, pást, wräth, wáft,  
 älms, hälf, sälve, däunt, häunt, jäunt,  
 läugh, läunch, täunt, jāun'dice, sāun'ter,  
 1äl'mond, so prä'no, ad vance', äft'er, a lás',  
 bás'ket, blänch, bläst, bränch, cást,  
 cháff, chance, chänt, cläsp, cläss, cráft,  
 con trást', dänce, dráft, fást, fläsk,  
 gäsp, ghást'ly, glänce, gläss, gränt,  
 gräss, läss, másk, máss, mást,  
 pás'tor, plás'ter, pránce, pást'ure, quáff,  
 ráft, ráft'er, rāsp, sháft, slánt,  
 stáff, tásk, trānce, vást, mást'er.

## LESSON 32.

## Marked Letters.

**Direction.**—Study the spelling, the pronunciation, and the marks.

blāze	blānch	mīnce	chōōse
trāit	trānce	nŷmph	sūit
lāpse	spāre	fōrge	feūd
hāve	spēech	flōwn	nūdge
chāрге	guēst	brōnze	scrūb
vāunt	blīght	bōtch	bull
bald	līthe	soup	ūrge

**Direction.**—Copy the following.

*Speech is silver; silence is gold.*)  
*Suit the action to the word.*  
*Charity vaunteith not itself.*  
*Her cheeks blanched with fear.*  
*In a trance I saw a vision.*  
*The elephant's trunk is lithe.*  
*Frosts blight the tender plants.*  
*The soul is the body's guest.*

## LESSON 33.

## Marked Letters.

ve letter used for another.

n to spell and to use these words, and find what letter represents.

	jēr̄k	tōngue	wōrth
	gērm	shōve	brōök
	po lice'	scōrn	rude
	ra vine	cōrk	fruit
deign	dīrt	wōlf	guȳ
o bey'	shīrk	wōrse	rhythm

Direction.—Copy the following.

*The tongue is an unruly evil.  
 Ne'er saw I a calm so deep!  
 To obey is better than sacrifice.  
 Be not rude even to the rude.  
 Scorn to shirk a duty.  
 Neither rhyme nor rhythm here.  
 Join the "awkward squad."  
 The brook ran through a ravine.*



## LESSON 34.

## Pronunciation.

**Caution.**—The sound of *o* in these words is between *ō* in *nōt* and *ə* in *all*. Avoid the two extremes; the former is considered pedantic, and the latter vulgar.

**Direction.**—Practice on these words till the correct pronunciation becomes the natural one.

off, scoff, coffee, coffin, office, offer.  
broth, froth, cloth, soft, loft, lost,  
cost, frost, often, cross, loss, moss,  
toss, gloss, dross, gone, long, prong,  
song, strong, throng, wrong, mock.

**Caution.**—*ō = yōō*. After *d, t, l, n,* and *s*, it is not easy to give the *y* sound of *ū*, so careless speakers say *dōōty* and *tōōn* for *dūty* and *tūne*; but some, who are over-nice or affected, say *dyōōty* and *tyōōn*, making the *y* too distinct. Avoid both extremes. Good speakers touch the *y* very lightly, or, rather, let it sink into a very brief *ō*.

**Direction.**—In the first six words that follow make the *y* sound of *ū* distinct; in the others touch the *y* (or the *ō*) very lightly.

u'nit, cube, pu'ny, pure, mule, mute,  
duke, du'ty, ad duce', flute, lu'oid, lure,  
nude, nui'sance, sue, su'et, suit,  
tune, tu'tor, Tues'day.

**Direction.**—In the following words drop the *y* sound entirely, and pronounce *u* and *ew* like *ōō* (*y* after *r, sh, ch*).

rude, rule, ru'in, ru'by, ru'ral, ru'mor,  
true, truce, tru'ant, brute, sure, as sure',  
is'sue, drew, chew, grew, bruise, fruit.

## LESSON 35.

## Words pronounced alike (homonyms).

ā.	ā and ă.
1 <b>stake</b> , a post; a sum risked.	6 <b>lade</b> , to load.
<b>steak</b> , a slice of meat.	6 <b>laid</b> , placed.
2 <b>wade</b> , to walk in water.	<b>rain</b> , water from the clouds.
<b>weighed</b> , did weigh.	7 <b>reign</b> , to rule.
3 <b>wait</b> , to stay.	<b>rein</b> , for a horse.
<b>weight</b> , heaviness.	8 <b>vale</b> , a valley.
4 <b>waist</b> , part of the body.	<b>veil</b> (or vail), a covering.
<b>waste</b> , to destroy.	9 <b>dam</b> , to confine water.
5 <b>waive</b> , to put off.	<b>damn</b> , to condemn.
<b>wave</b> , — of the sea; — to wave the hand, etc.	10 <b>tacks</b> , small nails.
	<b>tax</b> , a government charge.

**Direction.**—Put the right word in the right place.

Learn to labor and to (3).—*Longfellow*. Down the lovely (8) of leisure.—*Jean Ingelow*. The thirsty earth soaks up the (7).—*Cowley*. Thou art (2) in the balances.—*Bible*. Birds that (2) have long legs and long necks. Haste makes (4).—*Proverb*. The (8) of the temple was rent.—*Bible*. (9) no man without a hearing. England may as well (9) up the waters of the Nile with bulrushes.—*Mrs. Child*. (10) for the carpet. A (1) for dinner. A (1) for the vine. A belt for the (4). Colts and children need a steady (7). In the (7) of George III. a (10) was (6) on tea. Bend under any (3).—*Shakespeare*. We will (5) our claim. Do not (6) the memory with worthless freight. "A life on the ocean (5)." And the star-spangled banner, O long may it (5)!—*F. S. Key*.

**To the Teacher.**—For another exercise, the pupils might copy the quotations above. Help them to study the thought and the language.

## LESSON 26.

## Words pronounced alike (homonyms).

ē.	ē.
1 beach, shore. beech, a tree.	6 feat, an exploit. feet, more than one foot.
2 beat, to strike. beet, a vegetable.	7 flea, an insect. flee, to run away.
3 beer, a drink. bier, a frame for carrying the dead.	8 heal, to cure. heel, a part of the foot.
4 creak, to make a harsh sound.	9 key,—for a lock. quay (or key), a wharf.
5 dear, costly; beloved. deer, an animal.	10 knead, to work dough. need, to want.

**Direction.**—Put the right word in the right place.

With stories told of many a (6).—*Milton*. At the foot of yonder nodding (1).—*Gray*. Be ye followers of God, as (5) children.—*Bible*. The timbers (4) and the roaring waves (2) upon the (1). Sugar is sometimes made from the white (2). (3) is made from malt and hops. The boat left the (9) and dropped down the (4). On the (3) we are all equal. (10) bread with the hands before baking. “A (7) in the ear.” (6) was I to the lame.—*Bible*. We may (7) some evils; some we must crush under the (8). The male (5) has branching horns. The (9)s of the kingdom of heaven.—*Bible*. Physician, (8) thyself.—*Bible*. He that is down (10) fear no fall.—*Bunyan*.

**To the Teacher.**—These elliptical exercises will furnish additional lessons in copying and in composition.

## LESSON 37.

Words pronounced alike (homonyms).

ē	ě
<p>1 leaf, —of a tree, book, etc.                      lief, willingly.</p> <p>2 leak, to trickle in or out.                      leek, a plant.</p> <p>meat, animal food ; food.</p> <p>3 meet, to come together ;                      suitable.</p> <p>mete, to measure.</p> <p>4 peace, quiet.                      piece, a part ; a composi-                      tion.</p> <p>5 peal, a loud noise. [bark.                      peel, to strip off the skin or</p>	<p>6 bread, food.                      bred, brought up.</p> <p>7 cell, a small close room.                      sell, to give for money.</p> <p>8 lead, a metal.                      led, did lead.</p> <p>9 rest, quiet ; remainder.                      wrest, to pull away by                      twisting.</p> <p>10 berry, a small fruit.                      bury, to put underground.</p>

*Direction.*—Put the right word in the right place.

Men are (8) by trifles.—*Napoleon*. (6) is the staff of life.  
 —*Swift*. Flights of angels sing thee to thy (9) !—*Shakespeare*.  
 I (10) all unkindness.—*Shakespeare*. I will make him an help  
 (3) for him.—*Bible*. Extremes (3).—*Proverb*. The (1) feeds  
 from the earth and the air. The (2) is the emblem of  
 Wales. A gentleman well (6).—*Shakespeare*. With what  
 measure ye (3).—*Bible*. We pare apples and (5) oranges.  
 To (7) one's life dearly. The guilty secret will (2) out.  
 The secret (9)ed from me.—*Milton*. The hermit's (7). Break  
 into (4)s. The (4) of nature is broken by a (5) of thunder.  
 His (3) was locusts and wild honey.—*Bible*. The roasted (10)  
 of the coffee tree. I have a soul of (8).—*Shakespeare*. I had  
 as (1) be a Scotchman.—*Junius*.

**To the Teacher.**—Help the pupils to grasp the thoughts found here.  
 An additional lesson in copying might be given.

**LESSON 38.**

**Some of the Distinguished Literary Men of  
America.**

*Washington Irving.*  
*Nathaniel Hawthorne.*  
*Oliver Wendell Holmes.*  
*Ralph Waldo Emerson.*

*William Cullen Bryant.*  
*Henry Wadsworth Longfellow.*  
*John Greenleaf Whittier.*  
*James Russell Lowell.*

*Lives of great men all remind us  
We can make our lives sublime ;  
And, departing, leave behind us  
Footprints on the sands of time.*

*Longfellow.*

## LESSON 39.

## Words pronounced alike (homonyms).

1	one, a number. won, gained.	7	berth, sleeping place in a ship.
2	beau, a gay, foppish man. bow, something curved.	8	birth, coming into life.
3	boar, a male swine. bore, to make a hole.	9	choir, a band of singers.
4	been, existed. bin, a box.	10	quire, twenty-four sheets of paper.
5	rye, a grain. wry, twisted.		bough, a branch.
6	choose, to select. chews, does chew.		bow, to bend; a bending; front part of a ship.
			coarse, rough.
			course, way, career.

**Direction.**—Put the right word in the right place.

Best things are hardest (1). (1) touch of nature makes the whole world kin.—*Shakespeare*. The Saxons hunted the wild (3). The (2) advanced with a graceful (9). I do set my (2) in the cloud.—*Bible*. A (5) face. A (4) of (5). Men (3) into the ground for oil. We have (4) learners from our (7). We (6), but God directs our (10). My (7) was near the (9) of the vessel. Twenty (8)s make a ream. A ruminant animal (6) the cud. The song birds are nature's (8). To copy, in my (10) English, his beautiful expressions.—*Dryden*. Superfluous branches we lop away, that bearing (9)s may live.—*Shakespeare*.

**To the Teacher.**—The elliptical expressions may profitably be copied for a separate lesson. Let the pupils talk about the thoughts suggested.

## LESSON 40.

## Words pronounced alike (homonyms).

1	dew, moisture from the air. due, owing; proper.	6	foul, dirty; unfair. fowl, a bird.
2	doe, a female deer. dough, paste for baking.	7	gilt, gold leaf. guilt, sin, crime.
	ewe, a female sheep.	8	groan, a deep moan. grown, increased.
3	you, person spoken to. yew, a kind of tree.	9	heard, did hear. herd of cattle.
4	flew, did fly. fue, a passage for smoke.	10	pray, to entreat. prey, plunder.
5	flour, ground grain. flower, a blossom.		

Direction.—Put the right word in the right place.

On hanging cobwebs shone the (1).—*Jean Ingelow*. Behold the (6)s of the air.—*Bible*. (6) deeds will rise.—*Shakespeare*. When spring unlocks the (5)s to paint the laughing soil.—*Heber*. The Lord will not hold him (7)less that taketh his name in vain.—*Bible*. Politeness is the (7) of conduct. The (3) is common in English churchyards. Do (3) (10) to be (9) only by men? Respect is (1) to the aged. A word spoken in (1) season.—*Bible*. A (9) of (2)s and (3)s. We (8) under our load of (7). A swallow's nest in the (4). Large wars have (8) out of petty quarrels. Bolting separates the bran from the (5). The word (4) from mouth to mouth. My cake is (2).—*Shakespeare*. Fox in stealth, wolf in greediness, dog in madness, lion in (10).—*Shakespeare*.

To the Teacher.—These elliptical exercises will furnish matter for additional lessons. The pupils may write or talk about the thoughts here suggested.

## LESSON 41.

## Words pronounced alike (homonyms).

1	holy, sacred. wholly, entirely.	6	links,—of a chain. lynx, an animal.
2	kill, to take life. kiln, a large oven.	7	sea, ocean. see,—with the eyes.
3	knight, a title of honor. night, time of darkness.	8	some, a part; a few. sum, amount.
4	know, to understand. no, a word of denial.	9	weak, feeble. week, seven days.
5	lie, to rest; to deceive. lye, from ashes.	10	yoke,—for oxen. yolk,—of an egg.

**Direction.**—Put the right word in the right place.

Heaven (5)s about us in our infancy.—*Wordsworth*. I alone of all the Greeks (4) that I (4) nothing.—*Socrates*. (4) man is (1) bad. Love is (1).—*Shakespeare*. You cannot (2) the truth. Thine own true (3), by day or (3).—*Shakespeare*. The (9)s are (6) in the chain of the year. Character is the (8) of conduct. Bricks are baked in a (2). (5) unites with fat to form soap. We (7) our own faults with a bat's eyes, our neighbor's with the eyes of a (6). As brooks make rivers, rivers run to (7)s.—*Dryden*. Strengthen ye the (9) hands.—*Bible*. (10) is the same as *yelk*. Who best bear his mild (10), they serve him best.—*Milton*. (8) said, "John, print it;" others said, "Not so."—*John Bunyan*.

**To the Teacher.**—Additional lessons based on these elliptical exercises are suggested here, as before.



## LESSON 42.

## Review.

**Direction.**—Choose the right word.

1. One man's pleasure is another's (pane, pain).
2. (Stile, style) in dress should be governed by good (scents, sense, cents).
3. "(Their, there) graves are green, they may be seen," the little (maid, made) replied.—*Wordsworth*.
4. All (grate, great) men are in (some, sum) degree inspired.—*Cicero*.
5. Then might'st thou (tare, tear) thy (hair, hare).—*Shakespeare*.
6. Many sounds are so shrill that we do (not, knot) (hear, here) them.
7. A bruised (read, reed) shall he not (brake, break).—*Bible*.
8. Nearly (all, awl) the men able to (bare, bear) arms had (bin, been) (draft, draught)ed into service.
9. The human (hart, heart) is a complete force-pump.
10. When heroes (die, dye), the people mourn.
11. Hurrah! for the (read, red), white, and (blue, blew)!
12. There are 295 (stairs, stares) in the Bunker Hill monument.
13. (Four, fore) pecks make (one, won) bushel.
14. (Threw, through)the clouds of to-day shines the brightness of the morrow.
15. Prudent living leads to (hail, hale) old age.
16. A (bass, base) nature despises beauty.
17. The lioness has no (mane, main).
18. It is better (two, too, to) (wear, ware) out than to rust out.
19. Some English mansions are called (hauls, halls).
20. The gift without the giver is (bare, bear).

## LESSON 48.

### Review.

**Direction.**—Choose the right word.

1. They also serve who only stand and (wait, weight).—*Milton.*
2. The Lord shall (rein, rain, reign) forever.—*Bible.*
3. Beneath my (feet, feat) the (whirl, whorl)ing billows fly.—*Pope.*
4. He (pray, prey)eth best who loveth best.—*Coleridge.*
5. The (pail, pale) light of the moon is reflected from the (sun, son).
6. The (waist, waste)ful man shall live to want.
7. A (vale, vail, veil) of mist enveloped the mountain.
8. A willing (heart, hart) adds feather to the (heel, heal).—*Joanna Baillie.*
9. The (leaf, lief) supplies food for the (bury, berry).
10. (Lead, led) is (won, one) of the (base, bass) metals.
11. The (meet, meat) of (fouls, fowls) is delicate.
12. Genoa was the (birth, berth)place of Columbus.
13. His (bare, bear)d (bows, boughs) were (beet, beat)en with storms.—*Spenser.*
14. The heaviest (dues, dews) fall on clear (nights, knights).
15. Take my (yolk, yoke) upon you.—*Bible.*
16. The (grown, groan)ing ship (flew, flue) over the (sea, see).
17. We are never (two, too, to) old (too, to, two) learn.
18. Eaten (bread, bred) is soon forgotten.—*Proverb.*
19. (Their, there), at the foot of yonder nodding (beach, beech).—*Gray.*
20. Lovely (flowers, flours) are the smiles of God's goodness.—*Wilberforce.*

## LESSON 44.

## Birds.

To the pupil.—Find out what you can about each of these birds.

owl	quail	pig'eon	o'ri ole
crow	stork	par rot	par tridge
wren	grouse	spar row	blue-jay
gull	thrush	swal low	bob o link
dove	ea'gle	cuck oo	chick a dee
swan	rob in	os trich	night in gale
hawk	tur key	ca na'ry	whip-poor-will

## LESSON 45.

## What birds do and have.

coo	war'ble	whir	claw
caw	twit ter	poise	beak
chirp	whis tle	perch	plu'mage
cheep	hov er	tal'oa	feath ers
car'ol	mi grate	pin ion	giz zard

Direction.—Copy the following, and study the spelling.

*Newly wedded, and happy quite,  
Careless alike of wind and weather,  
Two wee birds, from a merry flight,  
Swing in the tree-tops, sing together.*

"The Century."

To the Teacher.—These lists contain only those familiar terms which the pupil is liable to misspell; they are not intended to be exhaustive. It may be of interest and profit to let the pupils add to them.

## LESSON 46.

## Parts of the Body.

eye	knee	thumb	lär'ynx
head	wrist	throat	knuck le
nail	pulse	breast	stom ach
tooth	pälm	tongue	'fore'head
cheek	thigh	nerves	shoul der
brain	scalp	an'kle	skel e ton
béard	skull	pal ate	mus täche'

## LESSON 47.

## What we Wear.

coat	skirt	a'pron	rib'bon
shoe	shawl	bon net	pet ti coat
hose	bäsque /	pin a fore	o'ver alls
glove	jack'et	col lar	<sup>2</sup> hand ker chief
shirt	mit ten	trou sers	pan ta loons'
cloak	gai ter /	cra vat'	<sup>3</sup> po lo naise

✓ **Direction.**—Copy the following.

*And why take ye thought for raiment? Consider the lilies of the field, how they grow; they toil not, neither do they spin.—Bible.*

**Pronunciation.**—<sup>1</sup> för'ed. <sup>2</sup> hang'ker chif. <sup>3</sup> po lo naze'.

## LESSON 48.

## What we Eat.

<i>Meat.</i>		<i>Fish.</i>	
chop	mut'ton	eel	sār'dine
lamb	sir loin	smelt	stur geon
loin	sau sage	perch	mack er el
beef	kid ney	'salm'on	shrimp
veal	ven i son	həl i but	oys'ter
steak	poult ry	her ring	mus sel

## LESSON 49.

*Vegetables.*

kale	tur'nip	'spin'ach	cross'es
on'ion	cab bage	cel er y	sāl si fy -
gar lic	pars nip	mus tard	ar ti choke
car rot	pars ley	chic o ry	pump kin
rad ish	'gher kin	po ta'toes	cau li flow er
'let tuce	cu cum ber	to mā toes	as par'a gus

## LESSON 50.

*Fruits.**Nuts.*

quince	ba nā'nā	blue'ber ry	pe can'
lime	cit'ron	'whort le ber ry	fil'bert
lem'on	rai sin	(or) huck le ber ry	pea nut
mel on	ā pri cot	'goose ber ry	wal nut
or ange	cur rant	'rasp ber ry	'al mond
ber ry	nec tar ine	pōme grān'ate	'chest nut

**Pronunciation.**—'sām'un. 'lēt'tis. 'gur'kin. 'spīn'ej. 'hwurt'l. 'gboz.  
'rāz. 'ā'mund. 'chēs'nūt.

## LESSON 51.

### Review.

<i>spinach</i>	<i>wren</i>	<i>salmon</i> //
// <i>asparagus</i>	<i>pigeon</i>	<i>herring</i>
<i>mackerel</i>	<i>raisin</i>	<i>palate</i>
<i>raspberry</i>	<i>laryna</i>	<i>sturgeon</i>
<i>whortleberry</i>	<i>almond</i>	<i>celery</i> /
<i>pomegranate</i>	<i>skeleton</i>	<i>lettuce</i>
<i>mustache</i>	<i>basque</i>	<i>turnip</i>
// <i>polonaise</i>	<i>chestnut</i>	<i>gherkin</i>

## LESSON 52.

### Various Articles of Food.

toast	/ sal'ad	/ om'e let	suc'co tash
✓ cheese	jel ly	✓ muf fin	sand wich
✓ gru'el	/ hon ey	cus tard	dough nut
✓ cook y	✓ bis cuit	✓ chow der	mar ma lade
✓ waf fle	✓ catch up (or)	✓ dump ling	sour-crou (or)
✓ erül ler	cat sup	✓ por ridge	sour-krou

## LESSON 52.

## Relating to Food and Drink.

mace	so'da	mo las'ses	cof'fee
gin'ger	sal e ra'tus	all'spice	'co coa
su gar	vin'e gar	cin na mon	choc o late
sir up	hom i ny	chow chow	brëak fast
su et	tap i o'ca	mac a ro'ni	'vict uals
yeast.	gel'a tîne	ver mi cel li	lunch eon

## LESSON 53.

## The Horse, etc.

balk	race	'coupé	girth
rear	champ	chaise	crüp'per
snort	neigh	bug'gy	stir rup
pace	can'ter	car riage	pôm mel
plunge	whin ny	pha e ton	'breech ing
am'ble	gal lop	sulk y	sur cin gle

## LESSON 54.

## Relatives.

fa'ther	niece
moth er	neph'ew
pa pä'	cous in
mam mä	daugh ter
un'cle	broth er
äunt	kin dréd

## The Wind.

breeze	cy'clone
squall	si moon'
gale	ty phoon
zeph'yr	tor na do
tem pest	whirl'wind
hur ri cane	'bliz zard

Pronunciation.—<sup>1</sup> kó'ko. <sup>2</sup> vit'iz. <sup>3</sup> koo pá'. <sup>4</sup> brich'ing.

\* A sudden snow-storm, accompanied by a hurricane and extreme cold.

**LESSON 56.****The City.**

curb	may'or	sa loon'	ca the' dral
gut'ter	av e nue	ten'e ment	me trop o lis
al ley	rail ing	pave ment	em po ri um
sew er	hy drant	lamp-post	res'tau rant
a re a	hos pi tal	mu şé'um	'aq ue duct
awn ing	pre cinct	om'ni bus	'reservoir

**LESSON 57.****The House—without and within.**

eaves	at'tic	heārth	clos'et
porch	gar ret	cor'nice	li bra ry
pì åz'zà	kitch en	ceil ing	bal us ter
ve ran da	par lor	man tel	bal us trade
bal'co ny	cel lar	'cup board	chim ney
wain scot	fur nace	läun dry	par ti'tion

**LESSON 58.****Things in the House.**

urn	ket'tle	pitch'er	bü'reau
chi'na	can is ter	sau cer	scis sors
cast er	crock er y	scut tle	mìr ror
cru et	dredg er	'bel lows	cur tain
ba sin	grid i ron	bed stead	mat tress
tu reen'	còl an der	cov er let	ot to man



## LESSON 59.

## Home.

Direction.—Copy and study.

*Be it ever so humble, there's no place like home. — J. Howard Payne.*

*The paternal hearth, that rallying-place of the affections. — Washington Irving.*

*He is happiest who finds peace in his home. — Goethe.*

*To Adam, Paradise was home; to the good among his descendants, home is paradise. — Hare.*

*A house is never perfectly furnished for enjoyment unless there is a child in it rising three years old, and a kitten rising six weeks. — Southey.*

## LESSON 60.

## Review.

<i>salad</i>	<i>victuals</i>	<i>stirrup</i>
<i>biscuit</i>	<i>luncheon</i>	<i>zephyr</i>
<i>cupboard</i>	<i>omelet</i>	<i>cousin</i>
<i>porridge</i>	<i>cornice</i>	<i>reservoir</i>
<i>succotash</i>	<i>nephew</i>	<i>tureen</i>
<i>macaroni</i>	<i>aqueduct</i>	<i>colander</i>
<i>vermicelli</i>	<i>carriage</i>	<i>bureau</i>
<i>coffee</i>	<i>surcingle</i>	<i>scissors</i>

## LESSON 61.

## Building.

<i>Material.</i>		<i>Tools.</i>	
<i>lāths</i>	<i>screw</i>	<i>adz or adze,</i>	<i>trow'el</i>
<i>i'ron</i>	<i>knob</i>	<i>plane</i>	<i>hatch et</i>
<i>mor tar</i>	<i>joist</i>	<i>square</i>	<i>chis el</i>
<i>²cēm ent</i>	<i>gird'er</i>	<i>lāthe</i>	<i>gim let</i>
<i>bat tens</i>	<i>scant ling</i>	<i>bev'el</i>	<i>au ger</i>
<i>shin gle</i>	<i>³clap board</i>	<i>mal let</i>	<i>com pass es</i>

Pronunciation.—<sup>1</sup> /urn. <sup>2</sup> or ce-mēt'. <sup>3</sup> klāb'bard.

## LESSON 62.

## Wild Animals.

ot'ter	'cham'ois	er'mine	jack'al
rab bit	monk ey	leop ard	rhi no'et' ros'
wea sel	rein deer	'squir rel	'ich neu mon
hy'na	an-te lope	el e phant	ca mel o pard
gi-raffe	bab oon'	rac coon'	o pos sum
ga zelle	go ril la	kan ga roo'	o rang'-ou tang'

## LESSON 63.

## Trees.

elm	pälm	pop'lar	ma hog'a ny
birch	cy'press	hick o ry	pal met to
spruce	eb o ny	hem lock	ai lan tus
ol'ive	hol ly	plant ain	syc'a more
co coa	ban yan	al der	ar'bor-vi'tæ
ce dar	'chest nut	ca tal'pa	lig'num-vi'tæ

## LESSON 64.

## Water.

<i>Names.</i>	<i>Actions.</i>	<i>Qualities.</i>
crëek	purl	pure
rap'ids	surge	clear
riv u let	spirt	tur'bid
cat a ract	spout	lim pid
fount ain	foam	crys tal
cas cade'	ed'dy	trans pârent

## LESSON 65.

### Earth, Sea, and Sky.

**Direction.**—Copy and study the following.

*Oh, what splendor! The sea, the great, glorious sea, which rolled its great billows toward the shore, lay stretched out before him, and the sun stood aloft like a great flaming altar, there where sea and sky met; everything melted together in glowing colors; the wood sang, and his heart sang too. All nature was a great, holy church, in which trees and floating clouds were the pillars and beams, flowers and grass the velvet carpet, and the heavens themselves the vaulted roof.*

*Hans Christian Andersen.*

**To the Teacher.**—Help the pupil to see the picture which Andersen here draws.

## LESSON 66.

## The Country.

field	knoll	verd'ure	cot'tage
stream	plain	ter race	buck et
shrubs	bri'ers	mead ow	or chard
swamp	gar den	past ure	hill ock
ridge	for est	quar ry	mount ain
woods	val ley	prec i pic	pig-sty

## LESSON 67.

## The Farm.

hoe	scythe	sick'le	drain
spade	mow'er	wag on	ditch
flail	cra dle	bar row	fur'row
plow (or)	reap er	crow-bar	dai ry
plough	thrash er	ox en	man ger
trough	har row	cat tle	grān a ry

## LESSON 68.

## The Farm.

<i>Kinds of land.</i>		<i>Fertilisers.</i>	<i>Things produced.</i>
ār'a ble	ster'ile	'guā'no	swath
fer tile	bar ren	muck	<sup>2</sup> wind'row
till a ble	bog gy	ma nure'	*row en
fruit ful	sand y	com'post	fod der
loam y	clay ey	gyp sum	prōd uce
marsh y	fāl low	phos phate	*aft er math

Pronunciation.—<sup>1</sup>gwā'nō. <sup>2</sup>wīn'rō.<sup>\*</sup>Second growth of grass in a season.

LESSON 69.

Direction.—Copy and study the following.

The Mountain and the Squirrel  
Had a quarrel,  
And the Mountain called the  
Squirrel "Little Pig."  
Pun replied:  
"You are doubtless very big;  
But all sorts of things and weather  
Must be taken in together  
To make up a year  
And a sphere;  
And I think it no disgrace  
To occupy my place.  
If I'm not so large as you,  
You are not so small as I,  
And not half so spry."

—Emerson.

## LESSON 70.

## Review.

<i>ebony</i>	<i>giraffe</i>	<i>dairy</i>
<i>terrace</i>	<i>chamois</i>	<i>arable</i>
<i>cypress</i>	<i>monkey</i>	<i>guano</i>
<i>crystal</i>	<i>rhinoceros</i>	<i>clayey</i>
<i>cataract</i>	<i>hickory</i>	<i>granary</i>
<i>plantain</i>	<i>ichneumon</i>	<i>windrow</i>
<i>sycamore</i>	<i>mahogany</i>	<i>precipice</i>

## LESSON 71.

## Pertaining to Numbers.

**Direction.**—Study the spelling ; copy the line in script.

• first	trip'le	fifth	┌ nine'ti eth
sin'gle	thir teen	fif'teenth	twelve
sec ond	thir ti eth	eighth	twelfth
doub le	four teen	eight'eenth	hun'dred
three	for ty	eight i eth	thou sand
third	for ti eth	nine ty	mill ion

\* *1st, 2d, 3d, 4th, 100th, 101st.*

\* No period is placed after these expressions—they are not treated as abbreviations.

## LESSON 72.

## Abbreviations \*—States.

Direction.—Study the spelling of the words, and copy the abbreviations. Notice the period after each abbreviation.

Al a bá'ma,	<i>Ala.</i>	Lou i ši á'na,	<i>La.</i>
Ar kan'sas,	<i>Ark.</i>	Maine,	<i>Me.</i>
Cal i for'ni a,	<i>Cal.</i>	Ma'ry land,	<i>Md.</i>
Cól o rá'do,	<i>Colo.</i>	Mas sa chu'setts,	<i>Mass.</i>
Con nect'i cut,	<i>Conn.</i>	Miç'h'i gan,	<i>Mich.</i>
Del'a ware,	<i>Del.</i>	Min ne so'ta,	<i>Minn.</i>
Flor'i da,	<i>Fla.</i>	Mis sis sip'pi,	<i>Miss.</i>
Geor'gi a,	<i>Ga.</i>	Mis sou'ri,	<i>Mo.</i>
Il li nois',	<i>Ill.</i>	Ne bras'ka,	<i>Nebs.</i>
In di an'a,	<i>Ind.</i>	Ne vä'da,	<i>Nev.</i>
I'o wa,	<i>Iowa</i>	New Hamp'shire,	<i>N. H.</i>
Kan'sas,	<i>Kans.</i>	New Jer'sey,	<i>N. J.</i>
Ken tuck'y,	<i>Ny.</i>	New York,	<i>N. Y.</i>

\* In this and the next lesson we give the abbreviations of the States and Territories, as now regulated by the "U. S. Official Postal Guide."

The similarity, when rapidly written, of the abbreviations *Cal.*, *Col.*; *Ia.*, *Io.*; *Neb.*, *Nev.*, etc., has been the occasion of much confusion.

<sup>1</sup> or Ar'kan saw. The State Legislature has made this the legal pronunciation.



## LESSON 73.

## Abbreviations—States and Territories.

**Direction.**—Study the spelling of the words, and copy the abbreviations. Notice the period after each abbreviation.

North			
Car o li'na,	<i>St. C.</i>	Ten nes see',	<i>Tenn</i>
O hi'o,	<i>Ohio</i>	Tex'as,	<i>Tex.</i>
Or'e gon,	<i>Oreg.</i>	Ver mont',	<i>Vt.</i>
Penn syl <sup>[ni a,</sup> va'-	<i>Pa.</i>	Vir gin'i a,	<i>Va.</i>
Rhode Isl'and,	<i>R. I.</i>	West	
South		Vir gin'i a,	<i>W. Va.</i>
Car o li'na,	<i>S. C.</i>	Wis con'sin,	<i>Wis.</i>
		United States,	<i>U. S.</i>

A las'ka,	<i>Alaska</i>	Mon tä'na,	<i>Mont.</i>
A rizo'na,	<i>Ariz.</i>	New	
Da ko'ta,	<i>Dak.</i>	Mex'i co,	<i>N. Mex</i>
I'da ho,	<i>Idaho</i>	U'tah,	<i>Utah</i>
In'dian,	<i>Ind. T.</i>	Wash'-	
		ing ton,	<i>Wash.</i>
		Wy o'ming,	<i>Wyo.</i>
		District of Columbia,	<i>D. C.</i>

## LESSON 74.

## Abbreviations—Months and Days.

Direction.—Study the spelling of the words, and copy the abbreviations.

January,	<i>Jan.</i>	Sunday,	<i>Sun.</i>
Feb'ru a ry,	<i>Feb.</i>	Monday,	<i>Mon.</i>
March,	<i>Mar.</i>	Tuesday,	<i>Tues.</i>
April,	<i>Apr.</i>	Wednesday,	<i>Wed.</i>
May,	<i>May</i>	Thursday,	<i>Thurs.</i>
June,	<i>June</i>	Friday,	<i>Fri.</i>
July,	<i>July</i>	Saturday,	<i>Sat.</i>
August,	<i>Aug.</i>		
September,	<i>Sep.</i>	(instant) the present month,	<i>inst.</i>
October,	<i>Oct.</i>	(ultimo) the last month,	<i>ult.</i>
November,	<i>Nov.</i>		
December,	<i>Dec.</i>	(proximo) the next month,	<i>prox.</i>

## LESSON 75.

## Abbreviations—Names and Titles.

**Direction.**—Study the spelling of the words, and copy the abbreviations.

Alexander,	<i>Alex.</i>	Captain,	<i>Capt.</i>
Benjamin,	<i>Benj.</i>	Colonel,	<i>Col.</i>
Charles,	<i>Chas.</i>	Doctor,	<i>Dr.</i>
Daniel,	<i>Danl.</i>	General,	<i>Gen.</i>
Frederic (or ck),	<i>Fred.</i>	Honorable,	<i>Hon.</i>
George,	<i>Geo.</i>	Major,	<i>Maj.</i>
James,	<i>Jas.</i>	Mister,	<i>Mr.</i>
Joseph,	<i>Jos.</i>	Mistress, (Missis)	<i>Mrs.</i>
Robert,	<i>Robt.</i>	Professor,	<i>Prof.</i>
Samuel,	<i>Saml.</i>	Reverend,	<i>Rev.</i>
Theodore,	<i>Theo.</i>	Doctor of Divinity,	<i>D.D.</i>
Thomas,	<i>Thos.</i>		

Doctor of Medicine, *M.D.*

**Pronunciation.**—<sup>1</sup> kurnel.

## LESSON 76.

## Abbreviations—Business.

**Direction.**—Study the spelling of the words, and copy the abbreviations.

at,	@	Gentlemen, (Messieurs)	Messrs.
account, $\frac{1}{2}$ or acct.		Number,	No.
barrel,	bbbl.	ounce,	oz.
bushel,	bu.	payment,	payt.
cent,	¢ or ct.	per cent.,	%
Credit,	Cr.	Post-Office,	P.O.
Collect on delivery,	C. O. D.	pound,	lb.
same (ditto),	do.	quart,	qt.
dozen,	doz.	Received,	Recd.
Debtor,	Dr.	yard,	yd.
gallon,	gal.	dollar,	\$
handkerchief,	hdkf.	and Company. & Co.	
merchandise,	mdsc.		

(For other abbreviations see p. 126.)

## Miscellaneous Test Words.

**Direction.**—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

77.	78.	79.	80.
ab'sence	ex cel'	mag a zine'	ra'zor
at om	fa'tal	med'i cine	rum mage
ax le	fir kin	mes sage	'scal lop
bag gage	fuzz	monk	schol ar
bar gain	glut'ton	'mul'ish/	skir mish
blu ing	gnarled	mur mur	sol emn
blur	gos'sip	mys ter y	sor rel
but'ton	gouge	notch	spe cie
cat kin	griz'zly	o'val	spe cies
chalk y	hag gard	pal ace	spi ral
cher ub	har ass	pal lid	stam mer
ci der	hol i day	par a sol	stub born
cir cus	hu mor	par cel	syr inge
cleat	in no cent	pi e ty'	tas sel
con trol'	i vo ry	pil grim	tor rent
crev'ice	i vy	pi ous	trel lis
cush ion	jeal ous	pi ra cy	tru ant
dirk	jock ey	pit i ful	tus sle
diz'zy	ker o sene	piv ot	weap on
driz zly	lag gard	plu mage	wheeze
ear ly	la pel'	po lar	wince
e clipse'	lim'it	'por poise	wiz'ard
en cir cle	loi ter	pshaw	wool ly
er'rand	loz enge	pud'ding	wrig gle

# PART II.

## LESSON 81.

### Capital Letters—Rules.

*Begin with a capital letter*—The first word of (1) a sentence, (2) a line of poetry, (3) a direct quotation making complete sense.

*Begin with capital letters*—(4) Proper names, titles used with them, and words formed from them, (5) names of things personified, (6) names of the months of the year and the days of the week, (7) names of the Deity, (8) principal words in the titles of books, essays, etc.

*Write in capital letters*—(9) The words *I* and *O*, and (10) numbers in the Roman notation.

*Examples.*—(1, 2) The Lord my pasture shall prepare,

And feed me with a shepherd's care.—*Addison.*

(3) Solomon says, "How forcible are right words!" (4) Dr. O. W. Holmes, Boston, Mass. American, English. (5) Jocund Day stands tip-toe on the misty mountain top. (6) Monday, January. (7) Most High, Creator. (8) Prescott's History of the Conquest of Mexico, My Walk to School. (9) Then I cried, "O father!" (10) Henry VIII., Louis XVI.

**To the Teacher.**—Select exercises and require the pupils to give reasons for the use of capitals. Let them write original sentences illustrating the rules above.

### Punctuation.

**To the Teacher.**—By the copying required in Part I., the pupil has become familiar with the more common marks of punctuation. We should give but few formal rules until some progress has been made in the analysis of sentences. Let the pupil give general reasons for the use of marks met with in copying and for those used in his original sentences.

## LESSON 82.

### Definitions.

A *Vowel* is a letter that stands for a free, open sound of the voice.

The vowels are a, e, i, o, u, w, and y; w and y are consonants at the beginning of a word or a syllable; as in *wet*, *yet*; they are vowels in *new*, *cow*, *dying*, *duty*, etc.

A *Consonant* is a letter that stands for a sound made by the obstructed voice or the obstructed breath.\*

A *Diphthong* is a union of two vowels in the same syllable, as in *bread*.

A *Triphthong* is a union of three vowels in the same syllable, as in *beau*.

A *Syllable* is one or more letters pronounced by a single effort of the voice.

*Accent* is stress of voice on a particular syllable of a word.

*Examples.*—Com pel' has two syllables, and un neo'es sa ry has five. The little mark placed after pel' and nec' indicates accent.

A *Monosyllable* is a word of one syllable.

A *Dissyllable* is a word of two syllables.

A *Trisyllable* is a word of three syllables.

A *Polysyllable* is a word of more than three syllables.

A *Prefix* is an addition to the beginning of a word.

A *Suffix* is an addition to the end of a word.

A *Primitive* word is one not derived from another word in the same language.

A *Derivative* word is one derived from another word; as, *unmanly*, *man* being the primitive, or root, word.

A *Compound* word is one composed of two or more simple words.

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\* A, which represents a mere forcible breathing, is an exception.

## LESSON 83.

### Classes of Consonants.

**Explanation.**—The two classes of consonants are here arranged in separate columns. Those in Col. "1" are called *vocal consonants* (*voice consonants*), and those in Col. "2" are called *aspirates* (*breath consonants*).

The letters with dots between them form pairs. Give the sound of the first letter of any pair, and you will find that, as the voice stops, the vanishing sound will be the sound of the other letter. The tongue, teeth, lips, and palate are in the same position for both, the only difference being that in one there is *voice*, and in the other only a *whisper*.

**Direction.**—Practice on these sounds, giving them first in words and then separately. Do not confuse the *name* of a letter with its *sound*.

1	2	1	2
<i>Vocal Consonants.</i>	<i>Aspirates.</i>	<i>Vocal Consonants.</i>	<i>Aspirates.</i>
b.....	p	f.....	
d.....	t	th (in thine).....	th (in thin)
g.....	k	v.....	f
.....	h	w.....	
j.....	ch	y.....	
l.....		z (in zone).....	s
m.....		*z (in azure).....	sh
n.....			

To the pupil.—c, q, and x are not found in the columns above.  
c = k or s ; q = k ; x = ks or gz.

## LESSON 84.

### Marked Letters—Consonants.

**Direction.**—Learn what the following marks mean, and practice on the different sounds, first in the word and then separately. Give other words containing these sounds.

ç, <i>soft</i> (= s), in çent.	s, <i>sharp</i> (unmarked), in same.
c, <i>hard</i> (= k), in call.	ç, <i>soft</i> (= z), in haç.
ch (unmarked) in child.	th, <i>sharp</i> (unmarked) in thin.
çh, <i>soft</i> (= sh), in çhaise.	th, <i>soft</i> or <i>vocal</i> , in this.
eh, <i>hard</i> (= k), in ehorus.	ñ (= ng), in inçk.
ğ, <i>hard</i> , in ğet.	x (= gz), in exiçt.
ğ, <i>soft</i> (= j), in ğem.	

\* See note p. 73.



## LESSON 85.

To the Teacher.—Explain the meaning of any words with which the pupils may not be familiar, then require oral sentences to illustrate all the words.

\*ç soft = s sharp.

\*h hard and -ch hard = k.

çen'tral	ser'mon'	-eow'ard	-eho'rus
aç id	sad dle	-eor al	-ehro mo
çis tern	safe ty	-eack le	-ehron ic
çi gar'	sen ate	-eul prit	-Chris tian
çyl'in der	sen ti nel	-eur ry	-Christ mas

## LESSON 86.

ch (unmarked).

tch = ch.

çh soft = sh.

lurch	sketch	çha råde'	shud'der
clench	stretch	çham pagne	shad ow
torch	hatch	çhe mişe	shal low
scorch	blotch	ma çhine	shin y
char'i ty	satch'el	çhiv'al ry	shag gy

## LESSON 87.

ti = sh

ci = sh

si = sh

s = sh

cau'tious	so'cial	man'sion	sug'ar
nup tial	de fi'cient	pen sion	cen sure
pe ti'tion	fe ro cious	'mis sion	press ure
va ca tion	es pe cial	di ver'sion	as sure'
es sen tial	ma gi cian	'con fes sion	nau'se ate

\* c is soft before e, i, and y.

<sup>1</sup> Pronounced *miş'wa* and *con'fesh'wa* (one s is silent).

## LESSON 88.

**To the Teacher.**—Explain words not familiar to the pupils, and require illustrations.

<i>ġ hard.</i>	<i>ġ soft = j.</i>	<i>dġ = j.</i>	<i>ʒ soft = z.</i>
ġhâst'ly	ġym'nast	budġe	goʒ'ling
muġ ġy	ġyp sy	trudġe	noiz y
ġos pel	en ġine	grudġe	diʒ ease'
ġib bous	mar ġin	dredġe	diʒ solve
ġos sip	herb aġe	drudġe	diʒ as trous

## LESSON 89.

<i>ɳ (= ng) and ng.</i>	<i>* ɣ = gɣ.</i>	<i>x (unmarked) = ks.</i>
Yan'kee	con'gress	eɣ haust'
wriɳk le	aɳ guish	eɣ empt
hun ġer	sprinɳk le	eɣ ert
triɳk et	bang ing	eɣ am ine
laɳ guage	swing ing	eɣ hib it
		ex'ile
		ex it
		ex tra
		ex treme'
		ex pel

## LESSON 90.

<i>† z (zh) = zî, zî, z.</i>	<i>wh = hw.</i>	<i>qu = kw.</i>	<i>ph, gh = f.</i>
ăz'ure	wharf	quote	ci'pher
glă zier	whôa	quell	or phan
con fu'sion	wheeze	quo'rum	al pha bet
ex plô sion	whit'tle	quar ry	e nough'
pleas'ure	whirl i ġiġ	que ry	lăugh'ter

\* *x* usually has this sound when followed by an accented vowel.

† This vocal consonant is the result of an attempt to sound *z* and *y* together (*zi* and *zi = zy*) (*su = zyoo*), and is simply *zh* made vocal. It is indicated in works on pronunciation by *zh*, but *z* and *h* never come together in the spelling of an English word.

## LESSON 91.

shouldn't	two	kicked	fair	kisses
perhaps	waves	screamed	good-by	dozens
much	could	dear	meant	blew
ocean	sea	afraid	least	breeze

Direction.—Fill the following blanks with words from the list above.

MY DEAR MAY,—How do you like the — ? ' Not — — ; it's so big. But — you like a nice little — that you — put into a pan ?

Have the — ever run over you yet, and turned your little — shoes into pumps full of water ? Have you been bathed yet in the sea, and were you — ? I was, the first time ; and — me, how I — and — ! or at — — to scream ; but the sea, ships and all, began to run into my mouth, and so I shut it up.

And now, —. The last — — I — — of — for you, but the wind changed, and I am afraid took them all to Miss H., or somebody that it shouldn't.—Hood.

## LESSON 92.

Direction.—Copy the following, and study the italicized words.

She was dead. No sleep so *beautiful* and *calm*, so free from *trace* of *pain*, so *fair* to look upon. She *seemed* a creature fresh from the hand of God, and *waiting* for the *breath* of life ; not one who had lived, and *suffered death*. Her *couch* was dressed with *here* and *there* some winter-berries and green leaves, *gathered* in a spot she had been used to *favor*. "When I *die*, put *near* me *something* that has loved the light, and had the sky above it *always*." These were her words.

She was dead. Dear, *gentle*, *patient*, noble Nell was dead. Her little bird—a poor, *slight* thing, the *pressure* of a finger would have crushed —was *stirring* nimbly in its cage ; and the strong *heart* of its child-mistress was mute and *motionless* forever.—Dickens.—*Death of Little Nell*.

## LESSON 93.

## Measures of Time.

hour	sec'ond	déc'ade	fôrt'night
month	min ute	ëp och	sea son
year	fore noon	cen tu ry	au tumn

**Direction.**—*Copy and study the following.*

We live in deeds, not years ; in thoughts, not breaths ;

In feelings, not in figures on a dial.

We should count time by heart-throbs. He most lives

Who thinks most, feels the noblest, acts the best.—*P. J. Bailey*

## LESSON 94.

**Direction.**—*Copy the following, and study the italicized words.*

I *steal* by *lawns* and *grassy* plots,

I slide by *hazel* covers ;

I move the sweet *forget-me-nots*

That grow for *happy* lovers.

I slip, I slide, I gloom, I *glance*,

Among my *skimming* swallows ;

I make the *netted* sunbeam dance

Against my sandy *shallows*.

I *murmur* under moon and stars

In *brambly* wildernesses ;

I *linger* by my *shingly* bars ;

I *loiter* round my *cresses* ;

And out again I curve and flow

To join the *brimming* river ;—

For men may come, and men may go,

But I go on *forever*.—*Tennyson.*—*The Brook.*

## LESSON 95.

## Some Useful Prefixes.

**un** and **dis** mean *not* or *the opposite act*; as, *unsafe, not safe*; *untie, the opposite of tie, to loose*; *dishonest, not honest*; *disagree, the opposite of agree, to differ*.  
**mis** means *wrong* or *wrongly*; as, *misconduct, wrong conduct*; *misjudge, to judge wrongly*.

**Direction.**—Learn to spell the following words, and define them as in the examples above.

**Caution.**—Do not double the *s* in *dis* and *mis*, and do not drop the *s* when the root-word begins with *s*.

un lock'	dis hon'or	mis guide'
un fair	dis o bey'	mis spell
un load	dis loy'al	mis lead
un true	dis sim i lar	mis print
un veil	dis sat is fy	mis spend

## LESSON 96.

**Direction.**—Study and define as before.

un ea'sy	dis cour'age	mis man'age
un health y	dis heart en	mis deed
un nerve	dis ap pear'	mis car ry
un clean	dis please'	mis state
un lace	dis a gree'	mis di rect'
un hitch	dis com'fort	mis judge'
un stead y	dis ad van'tage	mis step
un a wâre'	dis ap prove	mis quote

## LESSON 97.

## Some Useful Suffixes.

**ed** means *did*; as, *walked, did walk*.

**er**, in adjectives, means *more*; as, *wiser, more wise*.

**er**, in nouns, means *one who* or *that which*; as, *teacher, one who teaches*; *heater, that which heats*.

**est** means *most*; as, *wisest, most wise*.

**ing** means *continuing*; as, *walking, continuing to walk*.

**ish** means *like* or *somewhat*; as, *childish, like a child*; *sweetish, somewhat sweet*.

**able** and **ible** mean *able, fit to be, or causing*; as, *eatable, fit to be eaten*; *divisible, able to be divided*.

**ful** means *full of*; as, *joyful, full of joy*.

**Direction.**—Learn to spell the following words, and define them as in the examples above.

pitch'ing	weak'er	hea'then ish	ter'ri ble
touch ing	weak est	green ish	beau ti ful
fetch ed	build er	bear a ble	peace ful

## LESSON 98.

**Direction.**—Spell and define as above.

hor'ri ble	cheap'er	grat'er	pain'ful
per ish a ble	droll est	elf ish	faith ful
scour ing	wait er	pa gan ish	grate ful
i ron ing	strain er	girl ish	doubt ful
vis it ed	great est	sour ish	hon or a ble
screeched	great er	wasp ish	tax a ble

## LESSON 99.

## Suffixes—Continued.

**ly** means *like* or *manner*; as, *manly, like* a man; *bravely, in a brave manner*.

**ness** means *state of being*; as, *illness, state of being ill*.

**less** means *without*; as, *homeless, without* a home.

**en**, in adjectives, means *made of*; in verbs, *to make*; as, *wooden, made of wood*; *shorten, to make short*.

**ous** means *full of*; as, *joyous, full of joy*.

**s** or **es**, added to nouns, means *more than one*; as, *boys, churches*.

**'s** means *belonging to* or *possession*; as, *man's, belonging to man*.

**Direction.**—Learn to spell the following words, and define them as in the examples above.

cālm'ly	firm'ness	birch'en	at'las es
court ly	deaf ness	length en	cam el's
worth less	lead en	dan ger ous	cam els

## LESSON 100.

**Direction.**—Spell and define as above.

shrewd'ly	mis'chiev ous	guilt'less
chief ly	wretch ed ness	aim less
dear ly	prompt ness	heart less
meek ly	fierce ness	match less
proud ly	smooth ness	moist en
coarse ly	griev ous	isth mus es
mor tal ly	won drous	vil lag es

### LESSON 101.

#### Kinds of Cloth.

jean	al pac'a	vel'vet	cash'mere
baize	de laine	dam ask	cas si mere
chintz	me ri no	mo hair	buck ram
cal'i co	sat'in	ker sey	cor du roy
cot ton	si le'si a	cam bric	vel vet een'
chev i ot	flan'nel	ging ham	huck'a back

### LESSON 102.

#### On the Writing-desk.

quill	e ras'er	po'et ry	di'a ry
quire	mu'ci lage	po em	dra ma
ream	en vel ope	stan za	com e dy
wa'fer	fools cap	coup let	trag e dy
cray on	port fol'io	son net	par o dy
pen cil	pa'per-weight	bal lad	crit i cism

### LESSON 103.

#### Qualities known by

<i>feeling.</i>	<i>sight.</i>	<i>smell.</i>	<i>taste.</i>
slèek	squal'id	fra'grant	ra'cy
smooth	un couth'	o dor ous	lus cious
coarse	pleas'ing	bälm y	de li'cious
un e'ven	ra di ant	ar o mat'ic	pun'gent
tep'id	beau ti ful	sweet-scent'ed	sa vo ry
chill y	col ored	ran'cid	in sip'id



## LESSON 104.

## Pronunciation.

**Direction.**—Practice on the following words till you can pronounce them rapidly in succession without error.

**Caution.**—Final *a* unaccented has a brief sound of *ä* in *far*. Avoid *ä* or *í*.

A mer'i ca, al'ge bra, al pac'a, Chi'na, com'ma.  
Em'ma, ex'tra, mi'ca, so'fa, um bre'l'a.

**Caution.**—Avoid adding the sound of *r* to words like the following: as, *sawer 'er* for *saw her*.

awe, claw, draw, gnaw, law, saw,  
com'ma, Em'ma, i de'a, po ta'to, so'da.

**Caution.**—Do not give *ow* and *ou* (= *äö*) the drawling sound *äöö*, and do not sound *ow* (= *ö*) like *ur*.

brow, cow, drown, how, now, town,  
bound, found, house, pound, round, sound,  
bor'row, fel'low, hol'low, mel'low, nar'row,  
pil'low, shal'low, swal'low, to-mor'row, wid'ow.

**Caution.**—Do not sound *ing* like *in*.

see'ing, hear'ing, read'ing, writ'ing, com'ing,  
talk'ing, walk'ing, run'ning, go'ing, e'ven ing.

**Caution.**—In the endings *ent*, *ant*, and *ance*, do not make the *ä* and *ö* prominent, and do not change them to *ä*.

gov'erna ment, mon'u ment, mo'ment, si'lent,  
ig'no rant, ig'no rance, fra'grant, fra'grance.

**To the Teacher.**—It would be profitable to take this lesson up occasionally in review. See remark to teacher, Less. 81.

## LESSON 105.

To the pupil.—The name of the type is printed in the type named.

Direction.—Spell the words. Copy the punctuation marks.

Type.	Punctuation.
com'ma	,
sem'i co lon	;
co'lon	:
pe'ri od	.
in ter ro ga'tion	?
ex cla ma'tion	!
dash	—
pa ren'the sis	( )
quo ta'tion	" "
brack'ets	[ ]
hy'phen	-
ca'ret	^
a pos'tro phe	'

## LESSON 106.

To the pupil.—Contractions like these are allowable in poetry or in familiar speech, but not in formal prose composition.

Direction.—Learn to write these in sentences

ar'n't	e'er	I'd	ne'er
can't	hadn't	I'll	o'er
couldn't	hasn't	I'm	sha'n't
didn't	he'd	I've	'tis
doesn't	he'll	isn't	'twill
don't	he's	ma'am	won't

Pronunciation.—<sup>1</sup> bur jois'. <sup>2</sup> Ing'lish.

## LESSON 107.

## Adding Suffixes—Useful Rule.

**RULE I.**—Final *e* is dropped before a vowel.

**Direction.**—Drop the final *e* from the root-word, and add the suffixes, defining each new derivative as in the model.

**Model.**—admired, *did admire*; admiring, *continuing to admire*; admirable, *fit to be admired*; admirer, *one who admires*.

(The "model" must be varied to fit the different words and the different meanings of the suffixes.)

ad mire' + ed, ing, able, er	blame + ed, ing, able
ad vise + ed, ing, able, er	move + ed, ing, able
a dore + ed, ing, able, er	note + ed, ing, able
de sire + ed, ing, able	val'ue + ed, ing, able
ex cuse + ed, ing, able	cen sure + ed, ing, able

(Why is the *e* not dropped in the following words?)

blameless,            movement,            hateful.

**To the Teacher.**—Let the pupils construct short oral sentences containing these derivatives.

## LESSON 108.

**Direction.**—Drop the final *e* and add the suffixes. Define the last six.

plague + ed, ing	man'age + ed, ing	rogue + ish
guide + ed, ing	fence + ed, ing	blue + ish
grieve + ed, ing	scare + ed, ing	style + ish
judge + ed, ing	cease + ed, ing	virt'ue + ous
o blige' + ed, ing	a chieve' + ed, ing	sale + able
e raise + ed, ing	re ceive + ed, ing	cure + able

## LESSON 109.

## Adding Suffixes—Useful Rule.

**RULE II.**—In monosyllables and words accented on the last syllable, a final consonant after a single vowel doubles before a suffix beginning with a vowel (*x*, *k*, and *v* are never doubled).

**Direction.**—Add the suffixes as in preceding lessons. Be sure to double the final consonant of the root-word. Define all derivatives as in preceding “models,” except those in *ed* and *ing*.

(Why is the final consonant here doubled?)

fat + er, est, en	spin + ing, er
mad + er, est, en	swim + ing, er
red + er, est, en	shop + ing, er
thin + er, est, ish	rob + ing, ed, er
glad + er, est, en	drum + ing, ed, er
hot + er, est	plot + ing, ed, er

(Why are *l*, *r*, and *t* not doubled in the following words?)

con cealed', vig'or ous, ben'e fit ed, par'al leled

## LESSON 110.

**Direction.**—Form derivatives according to the rule. Use the words.

(What part of the rule applies in this lesson that did not in the preceding lesson?)

*quit + ing, ed	oc cur' + ing, ed	fop + ish
squat + er, ed	re gret + ing, ed	clan + ish
e quip' + ing, ed	ad mit + ing, ed	rag + ed
ac quit + ing, ed	be gin + ing, er	for got' + en
un fit + ing, ed	stir + ing, ed	al lot + ed
re fer + ing, ed	pin + ing, ed	star + y

\* These first four words come under the rule, for *ui* and *ua* are not diphthongs; *u* after *q* is a consonant = *w*.

## LESSON 111.

## Adding Suffixes—Useful Rule.

**RULE III.**—*y* after a consonant becomes *i* before a suffix not beginning with *t*.

**Direction.**—Join the suffixes and define as in the “model.” Be sure to change *y* to *i*.

**Model.**—*tardier, more tardy; tardiest, most tardy; tardily, in a tardy manner; tardiness, state of being tardy.*

heart'y + er, est, ly, ness	bus'y + er, est, ly, ness
stead y + er, est, ly, ness	la zy + er, est, ly, ness
read y + er, est, ly, ness	wor thy + er, est, ly, ness
hap py + er, est, ly, ness	sau cy + er, est, ly, ness
dain ty + er, est, ly, ness	ti dy + er, est, ly, ness
heav y + er, est, ly, ness	greed y + er, est, ly, ness

## LESSON 112.

**Direction.**—Join the suffixes and define as above. Be sure to change *y* to *i*.

mel'o dy + es, ous	mod'i fy + ed, er, es *
fu ry + es, ous	en vy + ed, ous, able, es
vic to ry + es, ous	pit y + ful, less, able, es
lux u ry + es, ous	fan cy + ful, ed, er, es
cer e mo ny + es, ous	glo ry + ed, ous, es
stud y + es, ous	cop y + ed, es

(Why is *y* not changed in the following words?)

mod'i fy ing, en joys', ba'by ish, cop'y ist

**To the Teacher.**—Let the pupils learn to use these words.

\* Instead of defining, put *he* or *it* before the verb when *es* is added; as, *it modifies*.

## LESSON 113.

## Review Exercises on Rules I., II., III.

Direction.—Tell why the rule applies or does not apply.

toil'er	pen'nies	try'ing	blot'ter
flee cy	bra cing	nois i est	re fus'al
breez y	du ti ful	hur ried	*wool'en
mer it ed	for ci ble	drop ping	*bi ased
per form'er	sense less	hur ry ing	*kid naped
com pelled	sen si ble	for get'ting	*wor ship er

## LESSON 114.

†One *l* or two.

Direction.—Add *ing* and *ed* to the following words. Add *er* to *jewel* and *travel*, and *or* to *counsel*. Double the final letter, or not, as your teacher may direct.

bar'rel	e'qual	mar'shal	rav'el
can cel	grav el	mar vel	rev el
car ol	jew el	mod el	ri val
chis el	la bel	pen cil	shov el
coun sel	lev el	per il	trav el
cud gel	li bel	quar rel	tun nel

\* Worcester gives *woollen*, *blassed*, *kidnapped*, *worshipper*.

† Worcester doubles the *l* in the derivatives of these words (except *perilous*), but Webster favors one *l*. Webster's spelling accords with the analogy of the language, and is, we believe, steadily gaining favor in the United States.

## LESSON 115.

## Geography.

e qua'tor	tor'rid	'isth'mus	ġey'sers
me rid i ans	frig id	moun tain	pen in'su la
par'al lels	isl and	prai rie	mon'arch y
hem i sphere	po lar	'pla teau'	ar is toc'ra cy
lat i tude	arc tic	o'cean	de moc'ra cy
lon ġi tude	trop ics	com merce	ar-ġi pġl'a ġo

## LESSON 116.

## Geography.—Cities—U. S.

Brook'lyn	San Fran cis'co	Cleve'land
St. Lou'is	Chil li cōth'e	Co hōes'
Ģhi ca'ġo	Phil a del phi a	'Des Moines
Bal'ti more	<sup>3</sup> Baton Rouge	<sup>5</sup> Du buque'
Lou is ville	New Or'le ans	Han'ni bal
Al ex an'dri a	Cin cin nā'ti	Chel sea

## LESSON 117.

## Geography.—Cities—U. S.

Ith'a ca*	O'ma ġa	Sa van'nah
Ke o kuk	<sup>4</sup> Pough keep'sie	Sehe nec ta dy
Mil wau'kee	Ra'leigh	Syr'a cuse
Min ne ap'o lis	Rich mond	<sup>7</sup> Terre Haute
Nash'u a	Sac ra men'to	Wilkes'bār re
Natch ez	Sau'ġer tiēs*	<sup>8</sup> Worcester

Pronunciation.—<sup>1</sup> is'mus. <sup>2</sup> plā tō'. <sup>3</sup> bat'un roozh. <sup>4</sup> de moïn'. <sup>5</sup> du bāk'  
<sup>6</sup> p'sl. <sup>7</sup> ter'reh hote. <sup>8</sup> wōō'ster. \* Village.

## LESSON 118.

**Direction.**—*Copy the following, and study the italicized words.*

The snow had begun in the *gloaming*,  
And *busily*, all the night,  
Had been *heaping field* and *highway*  
With a *silence*, deep and white.

*Every* pine and *fir* and *hemlock*  
Wore *ermine*, too dear for an earl;  
And the poorest twig on the *elm* tree  
Was *ridged* inch-deep with *pearl*.—*Lowell*.

*Boughs* are daily *rifled*  
By the *gusty thieves*,  
And the book of Nature  
*Getteth* short of *leaves*.—*Hood*.

## LESSON 119.

goal	especially	approaching	surely
delayed	clouds	foretells	almost
race	perseverance	coppery	swallows
tortoise	prize	weather	halo
hare	won	purple	certain

**Direction.**—*Fill the blanks from the words above.*

**The Hare and the Tortoise.**—A — and a — engaged to run a — ; but the hare, depending on the swiftness of his foot, — so long in starting that the tortoise reached the —, and — the — through its —, though slow in its motions.—*Fable*.

**Signs of Weather.**—Red — in the west at sunset, — when they have a tint of —, portend fine —. A — or yellow sunset generally — rain. But as an indication of wet weather —, nothing is more — than the — round the moon. When the — fly high, fine weather is to be expected or continued ; but, when they fly close to the ground, rain is — — approaching.—*Chambers*.



## LESSON 120.

## Exceptions to Rule I.

**To the Teacher.**—The value of the Rules of Spelling, previously given, will depend much upon the pupil's familiarity with the exceptions. These exceptions are really few when compared with the large number of words controlled by the Rules.

This grouping of words under Rules and Exceptions, if not carried too far, must, on the principles of association, or of comparison and contrast, be a great aid to the memory.

Words ending in *ce* and *ge* retain *e* before *able* and *ous* to keep *c* and *g* soft. Words in *oe* and *eo* retain the *e*, unless the suffix begins with *e*. Some words retain *e* to preserve their identity.

change'a ble	ser'vice a ble	hoe'ing	see'ing
charge a ble	trace a ble	shoe ing	a gree'a ble
man age a ble	ad van ta'geous	toe ing	dye'ing
mar riage a ble	cou ra'geous	a gree'ing	(coloring)
no tice a ble	out ra geous	flee'ing	singe'ing
peace a ble	um bra geous	free ing	tinge'ing

## LESSON 121.

## Exceptions to Rule I.—Continued.

**To the pupil.**—It is inferred from Rule I. that final *e* is *not* dropped before a consonant, but the following are exceptions.

aw'ful	du'ly	wis dom	lodg'ment
wo ful	tru ly	ar gu ment	a bridg'ment
du ty	whol ly	judg ment	ac knowl edg ment

The following words in *le* are contracted thus: *ad(le)ly = adly*.

a'bly	i'dly	gen'tly	peace'a bly
fee bly	sim ply	doub ly	peb bly
hum bly	am ply	grist ly	pos si bly

## LESSON 122.

## Exceptions to Rule II.

The final consonant is not doubled when, in the derivative, the accent is thrown from the last syllable of the primitive; as, *ref'er*, *ref'erence*. But we have *ex'cel'*, *ex'cel lent*, *ex'cel lence*.

Direction.—Learn to spell and use the following words.

ref'er ence	def'er ence	ref er ee'
pref er ence	in fer ence	ref'er a ble or
con fer ence	pref er a ble	re fer'ri ble

*Other exceptions.*

gas'es	hum'bugged	crys'tal lize
gas e ous	trans fer'a ble	can cel la'tion

*Use.*—Without reference to truth; preference for city life; a con-ference of wise men; a deference to rank; an unfair inference; transferable rights; decision of an impartial referee; gaseous vapors; crystallize in cubes. What is preferable to wisdom?

## LESSON 123.

## Exceptions to Rule III.

*y* does not change before *'s*.

Direction.—Learn to spell and use the following words.

la'dy's, en'e my's, ba'by's, coun'try's.

*Other exceptions.*—The last five change *y* to *e*.

staid (or stayed)	slain	sly'ness	pit'e ous
paid	dai'ly	shy ly	du te ous
laid	dry ly	shy ness	plen te ous
said	dry ness	la dy ship	beau te ous
saith	sly ly	ba'by hood	boun te ous

*Use.*—A story dryly told; slyness of a cat; a maiden's shyness; with a piteous look; bounteous Giver of all good.

## LESSON 124.

The Plural of Nouns in *y*.

Nouns in *y* after a consonant add *es*, and change *y* to *i* according to Rule III.

Direction.—Change the following singular nouns to the plural form.

lil'y	fam'i ly	sto'ry	gro'cer y
mis er y	cher ry	dai ry	*col lo quy
ber ry	dai sy	di a ry	so lil'o quy

Nouns in *y* after a vowel simply add *s*.

at tōr'ney	kid'ney	turkey	don'key
chim'ney	mon key	val ley	mon ey
jour ney	pul ley	vol ley	es say

## LESSON 125.

Plural of Nouns in *o*.

Some nouns in *o* after a consonant add *es* and some add *s*.

Direction.—Add *es* to the following.

buf'fa lo	em bar'go	mot'to	†por'ti co
cal i co	†grot'to	mos qui'to	po ta'to
car go	he ro	mu lat to	tor na do
ech o	in nu en'do	ne'gro	vol ca no

Direction.—Add *s* to the following.

can'to	jun'to	pī ā'no	so'lo
†dom i no	las so	pro vi so	two
du o dec'i mo	me men'to	quar'to	ty'ro
ha'lo	oc ta vo	sal vo	†ze ro

Nouns in *o* after a vowel add *s*; as,  
cameos, cuckoos, folios, trios.

\* *u* after *g* is a consonant.

† *s* or *-es*.

## LESSON 126.

### Plural of Nouns in *f* and *fe*.

(Change *f* or *fe* into *ves*.)

beef	half	life	sheaf	wharf (or <i>s</i> )
calf	knife	loaf	shelf	wife
elf	leaf	self	thief	wolf

(Add *s*.)

be lief'	dwarf	gulf	reef	scarf
brief	fife	hoof	roof	strife
chief	grief	proof	safe	waif

## LESSON 127.

### Possessive Form of Nouns.

In the singular add the apostrophe and *s* (*'s*) to denote possession; in the plural, the apostrophe only; but if the plural does not end in *s*, add *'s*.

Direction.—Copy the following.

(Possessive singular.)

Fanny's doll.	Burns's Poems.
The girl's bonnet.	Brown & Co.'s business.
A dollar's worth.	A day's work.

(Possessive plural.)

Those girls' dresses.	Children's toys.
Men's clothing.	Three years' interest.
Ladies' calls.	Five dollars' worth.

Direction.—Write the possessive of each of the following words, and place after it the name of the thing possessed.

Woman, women; mouse, mice; buffalo, buffaloes; fairy, fairies; hero, heroes; baby, babies; calf, calves.

## LESSON 128.

## Compound Words.

*Without hyphen.*

numskull    wherever  
 daybreak    whereabouts  
 brakeman    elsewhere  
 eyesight    anybody  
 iceberg      everything  
 threadbare   railway  
 greensward   nowadays

*With hyphen.*

heart's-ease    forty-two  
 two-wheeled    gray-haired  
 long-legged    half-past  
 emerald-green   thorough-bred  
 vice-president   major-general  
 postal-card      post-office  
 bird's-eye        hair-breadth

**To the pupil**—There is lack of uniformity in the use of the hyphen. When the simple words of the compound seem to lose their individual force and fuse into one general term, the hyphen is dropped.

In the dictionaries the hyphens between the parts of compound words are distinguished from those that separate syllables by being made heavier or longer, thus: *half-pen-ny*, or *half-pen-ny*.

## LESSON 129.

## Spelling and Pronunciation.

th and ~~th~~.

**Direction**—Learn to spell, pronounce, and use these words.

bāth...bāths...bāthe, clōth...clōths...clōthe,  
 mouth...mouths...mouth, wreath...wreaths...wreathe,  
 lāth...lāths, oath...oaths, pāth...pāths, mōth...mōths,  
 brēath...brēaths...brēathe, sheath...sheaths...sheathe,  
 heārth...heārths, growth...growths, breadth...breadths,  
 loath...loathe, soothe, \*smooth, bequeath, beneath.

**To the pupil**—The first eight nouns in this lesson are the only words, according to Webster, in which the *aspirate th* in the singular is changed to the *vocal th* in the plural; but there is very good usage for *truths* and *sheaths*.

\* Adjective or verb.

## LESSON 130.

## Insects.

## Reptiles.

gnat	(Undeveloped.)	newt	drag'on
bee'tle	lar'va	liz'ard	baş i lisk'
a phis	'lar væ	tur tle	croc o dile
*āph i dēs	mag got	bo a	al li ga tor
crick et	cat er pil lar	ad der	an a con'da
wee vil	chrys a lis	'tor toise	cha me'le on
mos qui'to	*chry sāl'i dēs	ter ra pin	sal'a man der

## LESSON 131.

everything	perceive	creatures	merry
wonderful	ditch	dwelling	mercy
microscope	through	thousand	ferocious
know	really	imagine	crowding
surely	appear	plateful	shrimps

**Direction.**—Fill the following blanks with words from the list above.

— you — what a — is, that — glass that makes — — a hundred times larger than it — is. If you look — a microscope at a single drop of — water, you will — more than a — strange-shaped —, such as you could never —, — in the water. It looks not unlike a — of —, all jumping and — upon each other, and so — are these little creatures that they will tear off each other's arms and legs without —; and yet they are happy and — after their fashion.—*Hans Christian Andersen.*

**Pronunciation.**—<sup>1</sup> tōr'tis.

\*aphides, plural of aphid. †larvæ, plural of larva. ‡chrysalides, plural of chrysalis.

## LESSON 132.

## Arithmetic.

sci'ence	u'ni form	ze'ro	di vis'ion
num ber	in te ger	ci pher	dig'its
in te gral	va ry ing	ad di'tion	e qual'i ty
con crete	no ta'tion	nu mer a'tion	e qua tion
dec i mal	fig'ures	sub trac'tion	col'umn
Ar a bic	naught	mul ti pli ca'tion	min u end

## LESSON 133.

## Arithmetic.

sub'tra hend	fac'tor	mul'ti ple	al'i quot
dif fer ence	div i dend	frac tions	ac count'
re main'der	di vi'sor	nu mer a tor	ledg'er
mul ti pli cand'	di vis i ble	cur ren cy	bal ance
mul'ti pli er	quo'tient	prod uct	debt or
de nom'i na tor	com pos'ite	e quiv'a lent	cred it or

## LESSON 134.

## Occupations.

min'er	*jew'el er	pi'lot	phy si'cian
tai lor	ped dler	at tor'ney	pol i ti'cian
brew er	ca ter er	so lic it or	sur'geon
sad dler	huck ster	*coun'sel or	mer chant
hos tler	butch er	ma chin'ist	a poth'e ca ry
jan i tor	mil li ner	mu si cian	pho tog ra pher

## LESSON 135.

### Pronunciation.

**Direction.**—Practice on these words till you can pronounce them rapidly in succession without error.

**Caution.**—Do not sound the *e* in the unaccented syllables of the following words. *Often* = *of'n*, *heaven* = *heav'n*, etc.

oft'en, heav'en, e'ven, sev'en, gold'en,  
o'pen, short'en, wood'en, froz'en, fallen,  
ea'sel, grov'el, ha'zel, man'tel, shov'el.

**Caution.**—Sound the *e* in the following words.

chick'en, hy'phen, kitch'en, lin'en, wool'en,  
bar'el, lev'el, quar'el, trav'el, ves'sel.

**Caution.**—Do not give *sh* before *r* the sound of *s*.

shroud, shrunk, shrub, shrewd, shrug, shrill.

**Caution.**—Do not drop *d* after *n* or in *lds*.

bands, friends, stand, grand'father,  
builds, child's, fields, folds, holds, scalds.

**Caution.**—Do not omit *t* after *e* hard or in *sts*.

facts, tracts, in structs', di rect'ly, per'fect ly,  
boasts, coasts, fists, ghosts, posts, in sists'.

**Caution.**—Sound the vowels in the unaccented syllables of the following words.

ev'er y, his'to ry, be lief', fam'i ly,  
li'bra ry, mem'o ry, sev'er al, nom'i na tive.

**To the Teacher.**—The lessons in pronunciation should be frequently taken up in review.

\* Most words in *en* drop the *e* in pronunciation; most words in *el* retain the *e*.



## LESSON 136.

stupendous	views	sculptured	existence
feathered	guide	image	region
chrysalis	heathens	later	forth
torpid	ancient	experience	intimation
caterpillar	remarkable	hoped	soul
animal	wonder	foretelling	representation

Direction.—Fill the blanks from the words above.

**Transformation of Insects.**—The same — crawls in its — shape, sleeps in its — —, and afterwards springs forth into the air on the — wings of the butterfly. What a — — is this transformation!

It is very — that the — —, though they had not the gospel to — their —, seem to have regarded these insect changes as — that which they — themselves to —. We are told that, on some of their gravestones which have been dug up in — years, the — of the butterfly is found — as a fit — of the —, and as an — that it would one day come — again under a new form, and in a new — of —.—Turner.

## LESSON 137.

Direction.—Copy the following, and study the italicized words.

**Cleanliness.**—The skin is one means of *getting* rid of impure, refuse matter from the blood. For this *purpose* it is *supplied* with two or three *millions* of small tubes, called *pores*, through which it *sweats* out the *superfluous moisture*. These pores also regulate the *temperature* of the body. When the body becomes overheated from *violent exercise* or *exposure* to fire, it is flooded with *perspiration*, and so is cooled down.

Now, if the pores become blocked up with *dirt*, they cannot *perform* their *functions*. In that case, either the skin *itself* will become *diseased*, or the blood will be injured by being forced to *retain* its *impurities*. Washing the skin is *therefore indispensable* to *health*.

## LESSON 138.

## Homonyms.

1	load, a burden.	roe, a female deer; the
	lode, a vein of ore.	6 eggs of a fish.
	right, correct.	row, a line; to impel with
	rite, a ceremony.	oars.
2	wright, a workman.	rowed, did row.
	write, to form letters.	7 road, a way.
		rode, did ride.
3	retch, to try to vomit.	8 rōot,—of a plant.
	wretch, a miserable person.	route, way.
		9 soar, to fly aloft.
4	rough, uneven.	sore, a hurt; tender.
	ruff,—for the neck.	
		10 straight, direct.
5	seam,—of a garment.	strait, narrow.
	seem, to appear.	

Direction.—Put the right word in the right place.

I would rather be (2) than be president.—*Clay*.

O life! thou art a galling (1),  
 Along a (4), a weary (7),  
 To (3)es such as I!—*Burns*.

Things are not what they (5).—*Longfellow*. Valor (9)s above misfortune.—*Addison*. Strive to enter in at the (10) gate.—*Bible*. Make (10) paths for your feet.—*Bible*. The coat was without (5).—*Bible*. Devise, wit! (2), pen!—*Shakespeare*. The (4) was formerly worn by both sexes. With solemn sacrificial (2). We (7) across the bay. My wandering ship I (6).—*Spenser*. Exhausted with (3)ing. A skillful wheel(2). A new (8) for tourists. A rich (1) of silver. Be thou like a (6) or a young hart.—*Bible*. Festering (9). *Dryden*. He (7) a bay horse. The ax is laid to the (8).—*Bible*.

## LESSON 139.

## Homonyms.

1	moan, a low sound of grief. mown, cut down.	6	parl, a gentle murmur, as of a brook.
2	none, no one. nun, a woman living in a nunnery.	7	pearl, a precious substance. plain, clear; simple; level ground.
	oar,—to row with.	8	plane, a tool; level surface. pore, an opening; to study closely.
3	ore, metal with some other substance. o'er, over.	9	pour, to empty out. raise, to lift up.
4	ode, a poem. owed, did owe.	10	rays,—of light. raze, to pull down. rice, a grain. rise (noun), an ascent.
5	peak, the top. pique, ill-will.		

**Direction.**—Put the right word in the right place.

The holy time is quiet as a (2)

Breathless with adoration.—*Wordsworth*.

From (5) to (5), the rattling crags among,

Leaps the live thunder.—*Byron*.

He who would search for (6)s must dive below.—*Dryden*.  
Express thyself in (7), not doubtful, words.—*Dryden*. Rip-  
pling waters made a pleasant (1).—*Byron*. Louder and  
louder (6) the falling rills.—*Pope*. Ye shall flee when (2)  
pursueth.—*Bible*. All wickedness taketh its (10) from the  
heart.—*Nelson*. It never rains but it (8)s.—*Old Saying*. (3)  
the blue billows we glide. A petty (5) against his neighbor.  
The (8)s of the skin. A rich vein of (3). (4)s of Horace.  
A smoothing (7). The Chinese live chiefly on (10). The  
Lord shall (9) him up.—*Bible*. A galley is propelled by (3)s.  
He (4) a debt of gratitude. New-(1) hay. Ye little stars,  
hide your diminished (9).—*Pope*. Cities (9)d and warriors  
slain.—*Pope*.

## LESSON 140.

## Homonyms.

	<b>scene</b> , a view.		<b>sew</b> ,—with a needle.
1	<b>seen</b> , beheld.	6	<b>so</b> , in this way.
	<b>seine</b> , a large net for fish.		<b>sow</b> , to scatter.
	<b>scull</b> ,—with an oar over the	7	<b>steal</b> , to take without right.
2	stern.		<b>steel</b> , hardened iron.
	<b>skull</b> , bone of the head.	8	<b>toe</b> , part of the foot.
3	<b>slight</b> , small; to neglect.		<b>tow</b> , to pull; coarse flax.
	<b>sleight</b> , a trick.	9	<b>told</b> , did tell.
	<b>sole</b> , only; bottom of the		<b>toll</b> , did toll.
4	foot.	10	<b>ton</b> , a weight.
	<b>soul</b> , spirit.		<b>tun</b> , a large cask.
5	<b>staid</b> , sober.		
	<b>staid</b> or <b>stayed</b> , did stay.		

**Direction.**—Put the right word in the right place.

He (6)ed with stars the heaven.—*Milton*. O that men should put an enemy into their mouths, to (7) away their brains!—*Shakespeare*. A charming (1) of nature is displayed.—*Dryden*. (5) Wisdom's hue.—*Milton*. If they transgress and (3) that (4) command.—*Milton*. We have (1) better days.—*Shakespeare*. My heart is true as (7).—*Shakespeare*. I can sing, weave, (6), and dance.—*Shakespeare*. They went and (9) the sexton, and the sexton (9) the bell.—*Hood*. But the dove found no rest for the (4) of her foot.—*Bible*. His own figure was formerly (6) (3).—*Scott*. Trip it as you go, on the light fantastic (8)—*Milton*. (3) of hand. Fishermen drawing a (1). (8) the disabled vessel into port. He (2)s across the ferry. The (10) of 2,000 lbs. The vision (5) but for a moment. (2)s that will not learn.—*Cooper*. Draw (10)s of blood out of thy country's breast.—*Shakespeare*. It is a fearful thing to see the human (4) take wing.—*Dryden*.

## LESSON 141.

Troublesome Words—*l* or *ll*.

Direction.—Learn to spell and to use.

un til'	al might'y	in tel'li gent	al to geth er
till	me tal lic	par'al lel	al read'y
al'ways	ex'cel lence	ex cell ent	wel'come
al so	mill ion	mil i ta ry	bel fry
al most	răil ler y	chil blain	wel fare
col lege	ar til'ler y	dil i gent	bul rush

*Use.*—Almighty power ; metallic sound ; highest degree of excellence ; not derision, but good-humored raillery ; chilblains on the feet ; diligent in business ; altogether lovely ; the nation's welfare.

## LESSON 142.

ough.

ou = äö, ö, ō, ȳ, ũ, ő.      gh = *f, k, p, or is silent.*

Direction.—Learn to spell and to use.

(*gh* is silent except where the sound is indicated.)

äö	ö	ȳ	ũ
bough	dough	bought	e nough' ( <i>f</i> )
dough'ty	bör'ough	brought	hic'cough ( <i>p</i> )
drought	fur lough	cough ( <i>f</i> )	rough ( <i>f</i> )
*plough	thor ough	fought	slough ( <i>f</i> )
slough	though	†nought	sough ( <i>f</i> )
		ought	tough ( <i>f</i> )
	ō	sought	
	through	thought	ő
		trough ( <i>f</i> )	hough ( <i>k</i> )
		wrought	†lough ( <i>k</i> )

\* or plow.

† or naught.

‡ or loch.

## LESSON 143.

ie and ei.

**RULE.**—*i* before *e*Except after *c*,Or when sounded as *a*,As in neighbor and weigh.—*Dr. Brewer.***Direction.**—Learn to spell and to use these words.

ie = ē.

a chieve'	bre vier'	front'ier	mien
ag grieve	chief	grief	niece
be lief	field	grieve	pier
be lieve	fiend	lief	pierce
bier	fierce	liege	piece
brief	frieze	li'en	priest

**Use.**—Achieve success ; aggrieved by oppression ; mourners followed the bier ; brevier type ; the arch fiend, Satan ; the frieze of the Parthenon ; frontier towns ; as lief go as not ; a liege lord ; a lien upon property ; with lordly mien.

## LESSON 144.

**Direction.**—Learn to spell and to use these words.

ie = ē		ie = ī	ie = ĭ	ie = ĕ
re lief'	shield	thieve	die	ker'chief
re lieve	shriek	tierce	lie	mis chief
re prieve	siege	tier	pie	sieve
re trieve	sortie	wield	tie	
se'ries	thief	yield	vie	

**Use.**—To reprove a criminal ; to retrieve one's character ; a series of triumphs ; a sortie from a fortress ; a tierce of wine ; to wield great power ; to vie with the best.

**LESSON 145.****ei = ā or â.****Direction.**—Spell and use.

deign	hei'nous	o bei'sance	sleigh
eight	heir	reign	their
feign	in veigh'	rein	veil
feint	neigh	rein'deer	vein
freight	neigh'bor	skein	weigh

**Use.**—To deign a smile; to feign sickness; deceived by a feint; a heinous crime; heir to the throne; to inveigh against rulers; made a low obeisance.

**LESSON 146.****Direction.**—Spell and use.**ei after c.**

con ceit'  
con ceive  
ceil  
ceil'ing  
de ceit'  
de ceive  
per ceive  
re ceipt  
re ceive

—*Exceptions to "i before e."*—

<b>ei = ē</b>	<b>ei = ě</b>	<b>ei = ĭ</b>
ci'ther	heif'er	coun'ter feit
nei ther	non pa reil'	for feit
lei sure		sur feit
in vei'gle	<b>ei = ĭ</b>	for eign
seine	sleight	sov er eign
seize	height	mul lein
weird	ka lei'do scope	

*Exception to ei after c.*—fin an cier'

**Use.**—Wise in his own conceit; to conceive an idea; leisure hours; inveigled by artifice; weird ghosts; nonpareil type; sleight of hand; to surfeit with sweets; a skillful financier for treasurer.

**To the Teacher.**—Let the pupil learn the simple, rhyming rule in Less. 143, with the exceptions given in lesson 146, and he "holds the key to the situation."

The *ie* in which *i* is a consonant, as in *ancient*, and the *ie* resulting from changing *y* to *i*, as in *fancies*, need hardly be noted as exceptions.

## LESSON 147.

## Homonyms.

aisle, a passage in a church.	7 crews, ships' companies.
1 isle, an island.	8 cruise, to go back and forth on the ocean.
I'll, I will.	dun, a color; to ask for
2 bale, a bundle.	9 debt.
3 bail, surety; handle of a kettle.	done, performed.
breach, a gap, a break.	9 hoard, a secret store.
breech, part of a gun.	hords, a tribe.
4 broach, to make public.	10 loan, something lent.
bröoch, a bosom pin.	lone, having no company; not inhabited.
5 clause, part of a sentence.	11 mews, cries as a cat.
6 core, the heart of anything.	muse, to think.
corps, a body of soldiers.	

Direction.—Put the right word in the right place.

Summer's (8) cloud comes thundering up.—*Herpont*. 'Mid storms to (7) for pleasure.—*Young*. What's (8) is (8).—*Shakespeare*. For (10) oft loses both itself and friend.—*Shakespeare*. (11) on nature with a poet's eye.—*Campbell*. The (1)s of Greece!—*Byron*. Leave you in (10) woods.—*Pope*. Once more unto the (3), dear friends!—*Shakespeare*. The squirrel's (9).—*Shakespeare*. Excessive (2) ought not to be required.—*Blackstone*. (1) do your bidding. Down the long (1). A (2) of cotton. A (3)-loading gun. A (5) of doubtful meaning. Pierced to the very (6). Those very opinions themselves had (4)ed.—*Swift*. A barbarian (9). When the cat (11), and the owl hoots. The (5) of beasts and birds. A (6) of infantry. Great ships with gallant (7). Honor's a good (4) to wear.—*B. Jonson*.



## LESSON 148.

## Homonyms.

- |  |  |
|--|--|
| <p>cite, to call up.<br/>1 sight, a view.<br/>site, a situation.</p> <p>2 climb, to go up.<br/>clime, region, climate.</p> <p>3 cord, a string.<br/>chord,—in music.</p> <p>4 faint, to swoon ; weak.<br/>feint, a pretense.</p> <p>5 fate, destiny.<br/>fete, a festival.</p> | <p>6 cast, to throw.<br/>caste, a class of society.</p> <p>7 cede, to yield.<br/>seed, what is sown.</p> <p>8 chased, did chase.<br/>chaste, pure.</p> <p>9 dire, dreadful.<br/>dyer, one who colors.<br/>fain, gladly.</p> <p>10 fane, a temple.<br/>feign, to pretend.</p> |
|--|--|

**Direction.**—Put the right word in the right place.

Father of all ! in every (2) adored.—*Pope*. The devil can (1) Scripture for his purpose.—*Shakespeare*. (4) heart ne'er won fair lady.—*Proverb*. Such (1)s as youthful poets dream.—*Milton*. Love took up the harp of Life, and smote on all the (3)s with might.—*Tennyson*. To bear is to conquer our (5).—*Campbell*. In the morning sow thy (7).—*Bible*. Mine enemies (8) me sore, like a bird.—*Bible*. John was (6) into prison.—*Bible*. She let them down by a (3) through the window.—*Bible*. (10) thyself to be a mourner.—*Bible*. (9) was the noise of conflict.—*Milton*. (10) would I (2) but that I fear to fall.—*Raleigh*. (8) as morning dew.—*Young*. A sacred (10) in Egypt's fruitful land.—*Tickell*. In India, each (6) has a distinct occupation. The general made a (4), to draw out the enemy. Preparing for the grand (5). To (7) territory. A (9) of wool. A stone marks the (1) of the house.—*Irving*.

## LESSON 149.

## Homonyms.

1	<b>fort</b> , a fortified place.	7	<b>peer</b> , an equal ; a noble- man.
	<b>forte</b> , what one can do best.		<b>pier</b> , stone-work for sup- port.
2	<b>freeze</b> , to harden with cold.	8	<b>pole</b> , a long stick ; end of the earth's axis.
	<b>frieze</b> , a part of a building ; a kind of cloth.		<b>poll</b> , the head ; place for voting.
3	<b>knave</b> , a rogue.	9	<b>reck</b> , to care (poetical). <b>wreck</b> , ruin.
	<b>nave</b> , middle of a church ; center of a wheel.	10	<b>reek</b> , to steam, to smoke. <b>wreak</b> , to execute with anger.
4	<b>maize</b> , Indian corn.		<b>ring</b> , a circle ; to sound a bell.
	<b>maze</b> , confusion of paths.	11	<b>wring</b> , to twist.
5	<b>mite</b> , anything very small.		
	<b>might</b> , power ; <i>past</i> of <i>may</i> .		
6	<b>mean</b> , low ; to intend ; mid- dle point.		
	<b>mien</b> , manner, appearance.		

**Direction.**—Put the right word in the right place.

In song he never had his (7).—*Dryden*. Spread the truth from (8) to (8).—*Addison*. (11) out, wild bells !—*Tennyson*. She threw in two (5)s.—*Bible*. How are the (5)y fallen !—*Bible*. Make a (11) about the corpse of Cæsar.—*Shakespeare*. And let me (11) your hearts.—*Shakespeare*. A (9) past hope he was.—*Shakespeare*. On me let death (10) all his rage.—*Milton*. The sun on the (10)-ing moisture fed.—*Milton*. In wandering (4)s lost.—*Milton*. What majestic (6) !—*Pope*. "Hold the (1)." The (3), or hub. (4) is a native of America. Two (7)s support the bridge. The (8)s close at sundown. Music is not his (1). The (2) is below the cornice. More (3) than fool.—*Martow*. Little he'll (9).—*Wolfe*. The golden (6) between two extremes. Water (2)s at 32° above zero.

## LESSON 150.

## Review.

Direction.—Choose the right word.

1. (Rite, right) is more than (mite, might), and justice more than (mail, male).—*Whittier*.
2. The crooked shall be (made, maid) (strait, straight) and the (ruff, rough) places (plane, plain).—*Bible*.
3. The (retch, wretch)ed have no friends.—*Dryden*.
4. Men should be what they (seem, seam).—*Shakespeare*.
5. His (style, stile) in (right, rite, wright, write)ing was (chased, chaste) and pure.—*Addison*.
6. He had kept the whiteness of his (sole, soul) and thus men (o'er, oar) him wept.—*Byron*.
7. In the morning (sew, sow, so) thy (seed, cede).—*Bible*.
8. (Rise, rice) is (razed, raised) upon lowlands.
9. Years (steel, steal) fire from the mind.—*Byron*.
10. The (nave, knave) of a cathedral is the part between the (aisles, isles).
11. Strung together like a (roe, row) of (pearls, purls).—*Byron*.
12. (Feint, faint) (heart, hart) ne'er (one, won) (fair, fare) lady.—*Proverb*.
13. The women are weeping and (wringing, ringing) (their, there) hands.—*Kingsley*.
14. The (scull, skull) protects the organs of (site, sight).
15. Members of the cat tribe (clime, climb) by means of their (clause, claws).
16. (Fate, fete) (steals, steels) along with silent tread.—*Couper*.
17. He shall come down like (rain, reign) upon the (moan, mown) grass.—*Bible*.
18. A (horde, hoard) of savages rushed through the (breech, breach) into the (forte, fort).

## LESSON 151.

au and aw = a.		ou and ow = ou in house	
gaud'y	awk'ward	noun	cow'er
au burn	taw dry	cloud'y	dow ry
auc tion	saw yer	foun der	pow der
plau dit	awn ing	ca rouse'	drow sy
pau per	taw ny	es pouse	bow er
cau cus	law suit	a rouse	prowl er
maud lin	haw thorn	de vour	vow el

## LESSON 152.

er, re.      ic, ick.

**To the pupil.**—The following words are written by some with the termination *er*, and by others with *re*.

cen'te.	mea'ger	sa'ber	som'ber
fi ber	me ter	scep ter	spec ter
lus ter	mi ter	sep ul cher	the a ter

(In the following *r* precedes *c* to give *c* the hard sound.)

a'cre	lu'cre	mas'sa cre	me'di o cre
-------	--------	------------	-------------

**To the pupil.**—The following words, formerly ending in *ck*, bring back the *k* to keep *c* hard, when a suffix beginning with *e*, *i*, or *y* is added. Add *k* to the following primitives and join the suffixes.

frol'ic + ed, ing	phys'ic + ed, ing
mim ic + ed, ing, er	traf fic + ed, ing, er
col ic + y	phthis ic (dis) + y

## LESSON 153.

penetrate	pierced	hastening	juice
scarcely	dried	abundant	drain
woody	foliage	fountain	surface
leathery	moistens	vegetable	receive
barren	several	nourishing	bowls

**Direction.**—Fill the blanks from the words above.

**The Cow-tree of South America.**—On the — flank of a rock grows a tree with dry and — leaves ; its large — roots can — into the stony soil. For — months in the year not a single shower — its —. Its branches appear dead and — ; yet, as soon as the trunk is —, there flows from it a sweet and — milk. It is at sunrise that this — — is most —. The natives are then to be seen — from all quarters, furnished with large — to — the milk, which grows yellow and thickens at the —. Some — their bowls under the tree, while others carry home the — to their children.—*Humboldt.*

## LESSON 154.

**Direction.**—Copy the following, and study the italicized words.

Jerrold had a *favorite* dog, that followed him *everywhere*. One day, in the *country*, a lady who was passing turned round and said *audibly*, "What an ugly little *brute!*" *whereupon*, Jerrold, *addressing* the lady, *replied*, "Oh, *madam!* I wonder what he thinks about us at this moment!"

He was so *benevolent*, so *merciful* a man that, in his mistaken *compassion*, he would have held an *umbrella* over a duck in a *shower* of rain.—*Douglas Jerrold.*

*Some people are as careful of their religion as of their best service of china, using it only on holy occasions.*—*Douglas Jerrold.*

## LESSON 155.

**Direction.**—Learn to spell and to use these words. Study down the columns, then from left to right.

<b>per or pur.</b>		<b>de or di.</b>	
per'jure	pur'chase	de scend'	di gest'
per sist'	pur port	de scribe	di rect
per spire	pur pose	de spair	dis patch
per suade	pur loin'	de spise	dis sect
per verse	pur sue	de spite	di verge
per vade	pur suit	de spond	dis pense
per se vere'	pur su ance	de stroy	di vide

**Use.**—To perjure one's self ; to persist in evil doing ; perverse disposition ; to pervade the universe ; the purport of his words ; to purloin an umbrella ; in pursuance of truth ; despite his prejudices ; telegraphic dispatches ; to dissect a body ; diverging paths ; to dispense rations ; to dispense with formality.

## LESSON 156.

**Pronunciation.**—(See Key, pp. 86 and 71.)

again (a gēn')	bellows (bēl'us)	dī'a mond	ēp'oeh
a'ged	be nēath	dīg arm'	ēra
al lī' (noun and verb)	bī'cī cle	dīg ās'ter	ev'er y (three syl.)
almond (ā'mund)	cās'si mēre	discern (diz zērn')	ex traōr'dinary
al pāc'ā	cēm'e tēr y	dīg dain'	fāu'cet
anxiety (ang zī'e ty)	gha grīn'	dishonest (diz òn'cest)	Feb'ru a ry
anxious (ang'k'shus)	column (kōl'um)	dīg own'	fig'ūre
auxiliary (awg zil'ya ry)	cū'cum ber	dōm'i nē	flō'rist
	cū'po lā	drōm'e da ry	for bāde'
	dēc'ade	elm (one syl.)	forehead (tōr'ed)
	de sist'		gallows (gāl'us)
	(not zist)		

## LESSON 157.

## Belonging to War.

'colonel	pa trol'	reg'i ment	mis'sile
chap'lain	re cruit	bat tal'ion	tom a hawk
ma jor	arm or	cav'al ry	ar til'ler y
ad ju tant	bar'rack	mi li'tia	am mu ni'tion
lieu ten'ant	'biv ouac	ep'au let	ar'se nal
'ser'geant	re doubt'	cam paign'	knep sack
cor po ral	'corps	câis'son	ma neu'ver

## LESSON 158.

## Change of Accent.

To the pupil.—The accent is on the first syllable of the following words when they are used as nouns or adjectives, and on the second when used as verbs.

Direction.—Study the spelling, pronunciation, and use.

<i>Nouns or Adj.</i>	<i>Verbs.</i>	<i>Nouns or Adj.</i>	<i>Verbs.</i>
ab'stract	ab stract'	per'fume	per fume'
ac'cent	ac cent'	per'mit	per mit'
com'pound	com pound'	pre'fix	pre fix'
con'cert	con cert'	prem'ise	pre mîse'
con'trast	con trast'	pres'ent	pre sent'
con'verse	con verse'	prod'uce	pro duce'
es'cort	es cort'	proj'ect	pro ject'
ex'port	ex port'	rec'ord	re cord'
fer'ment	fer ment'	re'tail	re tail'
fre'quent	fre quent'	sur'vey	sur vey'

Pronunciation.—' kur'uel. \* sâr'jent. \* biv'wak. \* kôr, plu. kôrs.

**Miscellaneous Test Words.**

**Direction.**—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

159.	160.	161.	162.
*dy'ing	can'ni bal	di rect'o ry	fer'rule
ly ing	can o py	dis'ci pline	flip pant
ty ing	car a mel	dis course'	flōr id
ac id	cat a logue	dis'si pate	fos sil
ag i tate	chal lenge	dis suade'	fren zy
al oe	cig ar ette'	di vorce	fric as see'
am bu lance	cit'i zen	doi'ly	friv'o lous
an gel'ic	<sup>3</sup> clique	duch ess	gal ax y
an'o dyne	co erce'	dun geon	gos sa mer
'an ten'nā	co er cion	e con'o my	guid ance
'an ten næ	col lapse	e lapse	guin ea
a pol o gy	col'lege	el'e ment	gut tur al
ap pall	co logne'	em bar'rass	hy brid
ap par el	con'di ment	em bel lish	ice-floe
ap'pe tize	con science	em'er y	id i o cy
ar id	con test'ant	em pha size	im be cile
ar mo ry	cri'sis	en deav'or	im per'il
as sess'or	'cri ses	en dur ance	in'fa mous
ath'lete	<sup>3</sup> cro chet'	e vap o rate	in form'ant
av a lanche'	<sup>6</sup> cro quet	<sup>7</sup> ex ag ger ate	in stall
bal'lot	deb'it	<sup>7</sup> ex hale	in'ter val
ben e fit	de ci'sive	<sup>7</sup> ex hil a rate	ir ri gate
bot a nize	de co rous	<sup>7</sup> ex hort	i sin glass
cal ci mine	dem'a gogue	fan'ci ful	lac quer

**Pronunciation.**—'ná. \*-æ = ð. \*klék. \*-séz. \*krō shá' \*krō ká'. <sup>7</sup>egz-  
 \* In adding *ing* to *die*, *lie*, and *tie* the *e* is dropped, according to Rule I., and the *i* is changed to *y* to prevent two *i*'s from coming together.



## Miscellaneous Test Words.

**Direction.**—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

163.	164.	165.	166.
lax'a tive	nas tur'tium	port'a ble	strat'a gem
lax i ty	nu'cle us	pre vent'ive	strat e gy
league	ob e lisk	prim'i tive	strat i fy
lev'i ty	ob scene'	prog e ny	tel e gram
lex i con	op'er a	pro pel'	ten ta cle
li cense	<sup>1</sup> or ches tra	prot'est ant	ter ma gant
lit i gate	or i gin	prov ince	terse
lit a ny	or tho dox	pur ga tive	tim'o rous
lit ur gy	ox y gen	pu tre fy	'tra che a
lu cid	par a ble	qua drille'	'tro che
lug gage	<sup>2</sup> par a chute	quad'ru ped	tu i'tion
mal ice	par a dise	<sup>3</sup> qualm	tyr'an ny
ma lign'	ped ant	rai'ment	u ſurp'
mam'moth	pen nant	ran cor	u'til ize
mar riage	per fi dy	ratch et	ve neer'
mar tyr	per me ate	rav age	ven'om
mas to don	pes ti lence	rec i pe	ven ti late
med ley	pet ri fy	sil hou ette	ver dant
me lo'de on	pis ton	sparse	ver mil'ion
moc'ca sin	plac id	sphinx	ver'min
mon o gram	*pom ace	spu'ri ous	vol a tile
mo tor	*pum ice	sten cil	wil y
mu ti late	pomp ous	stim u lant	wit ti cism
myr i ad	por ous	suäv i ty	wres tle

**Pronunciation.**—<sup>1</sup>ör'kes trä. <sup>2</sup>-shoot. <sup>3</sup>kwäm. <sup>4</sup>trä'ke ä. <sup>5</sup>trö'kä.

\*pomace (püm'äs), substance of crushed apples, etc.; püm'ice, a volcanic substance.

# PART III.

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## LESSON 167.

### Misused Words.

**Direction.**—Compare the words of each group ; study the meaning and use of each word.

- |                                  |  |  |
|----------------------------------|--|--|
| 1. <i>love</i><br><b>like</b>    | 4. <i>elegant</i><br><b>delightful</b>               | 7. <i>stop</i><br><b>stay</b>          |
| 2. <i>awfully</i><br><b>very</b> | 5. <i>lovely</i><br><b>pretty</b><br><b>pleasant</b> | 8. <i>splendid</i><br><b>excellent</b> |
| 3. <i>learn</i><br><b>teach</b>  | 6. <i>funny</i><br><b>strange</b>                    | 9. <i>can</i><br><b>may</b>            |

**Direction.**—Correct the following errors. The proper words will be found above.

Do you *love* green peas ?

We had an *awfully* good time.

These people are *awfully* jolly.

He *learnt* me to swim.

What an *elegant* time we did have !

Don't you think that hat is *lovely* ?

It is a *lovely* day.

It is *funny* that I cannot recollect it.

My friend is *stopping* at the Fifth Avenue Hotel.

This roast beef is *splendid*.

*Can* I see you a moment ?

**To the Teacher.**—Let the pupils give examples of the *correct* use of the italicized words.

## LESSON 168.

## Misused Words.

**Direction.**—Compare the words of each group ; study the meaning and use of each word.

- |                                    |   |                                       |
|------------------------------------|---|---------------------------------------|
| 1. <i>expect</i><br><b>suppose</b> | 4. <i>reckon</i><br><b>believe</b>          | 7. <i>anticipate</i><br><b>expect</b> |
| 2. <i>locate</i><br><b>settle</b>  | <i>ladies</i><br><b>women</b>               | 8. <i>guess</i><br><b>think</b>       |
| <i>calculate</i><br><b>believe</b> | 5. <i>*gentlemen</i><br><b>men</b>          | 9. <i>balance</i><br><b>remainder</b> |
| 3. <b>likely</b><br><b>intend</b>  | 6. <i>perpetually</i><br><b>continually</b> |                                       |

**Direction.**—Correct the following errors. The proper words will be found above.

- I *expect* that you were disappointed.  
 I intend to *locate* in the West.  
 They could not have found a better man, I *calculate*.  
 His intentions are good, but his acts are *calculated* to do much harm.  
 I *calculate* to go West in the spring.  
 They will not try that again, I *reckon*.  
*Gentlemen* have as much curiosity as *ladies*.  
 They made excellent sales-*ladies*.  
 The Irish are *perpetually* using "shall" for "will."  
 Her death is hourly *anticipated*.  
 I *guess* that you are getting tired.  
 The *balance* of the day was spent with his books.

**To the Teacher.**—Let the pupils give examples of the *correct* use of the italicized words.

\* *gents* is vulgar.

## LESSON 169.

## Misused Words.

**Direction.**—Compare the words of each group ; study the meaning and use of each word.

- |   |  |                                |
|---|--|--------------------------------|
| 1. <i>residence</i><br>house<br><i>reside</i><br>live | 4. <i>recommend</i><br>advise          | 8. <i>universal</i><br>general |
| 2. <i>section</i><br>neighborhood                     | 5. <i>predicate</i><br>found           | 9. <i>transpire</i><br>pass    |
| 3. <i>propose</i><br>purpose                          | 6. <i>contemptible</i><br>contemptuous | 10. <i>posted</i><br>informed  |
|   | 7. <i>dangerous</i><br>in danger       | 11. <i>most</i><br>almost      |

**Direction.**—Correct the following errors. The proper words will be found above.

We shall not *reside* in our new *residence* this year.  
 The people are very sociable in our *section*.  
 I *propose* to write a true history.  
 You are *recommended* to try the opposite course.  
 My statement was *predicated* on reliable information.  
 I have a *contemptible* opinion of such performances.  
 This opinion is daily becoming more *universal*.  
 Several weeks have *transpired*, and nothing has been done.  
 This man keeps himself well *posted*.  
 The child is quite ill, but not *dangerous*.  
 I have spent *most* all my money.  
 I am *most* through.

**To the Teacher.**—Let the pupils give examples of the *correct* use of the italicized words.

## LESSONS 170, 171, 172.

## Abbreviations.

**Direction.**—Copy and learn the abbreviations. Study the spelling of the words.

170.	171.	172.
<b>A. B.</b> , Bachelor of Arts.	<b>Gov.</b> , Governor.	<b>P.</b> , page.
<b>A.D.</b> (Anno Domini), in the Year of Our Lord.	<b>hhd.</b> , hogshead.	<b>pp.</b> , pages.
<b>æt.</b> (ætatis), aged.	<b>id.</b> (idem), the same.	<b>Ph. D.</b> , Doctor of Philosophy.
<b>A.M.</b> , Before noon ; Master of Arts.	<b>i. e.</b> (id est), that is.	<b>P.M.</b> , Postmaster ; afternoon.
<b>Anon.</b> , Anonymous	<b>Jr.</b> , Junior.	<b>Pres.</b> , President.
<b>Ans.</b> , Answer.	<b>L.</b> , line.	<b>pro tem.</b> , for the time being.
<b>Av.</b> or <b>Ave.</b> , Avenue.	<b>ll.</b> , lines.	<b>P.S.</b> , Postscript.
<b>Atty.</b> , Attorney.	<b>Lieut.</b> , Lieutenant.	<b>pwt.</b> , pennyweight.
<b>B.C.</b> , Before Christ.	<b>L.L.D.</b> , Doctor of Laws.	<b>R.R.</b> , Railroad.
<b>cf.</b> (confer), compare.	<b>M.</b> , Meridian, <i>or</i> noon.	<b>S.</b> , South.
<b>Co.</b> , Company ; County.	<b>M. C.</b> , Member of Congress.	<b>Sec.</b> , Secretary.
<b>Coll.</b> , College ; Collector.	<b>min.</b> , minutes.	<b>sq. ft.</b> , square feet.
<b>cwt.</b> , hundred-weight.	<b>Mlle.</b> , Mademoiselle.	<b>St.</b> , Street ; Saint.
<b>E.</b> , East.	<b>Mme.</b> , Madame.	<b>Supt.</b> , Superintendent.
<b>e. g.</b> (exempli gratia), for example.	<b>mo.</b> , month.	<b>tr.</b> , transpose.
<b>Eng.</b> , England ; English.	<b>MS.</b> , Manuscript.	<b>U.S.A.</b> , United States of America.
<b>Esq.</b> , Esquire.	<b>MSS.</b> , Manuscripts.	<b>viz.</b> (videlicet), namely, to wit.
<b>etc.</b> (et cætera) or <b>&amp;c.</b> , and others, and so forth.	<b>Mt.</b> , Mountain.	<b>vol.</b> , volume.
<b>Ex.</b> , Example.	<b>N.</b> , North.	<b>vs.</b> (versus), against.
<b>ft.</b> , foot ; feet.	<b>N. B.</b> (Nota bene), Note well.	<b>W.</b> , West.

## LESSON 173.

## Parts of a Ship.

prow	shroud	till'er	star'board
stern	hatch	ca boose'	lar board
keel	berth	bin'na cle	bow sprit
hull	tack'le	fore cas tle	fore-mast
helm	rig ging	cap stan	main-mast
rud'der	hal yards	wind lass	miz zen-mast

## LESSON 174.

## Pertaining to Sailing.

'yacht	ca noe'	na'vy	har'bor
yawl	gal'ley	flo til'la	ham mock
läunch	gon do la	com'pass	ad mi ral
do'ry	schoon er	bal last	com mo dore
frig ate	pri va teer'	<sup>2</sup> buoy	cap tain
cat a ma rän'	mon'i tór	anch'or	ma rīne'

## LESSON 175.

## Precious Stones.

pearl	quartz	cam'e o	di'a mond
ru'by	to'paz	em er ald	am e thyst
o pal	jas per	brill iant	mal a ehīte
ag ate	gar net	car bun cle	<sup>3</sup> tur quois'
ō nyx	ber yl	car nēl'ian	<sup>4</sup> sap'phire

**Pronunciation.**—<sup>1</sup> yót. <sup>2</sup> bwǫŷ or bwǫŷ. <sup>3</sup> tur koiz' (or keez). <sup>4</sup> sáf'ŷr (or ur).

## LESSON 176.

Herbs.		Flowering Shrubs.	
bālm	cat'nip	lau'rel	deūt'zi a
tan'sy	gin seng	jaş mine	sy rin'ga
hys sop	car a way	spi ræ'a	a bu ti lon
mul lein	lav en der	a zā le a	eg'lan tine
an ise	mar jo ram	priv'et	hy drän'ge a
lo be'li a	ber ga mot	wei gē'la	cal y can'thus

## LESSON 177.

## The Plant World.

**Direction.**—Copy the following, and study the italicized words.

The earth is a *machine* which *yields* almost *gratuitous service* to every *application* of *intellect*. Every plant is a *manufacturer* of soil. In the *stomach* of the plant *development* begins. The tree can draw on the whole air, the *whole* earth, on all the rolling *main*. The plant is all *suction* pipe,—*imbibing* from the ground by its roots, from the air by its leaves, with all its *might*.—*Emerson*.

To *cultivate* a garden is to walk with God, to go hand in hand with Nature in some of her most *beautiful processes*, to learn something of her *choicest secrets*, and to have a more *intelligent interest* awakened in the beautiful order of her works *elsewhere*.—*Bovee*.

Stately Spring ! whose robe-folds are *valleys*, whose *breast-bouquet* is gardens, and whose blush is a *vernal evening*.—*Richler*.

The *vegetable* cohorts march *glowing* out of the year in *flaming* dresses, as if to leave this earth were a *triumph*.—*Beecher*.

## LESSON 178.

## Flowers.

lil'y	pan'sy	dahl'ia	vi'o let
li lac	pe tu'ni a	zin ri a	a nem'o ne
tu lip	bal'sam	bou var'di a	ge ra'ni um
phlox	cro cus	mar'i gold	hol'ly hock
pe'o ny	ver be'na	be go'ni a	hy a cinth
fuch si a	dai'sy	he'li o trope	'mign on ette'

## LESSON 179.

## Flowers—Parts.

co rol'la	ca'lyx	sta'men	pis'til
pet'al	se pal	pol len	stig ma

**Direction.**—Copy the following, and study the italicized words.

*Flowers* should deck the brow of the youthful bride, for they are in themselves a lovely *type* of *marriage*. They should twine round the *tomb*, for their *perpetually renewed* beauty is a *symbol* of the *resurrection*. They should *festoon* the *altar*, for their *fragrance* and their beauty *ascend* in *perpetual worship* before the Most High.—*Mrs. Child.*

“If flowers have *souls*,” said Undine, “the bees, whose *nurses* they are, must *seem* to them darling children at the *breast*. I *once fancied* a *paradise* for the *spirits* of departed flowers. They go,” answered I, “not into *paradise*, but into a *middle* state; the souls of *lilies* enter into *maidens’ foreheads*, those of *hyacinths* and forget-me-nots dwell in *their* eyes, and those of roses in their lips.”—*Richter.*

**Pronunciation.**—<sup>1</sup> fu'shi á. <sup>2</sup> min yon ét'.



## LESSON 180.

## Arithmetic.

air cum'fer ence	meas'ure	scrū'ple	ster'ling
de nom i nate	stand ard	di am'e ter	a re a
a poth e ca ries'	lin e ar	rect'an gle	a cre
weight	fath om	cir cu lar	cir cle
av oir du pois'	squāre	vol ume	an gle
du o dec'i mal	liq'uid	perch	sol id

## LESSON 181.

## Arithmetic.

cou'pon	cer tif'i cate	prin'ci ples (or)	bro'ker age
cap i tal	con sign ee'	per cent'age	guar an ty
par tial	di men'sion	prin'ci pal (and)	con sign'or
an nu al	com mis sion	in ter est	pre'mi um
pay ee'	ne go ti a ble	in dorse'ment	for mu la
dis'count	*in stall ment	prom'is so ry	pro ceeds

## LESSON 182.

## Grammar.

phrase	di'a gram	col lect'ive	prep o si'tion
clause	pro noun	ad'jec tive	in ter jec tion
sub'ject	com mon	per son al	in ter rog a tive
noun	prop er	rel a tive	ex plan'a to ry
verb	mod i fi er	pred i cate	prop o si'tion
ad'verb	sen tence	con junc'tion	com'ple ment

## LESSON 183.

## The Church.

bish'op	chor'is ter	chan'cel	lit'a ny
priest	dis ci'ple	bap tism	tes ta ment
cler'gy	col'port eur	sac ra ment	ser vice
pas tor	pres by ter	res ur rec'tion	sanc ti ty
dea con	tab er na cle	cer'e mo ny	pen i tence
la i ty	syn a gogue	right eous ness	sac ri lege

## LESSON 184.

## Relating to Law.

no'ta ry	af fi da'vit	de fend'ant	con vey'an cer
reg is ter	re'prieve'	'mort'gage	mag'is trate
sher iff	'eq'ui ty	con sta ble	'pet it ju ry
ver dict	jus tice	'sub pœ'na	pros e cu'tion
po lice'	ev i dence	sum'mons	ex e cu tion
plaint'iff	de fense'	ac quit'tal	tes'ti mo ny

## LESSON 185.

## Crimes and Offenders.

ar'son	big'a my	thief	'ruf'fian
as sault'	su i cide	li'ar	vil lain
mur'der	may hem	tra i tor	ras cal
hom i cide	trea son	per jur er	im pos'tor
burg la ry	fel o ny	crim i nal	scoun'drel
lar ce ny	brib er y	vag a bond	pris on er

**Pronunciation.**—<sup>1</sup> Ûk'wî tÿ. <sup>2</sup> môr'gêj. <sup>3</sup> sÛb, *not sup.* <sup>4</sup> pet'y. <sup>5</sup> rÛf'yan.

## LESSON 186.

## Homonyms.

1	rood, fourth of an acre. rude, rough.	suite (or <i>suit</i> ), attendants ; 6 a set of rooms.
	sear, to burn.	sweet, like sugar ; pleas- ing.
2	sear or sere, dry, faded. seer, a prophet.	7 team,—of horses, etc. teem, to be full of.
3	shear, to clip. sheer, pure ; to turn aside.	8 tear, water from the eye. tier, a row.
4	serf, a Russian slave. surf, breaking waves.	9 throe, agony. throw, to cast.
5	serge, a kind of cloth. surge, to rise, as waves ; a wave.	10 thrown, cast. throne, a royal seat.

**Direction.**—Put the right word in the right place.

Light as the foaming (4).—*Couper*. (5) above (5) burst with tremendous roar.—*Thompson*. (6) is the breath of morn.—*Milton*. (9) physic to the dogs.—*Shakespeare*. (1) am I in my speech.—*Shakespeare*. The (2), the yellow leaf.—*Shakespeare*. He who is unmoved by a (8) has no heart.—*Napoleon*. His mind (7)ing with schemes of deceit.—*Scott*. Wrong forever on the (10).—*Lowell*. Laban went to (3) his sheep.—*Bible*. Go preach to the coward, thou death telling (2).—*Campbell*. Every (1) of ground maintained its man.—*Goldsmith*. “(3) nonsense.” Russia freed her (4)s. (5) is commonly of wool. The (6) of an ambassador. The plowman shouts at his (7). (8)s of seats rose, one above another. Care is not easily (10) off. A horse or a ship may (3) from its course. My (9)s came quicker, and my cries increased.—*Dryden*.

## LESSON 187.

## Homonyms.

1	tale, a story; a number counted off.	6	al'tar, a place of sacrifice.
	tail, the end.		al ter, to change.
2	tract, a region; small book.	7	au'ger, a tool for boring.
	tracked, did track.		an gur, to predict by signs.
3	troop, a collection of people.	8	as cent', a rising.
	troupe,—of players.		as sent, agreement.
	vain, fruitless; fond of praise.	9	bor'ough, a corporate town.
4	vane, a weather-cock.		bur row, a hole in the ground made by animals.
	vein, a blood-vessel.	10	can'non, a large gun.
5	vial, a small bottle, a phial.		can on, a rule of the church.
	viol, a musical instrument.		

Direction.—Put the right word in the right place.

We spend our years as a (1) [number] that is told [counted off].—*Bible*. All the wealth I had ran in my (4)s.—*Shakespeare*. His (3)s moved to victory.—*Macaulay*. As tedious as a twice-told (1).—*Shakespeare*. Holds the cel of science by the (1).—*Pope*. (4) is the help of man.—*Bible*. I found an (6) with this inscription: To the unknown God.—*Bible*. Seeking the bubble reputation even in the (10)'s mouth.—*Shakespeare*. Hid in an (7)-hole.—*Shakespeare*. The (9) is the simplest form of a house. From your sacred (5)s pour your graces.—*Shakespeare*. Softer strings of lute or (5).—*Milton*. The law which (6)eth not.—*Bible*. It received the (8) of the prince.—*Prescott*. The Holy Scriptures are the sacred (10). A narrow (2) of earth.—*Addison*. The (8) of vapors from the earth.—*Webster*. In Conn. and Pa., an incorporated village is called a (9). (2) by a bloodhound. "It (7)s ill." The (4) shows the direction of the wind. A theatrical (3).

## LESSON 188.

## Homonyms.

1	can'vas, coarse linen cloth. can vas, to examine.	7	cei'lar, a room under- ground.
2	cap'i tal, chief ; chief town ; stock in trade.	8	sell er, one who sells.
3	cap i tol, a house for legis- lative bodies.	9	col'lar,—for the neck.
4	ces'sion, the act of ceding.	10	chol er, anger.
5	ses sion, the sitting of any assembly.	11	ker'nel,—of a nut ; of corn.
6	cei'ling,—of a room.	12	colonel, an officer.
7	seal ing,—with a seal.		com'ple ment, that which completes.
8	ce're al, relating to grain.		com pli ment, praise.
9	se ri al, relating to a series.		coun'cil, assembly of men.
10	cru'el, inhuman.		coun sel, advice.
11	crew el, worsted.		in dict', to accuse in due form.
			in dite, to compose.

**Direction.**—Put the right word in the right place.

And now the thickened sky like a dark (4) stood.—*Milton*. Jealousy is (6) as the grave.—*Bible*. (4) the stone and setting a watch.—*Bible*. Thy (11), lad, smells of no cowardice.—*Shakespeare*. What ! drunk with (8)?—*Shakespeare*. Who (12)d this letter?—*Shakespeare*. Draw your neck out of the (8).—*Shakespeare*. So many hollow (10)s.—*Milton*. A solemn (11) forthwith to be held.—*Milton*. A busy splendid (2).—*Macaulay*. To suit his (1) to the roughness of the sea.—*Goldsmith*. (5) food. Worked with (6). A (7) for storing wines or roots. The (9) commands a regiment. The grand jury may (12). A (5) story. The (9) of the whole matter. A (3) of Congress. A visit to the (2) at Washington. We will (1) the matter thoroughly. Some verbs require a (10). Buyers and (7)s. A (3) of the island of New Orleans.—*Bancroft*.

## LESSON 189.

## Homonyms.

1	less'en, to make less.		6	mar'shal, an officer; to ar- range.
	les son, what is learned.			mar tial, relating to war.
	* lev'ee, a bank to prevent overflow; an assembly of visitors.		7	met'al, iron, gold, etc.
2	lev y, to raise or collect.			met tle, spirit, courage.
	sail'or, a man who sails.		8	min'er, a worker in mines.
3	sail er, a thing that sails.			mi nor, one under age.
	suc'cor, help.		9	mus'cle,—of the body.
4	suck er, that which sucks; a fish.			mus sel or muscle, a shell- fish.
	weath'er, state of the air.			mus'tard, a plant and its seed.
5	weth er, a sheep.		10	mus tered, gathered.

**Direction.**—Put the right word in the right place.

The brisk (8) pants for twenty-one.—*Type*. He is able to (4) them that are tempted.—*Bible*. Lives like a drunken (3) on a mast.—*Shakespeare*. Pain is (1)ed by another's anguish.—*Shakespeare*. It is foul (5) in us all, good sir, when you are cloudy.—*Shakespeare*. The rascal hath good (7) in him.—*Shakespeare*. The effect of this good (1) keep.—*Shakespeare*. I am a tainted (5) of the flock.—*Shakespeare*. Order the trial, (6), and begin.—*Shakespeare*. New Orleans is protected from inundation by a (2). The shoot on the stem is a (4). The vessel is a fast (3). Some (9)s obey the will. (10) has a pungent taste. Armies have sappers and (8)s.—*Webster*. To (2) taxes. The (9) is a bivalve. Troops were (10). So-  
norous (7) blowing (6) sounds.—*Milton*.

\* In the second sense, usually pronounced lev ee', in the United States.

## LESSON 190.

## Words very nearly alike in sound.

- |   |  |    |  |
|---|--|----|--|
| 1 | brid'al, marriage.<br>bri dle,—for a horse.  | 7  | prin'ci pal, chief.<br>prin ci ple, rule of action.                                    |
| 2 | cār'at, a weight.<br>car rot, a garden root.   | 8  | bar'ren, unfruitful.<br>bar on, a noble.   |
| 3 | gam'ble, to play for money.<br>gam bol, to frolic.   | 9  | cur'rant, fruit.<br>cur rent, stream.  |
| 4 | cym'bal, a musical instru-<br>ment.<br>sym bol, sign.  | 10 | ex'er cise, to set in action ;<br>action.<br>ex or cise, to drive out evil<br>spirits. |
| 5 | i'dle, doing nothing.<br>i dol, an image for worship.<br>i dyl (or id), a descriptive<br>poem. | 11 | pen'dant (noun), a hanging<br>ornament.<br>pen dent (adj.), hanging.                   |
| 6 | li'ar, one who tells lies.<br>lyre, a musical instrument.                                      | 12 | pis'tol, fire-arm.<br>pis til,—of a flower.  |

Direction.—Put the right word in the right place.

Words are the (4)s of things.—*South*. Wisdom is the (7) thing.—*Bible*. The (1) of the earth and sky.—*Herbert*. In (5) wishes fools supinely stay.—*Crabbe*. God and good men hate so foul a (6).—*Shakespeare*. (3) on the “green.” A continual (1) on the tongue.—*Watts*. The wise for cure on (10) depend.—*Dryden*. Sounding brass and tinkling (4).—*Bible*. Tennyson’s “(5)s of the King.” Pure gold is twenty-four (2)s fine. The (9) grows on a shrub. The (6) was the instrument of Apollo. Words (8) of ideas. A (9) of electricity. The (12) is the seed-bearing organ. My (5) was shattered. To (10) a demon. Men (3) away home and happiness. A (11) rock. (2)s are reddish-yellow. (8) Humboldt. A jeweled (11) at the ear. (12)s from Pistoja, Italy. Sound (7)s.

## LESSON 191.

### Review.

1. (Throw, throe) physic to the dogs ; (isle, I'll, aisle) (none, nun) of it.—*Shakespeare.*
2. (Idyl, idol, idle) (tiers, tears), I know not what they (mien, mean).—*Tennyson.*
3. (Sweet, suite) is pleasure after (pain, pane).—*Dryden.*
4. Who o'er the (heard, herd) (wood, would) wish to (rain, reign) ?—*Scott.*
5. Loud (surges, serges) lash the sounding shore.—*Pope.*
6. The golden (altar, alter) which was before the (thrown, throne).—*Bible.*
7. The (assent, ascent) of the Matterhorn tests both (mussel, muscle) and (metal, mettle).
8. (Vein, vain) as the (lief, leaf) upon the stream.—*Scott.*
9. He who (would, wood) rule others must (bridal, bridle) self.
10. A (barren, baron) (tracked, tract) of land is called a desert.
11. The (marshal, martial) proceeded to (levy, levee) (troupes, troops).
12. Ships are but boards, (sailors, sailers) but men.—*Shak.*
13. The Senate holds its (cessions, sessions) in the north wing of the (Capitol, capital).
14. The crack of the (pistil, pistol) was the signal for the booming of the (canon, cannon).
15. From a circle around the moon farmers (augur, auger) (fowl, foul) (wether, weather).
16. The (carrot, carat) is used in weighing precious metals.
17. Would that our (principal, principle) men were all men of (principal, principle) !
18. Millions for defense (butt, but) (not, knot) (won, one) (scent, cent, sent) for tribute.—*Puckney.*



## LESSON 192.

## Diseases.

chol'er a	jäun'dice	in san'i ty	rheu'ma tism
mea sles	ver ti go	di ar rhe'a	in flam ma'tion
scur vy	scröf u la	lu'na cy	dys pep'si a
'nau se a	de lir'i um	chil blain	er y sip'e las
drop sy	hys ter ics	neu ral'gi a	dys'en ter y

## LESSON 193.

## Diseases.

a'gue	asth'ma	bron chi'tis	ty'phus
pal sy	croup	diph the ri a	ab scess
pa ral'y sis	ca tarrh'	pneu mo ni a	can cer
ep'i lep sy	pleu'ri sy	in flu en'za	gan grene
ap o plex y	<sup>2</sup> phtis ic	tu'mor	scar la ti'na
ma raş'mus	<sup>3</sup> phti sis	ul cer	vā'ri o loid

## LESSON 194.

## Medicines.

phys'ic	ca thar'tic	lau'da num	al'co hol
rhū barb	mor'phine	par e gor'ic	glyc er ine
ip e cac	gen tian	sar sa pa ril'la	va le'ri an
quī nine'	lic o rice	chlo'ro form	'mag ne si a
ar'se nic	'quas si a	strÿch nīne	am mo ni a
cam phor	sul phur	o po del'doc	sas'sa fras

Pronunciation.—' naw'she á. <sup>2</sup> tiz'ik. <sup>3</sup> thí'sis. <sup>4</sup> kwósh'tá. <sup>5</sup> nē'shíá.

## LESSON 195.

Troublesome Terminations—*ar, er, or* (= *ūr*).

act'or	bear'er	chan'cel lor	debt'or
dip per	beg gar	sec u lar	doc tor
an ces tor	be liev'er	clam or	dol lar
ar bor	lodg'er	cor o ner	do nor
ar dor	burg lar	ju ror	ed it or
au di tor	cal en dar	con duct'or	fla vor
au thor	cap tor	cred'it or	bach e lor

*Use.*—Descending from noble ancestors ; pursuing with ardor ; an attentive auditor ; the calendar of the year ; the captor showing mercy to the captive ; the chancellor of a university ; both sacred and secular music ; the loud clamor of battle ; a generous donor ; a delicious flavor.

## LESSON 196.

*ar, er, or* (= *ūr*).

glob'u lar	joc'u lar	mor'tar	op press'or
gov ern or	jun ior	mourn er	or'a tor
gram mar	<sup>1</sup> lan guor	mus cu lar	rig or
gro cer	ledg er	nec tar	preach er
har bor	lu nar	oc u lar	con quer or
in struct'or	me te or	o dor	pos sess'or
in vent or	suc ces'sor	pro fess'or	pre cep tor

*Use.*—Globular shape of the earth ; a droll, jocular mood ; languor induced by exhaustion ; a lunar eclipse ; meteors flaming through the sky ; successor of the deceased king ; to drink the nectar of the gods ; ocular proof ; stern winter's rigor ; preceptor in Latin.

Pronunciation.—<sup>1</sup>läng'gwur.

## LESSON 197.

Pronunciation.—(See Key, pp. 36 and 71.)

ac cli'māte	ăl'ter nāte <i>or</i>	ca nine'	de cā'dence
ad dress'	ăl'tēr'nāte	cătch ( <i>not kătch</i> )	de făl'cate
( <i>noun and verb</i> )	( <i>verb</i> )		děf'i cit
al'ge bră ( <i>not bră</i> )	amateur	çêre'ments	dis frăn'chise
al lōp'a thy	( <i>am a tūr' or</i> <i>am a tūr'</i> )	ehī rōg'ra phy	dis'pu tant
ăl lo păth'ic	ap o thē'o sis	cognac	dōc'ile
ho me ōp'a thy	a rō'mă	(kōn'yak)	dūc'at
ho me ōp'a thist	ăth e nē'um	cōm'pa ra ble	e nēr'vate
ho me o păth'ic	badinage	cōm'răde	ex'qui site
hy drōp'a thy	(băd e năzh')	co quêt'ry	ex tem'po re
ăl ter cā'tion	blăs'phe my	çou'ri er	ex tōl'
ăl tēr'nate	bo re ā'lis	covetous	flac'qid
( <i>noun and adj.</i> )	bron ehī'tis	(kūv'et us)	

## LESSON 198.

Troublesome Terminations—*ar, er, or* (= *ūr*).

ru'mor	splen'dor	tor'por	vic'tor
sen a tor	stag ger	traï tor	vig or
sen ior	strag gler	tre mor	vis it or
sim i lar	suit or	tu bu lar	vul gar
liq uor	ten or	tu tor	wear er
so lar	sur vey'or	val or	tab u lar
spec ta'tor	com pet i tor	va por	con quer or

*Use.*—Wars and rumors of wars ; solar rays ; a persistent suitor ; the even tenor of our way ; competitors in love ; the torpor of death ; a tremor of fear ; a tubular bridge ; the valor of Hercules ; the vigor of youth ; tabular statistics.

## LESSON 199.

Troublesome Terminations—*cal, cle.*

cu'bic al	cu'ti cle	mag'ic al	hys ter'ic al
chem ic al	cyn ic al	i ci cle	fa nat ic al
clas sic al	fin i cal	log ic al	i den tic al
cler ic al	mir a cle	man a cle	gram mat ic al
com ic al	mus cle	med ic al	math e mat'ic al
crit ic al	mu sic al	met ric al	met a phor ic al

*Use.*—Classical literature ; clerical garb ; clerical errors ; examined with critical care ; the cuticle covering the body ; cynical as Diogenes ; finical taste ; logical course of reasoning ; manacles on the wrists ; metrical cadence of poetry ; outburst of hysterical laughter ; fanatical reformers ; identical person ; a metaphorical use of words.

## LESSON 200.

*cal, cle.*

ob'sta cle	pin'na cle	spher'ic al	whim'si cal
op tic al	prac ti cal	sur gic al	sym met'ric al
or a cle	rad i cal	tech nic al	re cep ta cle
par ti cle	skep tic al	top ic al	an a lyt'ic al
po et'ic al	spec ta cle	trag ic al	sta tis'tic al
phys'ic al	ve hi cle	typ ic al	met a phys'ic al

*Use.*—An optical illusion ; predictions of an oracle ; physical force ; a pinnacle of the temple ; for al. practical purposes ; a radical change ; a skeptical mind ; a hideou. spectacle ; language, the vehicle of thought ; technical terms of science ; the cornucopia, typical of abundance ; whimsical humor ; symmetrical in outline ; analytical reasoning ; statistical tables ; metaphysical speculations.

## LESSON 201.

Pronunciation.—(See Key, pp. 36 and 71.)

fī nance'	gōv'ern ment	handkerchief	hy gi ěn'ic
fī nan'ceŝ	grān'a ry	(hangk'ēr chif)	hŷ men ē'al
fīn an ciēr'	grā'tis	heārth	im'pi ous
fōrge	grease ( <i>noun</i> )	hēr'o ĩne	in cōm'pa ra ble
fōr'ger y	grease ( <i>verb</i> )	hēr'o ĩsm	in dīs'pu ta ble
fōrt'nīght	greas'y	his'to ry	in'dus try
frān'chīŝe	grī māce'	( <i>three syl.</i> )	in ðx'o ra ble
fŷl'sōme	guā'no	hōl'o caust	in quīr'y
gāpe	gum-ār'a bic	hound	in'te gral
gōn'do lā	hā'l'i but	( <i>sound a</i> )	in ter lōc'u tor
gooŝe'ber ry		ho rī'zon	
		hŷ'gi ěne	

## LESSON 202.

Troublesome Terminations—*cy, sy*.

ac'cu ra cy	'court'e sy	fal'la cy	pri'va cy
in tri ca cy	de cen cy	flee cy	tend en cy
brill ian cy	del i ca cy	her e sy	va can cy
dis crep'an cy	ec sta sy	jui cy	e mer'gen cy
clem'en cy	em bas sy	leg a cy	<sup>2</sup> hy poc ri sy
con spir'a cy	spi cy	pol i cy	de moc ra cy
con'tro ver sy	tip sy	se cre cy	<sup>3</sup> ce lib a cy

*Use.*—Mathematical accuracy ; a discrepancy between two statements ; treating the prisoner with clemency ; in an ecstasy of delight ; an embassy from France ; fallacy in reasoning ; religious heresy ; England's foreign policy ; a downward tendency ; ready for any emergency ; Pharisaic hypocrisy ; the celibacy of the clergy.

Pronunciation.—<sup>1</sup> kurt'e sŷ. <sup>2</sup> hŷ (not hŷ). <sup>3</sup> or sĕl'.

## LESSON 203.

Troublesome Terminations—*ise, ize.*

ag'o nize	cat'e chise	e con'o mize	ag'gran dize
bap tize'	crit i cise	en'ter prise	com pro mise
cap size	le gal ize	col o nize	char ac ter ize
chas tise	mag net ize	fer ti lize	fa mil'iar ize
civ'il ize	e qual ize	gal va nize	a pol o gize
i dol ize	au thor ize	har mo nize	ad ver tise'

*Use.*—To **civilize** the savages ; to **catechise** children on matters of theology ; war, or **legalized** murder ; to **magnetize** a needle ; to **equalize** accounts ; **authorized** by usage ; to **economize** time ; a business **enterprise** ; to **colonize** new territories ; colors or tones that **harmonize** ; schemes for **aggrandizing** self ; no **compromise** with evil ; the firmness which **characterized** Cromwell ; to **familiarize** one's self with the Bible.

## LESSON 204.

*ise, ize, yze.*

mem'o rize	pät'ron ize	scru'ti nize	mer'chan dise
mor al ize	rec og nize	sol em nize	sym pa thize
neu tral ize	sat ir ize	stig ma tize	scan dal ize
or gan ize	the o rize	su per vise'	mo nop'o lize
pul ver ize	an a lyze	sym'bol ize	sys'tem a tize
re al ize	par a lyze	tan ta lize	tyr an nize

*Use.*—To **moralize** on all subjects ; to **neutralize** opposition ; to offensively **patronize** an inferior ; to **satirize** folly ; to **theorize** on the future life ; to **paralyze** one's energies ; to **scrutinize** a man's motives ; to **solemnize** marriage ; to **stigmatize** one's character ; a circle to **symbolize** eternity ; to **tantalize** with false hopes ; to **scandalize** virtuous men ; to **monopolize** the India trade ; to **systematize** one's work ; to **tyrannize** over the weak.

## LESSON 205.

Pronunciation.—(See Key, pp. 36 and 71.)

iron (I'urn)	lāun'dry	mā'tron	mis cōn'strūe
ir re mē'di a ble	lēi'jure	mēch'an ist	mōl'e cūle
ir rēp'a ra ble	lē'ni ent	mē'di ō cre	mōn o mā'ni ac
ir rēv'o ca ble	li'lac	memoir (mēm'wor)	mōr'phīne
īs'o lāte (or īs)	li thōg'ra pher	mēr'can tile	mu sē'um
jū'gu lar	lī cē'um	meş'mer ize	nāpe
jū've nīle	māin'te nance	mī ās'mā	nausea (naw'she a)
kēt'tle	ma nī'ac al	mī cro scōp'ic	nā'şal
lām'ent a ble	mam mā'	mīn'i a tūre	nā'tion al
languor (lāng'gwur)	pa pū'	mīs'chīev ous	

## LESSON 206.

Troublesome Terminations—*able, ible.*

nōt'a ble	de plor'a ble	per ceiv'a ble
pal pa ble	re vers i ble	per cep ti ble
pit i a ble	os ten si ble	per mis si ble
pos si ble	re ceiv a ble	re spect a ble
rul a ble	plau'si ble	re spon si ble
sāl a ble	suit a ble	sus cep ti ble
ten a ble	tam a ble	war'rant a ble
vis i ble	tan gi ble	ap pli ca ble

*Use.*—A notable event; palpable errors; a position not tenable; reduced to a deplorable condition; a reversible sentence; ostensible motives; a plausible story; tangible objects; no perceptible difference; permissible indulgence; the susceptible young mind; a severity not warrantable; a remark applicable to the case.

## LESSON 207.

Troublesome Terminations—*able, ible.*

ac cept'a ble	au'di ble	des'pi ca ble
ac ces si ble	blam a ble	con tempt'i ble
ad vis a ble	du ra ble	at trib u ta ble
a mē na ble	di gest'i ble	cor rupt i ble
as sail a ble	dis cern i ble	in flam ma ble
a vail a ble	con ceiv a ble	com bus ti ble
di vis i ble	cred'it a ble	ad mis si ble
cul'pa ble	cred i ble	at tain a ble

*Use.*—**Accessible** mountains ; **amenable** to the divine law ; in an **assailable** position ; **available** funds ; **culpable** negligence ; **audible** whisper ; **infinity** not being **conceivable** ; **creditable** witnesses ; **credible** statements ; **despicable** meanness ; **faults**, not **attributable** to the author ; **admissible** arguments ; **perfection** not **attainable**.

## LESSON 208.

*able, ible.*

eat'a ble	in sep'a ra ble	in com'pa ra ble
ed i ble	in tel li gi ble	in cor ri gi ble
el i gi ble	im mov a ble	in di gest'i ble
ē qua ble	ex cus a ble	in dis pen sa ble
fal li ble	flex'i ble	in ex haust i ble
fea si ble	in del'i ble	ir re sist i ble
laud a ble	i ras ci ble	ir rep'a ra ble
leg i ble	ir'ri ta ble	in im i ta ble

*Use.*—**Edible** roots ; **eligible** to office ; **equable** motion ; all men being **fallible** ; a **feasible** plan ; **legible** writing ; an **intelligible** account ; the **flexible** willow ; **indelible** impressions ; **irascible** temper ; Shakespeare's **incomparable** genius ; an **incorrigible** drunkard ; **indispensable** to success ; **irreparable** loss ; **inimitable** wit.



## LESSON 209.

Pronunciation.—(See Key, pp. 36 and 71.)

re cõn'nois sãnce	pã'tri ot	põr'ce lain	quan'da ry
nõm'i na tive	pã'tron	põst'hu mous	quĩ nĩne' or
õ'a sēs	pãt'ron ize	pretty	quĩ'nĩne
õ le o mãr'gã rĩne	pẽ'o ny	(prĩ'tĩ)	quõit
(g hard before a)	pẽr'emp to ry	pre tẽnse'	rãd'ish
õn'er ous	pĩ ã'no-fõr'te	pre vẽn'tive	rãil'ler y
õ'nyx	plã cãrd'	prõb'i ty	rãp'ĩne
o rãng'-õu tãng'	plẽ bẽ'ian	pronunciation	raspberry
õr'tho e py	põ'em	(pro nõn shĩ k'ahun)	(rãz'ber rĩ)
õ'vert	po lo nãĩse'	py rãm'i dal	rã'tion al
partiality		pĩ rĩ'tēs	rẽ'al ly
(par shĩ ã'l'ĩ ty)		quãg'gy	neu rãl'gi ã

## LESSON 210.

Troublesome Terminations—*eous, ious.*

ã'que ous	right'eous	am phĩb'i ous
co pi ous	gor geous	cer e mo'ni ous
du bi ous	nau seous	del e tẽ ri ous
gãş e ous	sac ri lẽ'gius	ĩn stan ta ne ous
hid e ous	er ro'ne ous	mis cel la ne ous
ĩm pi ous	punc til ious	sĩ mul ta ne ous
de lir'i ous	out ra geous	su per cil i ous
cofĩrt'e ous	ĩm per vi ous	spõn ta'ne ous

*Use.*—**Aqueous** solutions ; **copious** draughts ; **dubious** questions and issues ; **a courteous** gentleman ; profaned by **sacrilegious** hands ; **punctilious** observance of forms ; cloth made **impervious** to water ; frogs being **amphibious** ; **deleterious** drugs ; **simultaneous** events ; **supercilious** scorn ; **spontaneous** bursts of applause.

## LESSON 211.

Troublesome Terminations—*ant, ent.*

a bun'dant	com'bat ant	cor'pu lent
ac count ant	com pe tent	de fend'ant
ar'ro gant	rec re ant	de pend ent
as sail'ant	con sist'ent	*de scend ant
as sist ant	con'so nant	des pond ent
at tend ant	con va les'cent	dis cord ant
bel lig er ent	con'ver sant	el'e gant
clâir voy ant	cor re spond'ent	ex or'bi tant

*Use.*—An accurate accountant ; purse-proud and arrogant ; beligerent armies ; a fortune-telling clairvoyant ; vanquished combatant ; competent judges ; a dastardly recreant ; consistent line of conduct ; a convalescent patient ; conversant with history ; despondent prisoner ; harsh, discordant cries ; exorbitant prices.

## LESSON 212.

*ant, ent.*

ex pe'di ent	in de pend'ent	re cip'i ent
im per ti nent	lux u'ri ant	re luc tant
im por tant	ma lig nant	stag'nant
in ces sant	pet'u lant	pro fi'cient
in clem ent	pleas ant	tri umph ant
in solv ent	poign ant	va'grant
in ter mit'tent	prev a lent	vig i lant
ir rel'e vant	su per in tend'ent	war rant

*Use.*—An expedient course ; impertinent question ; incessant hum of insects ; inclement weather ; insolvent debtor ; intermittent ebb and flow ; irrelevant remarks ; luxuriant tropical forests ; malignant fevers ; a hasty, petulant reply ; poignant grief ; prevalent opinion ; recipient of many favors ; reluctant to obey ; proficient in music.

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\* descendant (*noun*), descendent (*adj.*).

## LESSON 213.

Pronunciation.—(See Key, pp. 86 and 71.)

rĕf'er a ble	sār sa pa rĭl'la	sub pœ'na <i>(not sup)</i>	tortoise (tôr'tis)
rĕp'a ra ble	sa tĭ'e ty	sub sĭd'ence	toward (tō'ard)
re sĕarch'	sĕck'el	suffice <i>(suf'fĭz')</i>	trib'une
re sōurce'	sĭ mul tā'ne ous	te lĕg'ra phy	trĭ ehĭ'næ
rĕv'o ca ble	sĭ'ne cure	tĕn et	væ'qĭne
ro mānce'	sĭ'ne dĭ'e	thĕr'e'fore	va gā'ry
săc'ra ment	slĕek	thĭ'th er	vā'ri o loid
sacrifice <i>(săc'ri fĭz)</i>	squā'lŏr	tick'lish	vĕ'he ment
salmon <i>(sălm'un)</i>	stăl'wart <i>(or stăl)</i>	tĭ'ny	zo ōl'o gy <i>(not zŏb)</i>
	strā'tă	tĭ răde'	

## LESSON 214.

Troublesome Terminations—*ci*ous, *ti*ous.

'av a ri'ci	pro pi'ti	te nă'ci
ca pri'ci	su per sti'ti	vex a ti
ex pe di'ti	sus pi'ci	os ten ta'ti
fic ti'ti	vi'ci	con ten'ti
ju di ci	cap ti	pre co ci
ma li ci	con sci	sen ten ti
nu tri ti	fa ce'ti	sa gā ci
per ni ci	in fec ti	con sci en'ti

*Use.*—Capricious fancies; expeditious messenger; pernicious practices; the fates being propitious; superstitious fears; a captious (*fault-finding*) disposition; a facetious remark; infectious diseases; ostentatious display of wealth; an angry, contentious mood; precocious child; a vigorous, sententious style.

\* In the first twelve words the sound of *ci* and *ti* (= *sh*) is thrown back with the preceding short vowel.

## LESSON 215.

Troublesome Words—*e* or *i*.

cel'e brate	im'ple ment	rar'e fy	tel'e scope
dep re cate	liq ue fy	rar i ty	ten e ment
des e crate	mal le a ble	rec re ate	ter ri fy
ex e crate	pe tro'le um	se ren'i ty	trag e dy
ex pi ate	prom e nade'	skel'e ton	veg e tate
im ped'i ment	priv'i lege	stu pe fy	ver i fy
sup'ple ment	prod i gy	stu pid'i ty	gay e ty

*Use.*—To deprecate such cruelty ; desecrate an altar ; execrate a traitor ; expiate a crime ; marched on without impediment ; implements of war ; liquefy ice ; malleable metals ; prodigy of learning ; rarefy air ; serenity amid troubles ; stupefy with drugs ; a valuable supplement to the book ; a shocking tragedy ; verify the report.

## LESSON 216.

Troublesome Words—*a*, *e*, or *i*.

a cad'e my	dil'a to ry	pröp'a gate	sec're ta ry
äl'ma nac	ed i fice	rem e dy	nu tri ment
ap a thy	ep i taph	ren e gade	sep a rate
av a rice	mal a dy	ret i nue	ser e nade'
cat a ract	or na ment	rev e nue	spec'i men
lin e al	or i fice	sac ri lege	ves tige
cit a del	pal a ta ble	sal a ry	lin e age

*Use.*—Calm endurance, but not apathy ; a miser's avarice ; lineal descent ; surrender of the citadel ; a dilatory messenger ; marble edifices ; fatal maladies ; orifice of the wound ; propagate plants ; a renegade from his faith ; the prince's numerous retinue ; revenue tax ; impious sacrilege ; no vestige remaining ; of noble lineage.

## LESSON 217.

Troublesome Terminations—*ance, ence.*

ab'sti nence	ig'no rance	de fi'ance
ex ist'ence	dif fi dence	el'e gance
an noy ance	dil i gence	in de pend'ence
cog'ni zance	griev ance	ac quaint'ance
in no cence	fra grance	de liv er ance
venge ance	es sence	ap pear ance
com pli'ance	pit tance	con cord ance
con vey ance	al li'ance	coun'te nance

*Use.*—**Abstinence** from alcoholic liquors ; within the **cognizance** of the law ; execute fierce **vengeance** ; in **compliance** with a request ; means of **conveyance** ; redress a public **grievance** ; receiving a mere **pittance** ; **alliance** between France and England ; a spirit of **defiance** ; Bible **concordance**.

## LESSON 218.

*ance, ence.*

com'pe tence	con niv'ance	vig'i lance
in di gence	rev'er ence	vi o lence
neg li gence	ve he mence	main te nance
sus te nance	re sist'ance	rem i nis'cence
o be'di ence	nui'sance	for bear'ance
oc cur rence	res i dence	in tel li gence
prev'a lence	ut ter ance	tem'per ance
re mit'tance	va ri ance	re pent'ance

*Use.*—Reduced from **competence** to **indigence** ; **sustenance** of the body ; the **prevalence** of vice ; **remittance** by draft ; **connivance** at what is wrong ; **reverence** for God ; the **vehemence** of passion ; a summer **residence** ; at **variance** with his neighbor ; **vigilance** of a watch-dog ; **maintenance** of a principle ; **reminiscences** of childhood.

## LESSON 219.

### Troublesome Words—*c, s, or sc.*

ac qui esce'	lat'tice	re scind'
as cer tain	ne ces'si ty	ret'i cence
co in'ci dence	os'cil late	scen er y
con de scend'	pau ci ty	scin til late
cres'cent	poul tice	sol ace
di ver'si ty	prej u dice	te nac'i ty
ef fer vesce'	pro bös'cis	tran scend
ex cres'cence	pro pen si ty	vac'il late

*Use.*—To acquiesce in an opinion ; an exact coincidence ; to condescend to folly ; the crescent moon ; to effervesce with merriment ; an excrescence on the body ; oscillate like the pendulum ; paucity of ideas ; a propensity to evil ; to rescind a resolution ; unsocial reticence ; scintillating stars ; tenacity of purpose ; transcend all limits ; vacillate between two opinions.

## LESSON 220.

### Pronunciation.—(See Key, pp. 36 and 71.)

Är'ab	Disraeli	Car tha gïn'i an	O rī'on
Är'a bīc	(diz rā'el ē)	Dān'ish	Pal'es tīne
Ar ehi mē'dēg	Bēr'lin	Ĝēn'o ā	Persia
Asia	Bīs'marek	Ī'o wā	(per'shī ā)
(ā'shī ā)	(not bīs')	Italian	Yō sēm'i te
Beaconsfield	Cāī'ro (U. S.)	(ī tāl'yan—not ī)	Zeus
(bēk'unz fēld)	Caī'ro (Egypt)		(zūs)

**Caution.**—When the following italicized words are used as adjectives, the termination *ed* forms a separate syllable.

*Bless'ed* hope ; *belov'ed* son ; *curs'ed* day ; *dog'ged* resistance ; *learn'ed* men ; *wing'ed* insects.

## LESSON 221.

## Verbal Distinctions.

Direction.—Mark the difference in *spelling, pronunciation, and use.*

- |   |   |
|---|---|
| <p>1 <b>ac cede'</b>, to agree to.<br/><b>ex ceed</b>, to go beyond.</p>                                  | <p>7 <b>al lu'sion</b>, indirect refer-<br/>ence.<br/><b>il lu sion</b>, an unreal image.</p> |
| <p>2 <b>ac cept'</b>, to take.<br/><b>ex cept</b>, to leave out.<br/><b>ad her'ence</b>, attachment.</p>  | <p>8 <b>es say</b>, to attempt.<br/><b>es'say</b>, an attempt; a com-<br/>position.</p>       |
| <p>3 <b>ad her ents</b>, followers, par-<br/>tisans.</p>  | <p>9 <b>as sist'ance</b>, help.<br/><b>as sist ants</b>, helpers.</p>                         |
| <p>4 <b>ad vice'</b>, counsel.<br/><b>ad vise</b>, to give counsel.<br/><b>af fect'</b>, to act upon.</p> | <p>10 <b>at tend'ance</b>, service.<br/><b>at tend ants</b>, persons who<br/>attend.</p>      |
| <p>5 <b>ef fect</b>, to produce; conse-<br/>quence.<br/><b>al ly'</b>, one in league with</p>             | <p>11 <b>cel'er y</b>, a plant.<br/><b>sal a ry</b>, wages.</p>                               |
| <p>6 <b>an oth er</b>; to connect.<br/><b>al'ley</b>, a narrow way.</p>                                   |   |

Direction.—*Put the right word in the right place.*

We can give (4), but we cannot give conduct.—*Franklin*.  
Fame, glory, wealth, honor, have in the prospect pleasing  
(7)s.—*Steele*. Find out the cause of this (5).—*Shakespeare*. I thus  
(8) to sing.—*Byron*. There is my pledge, (2) it.—*Shakespeare*.  
His deeds (1) all speech.—*Shakespeare*. The firm (3) of the Jews  
to their religion.—*Addison*. I shall no more (4) thee.—*Milton*.  
The (2)ed tree.—*Milton*. Yonder (6)s green.—*Milton*. Dark  
weather (5)s the spirits. An (7) to the past. Gold is  
often (8)ed with nitric acid and salt. The ladies in (10)  
upon the queen. The principal and two of his (9). Sub-  
jects and (3) of the king. To (1) to a request.—*Worcester*. A  
faithful (6). (11) grows in trenches. The President's (11)  
is \$50,000 a year. Without the (9) of a mortal hand.—  
*Shakespeare*. A train of (10).—*Hallam*.

## LESSON 222.

## Verbal Distinctions.

**Direction.**—Mark the difference in *spelling, pronunciation, and use.*

1	com pla'cent, displaying satisfaction.	5	de fer ence, respect. dif fer ence, disagreement.
	com'plai sant', desirous to please, courteous.	6	de cease', death. dis cease', illness.
	con'fi dent, sure ; trustful.	7	de scent', a going down. dis sent, to disagree.
2	con'fi dant', (mas.) } con'fi dante', (fem.) } a confidential friend.	8	de sert', to run away from. de sert, what is deserved.
	cor re spond'ence, letter writing ; agreement.	9	de sert', a barren region. des sert', fruit, pastry, etc., after dinner.
3	cor re spond ents, those who write letters.	10	de vise', to invent. de vise, a design.
	crit'ic, a judge of literature.		e lic'it, to draw out.
4	cri tique', a criticism.		il lic it, unlawful.

**Direction.**—Put the right word in the right place.

The remedy is worse than the (6).—*Bacon*. Like roses that in (8)s bloom and die.—*Pope*. And be each (4) the good-natured man.—*Goldsmith*. Enjoy the kingdom after my (6).—*Shakespeare*. He disappointeth the (9)s of the crafty.—*Bible*. To become my (2).—*Dryden*. His reputation falls far below his (8).—*Hamilton*. To (9) curious works.—*Bible*. To (8) one's post. A blind (5) to authority.—*Middleton*. An (10) trade.—*Webster*. To (7) from a proposition. (5)s and resemblances. The published (3) of Carlyle and Emerson. (1) pride in self. An ably written (4). A (8) of berries and cream. Several enterprising newspaper (3). To (10) truth by discussion.—*Webster*. A (1) courtier. The (7) from the cross. The fool rageth and is (2).—*Bible*.



## LESSON 223.

## Verbal Distinctions.

**Direction.**—Mark the difference in *spelling, pronunciation, and use.*

- |   |  |    |   |
|---|--|----|---|
| 1 | for'mer ly, in time past.<br>form al ly, in due form.        | 7  | em'i grate, to leave one's<br>country.<br>im mi grate, to remove into<br>a country.         |
| 2 | e merge', to rise out of.<br>im merge, to plunge into.       | 8  | gal'lant, brave, noble.<br>gal lant', polite to ladies.                                     |
| 3 | e rup'tion, a breaking out.<br>ir rup tion, a breaking into. | 9  | gen'ius, a clever person.<br>ge ni us, a spirit.  |
| 4 | ex'tant, now existing.<br>ex tent', space, size.             | 10 | ge nus, race, kind.<br>go ril'la, a savage animal.<br>guer ril la, an irregular<br>soldier. |
| 5 | fa cil'i ty, ease in doing.<br>fe lic i ty, happiness.       | 11 | in cite', to stir up.<br>in'sight, deep view.   |
| 6 | fish'er, one who fishes.<br>fis sure, a cleft or crack.      |    |   |

**Direction.**—*Put the right word in the right place.*

Our own (5) we make or find.—*Goldsmith.* Life in its large (4) is scarce a span.—*Cotton.* Shakespeare was a rare (9).—*Webster.* Forced to (7) in a body to America.—*Macaulay.* The unseen (9) of the wood.—*Milton.* Three (6)s went sailing out into the west.—*Kingsley.* Those who have (2)d from very low classes of society.—*Burke.* Diseased nature often-times breaks forth in strange (3)s.—*Shakespeare.* A (8) officer.—*Webster.* These perpendicular (6)s in the earth.—*Goldsmith.* Only twenty of the many plays of Plautus are (4). The (3) of the Goths into Italy. (2)ed in a sea of troubles. Shall the Chinese (7) to our shores? The (10) is found in Africa. Small-pox was (1) much more fatal. Practice gives (5). An (11) into human nature. Brave in war and (8) in love. (10) warfare. A (9) is composed of species. They were (1) introduced. Pontiac (11)d the Indians to revolt.

## LESSON 224.

## Verbal Distinctions.

**Direction.**—Mark the difference in *spelling, pronunciation, and use.*

in gen'ious, having ingenu- ity.	med'al, a stamped piece of
1 in gen u ous, free from de- ception.	6 metal for reward.
2 in tents', designs.	med dle, to interfere.
in tense, strained.	lin'e a ment, outline, fea- ture.
3 lean, thin; to incline.	7 lin i ment, liquid ointment.
H'en, a legal claim.	pa'tients, sick persons.
light'en ing, making light- er; flashing.	8 pa tience, calmness under trials.
4 light ning, a flash of elec- tric light.	9 pil'lar, a column.
5 or'di nance, a law.	pil low, a cushion.
ord nance, great guns.	10 plaint'iff, the complainant.
	plaint ive, mournful.

**Direction.**—Put the right word in the right place.

(8) is sorrow's salve.—*Churchill*. An (1) detestation of falsehood.—*Locke*. Man he seems in all his (7).—*Milton*. Thou'lt die by God's just (5).—*Shakespeare*. A pitiful and (10) look.—*Dickens*. Be thy (2) wicked or charitable.—*Shakespeare*. As (3) was his horse as a rake.—*Shakespeare*. All the battlements their (5) fire.—*Shakespeare*. As (4) does the will of Heaven.—*Pierpont*. The (9)s of church and state.—*Webster*. A (6) bestowed for brave deeds. An (2) hatred of evil. A (3) upon an estate. There is no (7) for a broken heart. (6) not with the affairs of others. Incurable (8). The (10) in a lawsuit. An (1) piece of mechanism.—*Worcester*. (4) the burdens of mankind is a divine mission. Sloth finds the down (9) hard.—*Shakespeare*.

## LESSON 225.

## Verbal Distinctions.

**Direction.**—Mark the difference in *spelling, pronunciation, and use*

- |  |                              |
|--|------------------------------|
| pop'lar, a tree.   | 6 pres'ence, being present.  |
| 1 pop u lar, liked by the people.                                | pres ents, gifts.            |
| 2 pop'u lace, the people.  | 7 proph'e sý, to predict.    |
| pop u lous, full of people.                                      | proph e cý, a prediction.    |
| 3 pre cede', to go before.                                       | 8 profit, gain.              |
| pro ceed, to go forward.   | proph et, one who foretells. |
| pre céd'ent, going before.                                       | 9 rad'ish, a root.           |
| 4 přec'e dent, what has gone before as an authoritative example. | red dish, somewhat red.      |
| pre céd'ence, a going before.                                    | 10 rel'ic, what remains.     |
| 5 přec'e dents, plural of přec'e-dent.                           | rel ict, a widow.            |
|  | 11 sāt'Ire, keen and severe  |
|  | composition.                 |
|  | sā tyr, a sylvan deity.      |

**Direction.**—Put the right word in the right place.

Certain signs (3) certain events.—*Cicero*. The best (8) of the future is the past.—*Byron*. Fair Greece ! sad (10) of departed worth.—*Byron*. Now swarms the (2), a countless throng.—*Pope*. Tall (1) trees their shadows throw.—*Longfellow*. He doth not (7) good concerning me.—*Bible*. 'Twill be recorded for a (4).—*Shakespeare*. Decisions that became (5) in law. The lightning is (4) to the thunder. The (5) among poets is granted to Shakespeare. An unfulfilled (7). Let the army (3). A (2) country. Christmas (6). (11) should have a kindly purpose. The (9) came from Asia. The (10) of a clergyman. Clouds of (9) tinge. If you mean to (8), learn to please.—*Churchill*. Whatever is (1) deserves attention.—*MacIntosh*. Her absence made the night, her (6) brought the day.—*Prior*. Rough (11)s danced.—*Milton*.

## LESSON 226.

## Verbal Distinctions.

**Direction.**—Mark the difference in *spelling, pronunciation, and use.*

1	sculpt'or, a carver in stone, etc.	6	tow'er, a high building. tour, a journey.
	sculpt ure, work of a sculp- tor.	7	trea'ties, agreements. trea tise, a formal essay.
2	sub'tile, fine, delicate. subt le (sūt'), sly, cunning.		ve rac'i ty, truthfulness.
	sta'tion a ry, fixed, perma- nent.	8	vo rac'i ty, greediness of appetite.
3	sta'tion e ry, paper, pens, etc.		virt'ue, moral excellence ; active power.
	stat'ue, a carved or solid image.	9	vir tu', objects of art or antiquity.
4	stat ute, a positive law. stat ure, height of a person.	10	which, a pronoun. witch, sorceress.
	sur'plice, a white robe worn by clergymen.		with, a preposition.
5	sur plus, more than enough.	11	withe, a band of twisted twigs.

**Direction.**—Put the right word in the right place.

The name of the Lord is a strong (6).—*Bible.* More (2) web Arachne cannot spin.—*Spenser.* (9) is her own reward.—*Dryden.* Foreign men of mighty (4) came.—*Dryden.* There was a (4) against vagabonds.—*Bacon.* A fortune-telling (10) (11) evil eye. A passion for collecting articles of (9). A man of unquestioned (8). Broken (7) lead to war. The earth appears (3). Athens' great (1), Phidias. A (4) of a goddess. The (5) is made of linen. A wedding (6). A (7) on logic. A fine stock of (3). A piece of marble (1). A (5) in the treasury. A bundle of willow (11)s. That (8) (10) leads fish to devour their young. The serpent, (2)st beast of all the field.—*Milton.*

## LESSON 227.

## Review.

**Direction**—Choose the right word.

1. In (sculptor, sculpture) (exercised, exorcised) his happy skill.—*Dryden*.
2. Vines clustered around the lofty (pillows, pillars).—*Hans Christian Andersen*.
3. The three weird (profits, prophets) on the heath.—*Irving*.
4. (Great, grate) character is as rare a thing as (great, grate) (genus, genius).—*Lowell*.
5. A wise ruler (exceeds, accedes) to the demands of the (populous, populace).
6. The Zuyder Zee was formed by an (irruption, eruption) of the ocean.
7. The cause invariably (precedes, proceeds) the (affect, effect).
8. (Virtue, virtu) demands strict (adherents, adherence) to duty.
9. A wise man (excepts, accepts) good (advise, advice).
10. The writings of (genius, genus) (elicit, illicit) numerous (critics, critiques).
11. Rank should not take (precedents, precedence) of worth.
12. We know in part, and we (prophecy, prophesy) in part.—*Bible*.
13. (Satire, satyr) is a weapon (witch, which) should be used with care.
14. (Formally, formerly) the wearing of the (surplus, surplice) was ordered by (stature, statue, statute).
15. Solomon (accepted, excepted) rich (presence, presents) from the Queen of Sheba.
16. The (medal, meddle) bore an (ingenuous, ingenious) (device, devise).

**LESSON 228.**

**Grammar.**

mas'cu line	de clen'sion	de clar'a tive
ob ject'ive	cop'u la tive	sub or di nate
de fin i tive	al ter'na tive	com par i son
tran'si tive	pos sess ive	com par a tive
par ti ci ple	mod i fi ca'tion	su per la tive
in fin'i tive	nom'i na tive	con ju ga'tion
de scrip tive	ex clam'a to ry	sub junc'tive
co or di nate	ad ver sa tive	et y mol'o gy

**LESSON 229.**

**Grammar.**

sin'gu lar	aux il'ia ry	pos'i tive	in dic'a tive
neu ter	po ten tial	syn op'sis	im per a tive
pas sive	par'a d'igm	neg'a tive	me ton y my
plu ral	syn the sis	a nal'y sis	ap po si'tion
fem i nine	met a phor	ar'ti cle	re dun'dant
el lip'sis	ple o nasm	sim i le	par'a graph

**LESSON 230.**

**Arithmetic.**

rad'i cal	in sur'ance	ex tremes'	as'sets
spe cif'ic	ar bi tra'tion	re sourc es	in vo lu'tion
tar'iff	an te ced ent	li a bil'i ties	ev o lu tion
târe	con'se quent	al li ga tion	pro gres'sion
pol'i cy	re cip'ro cal	me'di al	ad va lo'rem
ra ti o	ex po nent	al ter'nate	as sess'ment

## LESSON 231.

## Arithmetic.

par'al lel	plane figures	rhombus
ver tic al	pe rim'e ter	pyr a mid
frus tum	i sôs ce lês	ge o met'ric al
sca lene'	hor i zon'tal	men su ra tion
a cute	di ag'o nal	per pen dic u lar
ob tuse	rhomboid	par al lel o gram
trap'e zoid	pol y gon	hy poth'e nuse
tra pe'zi um	al ti tude	e qui lat'er al

## LESSON 232.

## Pronunciation.—(See Key, pp. 96 and 71.)

## (Words from the French.)

à propos (â prô pô')	début (dâ bû')	messieurs (mês'yûr' or mêsh'yurz')	rendezvous (rông'dâ/vôô' or rên'de vôô')
attaché (â tâ shâ')	éclat (â klâ')	mirage (mê râzh')	résumé (râ'zû'mâ')
bouquet (bôô kâ')	élite (â lét')	mô râle'	roué (rôô'â')
cortège (kôr'tâzh)	ennui (ân wê')	naïve (nâ'êv)	sobriquet (sô'brê kâ')
cô te rié'	mademoiselle (mâd mwâ zêl')	naïveté (nâ'êv tê')	soirée (swâ rê')
coupé (kôô pâ')	mesdames (mâ dâm')	neg li gee' (zhâ')	trousseau (trôô'sô')
cuisine (kwê zên')	mesdames (mâ dâm')	qui vive (kê vêv)	
débris (dâ brê')	monsieur (mûs'yûr')	régime (rê'zhêm')	

**Caution.**—In pronouncing the following and similar words, avoid laying too much stress on the syllable next to the last. Touch the unaccented syllables distinctly but lightly.

in'ter est ing, per'emp to ry, pri'ma ry, dic'tion a ry,  
ter'ri to ry, cer'e mo ny, a poth'e ca ry, mat'ri mo ny.

## Miscellaneous Test Words.

**Direction.**—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

233.	234.	235.
ac'me	co a lesce'	em'a nate
æ o'li an	con fec'tion er y	en am'or
a'er o naut	con fed er a cy	eu'lo gize
æs thet'ic	con'sum mate	eu pho ny
a lac ri ty	con tin'u ance	ê van gel'ic
al'ka li	cor rob o rate	ex'ca vate
al le go ry	co te rië'	gen e sis
a mal'ga mate	cyn'o sure	ex o dus
an æs thet'ic	da guerre'o type	ex plic'it
a nal'o gy	de lin e ate	fac-sim'i le
a nat o my	de o dor ize	fir'ma ment
an'gli cize	de plete	fise al
an ni ver'sa ry	de rog a to ry	fla grant
a nom'a ly	des'ic cate	fu ne're al
a non y mous	det ri ment	hel'le bore
ap pa ră'tus	deu ter on'o my	hem or rhage
ap pren'tice	di'a cese	hi lar'i ty
as sim i late	di plo'ma cy	hon'or a ry
as sur ance	dis par i ty	im plic'it
a troc i ty	dis syl la ble	in cen tive
au'spi ces	döl'or ous	in ci sive
*bar y tone	ef fem'i na cy	in de cen cy
†Brit ain	ef fi cien cy	in dig e nous
†Brit on	e'go tism	in oc u late
cen ten'ni al	el lipse'	vac'ci nate

\*Or bar'i tône.

†Briton, a native of Britain.



## Miscellaneous Test Words.

**Direction.**—Illustrate the use of each word. The words are arranged alphabetically to aid in consulting the dictionary.

236.	237.	238.
in flex'i ble	om'i nous	rep a ra'tion
in sen si ble	*op ti mist	rep ar tee
in ter perse'	*pes si mist	re pug'nant
in'ter stice	os tra cize	req'ui site
in tol'er ant	*pag eant ry	res o nant
in vin ci ble	pan a ce'a	re sus'ci tate
in vis i ble	par'ox ysm	rev e la'tion
i tal i cize	pen ta teuch	rhet'o ric
lab'o ra to ry	per cus'sion	rum mage
lab y rinth	phos'phor us	sa gac'i ty
mar i time	*piqu an cy	*san'a tive
'men ag'e rie	plā gi a rize	*san i ta ry
mer'ce na ry	'ple ia des	san i ty
mis cre ant	pneu mat'ic	sat el lite
mis de mean'or	po lyg a my	seur ril ous
mne mon'ics	prep a ra'tion	sōl e cism
mol'li fy	pre ten'tious	stē re o type
mon e ta ry	pri or i ty	sup pli ant
mon o syl la ble	prom'on to ry	sup pu rate
mo not'o ny	pro pri'e tor	te mer'i ty
nec'es sa ry	ra pac i ty	trench'ant
ni hil ism	re cur rence	tri syl'la ble
nul li fy	red'o lent	va'ri e gate
ob serv'ance	rel e gate	zeal ous

**Pronunciation.**—<sup>1</sup> men āzh'e ry. <sup>2</sup> pāj ant ry. <sup>3</sup> pīk'-. <sup>4</sup> plē'ya dēz.

\* The *optimist* holds that all events are ordered for the best—the *pessimist* takes the opposite view. † *Sanattee*, tending to promote health; *sanitary*, pertaining to health.

# PART IV.

## LESSON 239.

### Synonyms Discriminated.

**Definition.**—Synonyms are words of like significance in the main, but with a certain unlikeness as well.—*Trench.*

**bring**, motion toward the speaker.

- <sup>1</sup> **fetch**, motion, first from, then toward, the speaker (*go* and *bring*).

**haste** denotes quickness of action and a strong desire for getting on.

**hur'ry** is a confused or rash *haste*.

- <sup>2</sup> **speed** denotes the actual progress made.

**dis patch'** denotes the promptitude and rapidity with which things are done.

**id'le**, unemployed ; averse to doing anything useful.

- <sup>3</sup> **in'do lent** denotes a love of ease, or an aversion to effort.

**la'zy**, averse to bodily effort—more contemptuous than *in-dolent*.

**in'dus try** implies habitual devotion to labor.

- <sup>4</sup> **dil'igence** denotes earnest application to some specific object or pursuit. (*industrious*, adj.; *diligent*, adj.)

**Direction.**—*Choose the right word, and give your reason.*

1 And as she was going to — it, he called to her and said, — me, I pray thee, a morsel of bread.—*Bible.*

2 A man may properly be in —, but never in a —. — usually secures —.

3 Why stand ye here all the day — ?—*Bible.* An — mind is not capable of true enjoyment. Shall we stretch our — bodies on our beds while the world is hard at work ?

4 A man is — who is actually employed, and — if disposed always to be employed.

## LESSON 240.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

The **con niv'ance** (winking) of public men at what is wrong is often the result of the **basest col lu'sion** (playing into each other's hands).

A few persons form a **ca bal'** or **jun'to** and intrigue secretly for power ; a **fac'tion** works more openly.

**Con ceal'** facts or crimes ; **dis guise'** sentiments ; **dis sem'ble** feelings ; **se crete'** goods.

**Con sign'** goods to an agent ; **in trust'** money or goods to a servant.

A **con tempt'u ous** opinion *expresses* contempt ; a **con tempt'i ble** opinion *deserves* contempt. Egotism is **con tempt'i ble** ; treachery is **des'pi ca ble** (stronger term). **Pit'i ful** excuse, pre-tense, or weakness ; **pal'try** trifle, evasion, or subterfuge.

He is **con tent'** who *holds* enough ; he is **sat'is fied** who *gets* enough.

## LESSON 241.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

**Clum'sy** (lumpish, heavy) person, shape, or expression ; **awk'ward** (ungraceful) movements or manners ; **un couth'** (untrained) manners or language.

**Droll** fellow ; **com'ic al** adventure ; **laugh'a ble** incident ; **lu'di crous** scene or situation ; **fa ce'tious** person or reply.

An **er'ror** may be corrected ; a **mis take'** may be rectified or overlooked ; a **blun'der** is blamable or laughable.

I thought the attempt **fool'ish** at first, now I think it **ab surd'** and even **pre pos'ter ous**.

**Youth'ful** employments or aspirations ; **ju've nile** performances or tricks ; **pu'er ile** (usually in a bad sense) objections.

## LESSON 242.

## English Prefixes.

<b>a</b>	= at, in, on.	<b>out</b>	= beyond.
<b>be</b>	= to make, by.	<b>over</b>	= above.
<b>en (em)</b>	= in, on, to make.	<b>to</b>	= the, this.
<b>for</b>	= not, from.	<b>un</b>	= not, opposite act.
<b>fore</b>	= before.	<b>under</b>	= beneath.
<b>mis</b>	= wrong, wrongly.	<b>with</b>	= against, from.

**Direction.**—*Define and use the following derivatives.*

**Model.**—*A-ground, on the ground; i. e., stranded or stopped. The vessel ran aground.*

**A-head, a-blaze, a-shore, be-numb, be-side, be-cause, en-circle, em-bark, em-power, for-bid, for-bear, fore-sight, fore-shadow, mis-rule, mis-apply, out-break, out-weigh, over-rule, over-shadow, to-night, un-able, un-skilled, un-deceive, under-mine, under-rate, with-stand, with-hold**

## LESSON 243.

## Latin Prefixes.

<b>ab (abs)</b>	= from.	<b>de</b>	= down, from.
<b>*ad (a, ac, af, ag, al, an, ap, ar, as, at)</b>	= to.	<b>dis (di, dif)</b>	= apart, not, opposite act.
<b>ante</b>	= before.	<b>ex (e, ec, ef)</b>	= out of, from.
<b>bi (bis)</b>	= two, twice.	<b>extra</b>	= beyond.
<b>circum (circu)</b>	= around.	<b>in (il, im, ir)</b>	= in, on (in verbs and nouns); not (in adj. and nouns).
<b>con (co, col, com, cor)</b>	= with, together.	<b>inter</b>	= between.
<b>contra (counter)</b>	= against.		

**Direction.**—*Define and use the following derivatives.*

**Model.**—*Ec-centric, out of the center; hence, irregular, odd. Eccentric conduct.*

**Ab-normal (L. norma, rule), abs-tain (L. tenere, to hold), ad-minis-ter, a-scend, ac-custom, af-fix, an-nex, ap-portion, at-tain, ante-date, bi-ped (L. pes, foot), circum-navigate, con-dole (L. dolere, to grieve), co-equal, com-press, cor-respond, contra-distinction, counter-balance, de-merit, dis-inter, dis-seminate (L. seminare, to sow), dif-fident, ex-port (L. portare, to carry), e-ject, ec-centric, extra-vagant, im-port, il-legitimate, ir-reverent, inter-mission.**

\* For the sake of euphony the last letter of the prefix is often changed to the first letter of the root, or is dropped.

## LESSON 244.

## Latin Prefixes—Continued.

non = not.	retro = backward.
ob (oc, of, op) = in front, in the way, against.	se = aside.
*per = through, thoroughly.	semi = half.
post = after.	sub (suc, suf, sug, sup, sus) = under.
pre = before.	super ( <i>French</i> , sur) = above, over.
pro = for, forth.	trans (tra) = over, beyond.
re = back or again.	ultra = beyond.
	vice = instead of.

**Direction.**—Define and use the following derivatives.

**Model.**—*Per-vade, to go through, to affect entirely. This spirit pervades all his words and actions.*

Non-essential, ob-ject (L. *jacere*, to throw), pro-ject, re-ject, sub-ject, op-press, per-manent, per-vade, post-meridian, pre-fix, pre-mature, pro-noun, re-lapse, retro-spect, se-lect, semi-circle, sub-jugate (L. *jugum*, a yoke), suc-cumb (L. *cumbere*, to lie down), sup-press, super-natural, sur-pass, trans-port, tra-verse, ultra-marine, vice-roy, (Fr. *roi*, king).

## LESSON 245.

## Greek Prefixes.

a (an) = without, not.	en (em) = in, on.
amphi = both, around.	epi (ep) = upon.
ana = up, back, through.	hyper = over.
anti (ant) = against, opposite.	hypo = under.
apo (ap) = from.	meta (met) = beyond, change.
cata (cat) = down.	syn (sy, syl, sym) = with, together.
dia = through.	

**Direction.**—Define and use the following derivatives.

**Model.**—*Ana-lysis, a loosening up thoroughly, a separation into parts. Analysis of sentences; chemical analysis.*

A-theist (Gr. *theos*, God), an-archy, amphi-theater, ana-lysis (Gr. *luain*, to loosen), anti-pathy (Gr. *pathos*, feeling), a-pathy, sym-pathy, ant-arctic, apo-stle (Gr. *stellein*, to send), ap-helion (Gr. *helios*, the sun), cata-ract, dia-meter (Gr. *metron*, a measure), em-phasis, epi-demic (Gr. *demos*, the people), hyper-critical, hypo-crite, meta-physics, syn-the-sis (*thesis*, a placing), anti-thesis.

\* Per, standing alone, means *by*; as, *per centum, by the hundred.*

## LESSON 246.

## Synonyms Discriminated.

- 1** **discover.** We *discover* what existed before.  
**1** **invent.** We *invent* what did not exist before.
- 2** **capacity,** power of receiving.  
**2** **ability,** power to do ; *abilities* denotes all our powers.
- 3** **genius** implies high and peculiar gifts of nature ; extraor-  
**3** **ordinary** power of originating ; as, *genius* for poetry.  
**3** **talent** implies natural strength of intellect ; power to ex-  
 ecute ; as, *talent* for business or oratory.
- 4** **courage,** that firmness of spirit that meets danger without  
 fear.  
**4** **bravery,** that *courage* which shows itself in outward acts.  
**4** **gal'lant ry,** adventurous *courage*.  
**4** **intrepid'ity,** firm *courage*.  
**4** **forti tude,** passive *courage*, bearing up nobly under trial.  
**4** **hero'ism** calls into existence all the modifications of *cour-*  
*age*, and comes from a noble devotion to some great  
 cause.

**Direction.**—Choose the right word, and give your reason.

**1** Watt — the steam-engine. Harvey — the circulation of the blood. — of art ; — of science.

**2** Although the youth had only ordinary —, by application he became a man of marked —.

**3** — reaches its ends by a kind of intuitive power ; — depends more on high mental training. — creates ; — learns and executes. — needs opportunities ; — makes them for itself.

**4** — is useful in the hour of attack ; — is of service at all times. The history of the American Revolution furnishes many instances of true —. Washington and his troops at Valley Forge gave the world an example of —. The — of the general in resisting the attack of a superior force, and the — of his dashing officers were properly commended.

## LESSON 247.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

Cheer'ful'ness is a habit of the mind. Gay'ety is an occasional excitement of animal spirits. Mirth or mer'ri'ment is noisy *gayety*.

Vex'a'tion springs from a sense of loss, disappointment, etc. ; mor'ti'fi'ca'tion, from wounded pride ; chagrin', from either, being usually not so lasting.

Substantial com'fort at home ; con'so'la'tion when we are in sorrow ; sol'ace ourselves with books, society, etc.

A man may be si'lent from circumstances ; he is tac'i'turn from disposition.

Talk'a'tive child ; lo'qua'cious woman ; gar'ru'lous old man.

A cir'cum'stan'tial account embraces all the leading events ; a par'tic'u'lar account goes further ; a minute' account goes further still.

## LESSON 248.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

"*The whole is greater than a part,*" is an ax'iom (self-evident truth). "*Honesty is the best policy,*" is a max'im (guiding principle). "*Light gains make heavy purses,*" is a prov'erb (common, pithy saying). "*What hurts us instructs us,*" is a Greek ad'age (very old proverb).

Clois'ter, a place of seclusion ; mon'a's'tery, a place of solitude, usually for men called *monks* ; nun'ner'y,—always for women called *nuns* ; con'vent, a community of recluses ; ab'bey or pri'o'ry,—named from the head, an abbot or a prior.

Joyous or solemn feasts ; a splendid ban'quet ; celebrate with a joyous fes'ti'val ; a drunken ca'rous'al.

Bl'ased by self-interest ; pre'pos'sessed' in her favor ; prej'u'diced against me.

## LESSON 249.

### Suffixes Classified.

#### Noun Suffixes.

**One who does (agent).**—an, ant, ent, ar, er, or, ard, ary, eer, ier, ist, ive, ster.

**One who is, one to whom.**—ate, ee, ite, ive.

**Place where.**—ary, ery, ory.

**Direction.**—Define the following derivatives. Give others.

#### Models.

lapid-ary, one who cuts precious stones.

evangel-ist, one who brings good news.

lexat-ee, one to whom property is left.

deleg-ate, one who is sent by others.

semin-ary, a place where seed is sown, a school.

dermit-ory, a place where people sleep.

*Ante-diluvi-an* (L. *diluvium*, flood), mendic-ant, adher-ent, schol-ar, biograph-er, competit-or, wiz-ard, incendi-ary, auction-eer, cash-ier, monopol-ist, operat-ive, pun-ster, associ-ate, assign-ee, mortgag-ee, favor-ite, capt-ive, api-ary (L. *apis*, a bee), henn-ery, observat-ory.

## LESSON 250.

### Noun Suffixes—Continued.

**State, quality, act.**—acy, age, al, ance, ancy, dom, ence, ency, hood, ing, ion, ism, ment, mony, ness, ry, ship, th, tude, ty or ity, ure, y.

**Diminutives.**—cle, cule, ie or y, kin, en, let, ling, ock, ule, ette.

**Direction.**—Define the following derivatives. Give others.

#### Models.

sch-ism, state of being divided.

frict-ion, the act of rubbing.

euphon-y, quality of sounding well.

man-i-kin, a little man.

Suprem-acy, pilgrim-age, recit-al, forbear-ance, expect-ancy, martyr-dom, abhorr-ence, transpar-ency, likeli-hood, rehears-ing, rebell-ion, barbar-ism, atone-ment (at-one-ment), matri-mony, holi-ness, pleasant-ry, apprentice-ship, dep-th, soli-tude, brev-ity, rapt-ure, bigam-y, parti-cle, animal-cule, Tomm-y, Will-ie, lamb-kin, kitt-en, rivu-let, found-ling, hill-ock, glob-ule, ros-ette, cigar-ette.



## LESSON 251.

## Adjective Suffixes.

*Pertaining to.*—al, an, ar, ary, ic or ical, id, ile, ine, ory.

*Full of or having.*—ate, ful, ose, ous, some, y.

*That may or can be.*—able, ble, ible, ile.

*Having power.*—ive. *Like.*—ish, like, ly.

*Without.*—less. *Being or ing.*—ant, ent. *Made of.*—en.

*Direction.*—*Define and use the following derivatives.*

*Models.*—*Aquill-ine, pertaining to an eagle, hooked. Aquiline nose. Verd-ant, being green. Verdant fields.*

Celesti-al, suburb-an, ocul-ar (L. *oculus*, the eye), planet-ary, ocean-ic, astronom-ical, torr-id, puer-ile, (L. *puer*, a child, a boy), sacchar-ine (L. *saccharum*, sugar), declamat-ory, intric-ate, grate-ful, joc-ose, tim-or-ous, frolic-some, flower-y, habit-able, naviga-ble, convert-ible, frag-ile, correct-ive, knav-ish, matron-ly, fruit-less, err-ant, malevol-ent, (L. *male*, ill, *velle*, to wish), braz-en.

## LESSON 252.

## Verb Suffixes.

*To make.*—ate, en, fy, ish, ise or ize.

## Adverb Suffixes.

*Manner.*—ly, wise. *Direction.*—ern, ward.

*Direction.*—*Define and use the following derivatives.*

*As-simil-ate, straight-en, ampli-fy, embell-ish, tranquil-ize, critic-ise, candid-ly, like-wise, south-ern, lee-ward.*

## Review.

Ac-celer-ate (L. *celerare*, to hasten), a-melior-ate (L. *melior*, better), e-radic-ate (L. *radix*, a root), re-act-ion, inter-nation-al, con-sign-ment, op-press-ive-ly, ir-re-press-ible, pre-occupat-ion, de-gener-ate (L. *genus*, race, kind), com-petit-ive (L. *petere*, to seek).

**To the Teacher.**—These exercises may very profitably be continued by selecting derivatives for the pupils to analyze.

LESSON 253.

Synonyms Discriminated.

- ab'sti nence**, the act of refraining altogether.
- tem'per ance**, the act of using or enjoying with moderation.  
(*abstain*, vb.; *abstinent*, adj.; *temperate*, adj.)
- distin'guished**, standing apart from others in the public view,—as for learning or public services.
- em'i nent**, standing out above the rest,—as for learning, skill, or piety.
- cel'e bra ted**, widely spoken of with honor,—as for benevolent deeds, or discoveries.
- re nowned'**, named again and again with honor for some signal deed; as, a *renowned* warrior or statesman.
- fa'mous**, widely spoken of as extraordinary,—as for talents or eccentricities.
- ill us'tri ous**, possessing a splendor which confers the highest dignity,—as for virtues or noble deeds.
- noted**, well known by reputation,—as for talents or absurdities.
- no to'ri ous**, widely known, usually to disadvantage.
- dis sem'blers** conceal what they are.
- 3 hypo crites** feign to be what they are not.

**Direction.**—Choose the right word, and give your reason.

1 We are — in what is good; we — from what is not good. Be — in youth, or you will have to be — in old age.

2 Sir William Hamilton was a — metaphysician. The physician soon became — in his profession. There are — authors whom to censure would endanger one's reputation. Napoleon was —; Alexander was —; Washington was —. — characters excite many remarks from friends and enemies; — characters are generally shunned.

3 André, passing within the American lines in a citizen's dress, was a —; Arnold, whom he went to visit, had long been a —

## LESSON 254.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

Fright'ful dream or shriek ; tre men'dous shock or storm ; ter'ri ble catastrophe, hurricane, or roar ; hor'ri ble deeds, sights, or stories ; fear'ful contest or wave ; the last, dread'ful day ; dread'ful gloom ; aw'ful solitude ; shock'ing exhibition of wickedness ; shock'ing news.

To mur'der is to kill with malicious forethought ; to as sas'sinate is to *murder* suddenly and by stealth.

Mas'sa cre refers to the promiscuous slaughter of many human beings ; butch'ery, to cold-blooded cruelty in slaughtering ; car'nage, to the heaped-up bodies.

Fero'cious in temper ; fierce in actions ; bar'barous in the manner of carrying out one's purposes ; sav'age in the spirit and feelings expressed in one's words or deeds.

A tro'cious crime ; fla'grant act of injustice ; hel'nous sin.

## LESSON 255.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

Out of the a bun'dance (overflow) of the heart the mouth speaketh. Ex u'ber ance (bursting forth) of animal spirits or vegetation.

Ex trav'a gant in the use of money or in praise ; lav'ish of one's means or compliments ; pro fuse' in bounties or thanks ; prod'i gal of one's time, treasure, or strength.

Pov'er ty, deficiency in the means of living. In'di gence, absence of the necessaries of life.

Un cer'tain weather ; pre ca'rious means of living.

Stocks fluct'u ate ; a man fluct'u ates between conflicting influences. A man vac'il lates in his opinions and purposes, and wa'vers when the hour for action comes.

### Word-Analysis and Word-Building.

To the pupil.—A change in the application of the words of our language is constantly going on, and in this the *metaphor* plays an important part.

From some real or fancied likeness of two things, a term belonging to the one is carried over to the other, and this *metaphorical* use often comes to be the common use of the word.

You can now see how the word *polite*, which originally meant *polished*, came to have its present use. We should not now think of speaking of *polite metal*, but we may use *polished* literally, and say *polished metal*, or metaphorically, and say *polished manners*.

Many interesting facts will come to light in following up the line which connects the present, or current, meaning of a word with the original, and those fond of exploration and discovery will find these exercises a diversion rather than a task.

## LESSON 256.

**Direction.**—The prefixes and suffixes below are printed in *Italic* and the roots in **black letters**. Search these parts out from the Reference Lists in the back part of the book, combine them, give the literal meaning of each word, and trace its relation to the current meaning as here illustrated. Give and explain as many other uses as possible. Two roots will sometimes be found in one derivative. You are not to look up the letters inclosed within marks of parenthesis.

**Model.**—*Capital* from *caput*, the head, and *al*, pertaining to, means literally *pertaining to the head*. The head being the chief or uppermost part of the body and the source of intellectual power, we say "capital city," "capital speech," "capital letter," "political capital," "capital in trade," etc.

*Capit* + *al* city; to *pre* + *capit* + *ate* (to throw head-first, to hasten) the conflict; *pre* + *capit* + *ant* (headlong) flight; steep, but not *pre* + *capit* + *ous*. To make the main points clearer I will *re* + *capit* + *ul* (= *ule*) + *ate*. The enemy offered to *capit* + *ul* (= *ule*) + *ate* (to draw up little heads, to surrender on terms). *re* + *anim* + *ate* disheartened troops; spoke with *anim* + *at* (= *ate*) + *ion*; The true *animus* of this affair; to whose continued *bene* + *fic* + *ence*; the *bene* + *fic* + *ent* fruits of Christianity; a well-directed *bene* + *fact* + *ion*; *cas*(u) + *al* remark; an un-

happy **cas(u) + al + ty**; to obscurity and **de + cad + ence**; **ac + cid + ent + al** meeting; **in + cid + ent + al** remark; **de + cid(u) + ous** trees (leaves falling in autumn); the remarkable **co + in + cid + ence** of the death of both Adams and Jefferson on the 4th of July, 1826. Party-spirit engenders \***anim + os (= ose) + ity**. The assembly was **un(unus, one) + anim + ous**. Secure **un(unus) + anim + ity**.

**Direction.**—Combine the parts, give the literal meaning, and find your own illustrations.

**de + capit + ate, anim + ate, in + anim + ate, anim + at (= ate) + ed, bene + fact + or, bene + fic(i) + al, bene + dict + ion, † cad + ence, oc + cas + ion, in + cid + ent, co + in + cide.**

## LESSON 257.

See "*Direction*," p. 163.

Enforcing justice and **equ + ity**; an **equ(it) + able** distribution; no **ad + equ + ate** champion; the **in + ad + equ + acy** of the alleged causes; his **ag + ile** heels; the **ag + il (= ile) + ity** of a monkey; **en + act** wise laws; legislative **en + act + ment + s**; good **counter + act + ing** ill; to **alien + ate** from; **alien + at (= ate) + ion** of the affections; **in + alien + able** rights; "**Ann + al + s** of a Quiet Neighborhood"; a life **annu + ity**; **con + clus + ive** evidence; **ex + clus + ive** privilege; from the third to the ninth **in + clus + ive**; **pre + clude** all possibility. The peony is a **per + enn(i) + al**.

**Direction.**—Combine, define, and illustrate.

**in + ad + equ + ate, in + lqu + ity, in + lqu(it) + ous, ag + ent, in + act + iv (= ive) + ity, trans + act, trans + act + ion, alien, annu + al, bi + enn(i) + al, semi + annu + al, con + clude, con + clus + ion, ex + clude, ex + clus + ion, in + clude, se + clus + ion, se + clud + ed.**

\* Literally *state of being full of life or spirit*; but this word has been restricted to a special application, and now denotes *violent hatred*.

† *Cadence*, like *animosity*, has been restricted in application, and now means *a falling of the voice*.

## LESSON 258.

## Synonyms Discriminated.

- calam'ity, any cause of great misery or extensive evil.  
 disas'ter, a sudden and distressing event.  
 1 misfort'une, ill fortune ; evil accident.  
 mischance' or mishap', a trivial *misfortune*.  
 a ban'don, to give up wholly,—as vice, a ship.  
 desert', to run away from ; to part from,—as a post of duty, a friend.  
 2 forsake', to draw away from,—as bad habits, companions.  
 relin'quish, to give up or let go under pressure,—as the grasp, a claim, purposes.  
 surren'der, to give over (*usually* under a necessity),—as a fort, one's will.  
 account', statement of a single event, or a series of events taken as a whole,—as a shipwreck, a battle.  
 3 narra'tive, a story of connected incidents,—as the events of a siege, one's life.  
 descript'ion, a sketch or picture in words,—as of a person, a sunrise.

*Direction.—Choose the right word, and give your reason.*

1 A — seldom arises from the direct agency of man. — generally arise from the carelessness of persons or the unfitness of things for their use. — often come without any specific cause. A slight — detained him.

2 We have — all and followed thee.—*Bible*. We — our hopes. The soldiers of Hannibal — themselves to pleasure at Capua. He foolishly — himself to the tempter. He will not — the cause.

3 Readers are charmed with Milton's — of paradise. — of the accident were received from different sources. The — of his adventures in Africa was given to the public.

## LESSON 259.

## Synonyms Discriminated.

*Direction.—Learn to discriminate; give original illustrations.*

One is always surrounded by dan'ger. One's life is sometimes in per'fl. Haz'ard life and property in a bold venture; a life in jeop'ard y (extreme danger).

In im'mi nent danger of one's life; im pend'ing evils of war; threat'en ing indications for the future.

Con cern', not indifference; sol'ic'i tude and even anx i'e ty regarding your future.

Cau'tious at all times against evil; wa'ry of hostile designs; cir'cum spect (looking around) in matters of peculiar delicacy and difficulty.

Habitual hostility marks the ad'ver sa ry; op po'nents are pitted against each other; an tag'o nists struggle in the contest.

A fortress is de fend'ed by its guns and protect'ed by its walls.

## LESSON 260.

## Synonyms Discriminated.

*Direction.—Learn to discriminate; give original illustrations.*

A storm or a fever a bates'; a tumult or a passion sub sides'.

Alle'viate (lighten) cares or distresses; mit'i gate (make mild) punishment, one's anguish, or the fierceness of passion; as suage' (sweeten = soften) sorrow or angry feelings; al lay' (quiet) grief or wounded sensibility.

A general or a local physical debil'i ty; in firm'i ty of the eyes, etc.; in firm'i ties of age; im be cill'i ty of body or mind.

Cor po're al substance or frame; cor'po ral (*not* corporeal) punishment.

Nox'ious weeds or food; noi'some vapors or pestilence.

I labor for the re cov'ery of my property, but am indebted to another for its res to ra'tion.

## LESSON 261.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Cap + *able* engineer ; capt + *iv* (= *ive*) + *at* (= *ate*) + *ing* loveliness ; capt(i) + *ous* disposition ; con + *ceive* the idea ; finds no *ac* + *cept* + *ance* ; the common *ac* + *cept* + (at) *ion* of the term ; form a *con* + *cept* + *ion* of the Deity ; un + *ex* + *cept* + *ion* + *able* language ; opposed it from its very *in* + *cept* + *ion* ; children are more *sus* + *cept* + *ible* ; *anti* (= *ante*) + *cip* + *ate* pleasures ; *e* + *man* + *cip* + *ate* a slave ; *emancipate* one from error ; *in* + *cip*(i) + *ent* stage of the disease ; the *re* + *cip*(i) + *ent* of many favors ; choice and *felic*(it) + *ous* English.

**Direction.**—Combine, define, and illustrate.

*in* + *cap* + *able*, *capt* + *or*, *capt* + *iv* (= *ive*) + *ity*, *capt* + *ure*, *de* + *ceive*, *per* + *ceive*, *re* + *ceive*, *ac* + *cept*, *ac* + *cept* + *able*, *pre* + *cept*, *pre* + *cept* + *or*, *re* + *cept* + *ion*, *parti* + *cip*(le), *parti* + *cip* + *ate*, *parti* + *cip* + *ant*, *felic* + *ity*, *in* + *felic* + *ity*, *parti* + *cle*, *parti* + *al*.

## LESSON 262

(See *Direction*, p. 163.)

To *ac* + *cede* to a request ; inquire into his *ante* + *ced* + *ent* + *s* ; to *cede* territory ; *con* + *cede* the point in question ; no *pre* + *ced* + *ent* (*préc'e dent*) for such a ruling ; an un + *pre* + *ced* + *ent* + *ed* (*un préc'e dent ed*) course ; will claim *pre* + *ced* + *ence* (*pre céd'ence*) ; the *cess* + *ion* of territory ; a *cess* + (at) *ion* of hostilities ; easy of *ac* + *cess* ; *ac* + *cess* + *ion* of wealth ; *de* + *fect* + *ion* from a cause or a party ; possible, but not *feas* + *ible* ; *dis* + *af* + *fect* + *ion* among the soldiers ; *pro* + *fic*(i) + *ent* in mathematics.

**Direction.**—Combine, define, and illustrate.

*pre* + *cede*, *re* + *cede*, *se* + *cede*, *inter* + *cede*, *ex* + *ceed*, *pro* + *ceed*, *suc* + *ceed*, *abs* + *cess*, *ex* + *cess*, *ex* + *cess* + *ive*, *se* + *cess* + *ion*, *fact* + *or*, *fact* + *ory*, *de* + *fect* + *ive*, *per* + *fect*.



## LESSON 263.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

Rightful **claim** + *ant* to the estate ; crowds *ac* + **claim** him king ; *re* + **claim** a vicious child ; voted by *ac* + **clamat** + *ion* ; the Apostles' **Cre(e)d** ; to produce his **cred** + *ent(i) + al + s* ; to take advantage of his **cred(ul)** + *ity* ; to *dis* + **credit** the report ; a *dis* + **credit** + *able* performance ; an *in* + **cred** + *ible* story ; the ground of **cred** + *ence* ; to **dict** + *ate* a letter ; invested with the authority of a **dict** + *at(= ate) + or* ; a **dict** + *at(= ate) + or(i) + al* tone ; faultless **dict** + *ion* ; *ad* + **dict** + *ed* to vice.

**Direction.**—Combine, define, and illustrate.

*de* + **claim**, *dis* + **claim**, *ex* + **claim**, *pro* + **claim**, *ir* + *re* + **claim** + *able*, *de* + **clamat** + *ion*, *ex* + **clamat** + *ion*, *pro* + **clamat** + *ion*, **cred** + *ible*, **credit**, **credit** + *able*, *contra* + **dict**, *pre* + **dict**, *pre* + **dict** + *ion*, *vale*(farewell) + **dict** + *ory*.

## LESSON 264.

(See *Direction*, p. 163.)

A **curr** + *ent* report ; a specie **curr** + *ency* ; a **curs** + *ory* view of the subject ; a *con* + **curr** + *ence* of opinions ; *in* + **cur** displeasure ; the *in* + **curs** + *ion* + *s* of the Goths ; *pre* + **curs** + *or* of a storm ; becoming justly *in* + **dign** + *ant* (angry at what is unworthy) ; to suffer *in* + **dign** + *ity* ; *con* + **dign** punishment ; to *ad* + **duce** facts and arguments ; *con* + **duce** to the general good ; *con* + **duc** + *ive* to health ; *e* + **duce** good from evil ; to *se* + **duce** the young from duty ; secretly *ab* + **duct** + *ed* the child ; from these particulars we come, by *in* + **duct** + *ion*, to the general law ; *in* + **duct** + *ive* reasoning.

**Direction.**—Combine, define, and illustrate.

*ex* + **curs** + *ion*, *re* + **cur**, **dign** + (*i*)*fy*, **dign** + *ity*, **dign**(*it*) + *ary*, *e* + **duc** + *ate*, *in* + **duce**, *in* + **duce** + *ment*, **intro** + **duct** + *ion*, **intro** + **duct** + *ory*, *pro* + **duce**, *pro* + **duct** + *ive*.

## LESSON 265.

### Synonyms Discriminated.

**speech**, a form of words bearing on some topic of common interest to speaker and hearer.

**address'**, a form of words directed to some person or body of persons.

<sup>1</sup> **o ra'tion**, an elaborate speech for a special occasion.

**ha rangue'**, a noisy, vehement appeal to the passions.

**dec la ma'tion**, delivery of a memorized speech or exercise, as in schools ; loud or empty speaking in public.

**dic'tion** refers to the choice and construction of words where clearness and accuracy are at stake.

<sup>2</sup> **style** applies both to language and thought, and refers to the artistic character of the composition ; as, a graceful, polished, poetic, or forcible *style*.

**phra se ol'o gy**, particular or distinctive form of words.

**dis cern'ment**, keenness and accuracy of mental vision.

<sup>3</sup> **pen e tra'tion**, power of seeing deeply into things.

**dis crim i na'tion**, capacity of tracing out minute distinctions and nice shades of thought.

**Judg'ment**, the faculty of comparing and weighing things and deciding aright in reference to them.

**Direction.**—*Choose the right word, and give your reason.*

1 The mayor delivered an — of welcome. The senator made a strong — in support of the bill. The general made a — to his troops on the eve of battle. Webster delivered the — at the laying of the corner-stone. The audience pronounced it mere —.

2 The — of Burke was enriched with all the higher graces of composition ; his — was pure and clear ; his — was, at times, cumbersome.

3 — serves to remove all obscurity and confusion. — pierces every veil which falsehood draws before truth. — detects the slightest differences. When called upon to take any step or act any part, we must employ —.

## LESSON 266.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

**Difference** lies in the thing, **distinction** in the act of the person. To make a **distinction** without a **difference**.

In a **definition** we fix the bounds or limits of a thing; in an **explanation** we make plain or remove some misunderstanding. A **precise definition**; a **general explanation**.

**Sure** that the sun is in the sky to-day, **certain** that it will rise to-morrow; **sure** remedy or guide; **certain** of the correctness of the theory.

**Accurate** account, statement, or calculation; **exact** date, amount, or likeness; **precise** moment or meaning; **precise** in dress or language.

A **capitious** person catches at the slightest faults; one who is **cavilling** makes frivolous objections.

**Final** adjustment or determination; **ultimate** success or object; **conclusive** argument or arrangement.

## LESSON 267.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

A **specimen** represents a class of things; a **sample** is a part of the thing, showing the quality of the whole.

**Ingenious** mechanic; **skillful** physician; **expert** bowman; **dexterous** fencer; a **droit** pick-pocket; **clever** speech or trick.

**Cunning** or crafty **de vice**; useful **con trivance**.

**Utility** of an invention; **usefulness** of the thing invented.

**Durable** material or fabrics; **lasting** remembrance or effect; **permanent** situation or monument.

**Mer'cantile** house or business; **com mer'cial** education, people, or town.

We remove **obstruc'tions** and surmount **ob'sta cles**.

## LESSON 268.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

To meet for friendly *con + fer + ence*; a natural *in + fer + ence* from the preceding statement; by *suf + fer + ance* rather than by permission; to *pro(f) + fer* services; *trans + fer + able* rights; *e + lat + ed* by victory; the *cor + re + lat + ive* terms, *father* and *son*; *flu + ent* speaker; living in *af + flu + ence*; *in + flux* of wealth; the speaker's *flu + ency*; the *con + flu + ence* of two rivers; the *flu + id + ity* of water or gas; *in + frang + ible* atoms; *in + fring(e)* upon his rights; *re + fract + ion* of a ray of light; *re + fract + ory* child.

**Direction.**—Combine, define, and illustrate.

*fer(t) + ile*, *fer(t) + il(= ile) + ize*, *circum + fer + ence*, *dif + fer + ence*, *pre + fer + ence*, *re + fer + ence*, *re + fer + ee*, *di + lat(e)*, *di + lat + ory*, *super + lat + ive*, *trans + lat(e)*, *fract + ion*.

## LESSON 269.

(See *Direction*, p. 163.)

*Re + fund* the money; *fus + ion* of metals; language too *dif + fuse*; *dif + fus + ion* of knowledge; *dif + fus + ive* perfume; *ef + fus + ion* of blood; *in + fus + ion* of good principles; *pro + fuse* in expenditures; eyes *suf + fus + ed* with tears; *trans + fuse* a spirit of patriotism; the insolent *ag + gress + or*; *ag + gress + ive* measures; a *di + gress + ion* from my main purpose; to shut off all *e + gress*; *retro + grade* motion; not *pro + gress*, but *retro + gress + ion*; an *ad + her + ent* to a party; a rambling, *in + co + her + ent* style.

**Direction.**—Combine, define, and illustrate.

*con + fus + ion*, *grad(at) + ion*, *de + grade*, *de + grad(at) + ion*, *ag + gress + ion*, *con + gress*, *di + gress*, *pro + gress + ive*, *grad(u) + ate*, *trans + gress + ion*, *co + her + ence*, *ad + hes + ion*, *hes(it) + ancy*.

## LESSON 270.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

That which charms, enchants', or enrapt'ures (these words rise in their sense) affords pleasure for the time; that which fasci'nates or capt'ivates rivets the mind to the object.

Aff'able (ready to speak or to be spoken to) even to the meanest of his subjects; court'eous (suitable to a court) bearing or language; polite' (polished) behavior, address, or manners; civ'il (belonging to a citizen, not rude) person or reply; con de scend'ing to his inferiors; com'plai sant' (desiring to please) gentlemen. He smiled with much com'plai sance at all their pretty fancies.

El'egance comes from training or art; gra'ce may be a natural gift.

The de co'rum of a public assembly; the dig'nity of the men who compose it.

The Pharisees were scr'u'pu lous without being con sci en'tious.

## LESSON 271.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

Desul'tory (leaping) talk or remarks; cur'sory (running) view or glance.

Ap pro ba'tion of equals or superiors; com men da'tion of superiors.

Be nev'o lent (well-wishing) disposition or act; benefi cent (well-doing) acts or intentions.

Def'erence to authority, to rank, or to the opinions of others; respect' for superiors or for virtues; es'teem' for virtues or for real worth; rev'erence for persons or things exalted, noble, or sacred; ven'era'tion for age and wisdom.

It is wrong to dis par'age another's motives or efforts. De pre'ciate values or merits.

## LESSON 272.

## Synonyms Discriminated.

- beau'ti ful**, having that assemblage of graces or properties which pleases the senses (especially the sight) or the mind ; as, *beautiful* scenery, woman, or thought.
- pret'ty**, pleasing by delicacy or grace,—applying to things comparatively small ; as, *pretty* face, flower, or cottage.
- hand'some**, agreeable to the eye or to correct taste ; suitable ; as, *handsome* face, house, apology, or fortune.
- gleam**, to begin to give a faint but distinct light.
- glim'mer**, to give an indistinct, unsteady light.
- glit'ter**, to give a bright but broken and varied light.
- glis'ten**, to shine with a soft, fitful light.
- spark'le**, to send off particles of light.
- har'mo ny**, adaptation of parts to each other ; union of two or more sounds heard at the same instant.
- mel'o dy**, a pleasing succession of single sounds.
- char'ac ter** is the sum of a man's qualities.
- repu'ta'tion** is what others think of a man.

**Direction.**—Choose the right word, and give your reason.

- 1 We should not say that a man is — or —, but he may be —. — sunset ; — tale ; — horse.
- 2 The morning light — upon the earth. A distant taper — through the mist. A dew-drop — in the sun. The ladies' eyes — with pleasure. The child's eyes — with delight.
- 3 In a united family we see domestic —. There may be perfect — in a concert of voices and instruments. There may be — in language or in the song of a bird.
- 4 It is possible for a man to have a fair — who has not in reality a good — ; but men of really good — are not likely to have a bad —.

## LESSON 278.

## Synonyms Discriminated.

- plurality of votes, more votes than those given for any other candidate.
- 1 majority of votes, more than half the votes given for all the candidates.
- in sur rec'tion, a rising up in arms against the authority of the government.
- re volt', a violent attempt to throw off one form of gov-  
2 ernment for another.
- re bell'ion, an extended *insurrection* and *revolt*.
- rev o lution, a radical change ; *revolt* successfully accom-  
plished.
- a bet'tor. An *abettor* incites, proposes, encourages.
- 3 acces'so ry. An *accessory* aids, helps forward, conceals.  
ac com'plice. An *accomplice* takes part, carries into effect.
- com'mon, often met with.
- 4 gen'er al, pertaining to the majority.  
u ni vers'al, pertaining to all.

Direction.—Choose the right word, and give your reason.

1 There being several competing candidates, no one obtained a ——. He was elected by a — of votes, but did not represent a majority of the people.

2 The American — began in 1775. The government was weakened by frequent —, incited by men ambitious to rule. These severe measures led to an —, which was soon put down without bloodshed. This dissatisfaction soon grew into open —.

3 The — may escape the penalty of the law when he is morally more guilty than the — or even the —.

4 To be able to read is so — an attainment in this country that we may pronounce it —, though by no means —.

## LESSON 274.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

*Con* + *form* to good customs ; *trans* + *form* + *ed* into a butterfly ; bring ourselves into *con* + *form* + *ity* ; *in* + *it* + (*i*)*ate* into the mysteries ; *circu* + *it* + *ous* route ; *ex* + *it* and entrance ; *se*(*d*) + *it* + *ion* leading to open rebellion ; the *trans* + *it* of goods ; *trans* + *it* + *ion* + *al* state ; this *trans* + *it* + *ory* life ; *trans* + *it* + *ive* verb ; *liter* + *al* meaning ; *liter* + *ary* man ; *il* + *liter* + *ate* man ; easy, *col* + *loqu*(*i*) + *al* style ; to substitute *circum* + *locut* + *ion* for direct terms ; exposed to *ob* + *loqu* + *y* and censure.

**Direction.**—Combine, define, and illustrate.

*form* + *al*, *form* + *al* + *ity*, *de* + *form*, *per* + *form* + *ance*, *re* + *form*(*at*) + *ion*, *uni*(*unus*, one) + *form*, *in* + *form* + *al*, *in* + *trans* + *it* + *ive*, *loqu*(*ac*) + *ity*, *e* + *loqu* + *ence*, *magn* + *anim* + *ous*, *magn* + *anim* + *ity*, *magn* + *ate*, *magn* + (*i*)*fy*, *magn*(*i*) + *tude*.

## LESSON 275.

(See *Direction*, p. 163.)

Smaller factions *merg* + *ed* into one powerful party ; *e* + *merg*(*e*) from obscurity ; ready for any *e* + *merg* + *ency* ; *migrat* + *ory* birds ; the *migrat* + *ion* of birds ; *e* + *migrat*(*e*) to Australia ; to check the *im* + *migrat* + *ion* of Chinese into California ; refer the matter to a *com* + *mit*(*t*) + *ee* ; *e* + *mit* steam ; *inter* + *mit*(*t*) + *ent* springs ; *trans* + *mit* messages ; throw a *miss* + *ile* ; a supposition hardly *ad* + *miss* + *ible* ; the king's *e* + *miss* + *ary* ; received the *miss* + *ive* ; to *re* + *mit* the punishment ; to *remit* by draft ; received the *re* + *mit*(*t*) + *ance* ; *sed* + *ent* + *ary* employment ; *sed*(*i*) + *ment* of impure water ; to *super* + *sed*(*e*) an officer.

**Direction.**—Combine, define, and illustrate.

*manu* + *al*, *manu* + *fact* + *ory*, *e* + *man* + *cip* + *at*(= *ate*) + *ion*, *im* + *mers*(*e*), *sub* + *merg*(*e*), *migrat*(*e*), *ad* + *mit*(*t*) + *ance*, *sub* + *mit*, *miss* + *ion* + *ary*.



## LESSON 276.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

We **sollic't** aid or favor; **entreat'** with strong arguments, **beseech'** with strong feeling; **implore'** aid in extreme distress; **humbly supplicate** mercy. (These words increase in strength in the order in which they are here given.)

**Allured'** to evil by promised good; **enticed'** into it through our passions; **seduced'**, or drawn away, from the path of rectitude.

**Assent'** to a statement (act of the understanding); **consent** to a proposal (act of the will).

**Adicted** to vice; **devoted** to literature; **dedicated** to religious uses.

We **admon'ish** with a view to one's improvement; we **reprimand** by way of punishment.

**Pun'ish** to uphold law; **chastise'** to reform the offender.

## LESSON 277.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate; give original illustrations.*

**Plaus'ible** arguments and **spec'ious** appearances often deceive. His **os'tensible** motive may, or may not, be his real motive.

**Equivocate** by using language with two meanings; **prevar'icate** by "dodging" the truth.

**Delusions** of stock-jobbing; **illusions** of youth. **Soph'istry** is false reasoning of so subtle a kind as to render it difficult to expose its **fallacy**.

Life is **trans'ient** (short at the best); its joys are **trans'itory** (liable to pass away); its hours are **fleeting** (in the act of taking flight).

We **should** (obligation of propriety) be neat in our person. We **ought** (obligation of duty) to speak truth.

## LESSON 278.

### Synonyms Discriminated.

**hab'it**, a law which grows up within an individual, leading  
1 him to do easily and naturally what he does often.  
**cus'tom** is a frequent repetition of the same act by an individual or a community.

**mem'ory**, that faculty of the mind by which it retains the knowledge of past impressions or thoughts.

2 **re mem'brance**, the bringing of past impressions again to mind without conscious effort.

**rec ol lec'tion** implies a conscious effort to collect again impressions which have once been in the mind.

3 **under stand'** (*or apprehend*), to receive into the mind.  
**com pre hend'**, to embrace or understand a thing in all its extent.

**in con sist'ent**, not fit to be placed together.

4 **in con'gru ous**, not suited ; not in harmony.

**in com pat'i ble**, incapable of existing together.

*Direction.—Choose the right word, and give your reason.*

1 Man is a bundle of —. A — more honored in the breach than the observance.

2 — enables us to treasure up and preserve for future use the knowledge we acquire. I — the meeting, but I find it impossible to — all that occurred.

3 It is easy to — that there is a God, but impossible to — the vastness of his existence, wisdom, and power.

4 Habitual levity of mind is — with the profession of a clergyman ; it is — with his ordination vows ; it is — with his permanent usefulness.

## LESSON 279.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

**Tau tology** is a *needless repetition* of the same meaning in different words.

He was not satisfied with repeating his declaration, but went on to reiterate it in various forms.

**Prompt decision**, **steadfast determination**, and **inflexible resolution**.

**Pertinacity** of opinion ; **obstinacy** of will.

What evidence have you to offer in proof of the truth of your statement ?

This served only to aggravate the offense. It was said merely to irritate (*not aggravate*) him.

We may felicitate a successful rival (wish him joy), but can hardly congratulate him (unite our joy with his).

## LESSON 280.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

**Education** trains the mind ; **instruction** fills it with information.

One may be **illiterate** (*not acquainted with letters*) and yet not ignorant.

The **idioms** (*peculiar forms*) of a language ; the **dialects** of different localities.

**Incapable** of learning or of a mean action ; **incompetent** to a certain task ; **incompetent** judge.

**Difficult** problem (*requiring more or less exertion*) ; **arduous** undertaking (*requiring strenuous, persevering exertion*).

Believe a doctrine ; obey a precept.

It may be right to avenge injuries, but never to indulge revenge.

## LESSON 281.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

The *com + pon + ent* parts ; an *ap + posit(e)* remark ; nouns in the same case by *ap + posit + ion* ; *de + com + posit + ion* of rocks ; his *ex + posit + ion* of the text ; *con + de + scend* to become the friend of the lowly ; self-sacrifice and noble *con + de + scens + ion* ; *tran + scend* all limits ; to *a + scribe* honor to the upright ; to *circum + scribe* royal power ; to *in + scribe* a line on stone ; *pre + scrib + ed* course of study ; to *pro + scribe* offensive doctrines ; to *super + scribe* a letter ; to *tran + scribe* (copy) a letter ; an *in + script + ion* on a monument.

**Direction.**—Combine, define, and illustrate.

*op + pon + ent*, *post + pon(e)*, *posit + ion*, *posit + ive*, *com + posit(e)* number, *com + posit + ion*, *de + posit*, *de + posit + ory*, *in + posit + ion*, *pre + posit + ion*, *de + scend + ant + s*, *de + scribe*, *sub + scribe*, *manu + script*, *post + script*.

## LESSON 282.

(See *Direction*, p. 163.)

*Sect + ion + al* feelings and interests ; *inter + sect + ion* of the roads ; a *potent* argument ; princes and *potent + ate + s* ; “*potent + (i)al* mode ” ; *de + spic + able* company ; to be wise and *circum + spect* ; the art of *per + spect + ive* drawing ; *pro + spect + ive* benefit ; a *retro + spect + ive* view ; a successful *a + spir + ant* ; *con + spir + acy* against the government ; noble *a + spirat + ion + s* ; poetic *in + spirat + ion* ; *ex + pirat(= spirat) + ion* of the time ; the *in + spirat + ion* and *ex + pirat(= spirat) + ion* of air, *i. e.*, breathing, or *re + spirat + ion*.

**Direction.**—Combine, define, and illustrate.

*bi + sect*, *dis + sect*, *con + spic(u) + ous*, *sus + pic(= spic)(i) + ous*, *in + spect*, *re + spect + able*, *a + spire*, *con + spire*, *ex + pire(= spire)*, *in + spire*, *per + spire*, *tempor + al*, *tempor + ary*.

## LESSON 283.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

**Tend** to ruin ; every fiber **tens(e)** ; **tens + ion** of the muscles ; a **con + tent + (i)ous** disposition ; **dis + tend + ed** nostrils ; **in + tent** on mischief ; **in + tens(e)** application ; **in + tens + (i)fy** the alarm ; the **os(= ob) + tens + ible** reason ; **tend(er)** a payment ; **ten(ac) + ity** of purpose ; **ten + acious** of his rights ; an **un + ten + able** position ; temperate, but not **abs + tin + ent** ; **ap + per + tain + ing** to this life ; a remark not **per + tin + ent** here ; **at + tribut(e)** it to other causes ; just **re + tribut + ion** ; **re + tribut + ive** justice ; **verb + ul** critic, **verb + al** (not oral) message.

**Direction**.—Combine, define, and illustrate.

**tend(on)**, **tend + ency**, **at + tent + ive**, **ex + tens + ion**, **os(= ob) + tent(at) + ion**, **ten + able**, **re + tent + ive**, **ad + verb**.

## LESSON 284.

(See *Direction*, p. 163.)

**Tract + able** child ; an **abs + tract** of the discourse ; **de + tract** from his merits ; **re + tract** the false charge ; **re + tract + ion** of an opinion ; trouble arising from an **in + ad + vert + ent** remark ; to **anim + ad + vert** frequently upon the impropriety ; to **a(= ab) + vert** his wrath ; strong mutual **a(= ab) + vers + ion** ; some **contro + vert + ed** points ; **per + vert** the meaning ; **re + vert** to the original owner ; **con + vers + ant** with literature ; a man of **vers(at) + ile** talents ; another **vers + ion** of the text ; to choose his **vocat + ion** ; a **con + vocat + ion** of bishops and clergy ; to avoid truth by **equ(i) + vocat + ing** ; **in + vocat + ion** of the Deity.

**Direction**.—Combine, define, and illustrate.

**at + tract + ive**, **con + tract + or**, **dis + tract**, **ex + tract**, **pro + tract**, **con + tract + ion**, **di + vert**, **ad + vers(e)**, **contro + vers + y**, **di + vers + (i)fy**, **per + vers + ity**, **re + vers(e)**, **pro + vocat + ion**.

## LESSON 285.

### Synonyms Discriminated.

- compe'ti'tion**, strife for the same object.
- 1 **em u la'tion**, desire to equal or excel others.  
**ri'valry**, a personal, selfish contest—usually unfriendly.
- 2 **firm'ness** belongs to the will.  
**con'stancy** belongs to the affections and principles.
- repent'ance**, sorrow for past acts, with a change of conduct.  
**pen'i'tence**, sorrow for sin.
- 3 **com pun'ction**, a pricking of conscience.  
**re morse'**, a gnawing of conscience.  
**con'tri'tion** (a bruising), a continuous state of grief and self-condemnation.
- 4 **e ter'nal**, having neither beginning nor end.  
**ever last'ing**, without end.
- e con'o'my** avoids waste, and uses money to the best advantage.
- 5 **fru gal'i'ty** cuts off indulgences, and saves systematically and rigidly.  
**par'si'mo ny** carries frugality to an extreme, involving meanness.

**Direction.**—*Choose the right word, and give your reason.*

1 Honorable — in business. — seeks to merit success ; — is contented with obtaining it.

2 Without — a man has no character ; without — there is neither love nor virtue.

3 All men are subject to — of conscience. Heaven can judge if — be true. Seeing his reformation, we know his — to be true. The — of the prodigal son ; David's — for the murder of Uriah.

4 — existence ; — punishment.

5 — is a virtue, — is a vice ; — may lean to one or the other according to the motive from which it springs.

## LESSON 286.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

**Authen'tic** (not false) history ; **gen'uine** (not spurious) manuscript.

**At'titude** of wonder ; **reclining post'ure**.

A thing is **an'cient** or **antique'** when not modern ; it is **an'tiquated** or **ob'solete** when it is out of fashion or use. **An'cient** republics or temples ; built in the **antique'** style ; **an'tiquated** customs ; **ob'solete** words.

An **abridg'ment** contains the more important parts of the larger work. A **com pen'di um** or an **epit'o me** is a condensed **abridgment**. An **ab'stract** or a **sum'ma ry** is a brief statement of a thing in its main points. A **syn op'sis** is a bird's-eye view of a subject or work in its several parts.

An **ex am'ple** represents a class of objects ; an **in'stance** may be a single and solitary case.

## LESSON 287.

## Synonyms Discriminated.

**Direction.**—*Learn to discriminate ; give original illustrations.*

**Com'mon friend** (*not* " mutual friend "), country, or enemy (belonging alike to all) ; **mut'u al** benefit, services, or friendship (interchange in the same act) ; **recip'ro cal** kindness or reproaches (acting in response to another act).

Fields are **adja'cent** when they lie near to each other. **Adjoin'ing** farms meet or join at some point. **Con tig'u ous** implies touching or joining closely.

**Am'ple** room or resources ; **spa'cious** hall, house, or garden ; **ca pa'cious** vessel or mind.

The taste and feelings of a **fas tid'ious** person are easily offended ; a **squeam'ish** person is over-scrupulous and easily disgusted.

**Grand'eur** of the ocean ; **sub lim'i ty** of the heavens.

## LESSON 288.

## Word-Analysis and Word-Building.

(See *Direction*, p. 163.)

**Fellic(it) + ate** ourselves on having escaped the danger; **ac + cess + ible** from all sides; to make mutual **con + cess + ion + s**; not a natural, but a **fact(iti) + ous**, excitement; **e + dict** of the emperor; to **inter + dict** all further intercourse; **con + cur** in this judgment; **con + curr + ent** testimony; **col + lat(e)** it, word by word, with the original; sat down to a cold **col + lat + ion**; **in + her + ent** right to liberty. Solids and fluids differ in the degree of **co + hes + ion**.

**Direction**.—Combine, define, and illustrate.

**de + cept + ion**, **de + cept + ive**, **ex + cept + ion**, **inter + cept**, **inter + cess + ion**, **inter + cess + or**, **pre + de + cess + or**, **cred (ul) + ous**, **in + cred(ul) + ity**, **ac + credit**, **dict + at(=ate) + ion**, **se + duct + ive**, **aque(aqua, water) + duct**, **flu + id**, **super + flu + ous**, **fluct(u) + ate**, **in + fring(e) + ment**.

## LESSON 289.

(See *Direction*, p. 163.)

**A loqu(aci) + ous** woman; **as + sid(u) + ous** labor; to labor with **as + sid(u) + ity**; reconciled by the **inter + posit + ion** of a common friend; to be in the **a + scend + ant**; to gain undisputed **a + scend + ency**; **im + potent** in body and mind; the **omni(omnis, all) + potent** Creator; **per + spic(u) + ous** in thought and language; **per + spic(u) + ity** of his statements; Socrates and his **con + tempor + ary**, Plato; break the **con + tin(u) + ity** of the thought; **per + tin + acious** in opinion; **tract + ion** of a muscle or a rope.

**Direction**.—Combine, define, and illustrate.

**multi(multus, many) + form**, **in + it + (i)al**, **circu + it**, **sub + miss + ion**, **trans + miss + ion**, **pre + sid(e)**, **pro + posit + ion**, **trans + posit + ion**, **ex + tempor + ize**, **sus + ten + ance**, **tribut + ary**, **verb + ose**, **verb + os(=ose) + ity**.



## Prefixes.

## Alphabetical List—For Reference.

*e* = English, *l* = Latin, *g* = Greek.

<sup>e</sup> a = <i>at, in, on, or adds force.</i>	<sup>e</sup> cata } = <i>down.</i>
<sup>l</sup> a. See <i>ab</i> or <i>ad</i> .	cat }
<sup>e</sup> a } = <i>without, not.</i>	<sup>l</sup> circum } = <i>around.</i>
an }	circu }
<sup>l</sup> ab } = <i>from.</i>	<sup>l</sup> con* (cum) }
abs }	co }
a }	col }
	com }
	cor }
<sup>l</sup> ad* } = <i>to.</i>	<sup>l</sup> contra } = <i>against.</i>
a }	contro }
ac }	counter }
af }	
ag }	<sup>l</sup> de = <i>down, from, or adds force.</i>
al }	<sup>e</sup> dila = <i>through</i>
an }	<sup>l</sup> dis* }
ap }	di }
ar }	dif }
as }	
at }	<sup>e</sup> dis }
<sup>l</sup> ambi } = <i>around.</i>	di }
amb }	<sup>e</sup> dys = <i>bad, ill.</i>
am }	<i>e, ec, ef.</i> See <i>ex</i>
<sup>e</sup> amphi = <i>both, around.</i>	<sup>e</sup> en }
<sup>e</sup> ana = <i>up, back, through.</i>	em }
<sup>l</sup> ante = <i>before.</i>	<sup>e</sup> en }
<sup>e</sup> anti } = <i>against, opposite.</i>	em }
ant }	<sup>e</sup> epi }
<sup>e</sup> apo } = <i>from.</i>	ep }
ap }	<sup>e</sup> eu }
<sup>e</sup> be = <i>by, about, over, to make, or adds force.</i>	ev }
<sup>l</sup> bi } = <i>two, twice.</i>	<sup>l</sup> ex* }
bis }	e }
	ec }
	ef }

\* The last letter of the prefix is often modified by the first letter of the root. This is for the sake of euphony.

† In anticipate. *anti* = *ante*.

**Prefixes—Continued.**

<sup>l</sup>extra = *beyond.*

<sup>e</sup>for = *not, from.*

<sup>e</sup>fore = *before.*

<sup>h</sup>yper = *over, beyond.*

<sup>h</sup>ypo = *under.*

<sup>i</sup>n\*  
il } = *in, on.*  
im }  
ir } = *not.*

<sup>i</sup>nter = *between.*

<sup>i</sup>ntro = *within.*

<sup>o</sup>meta  
met } = *beyond, change.*

<sup>e</sup>mis = *wrong, wrongly.*

<sup>o</sup>mono = *alone.*

<sup>i</sup>non = *not.*

<sup>o</sup>b\*  
o } = *in front, in the way,*  
oc } *against.*  
of }  
op }

<sup>e</sup>off = *from.*

<sup>e</sup>out = *beyond.*

<sup>e</sup>over = *above.*

<sup>o</sup>para  
par } = *side by side, unlike.*

<sup>†</sup>per = *through, thoroughly.*

<sup>o</sup>poly = *many.*

<sup>i</sup>post = *after.*

<sup>i</sup>pre = *before.*

<sup>i</sup>pro  
pur } = *for, forth.*

<sup>o</sup>pro = *before.*

<sup>i</sup>re = *back or again.*

<sup>i</sup>retro = *backward.*

<sup>i</sup>se = *aside.*

<sup>i</sup>semi = *half.*

<sup>i</sup>sine = *without.*

<sup>i</sup>sub\*  
suc } = *under.*  
suf }  
sug }  
sup }  
sus }

<sup>i</sup>subter = *under.*

<sup>i</sup>super  
sur } = *above, over.*

<sup>o</sup>syn  
sy } = *with, together.*  
syl }  
sym }

<sup>e</sup>to = *the, this.*

<sup>i</sup>trans  
tra } = *over, beyond, through*

<sup>i</sup>tri = *three, thrice.*

<sup>i</sup>ultra = *beyond.*

<sup>e</sup>un = *not* (in adj. and nouns).

<sup>e</sup>un = *opposite act* (in verbs).

<sup>e</sup>under = *beneath.*

<sup>i</sup>vice = *instead of.*

<sup>e</sup>with = *against, from.*

\* See note, p. 184.

† Per, standing alone, means *by*.

## Suffixes.

## Alphabetic List—For Reference.

The part of speech formed by the aid of the suffix is indicated by the letter placed before it.—*n* = noun, *v* = verb, *a* = adjective, *ad* = adverb.

The language from which the suffix comes is indicated by the letter placed after it.—*e* = English, *l* = Latin, *g* = Greek, *f* = French.

- <sup>a</sup>able** } (*l*) = *able to be, fit to be,*  
**<sup>a</sup>ible** } *causing.*  
**<sup>a</sup>ble** }
- <sup>a</sup>ac** (*g*) = *pertaining to.*
- <sup>a</sup>aceous** (*l*) } = *having the quality*  
**<sup>a</sup>acious** (*l*) } *of, full of.*
- <sup>a</sup>acy** (*l*) = *state or quality of being.*
- <sup>a</sup>age** (*f*) = { *state of being.*  
*act of.*  
*that which.*  
*a collection of.*
- <sup>a</sup>al** (*l*) = *pertaining to; the act of.*
- <sup>a</sup>an** (*l*) = *pertaining to; one who.*
- <sup>a</sup>ance** } (*l*) = *state of being, act of.*  
**<sup>a</sup>ancy** }
- ant** (*l*). See *ent*.
- <sup>a</sup>ar** (*l*) = *pertaining to.*
- <sup>a</sup>ar**. See *er*.
- <sup>a</sup>ard** (*e*) = *one who.*
- <sup>a</sup>ary** (*l*) = { *belonging to.*  
*one who, place where.*
- <sup>a</sup>ate** (*l*) = { *having.*  
*one who.*  
*to make.*
- ble**. See *able*.
- <sup>a</sup>cle** } (*l*) = *little (diminutives).*  
**<sup>a</sup>cule** }
- <sup>a</sup>dom** (*e*) = *state of being, domain of.*
- <sup>a</sup>ed** (*e*) = *past tense and past par.*
- <sup>a</sup>ee** (*f*) = *one to whom.*
- <sup>a</sup>eer** } (*f*) = *one who.*  
**<sup>a</sup>ier** }
- <sup>a</sup>en** (*e*) = { *made of.*  
*to make, past par.*  
*little (diminutive).*
- <sup>a</sup>ence** } (*l*) = *state of being.*  
**<sup>a</sup>ency** }
- <sup>a</sup>ent** (*l*) = { *one who or that which.*  
*being or ing.*
- <sup>a</sup>er** (*e*) = *one who or that which.*
- <sup>a</sup>er** (*e*) = *more (comparative degree).*
- <sup>a</sup>ery** } (*e*) = { *place where.*  
*state of being.*  
*collection.*  
*art of.*
- <sup>a</sup>escence** (*l*) = *state of becoming.*
- <sup>a</sup>escent** (*l*) = *becoming.*
- <sup>a</sup>ess** (*f*) = *female.*
- <sup>a</sup>est** (*e*) = *most (superlative degree).*
- <sup>a</sup>ette** (*f*) = *little (diminutive).*
- <sup>a</sup>ful** (*e*) = *full of, causing.*
- <sup>a</sup>fy** (*l*) = *to make.*
- <sup>a</sup>hood** (*e*) = *state or quality of being.*
- ible**. See *able*.
- <sup>a</sup>ic** } (*l*) (*g*) = { *pertaining to.*  
**<sup>a</sup>ical** } { *made of.*  
*one who.*
- <sup>a</sup>ics** } (*g*) = *science of.*  
**<sup>a</sup>ic** }

Suffixes—Continued.

**id** (l) = *quality, pertaining to.*

**le** } (e) = *little* (diminutive).  
**ny** }

**ler.** See *eer.*

**ile** (l) = *able to be, relating to.*

**ine** (l) = *belonging to.*

**ing** (e) = *the act; continuing.*

**ion** (l) = *act of, state of being.*

**ise** } (g) = *to make, to give.*  
**ize** }

**ish** (e) = { *somewhat, like.*  
*to make.*

**ism** (g) = *state of being, doctrine.*

**ist** (g) = *one who.*

**ite** (l) = *one who is; being.*

**ity** } (l) = *state or quality of being.*  
**ty** }

**ive** (l) = *one who, that which;*  
*having power or quality.*

**ix** (l) = *female.*

**ize.** See *ise.*

**kin** (e) = *little* (diminutive).

**less** (e) = *without.*

**let** (e) = *little* (diminutive).

**ling** (e) = *little* (diminutive).

**ly** (e) = *like, manner.*

**ment** (l) = *state of being, act of,*  
*that which.*

**mony** (l) = *state of being, that*  
*which.*

**ness** (e) = *state or quality of being.*

**ock** (e) = *little* (diminutive).

**or** (l) = *one who, that which.*

**ory** (l) = { *relating to.*  
*place where.*  
*thing which.*

**ose** } (l) = *full of, having.*  
**ous** }

**ple** (l) = *fold.*

**ry.** See *ery.*

**vs** or **es** (e) = *plu. of nouns; 3d*  
*per. sing. of verbs.*

**'s** or **'** = *possessive case.*

**ship** (e) = *state of, office of.*

**slon.** See *ion.*

**some** (e) = *full of, causing.*

**ster** (e) = *one who.*

**th** (e) = *state of being.*

**tion.** See *ion.*

**tude** (l) = *state of being.*

**ty.** See *ity.*

**ule** (l) = *little* (diminutive).

**ulent** (l) = *full of.*

**ure** (l) = *state or act of, that*  
*which.*

**ward** } (e) = *direction of.*  
**wards** }

**wise** (e) = *manner.*

**ny** (e). See *ie.*

**y** (e) = *full of, having.*

**ny** (l) (g) = *state of being.*

## Latin Roots—For Reference.

To the pupil.—The different forms which the Latin roots assume in English derivatives will be found in bold-face type, within marks of parenthesis.

Remember that in pronouncing Latin words there must be as many syllables as there are vowels or diphthongs, thus: be'ne, i're, ag'e-re (not ag'ère).

(act). See *agere*.

ae'quus (equ, equal, iqu), *equal, just.*

ag'ere (act, ag), *to do, to drive.*

alie'nus (alien), *another, stranger.*

an'ima (anim), *life.*

an'imus (anim), *mind.*

an'nus (ann, annu, enn), *a year.*

be'ne, *well.*

cad'ere (cad, cas, cid, cide), *to fall.*

cap'ere (cap, capt, ceive, cept, cip), *to take.*

ca'put (capit, cipit), *the head.*

(cas). See *cadere*.

ced'ere (ced, cede, ceed, cessa), *to go, to yield.*

(ceive, cept). See *capere*.

(cid). See *cadere*.

(cip). See *capere*.

(cipit). See *caput*.

clama're (claim, clamat), *to cry out, to call.*

clau'dere (clud, clude, clus), *to shut.*

cred'ere (cred, credit), *to believe.*

cur'rere (cur, curr, curs), *to run.*

dic'ere (dict), *to say.*

dig'nus (dign), *worthy.*

du'cere (duc, duce, duct), *to lead.*

(enn). See *annus*.

(equ). See *aequus*.

fa'cere (fac, fact, feas, fect, fio), *to do, to make.*

fe'lix (felio), *happy.*

fer're (fer, lat), *to bear, to carry.*

(fio). See *facere*.

flu'ere (flu, fluct, flux), *to flow.*

for'ma (form), *a shape, a form.*

fran'gere (frang, fract, fring), *to break.*

fun'dere (fund, fus, fuse), *to pour.*

gra'di (grad, grade, gress), *to step, to walk.*

haere're (her, hes), *to stick.*

(iqu). See *aequus*.

i're (it), *to go.*

(lat). See *ferre*.

lit'era (liter), *a letter.*

lo'qui (loqu, locut), *to speak.*

mag'nus (magn), *great.*

ma'nus (man, manu), *the hand.*

mer'gere (merg, mars), *to dip, to plunge.*

migra're (migr, migrat), *to wander, to remove.*

mit'tere (mit, miss), *to send.*

pars (part, partil), *a part.*

pon'ere (pon, posit), *to place.*

po'tens (potent), *powerful.*

scan'dere (scend, scena), *to climb.*

scrib'ere (scrib, scribe, script), *to write.*

seca're (sect), *to cut.*

sede're (sed, sees, sid), *to sit.*

spec'ere { (spect, spio), *to look, to see.*

or spic'ere }

spira're (spir, spire, spirat), *to breathe, to blow.*

(tain). See *tenere*.

tem'pus (tempor), *time.*

ten'dere (tend, tens, tent), *to stretch*

tene're (tain, ten, tent, tin), *to hold.*

(tent). See *tendere* and *tenere*.

(tin). See *tenere*.

tra'here (tract), *to draw.*

tribu'ere (tribut), *to allot, to give.*

ver'bum (verb), *a word.*

ver'tere (vert, vers), *to turn.*

voca're (voc, vocat), *to call.*

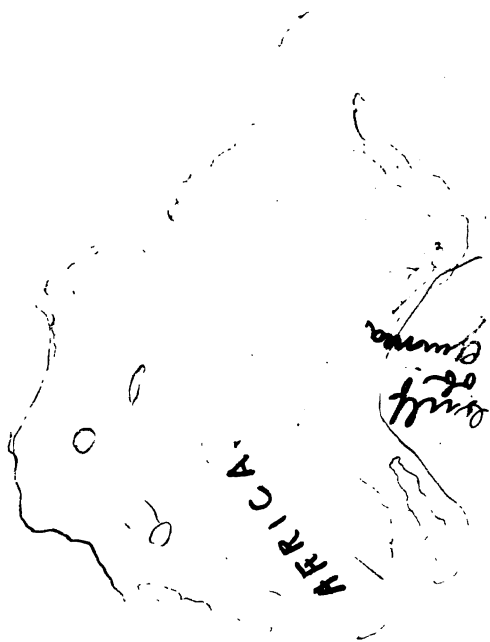


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